

Education Development Directory



Deputy and Associate Deans' Education Development Directory

The HEE NW Deputy and Associate Deans (DDs and ADs – hereafter abbreviated to ADs) are able to provide educational support in the following areas via a range of interventions i.e. workshops, presentations, lectures, etc. Some of these are available on a personal basis; others may be prepared by a Lead AD but delivered via other ADs.

Generic Topics Available from all Associate Deans (ADs)

There are a number of generic workshops, presentations, lectures, etc. that all ADs are able to deliver. These include:

- ✓ Giving feedback
- ✓ How to write an ES End-of-Year report
- ✓ Trainees Requiring Extra Support, TRES (formerly Drs in Difficulty, DIDs)
- ✓ Support for educators in difficulty
- ✓ Supporting departments that are struggling
- ✓ Educational governance (roles of Trust, HEE, GMC, Medical Royal Colleges and individuals within these)

This list is not exhaustive and other topics may be added. Additional support is available detailed below. This is based on ADs' interests and responsibilities.

ADs are asked to gain feedback on each session, so that HEE NW can judge demand and popularity of each event.

Requests are to be made via the Faculty Development HEE NW inbox: facultydevelopment.nw@hee.nhs.uk. Please include as much information as possible regarding your requirements and this will be forwarded to the relevant AD to respond.

Dr Alistair Thomson

Associate Postgraduate Dean

Health Education England North West

Regatta Place | Brunswick Business Park | Summers Road | Liverpool | L3 4BL

Associate Dean & Portfolio	Area(s) (and days available)	Title of Workshop/Lecture/ Presentation	Target Audience (DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.)	Synopsis	Learning Objectives	Room style Max/ min nos
Prof Simon Carley AD Communication and teaching / assessing complexity and uncertainty	Decision making	<i>All done as a workshop (1 hour) or lecture 30 mins. Most have pre-recorded versions:</i>				
	Clinical Judgement Feedback Leadership in the Social Age	Tribalism in medicine	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	Understand tribalism in medicine and its effect on morale, safety and progression	Identify tribal attitudes & behaviours in the workplace. Strategies to intervene and improve abnormal tribal behaviours.	Any.
	(Flexible around days)	Presentation skills, stories, slides and performance	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	Improve presentation techniques using the P3 format	Participants will understand the three main components of a successful presentation and by able to review and critique these elements in themselves or others	Workshop up to 40 persons. Cabaret best with own laptops. Needs projectors. 2-4 hours.
		What to believe and when to change http://stemlynsblog.org/simon-carley-believe-change-smaccgold/	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	How change does and does not happen in medicine	Understand barriers to change. Be able to identify and adapt personal and cultural barrier in the adoption or refute of clinical evidence	Any

		How diagnostic tests really work	Any audience	Explore how and why diagnostic tests do not perform in a binary way. Explore probabilistic medicine	Participants will understand uncertainty in diagnostic testing. Participants will learn a set of skills to explore uncertainty in diagnostics	Usually lecture based. Can be done as workshop. Slide presentation with audience discussion
		Are you any good? (as an educator or clinician) http://stemlynsblog.org/good-think-st-emlyns-smacc/	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD, etc.	Explore the concept of excellence in medicine. What is it, how do we spot it, how can we train for it?	Participants will have a better understanding of their own and colleagues relative performance	Any
		What happens when you make a terrible error	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	Understand process that takes place after a major clinical error	Participants will be able to support colleagues undergoing investigation for clinical error (or self for that matter)	Lecture based
		Why social media is changing medical education Edutainment http://stemlynsblog.org/medutainment-and-emergency-medicine-part-3-what-next-and-how-do-i-do-it/	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	Understand the influence of social media on medical practice	Be able to access and understand how information sources are disrupted through social discourse and online media.	Any

					Be able to articulate benefits and risks of social media	
		How to podcast and blog Clinical Judgement http://stemlynsblog.org/making-good-decisions-in-the-ed-rce15/	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
		Performance feedback in difficult circumstances http://stemlynsblog.org/ttcnyc-resources-for-feedback-talk/	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How to give difficult feedback		Workshop 1-2 hours
		How to teach when it's really busy	ES/ CS etc.	Tips on shop floor teaching when it is really busy		Workshop or lecture.

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		My trainee can't pass their exams – effective techniques to learn and revise better	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	A workshop on learning rather than teaching. How do we learn? Breaking the dogma of revision, exams, progression and learning.	Participants will gain an overview of what does, and what does not work in education.	Workshop or lecture.
		Getting started with online learning.	Up to 30 persons.	The aim of this workshop is to support educators who wish to establish a social media presence and who wish to gain an understanding how online learning is being used by trainees in different specialties.	<ul style="list-style-type: none"> * Setting up basic social media accounts for medical education (e.g. twitter focus) * Quality, safety, curation and collation of online learning material * Cautions & confidentiality issues in online/social media enabled education * Supporting trainees/trainers to develop their own online learning content. 	1-2 hours workshop
		Integrating online learning into clinical practice.	Trainees and trainers.	The aim of this workshop is to help trainees understand how they can	<ul style="list-style-type: none"> * Flipped Classroom models * Safely developing online discussion platforms using 	30 min lecture OR 1 hour workshop.

				integrate online learning into clinical practice. The focus is on helping trainers understand how they can use online resources such as modules, blogs, podcasts and video to support traditional learning models.	common platforms such as WhatsApp, twitter, Instagram etc. * Pitfalls to online learning. * Integrating online learning into bedside clinical practice.	
Dr Rebecca Baron AD <i>Leadership</i>	Leadership	Leadership / Resilience	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
	Resilience <i>(Flexible around days)</i>	Resilience and Leadership	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
Dr Roisin Haslett	Leadership	Leadership for trainees				

DD Leadership for Trainees (supporting trainers to deliver)	(Thursdays, Fridays)	Leadership for trainers				
Dr Aruna Hodgson AD SAS Drs, Locally Employed Drs (LEDs), MTI Drs	SAS, LED and MTI Drs (Wednesdays & Thursdays)	SAS Dr Development/ Autonomous Working	SAS Drs/ DME/HoS/TPD	Career development for SAS Drs	Improve understanding of career development options for SAS Drs	Min 10 Max 20 Any that allows discussion (30 mins - 1 hour)
Mrs Clare Inkster AD Values & Behaviours, including Equality, Diversity and Inclusion (EDI) Reflective Learning / Global Health	Values and Behaviours (Tuesdays, Fridays)	<i>EDI-related workshops (an hour and a half – or two in a half-day, or all 4 in a whole day)</i>				
		Inclusive supervision - Supervising a trainee with differences from yourself	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			1 ½ hours
		Unconscious Bias	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			1 ½ hours
		Cultural Intelligence	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			1 ½ hours
Educating and advocating for health equity	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			1 ½ hours		

		<i>Half day (but could do shortened 2 hour version)</i>			
	Reflective Practice	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			If shortened 2-hour.
	Leadership	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			If shortened 2-hour.
	Quality in Education	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			If shortened 2-hour.
	Educational supervision: Reflective practice with tools for developing insight where it seems to be lacking	DME/ FPD/ TSTL/ ES/ HoS/ TPD/ etc.	N/A yet		If shortened 2-hour.
	Feedback	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.	N/A yet		If shortened 2-hour.
	Values and Behaviours	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			If shortened 2-hour.
	Mentoring	DME/ FPD/ TSTL/ ES/ CS/			If shortened 2-hour.

			HoS/ TPD/ Trainees/ etc.			
Prof Pramod Luthra AD Technology Enhanced Learning (including Simulation)	Simulation Workshops	Human Factors	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
	Human Factors					
	Team Resource Management	Team resource management	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Senior Trainees/ etc.			
	(Flexible around days)	Simulation scenario practice	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
Dr Mumtaz Patel AD Educational Scholarship (including R&D)	Role of WPBA/SLEs in Predicting Trainees Requiring Extra Support	Improving Quality of Educational Supervisor Reports	DME/ FPD/ ES/ CS/ HoS/ TPD/ etc.			
	Managing and Supporting Doctors in Difficulty – Bringing Research into Practice	Assessment and Feedback	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
		Role of WPBA/SLEs in Predicting Trainees Requiring Extra Support/Doctors in Difficulty	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
	(Mondays/ Tuesdays)	Managing and Supporting Doctors in Difficulty – Bringing Research into Practice	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			

<p>Dr Shirley Remington DD DDRG</p> <p><i>Communications and support for Trainers / Careers / LTFT</i></p>	Trainees Requiring Extra Support/Doctors in Difficulty	Trainees Requiring Extra Support/Doctors in Difficulty	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/etc.				
	LTFT	Less-Than-Full-Time - Educating educators in this area	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.				
	Careers	Careers support - Resilience and training trainers and trainees in both areas	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.				
	<p><i>(Tuesdays to Thursdays but flexible given notice)</i></p>		Meaningful reflection	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
			Careers support -supporting the transition to the consultant role including interviews	DME/ FPD/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
			Careers support- -second victim support	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
			Gold guide changes	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			

		ARCP processes	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
		General educational updates	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
		Educator and the new contract – (Hour long update / workshop)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
		JD contract and careers (Hour update to a full day as required)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
		Any topic – suggested (Hour update to a full day as required)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ Trainees/ etc.			
Dr Jo Rowell AD DDRG oversight for Foundation Professional Support Network	(Wednesdays and Thursdays)	Trainees Requiring Extra Support – managing them / common pitfalls for trainees and trainers	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc. Can be adapted to audience.			(Varying lengths of talks / workshop from 45 mins to 2 hours)

		Trainers in difficulty	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc. Can be adapted to audience.			(Varying lengths of talks / workshop from 45 mins to 2 hours)
		ES report writing.	DME/ FPD/ ES/ CS/ HoS/ TPD			(1 hour session up to 3 hour interactive workshop)
		SMART objective setting (can be combined with above)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc. Can be adapted to audience.			
		Group facilitation	DME/ FPD/ TSTL/ HoS/ TPD/ etc. Can be adapted to audience.			
		Giving feedback	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc. Can be adapted to audience			
Dr Alistair Thomson AD Educator Development	<i>Faculty/ educator development</i> <i>(Tuesdays, Fridays and</i>	Recognition of Trainers (RoT)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How to maintain recognition as ES/CS	1.AoME domains for ES & CS 2.How to gain recognition	Min 15 Max N/A Any that allows discussion in small groups

	occasionally Wednesdays)				3.How to maintain recognition over 5 years	(1 hour)
	Promoting Excellence (PE)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc. Trainees	Implications of PE for all	1.PE 2.Implications for trainers, trainees, Trusts, HEE, etc.	Min 15 Max N/A Any that allows discussion in small groups (1-2 hours)	
	Educational and Clinical Supervisors (ES & CS) and Safe Training	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How ES & CS contribute to patient safety while training	1.PE & patient safety 2.Implications for ES & CS – and trainees Implications for Trusts	Min 15 Max N/A Any layout that allows discussion in small groups (1 hour)	
	Enhancing Supervision	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/Trainers/ Trainees/etc.	Recommendations and tips from 2019 report in the Enhancing Junior Drs' Working Lives series.	Definitions, descriptions and lines of communication explored in the report on Enhancing Supervision. Contains extra tips for trainers and trainees on how to maximise benefits of supervision.	Min 15 Max N/A Any layout that allows discussion in small groups (1-2 hours)	
	The Hamilton Review 2019	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/Trainers/ Trainees/etc.	Review of gross negligence manslaughter after the	The review contains 29 recommendations many of which impinge on medical education.	Min 15 Max N/A Any layout that allows	

				Bawa-Garba case.		discussion in small groups (1-2 hours)
		Clinical Incidents and Support for Trainees	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How Trusts and educators should support trainees involved in clinical incidents and coroner's cases	Trainees may need support if involved in even minor incidents. This session explores the Trust and educator system for trainee support and debriefing.	Talk or workshop Min 15 Max N/A Any layout that allows discussion in small groups (1 hour)
		Safe Reflective Practice in the post-Bawa-Garba era	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How trainees (and trainers) should reflect safely and constructively	Using the GMC's The Reflective Practitioner recommended template to generate an anonymised reflective note with an action plan.	Talk or workshop Min 15 Max N/A Any layout that allows discussion in small groups (1 hour)
		Supporting Educators (NACT UK Workshop)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.	How to Support Educators under pressure	1.Using the NACT UK document 'Supporting Educators' 2.Discussing scenarios on how to support trainers who are in various difficulties	Min 15 Max 40 Preferably cabaret or Any that allows discussion in small groups (2 hours)

		Are You Getting the Best out of your Trainees (Workshop)	ES & CS	Meeting Trainers' Expectations of Trainees - and vice versa	1.Exploring Educational and Clinical Supervision in practice 2.Helping trainers and trainees to get the best from each other	Min 15 Max 40 Preferably cabaret or Any that allows discussion in small groups (1-2 hours)
Mr Andy Watson DD ICAT <i>(Universities of Manchester / Lancaster / Liverpool)</i> Academic Foundation	<i>Quality Academic training</i> (Thursdays and Fridays)	Academic Clinical Training Pathway	DME/ FPD/ HoS/ TPD/ etc.			
		Trainees Requiring Extra Support (Drs in Difficulty) (talk)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
		Difficult Conversations with Trainees Workshop (Simulations with actors)	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			
		Educational Governance	DME/ FPD/ TSTL/ ES/ CS/ HoS/ TPD/ etc.			