

Learner Support and Faculty Development Newsletter

Summer 2022



Team Update

Page 2

Programme Updates

- **Trainer Recognition 2022** Page 2
- **Focus on Fellowships** Page 4
- **North West EDI Network** Page 6
- **SuppoRTT in the North West** Page 7
- **Enhancing Induction and Support for IMGs New to the UK** Page 8
- **Spring Educators 2022** Page 9
- **Help Improve HEEs Websites: Complete a Tree Test Activity** Page 11

Events

- **The Educator Development Programme** Page 11
- **PGMDE Conference 2022** Page 12
- **Elearning Programme on Welcoming IMGs to the NHS Webinar** Page 12
- **Remote Consultations Elearning Programme** Page 12

Resources

Page 13

Team Update

Welcome to the summer issue of the Learner Support and Faculty Development (LSFD) newsletter which contains an important update on trainer recognition, a focus on the HEE NW Medical Education and Medical Leadership Fellowships, an update from the EDI Network and information for trainers on the SupportTT resources available, plus the usual announcements on forthcoming events and resources.

Firstly, we would like to take this opportunity to update you on a few staffing changes which have occurred since the last edition of the newsletter, Justin Baker and Rabia Butt have left the LSFD team, however I am pleased to announce that Ismahan Abdullah and Laura Kearns have been appointed, and I am sure you will join me in welcoming them to the team.

Ismahan Abdullah joined the LSFD team in the role of Programme Support Officer in May 2022 (replacing Justin). Ismahan has worked as an administrator for the National Institute for Health and Care Excellence (NICE) since 2018, prior to this she has worked in several other administrative roles.

Laura Kearns started as Programme Support Administrator in June 2022 (replacing Rabia). Laura has worked as a Business Support Officer for the Office of Health Improvement and Disparities since 2020, prior to this she has worked in administrative roles for the Victoria University of Wellington and the Ministry of Education in New Zealand.

Whatever your plans are this summer we hope you manage to find the time to take a break, with friends and family to relax, refresh and recharge.

Trainer Recognition 2022

Introduction

This short article contains important information about gaining or maintaining recognition as a trainer i.e., Educational and/or Clinical Supervisor (ES / CS).

In September 2022 it will be 5 years since the GMC first recorded trainer status on the medical register. You can check your listing via: [The Medical Register - GMC](#) if it is incorrect, contact your Medical Education Centre.

The refresher interval for GMC trainer recognition is 5 years, so those recognised in the original process in 2016/17 need to refresh this year.

The original plan was to link trainer recognition status with annual appraisal and revalidation (see: [Approving trainers implementation plan - Aug 12](#)).

However, the GMC has not made trainer status a mandatory component of appraisal and revalidation.

Therefore, perhaps unsurprisingly, a recent survey shows that the recognition and refresher processes have not yet been incorporated into appraisal and revalidation processes in all trusts.

However, trainer recognition processes are increasingly aligning with the timescale of

appraisal and revalidation; this is a convenient time to update recognition.

Who needs to be recognised as a trainer?

All Consultants and SAS Doctors who supervise and work with HEE NW trainees must be recognised **at least as a CS**. This includes those working with trainees on call, at nights, weekends, in operating theatres or in outpatients etc.

Consultants and SAS doctors can be an ES. The number of ES in a department will depend on the number of trainees.

How to become a recognised trainer

Trust processes for recognition (and re-recognition) of trainers depend on various factors, but the core principles are the same. See: [Recognition of Trainers – Standards and Guidance](#) for more information.

To be recognised as a CS and/or ES, trainers are required to document supporting information against the domains set out by the Academy of Medical Educators (AoME) in the [Professional Standards for Medical Educators](#). These domains are:

Clinical Supervisor	Domain	Educational Supervisor
✓	1. Ensuring safe and effective patient care	✓
✓	2. Establishing and maintaining an environment for learning	✓
✓	3. Teaching and facilitating learning	✓
✓	4. Enhancing learning through assessment	✓
	5. Supporting and monitoring educational progress	✓
	6. Guiding personal and professional development	✓
✓	7. Continuing professional development as an educator	✓

How to gain recognition - new trainers

Former HEE NW trainees who have completed module 1 (CPD4706) of the PGCert in Workplace Based Medical Education at Edge Hill University meet the standard for recognition as a CS.

To become fully recognised as a trainer (CS and ES), supporting information against domains 1, 2, 3, 4 and 7 for CS and 1 to 7 for ES should be submitted. This information can be collected:

- *Either*, by attending a taught course that is externally accredited and DME approved, which prepares supervisors fully for the trainer role. (Most Royal Colleges run 'How to be an ES' courses. The RCP runs

generic courses relevant to all specialisms. Some trusts organise relevant courses locally);

- *Or*, separately, by acquiring one piece of supporting evidence against each domain from a variety of sources. See the [Guidance on Evidence for Recognition of Trainers – Nov 2020](#) for examples.

How to retain recognition – previously recognised trainers

To maintain recognition trainers must:

- Acquire at least one piece of supporting evidence covering domain 7 (educational CPD) every year. There must be three separate types

of domain 7 activity in any five-year period; *and*

- Over the five-year recognition period trainers must present *one* piece of evidence from *each* of domains 1 to 4 (CS) and 1 to 6 (ES).

Like initial recognition, re-recognition may be achieved by attendance at a course (shortened refresher courses are available); or acquired separately (please refer to the list above). The 5 years' supporting information should be summarised on the [Educational Activity Summary](#).

How your status is entered on the GMC list of recognised trainers

Names of recognised trainers are now entered onto the PARE database directly from the trust or passed to the Quality Team at HEE NW. The data is shared *via* GMC Connect.

Any issues regarding trainer recognition can be discussed with Dr Alistair Thomson, Associate Postgraduate Dean at: Alistair.Thomson@hee.nhs.uk.

Focus on Fellowships

Each year HEE NW recruits eight Medical Education Fellows (MEFs) and eight Medical Leadership Fellows (MLFs), to undertake a two-year fellowship programme.

Recruitment for 2022/23 has been completed - congratulations to the following trainees, recruited from a range of specialty training programmes, who have been appointed and will commence their fellowships in September 2022:

Medical Education Fellows	Medical Leadership Fellows
Trishan Bali , ST3 Emergency Medicine	Kiran Baillal , ST3 General Practice
Emma Boothby , ST4 Paediatrics	Rachel Cassin , ST6 Anaesthetics
Rory Brown , ST5 General Surgery	Sian Dobbs , ST5 ENT
Izuchuckwu Ezeh , ST4 GIM/GUM	Udemezue Ezekwesili , ST3 General Practice
Dominic Haigh , ST5 Medical Virology	Emma Gosnell , ST7 ENT
Reeanne Jones , ST5 Anaesthetics	Andrew Jones , ST5 Paediatric Dentistry
Rebecca Kuruvilla , ST5 Clinical Pharmacology	Mark McNair , ST2 General Practice
Christopher Ramsden , ST2 General Practice	Paul Ridley , ST3 General Practice

Under the academic component of the fellowship, the MEFs and MLFs are supported to complete up to two modules on the PGCert programme at Edge Hill University to achieve the full PGCert in education or leadership. However, the fellowships provide much more than the opportunity to complete the PGCert. The following feedback and quotes from current fellows provide their perspective on the programme:

“The benefits of this fellowship have been wide-ranging and not only specific to a potential future career in medical education. The fellowship has given me access to educational supervisors, local and regional year leads (linked to the university), and training programme

directors/directors of medical education. Through these connections, I have been able to attend Speciality Trainee Committee meetings and medical governance meetings. I have met each director of medical education as I have rotated to each new trust. This has taught me a great amount about the role of medical educators, as well as transferrable skills, including leadership, management, and time management. It has been insightful to watch senior leaders in these roles, as I have had little experience of this before. I have learnt about how these leaders manage their teams, delegate tasks and work towards key deadlines.” (Tom Kennedy MEF, 2021-23 cohort).

“The benefits of this fellowship have been wide-ranging and not only specific to a potential future career in medical education”

“I have developed my understanding of senior leadership roles by shadowing the Associate Medical Director and Clinical Director by attending Safety and Quality Governance meetings, as well as Clinical Directorate and Clinical Reference Group meetings during my time at the Royal Preston Hospital. These were particularly useful experiences.” (Kerry Burke MLF, 2021-23 cohort).

As part of the fellowship the MEFs and MLFs are required to undertake a management or leadership project; this has sometimes proved challenging during the Covid era. However, current projects include producing audio-visual patient information leaflets for women with limited English; improving laparoscopic simulation training for surgical trainees and developing a consultation skills toolkit.

Many projects completed in past years have been presented nationally, for example a QIP project on EVAR graft surveillance which was successfully presented at the National Annual Vascular Society Conference in December 2021.

While HEE NW supports the MEFs and MLFs throughout their fellowship, ultimately it is down to the fellows to make the most of the opportunities provided:

“Overall, I have found the programme so far exciting and rewarding, I have recommended it to many near peers and am really glad I chose to do it. It does take up a fair bit of free time to get the outcomes I want but I feel it’s an invaluable experience to have and hope it will help develop my future career in medical education.” (Cara Webb MEF, 2021-23 cohort).

“Overall, I have found the programme so far exciting and rewarding”

“Without the framework and structure provided to me by the MLF programme, I don’t think I would have been as ambitious in my endeavours to develop a simulation based QIP that is spanning several sites across the region.” (Aidan Bannon MLF, 2021-23 cohort).

“Gaining perspectives, particularly from outside the bubble of my own specialty, is incredibly valuable and can lead to ideas and opportunities that I would not otherwise have had access to.” (Sarah Lawrence MEF, 2021-23 cohort).

Further information regarding the fellowships can be found at:

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

North West EDI Network

An update from the North West Equality, Diversity, and Inclusion (EDI) Network!

We have continued to make excellent progress from our trainee led EDI Network in the North West and have been given the opportunity to showcase some of this wonderful work at the recent HEE National Learner's Assembly. Initial feedback from this event demonstrated that the North West has continued to lead on this front, with many trainees across the country now linking in to collaborate or see how they can replicate some of these successes. A quick summary of the achievements includes:

A Handbook for International Medical Graduates

Created by a group of international trainees, the IMG handbook has been particularly well received, providing high yield but often overlooked information to onboarding doctors in the UK, making a difficult transition process that much easier.

Active Bystander Programme

A face-to-face educational session that supports doctors in being able to speak out when observing / facing discrimination in the workplace and how to deal with this in a constructive manner. This is an excellent example of supporting continuity of a project. Originally created by a registrar who is now a consultant, more registrars have joined to deliver the programme and ensure its sustainability.

EDI Peer Support Network

A first of its kind peer-to-peer support network in the region for healthcare professionals by healthcare professionals. Primarily focusing on EDI related concerns



and thus, those that relate to the legally protected characteristics.

The primary function of the EDI Peer Support Network is to support healthcare professionals by providing them a safe space to discuss, explore and guide how they want to escalate concerns at a pace and to a level suitable to them. Working in tandem with the Freedom to Speak Up Guardian and using an evidence-based approach to improve and adapt the service to the users' needs.

The EDI Peer Support Network will be launching formally in August 2022. Those providing this service are fully trained and include a range of healthcare professionals from Foundation Doctors through to Consultants. Our hope is that local schools will support this endeavour and help promote awareness to provide another tool to support trainee wellbeing.

Further information and resources, can be found on the EDI page of [HEEs website](#).

The EDI Network can be contacted on: edinetwork.nw@hee.nhs.uk.



SupportoRTT in the North West

Last year over 650 NW postgraduate doctors and dentists returned to training following a period of time out, however, as far as we are aware, only 360 accessed SupportoRTT.

This year one of our goals is to raise the awareness of SupportoRTT and we have various plans to help us do this, but we also need your help. In an ideal world every trainer and every postgraduate doctor and dentist will be aware of SupportoRTT, but we know this isn't currently the case.

So, what can YOU do?

- If you haven't already, educate yourself by undertaking the Supported Return to Training [elearning module](#) for educators, available on elearning for healthcare (elfh), and recommend that your educator colleagues do the same.
- Signpost your trainees to the Supported Return to Training (trainee) [elearning module](#) so they can find out about the process (even if they don't currently have plans to take a break).
- Visit the [NW SupportoRTT](#) webpages and signpost to your postgraduate doctors and dentists. They are an extensive resource for the programme and will help you to discover more about what is available.

SupportoRTT Champions

On 15 June 2022 we held our first face to face event with our SupportoRTT Champions since before the pandemic began. Thirty trust and school SupportoRTT Champions came together for the day hearing updates, learning more about the NW SupportoRTT Course, networking, discussing and dissecting their roles, and taking part in a development session. It was great to see our Champions and we look forward to seeing them in person more regularly in the future.

NW SupportoRTT Course

Our SupportoRTT course is delivered by the team at Lancashire Teaching Hospitals NHS Foundation Trust in collaboration with the simulation centres at Aintree, Preston, and Wythenshawe hospitals. It is a free resource for **all** postgraduate doctors with an FTN or NTN who have had a break in clinical practice of 3 months or more. More information about the course and how to book a place is available on our [website](#).

Funding for SuppoRTT

If there are gaps within the SuppoRTT provision in your trust or school that we can help to fund please work with your [SuppoRTT Champion](#) to develop a plan, we will be in touch with further details about this soon.

Coaching

This year we are working with Westwood Coaching Associates Ltd. to offer coaching to a pilot cohort of returning postgraduate doctors and dentists. Further details of how to access this will be available on our website shortly.

Eligibility

Did you know that International Medical Graduates with an FTN/NTN who are starting their first NHS training post, and postgraduate doctors and dentists (that have an FTN/NTN) who are starting a new training post and have had a break in clinical practice of 3 months or more, are eligible to access SuppoRTT?

If you know of any trainees in either of these situations, please ensure they have a 'pre-return' meeting to discuss their requirements.

If any further information is required, the NW SuppoRTT Team can be contacted by e-mail at SuppoRTT.nw@hee.nhs.uk.

Enhancing Induction and Support for International Medical Graduates (IMGs) New to the UK

Each year a substantial number of International Medical Graduates come to work in the region, either in formal training programmes or as Locally Employed Doctors. Health Education England North West has developed a number of initiatives to help support these doctors when they are new to the UK, with the aim of ensuring they have a positive experience and are able to thrive in their work. This includes:

A half-day enhanced induction

The induction is delivered every 6 months via MS Teams. The next induction will be held on the 21 July 2022, further details can be obtained from gpsupport.nw@hee.nhs.uk.

The induction complements the GMC "Welcome to UK Practice" and includes topics such as:

- An overview of the NHS and HEE
- A day in the life of a NW trainee
- Surviving your first on-call
- Portfolio and ARCPs
- Communication
- Effect of culture on performance

An Induction Checklist and Good Practice Guidance

The checklist is available as a Word document or as an online form which can be downloaded after completion and uploaded to the trainee's e-portfolio. Both the checklist and guidance can be accessed via [HEEs website](#) (scroll down to the useful resources section).

“Welcome to the North West” - A Handbook for International Medical Graduates

The handbook is available on [HEEs website](#) (scroll down to the useful documents section).

Masterclasses for IMG trainees

Topics to date have included Wellbeing and Resilience, and Reflective Practice.

Webinars for Educational Supervisors of IMGs

Resources from the webinar held in April 2022 can be accessed on [HEEs website](#). The session will be repeated on the 29 September 2022 and information on how to register will be available shortly.

The International Doctors section of the HEE NW website has been updated and can be accessed [here](#). It includes information for IMGs wishing to work in the UK; refugee doctors wishing to work in the UK; IMGs who have obtained a post in the North West; and for trusts who employ IMGs.

Trainee involvement has been key in this programme of work and a huge thank you is extended to all who have contributed to date.

If any further information is required; you can contact Dr Aruna Hodgson, Associate Dean at: Aruna.Hodgson@hee.nhs.uk.

Spring Educators 2022

After two years of meeting remotely, the return to the face-to-face format for the 2022 Spring Educators was welcomed by all. With a pertinent theme of ‘Recovery, Resetting and Reflecting’ more than 80 HEE NW educators attended over two days. The conference centre was adjacent to Crewe Hall, described as a ‘Grade I-listed Jacobean mansion with the wow factor’, which added to the positive mood of the meeting itself.

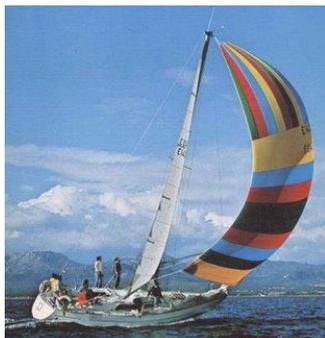
You can view the presentations from Spring Educators on [HEEs website](#). The following is a brief overview of the two days to whet your appetite to do so.

Day one started with plenary workshop in ‘World Café’ format, facilitated by Mr Alan Nobbs, Head of Design and Development, NHS Leadership Academy. We reflected on two years of challenges, barriers, blockers and triumphs across HEE NW, schools, trusts and in medical education. This continued after lunch, but 2 hours 45 minutes still seemed inadequate.



Later in the afternoon, a valuable perspective of training throughout the pandemic was delivered by Dr Caroline Hicks, ST7 Obstetrics and Gynaecology, and Dr Mark Ambrose, ST7 Respiratory Medicine, both Chief Registrars at Warrington Hospital; this served to validate many of the conclusions reached by the delegates in Alan's workshop, but also emphasised the importance of trainee involvement when difficult decisions (e.g. rotas, cover, workload, teaching, etc.) need to be made.

We heard about the new HEE NW coaching process from Peter Duffell of Westwood Coaching Associates Ltd., the organisation which will henceforth support trainees who require specific input. Referral will be *via* schools.



Day one was closed by our Postgraduate Dean, Professor Jane Mamelok, who updated us on matters of moment, including the impending merger of HEE, NHSE and NHS digital. Reminding us that Maxwell's dictum states while 'the pessimist complains about the wind, the optimist expects it to change, the leader adjusts the sails' she predicted that the majority of HEE activity would remain unaltered because of its statutory function.

The morning of day two began with a choice of three workshops:

- Active Bystander, led by Dr Clare Inkster, Associate Dean, HEE NW and Dr Naomi Fleming, Consultant Anaesthetist, MFT;
- How to introduce a new curriculum, led by Dr John Anderton, HoS Medicine and Mr Nadeem Khwaja, HoS Surgery; and
- Careers: A Holistic Approach, led by Mr Shah Rahman, Senior Careers Advisor, HEE NW and Dr Fiona Clarke, Associate Dean, HEE NW.

Each workshop was summarised for the plenary audience in a round-up session.

The workshops were followed by Dr Chris Turner, Consultant in Emergency Medicine, University Hospitals Coventry and Warwickshire NHS Trust and co-founder of '[Civility Saves Lives](#)', (look it up if you haven't heard of it, it's worth it), who spoke about 'Phronesis'. This is an ancient Greek word meaning wisdom relevant to practical action. While exploring the premise that health care workers do not go to work to 'do the wrong thing', he explored both the importance of role modelling by individuals and the benefit of consulting the team to improve our decisions.



The day concluded with Dr Roisin Haslett, Deputy Postgraduate Dean, HEE NW speaking about 'Fostering trainer and trainee engagement across HEE NW'. This neatly set the scene for the workshop on 'Training Recovery', led by Dr Tamsin Dunn and Mr David Ross, Associate Deans, HEE NW. They book-ended their session with the phrase 'no training today, no doctors tomorrow', and led the way to the necessity to build a bridge between staff wellbeing and service recovery.

With just over 9 CPD hours over the two days, it doesn't sound like hard work: but it felt like it! Attendees took away their own action plans. The conference proceedings will, as usual, be

translated into initiatives over the next year. Of course, there is nothing like being there, but, if you want a preview of the upcoming work, the key messages are available on [HEEs website](#).

Feedback from the conference has been very positive, but, if the last two years have taught us nothing else, it is that MS Teams and other remote platforms cannot deliver the educational and learning experience that in-person delivery and break-time networking can. We suspected that already, but there is nothing like getting 'back in the room' with friends and colleagues.

Help Improve Health Education England's Websites: Complete a Tree Test Activity

As you may already be aware, we are carrying out research on Health Education England's (HEE) websites. Thank you to everybody who has taken part in our research so far.

Health Education England wants to better understand how people want to find content on its websites. To do this we have set up a number of website tasks and a simplified view of the website's navigation menu. You just have to tell us where you think you would be able to complete each task.

We want people from across the health and social care workforce (including those who may be interested in joining the workforce in the future), to take part.

[Complete the Health Education England website tree test activity](#)

It should not take longer than 10 minutes to complete and we recommend you use a PC to complete this activity as it may be difficult by mobile. **Please complete by Friday 1 July 2022.**

Your input will help guide improvements to the service and ensure that HEE's websites meet the needs of both the current and future workforce.

If any further information is required, you can contact Emma Harper, Senior Communications and Engagement Manager at: Emma.Harper@hee.nhs.uk.



Events

The Educator Development Programme

As part of the Educator Development Programme, a number of Associate Dean (AD) Masterclasses were scheduled for 2022/23. Sessions on Supporting International Medical

Graduates and Supported Return to Training (SuppoRTT) have already been delivered; further information on the upcoming AD Masterclasses is available on [HEEs website](#).

Developed for educators, the Cultural Competence workshops will enable educators to improve their cross-cultural understanding and communication, to improve workplace harmony and effectiveness. Six dates from September 2022 to February 2023 have been confirmed, please see [HEEs website](#) for more details.

Annual PGMDE Conference

This year's PGMDE Conference will be held on Wednesday 21 September 2022 at Haydock Park Racecourse and the theme is 'Beyond the Horizon: The Future of Education in Healthcare'.

This is a one day event aimed at 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 those working in postgraduate medical and dental education and leadership.

Registration for this event is via Accent Course Manager, if you don't already have an account you can register [here](#), please be sure to choose **North West and South Cumbria** as your region, and select the most appropriate 'delegate type' from the list to access events provided by HEE NW.

The link to book is:

https://accent.hicom.co.uk/CourseManager/Live/HEE/Web/sys_pages/Delegate/DelegateCourseEventDetail.aspx?filterCourseEventID=34eda2d9-f1fc-4b28-8914-385390303b40&MenuIndex=0

Webinar to Discuss Elearning Programme on Welcoming IMGs to the NHS

A webinar to launch an induction programme that aims to welcome International Medical Graduates (IMGs) into the NHS is taking place on Monday 27 June 2022 from 13:00 to 14:00.

The webinar will discuss the value of the induction programme and will include a demonstration of HEE elearning for healthcare's induction elearning resource for newly recruited IMGs. This induction programme has been developed in partnership with national organisations including the General Medical Council, British Medical Association, NHS England and Health Education England. It will provide an opportunity to celebrate the collaboration and reflect on the need for the continuing partnership to support IMGs throughout their careers.

To attend, please register [here](#). If you require any assistance with event registration, please e-mail: conferences@explosivegroup.com.

Remote Consultations Elearning Programme

Health Education England elearning for healthcare (HEE elfh) has worked with Health Education England to develop an elearning programme on remote consultations as part of a wider training recovery programme.

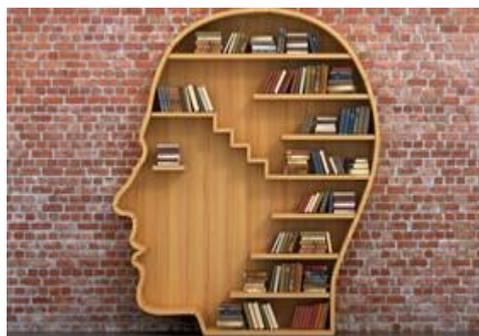
The resource consists of practical tips for educators and learners in medical and allied healthcare professions, to provide a generic 'one-stop' practical guide on remote consultation.

The session is designed to complement existing specialty and professional specific resources available from elfh and other education platforms.

Remote Consultations highlights the process of setting up a remote consultation clinic and the pitfalls in this environment with specific emphasis on appropriate patient selection, plus the benefits and limitations of remote consultations.

A suite of resources for trainers and trainees is also available for learners to access, including relevant links to websites, videos and papers.

For more information and to access the programme, please visit the [Remote Consultations programme page](#).



Resources

Conference and Event Resources

Resources from conferences, events and webinars organised by LSFD can be accessed at:

<https://nwpgmd.nhs.uk/resources-0>

Training Support Network's Directory of Resources

<https://www.nwpgmd.nhs.uk/TSN/DoS>

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>

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 LSFD team can be contacted via email at: facultydevelopment.nw@hee.nhs.uk