

Developing Talent – Maximising Potential

North West Spring Educators Training & Development Event 2019

Wednesday 22nd & Thursday 23rd May 2019 | Lancaster House Hotel, Lancaster

Day 1

11:00 Arrival, Registration and Refreshments

11:30 **Introduction / setting the scene**

Dr Shirley Remington & Dr John Adams, Deputy Postgraduate Deans

12:00 Q & A

12.15 Lunch

13:15 **Plenary workshop: How do we ensure trainees reach their full potential?**

Dr Colin Morgan, Head of School (Paediatrics), HEE (NW)

At the workshop, delegates will:

- Understand the strengths and variations in maximising trainee potential in the current training programmes;
- Discuss whether this is recognised in the ARCP process and to share best practice between institutions and specialties; and
- Explore the different approaches in recognising and developing excellence based on the themes of clinical excellence, leadership, education and research.

14:15 **Keynote 1: Are medical students being taught how to teach?**

Dr Sarah Winfield, Academic Foundation Doctor

Sarah will present her independently organised Academic Foundation project exploring undergraduate medical training in teaching.

She will update delegates on the findings following a review of the relevant pedagogical literature, disseminate results from primary quantitative and qualitative research on the topic, and provide pragmatic strategies to optimize undergraduate 'teacher training'.

14.45 Refreshments

15:15 **Workshops – Session 1**

Workshop A: Career skills, supporting excellence

Dr Shirley Remington, Deputy Postgraduate Dean, HEE (NW)

The session will use careers tools – especially those relating to values and skills – to identify areas for trainees to develop long-term, that will allow them to fully develop their potential in areas they enjoy.

Workshop B: Developmental conversations: how can CS & ES best support the leadership development of their trainees

Dr Roisin Haslett, Deputy Postgraduate Dean, HEE (NW)

Health Education England

This interactive workshop aims to consider how Educational and Clinical Supervisors can best support the leadership development of their trainees.

The session will help to identify the workplace-based opportunities that are already available and to highlight these and to develop further areas.

The 'Learning to Lead' toolkit which links leadership development for trainees to the healthcare leadership model will be introduced.

How to start these developmental conversations with trainees about their leadership goals within their educational meetings will also be discussed.

16:15 Round Up

16:30 Close and Networking

19:00 Dinner & Quiz

Day 2

09:00 Arrival and Refreshments

09:15 **Postgraduate Dean Update**

Prof. Jane Mamelok, Postgraduate Dean, HEE (NW)

09:45 **Plenary workshop: SAS doctors – how can we develop this group, and how can SAS Drs contribute to the development of others**

Aruna Hodgson, Associate Postgraduate Dean, HEE (NW)

In this session, delegates will:

- Increase knowledge of the SAS Dr workforce in the North-West and the commitments of “Maximising the Potential: essential measures to support SAS doctors”;
- Promote discussion about how trainers can participate in the development of SAS Drs in their trust / specialty; and
- Share good practice regarding the contribution of SAS Drs to the development of highly performing trainees.

10:30 **Workshops – Session 2**

Workshop C: Differential Attainment: focus on earlier interventions to maximise trainee potential and improve outcomes

Dr Mumtaz Patel, Associate Postgraduate Dean, HEE (NW)

Ms Clare Inkster, Associate Postgraduate Dean, HEE (NW)

Differential Attainment (DA) is where different groups of doctor’s progress through training at different levels. It has existed for decades and is challenging to address. Research suggests variation may be due to a variety of social, economic & cultural factors. We cannot rule out discrimination and bias. We all lose out if doctors do not receive the support or opportunities; they need to achieve their potential. We need to ensure that any barriers to progression are valid, fair, and justifiable to protect patients.

This session will:

- Update on current research work around DA;
- Discuss metrics of evaluating DA and present regional analysis of outcome data;
- Explore strategies and discuss interventions to address DA;
- Raise awareness of current research work around Differential Attainment;
- Understand the challenges of addressing DA;
- Understand how the quality of the training environment influences progression; and
- Provide a framework of potential interventions in order to narrow the gap and improve outcomes.

Workshop D: Clinical Incidents: What Feedback and Support Do Trainees Need?

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

Clinical Incidents range from (frequent) mild/no harm events, to serious clinical incidents associated with patient harm or death. Trainees who report on apparently mild clinical incidents need feedback both for their own learning and to encourage further reporting. Trainees who are involved in serious unexpected incidents are required to reflect on these and may also have to write reports on their involvement for investigations, root cause analyses or the coroner.

Trainees need support and guidance to record their reflections safely and write professional reports when requested. Trust responses to the Autumn 2018 Self-Assessment Return (SAR) show that systems are under-developed and may not involve supervisors or senior educators.

This workshop explores how feedback and support could be provided to trainees and how early involvement of trainers and senior educators can potentially reduce impact on trainees.

11:30 Refreshments

11:50 **Plenary workshop: Identifying & Supporting the Trainee Requiring Support**
Dr Joanne Rowell, Associate Postgraduate Dean, HEE (NW)

During this interactive session, the delegates will look at the reasons why trainees may require extra support and the mechanisms in place locally and nationally to support them. The workshop will also focus on some typical cases which can arise and discuss ways of managing these.

12:30 Round-Up and Close

13.00 Lunch & Depart