Developing Excellence in Medical Education Conference

demec.org.uk

Organised and hosted jointly by

Monday 27 - Tuesday 28 November 2017
Manchester Central Conference Centre, Manchester, UK

demec.org.uk

Programme
We are HEE

Health Education England (HEE) exists for one reason only: to support the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values and behaviours, at the right time and in the right place.

Want to know more about our work? Come and see us in the exhibition area.
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Foreword

Welcome

It is a great pleasure to welcome you back to Manchester for our second Developing Excellence in Medical Education Conference (DEMEC).

This conference grew out of a collaboration between the leading UK organisations involved in medical education. The aim was a joint venture dedicated to high quality teaching and training, which brings together the extensive talent, knowledge and expertise that we have in the UK.

DEMEC unites leaders and experts from all aspects of medical education and training to offer a wide range of educational opportunities; it facilitates the sharing of best practice, and presents a great opportunity for us to consider how best to meet the challenges of the future. We have been delighted to see the enthusiasm with which healthcare educators across the UK have embraced this opportunity, and for the second time this conference is oversubscribed. Medical educators work along the continuum of medical education, teaching and training undergraduate and postgraduate level medicine, and supporting the continuing development of all doctors. Increasingly, with expert medical educators from other healthcare professions, doctors teaching and training other staff, and a greater focus on cross professional learning opportunities, healthcare education supports the development of multi-professional teams. This conference shares initiatives from across the world on how to achieve the best in patient care through the effective development of healthcare staff.

Thank you for participating in this conference. As well as engaging with our speakers and workshops, please take the time to visit our exhibitions, discuss your ideas, network with some old friends, and make some new ones. As we know, patient care is continuously improved because of the dedication and professionalism of all those involved in teaching and training, and your support here helps us to continue this collaborative celebration of high quality medical education into the future. So most of all, please enjoy the conference!

Professor Sheona MACLEOD
Chair Organising Committee - DEMEC 2017
Deputy Medical Director for Education Reform, Health Education England;
Postgraduate Dean, Health Education England East Midlands; Chair, COPMeD
Organising Committee

Chair:

Professor Sheona MACLEOD  Deputy Medical Director for Education Reform, Health Education England; Postgraduate Dean, Health Education England East Midlands; Chair, COPMeD

Ms Helen BARRETT  Senior Communications Manager, Health Education England

Mrs Julie BROWNE  Vice Chair, Academy of Medical Educators (AoME)

Mr Tony CARLISLE  AoME

Professor Jennifer CLELAND  Chair of Council, ASME

Miss Caroline CLERK  Executive Assistant to Chairs of COPMeD + COGPED

Dr Alison COOPER  Chair, NACT UK

Mr Mark DEXTER  Head of Policy, General Medical Council

Professor Peter DONNELLY  Interim Dean, PGMDE, Wales Deanery

Professor Derek GALLEN  President Elect, ASME

Professor Jacky HAYDEN CBE  President, AoME

Professor Stewart IRVINE  Medical Director, NHS Education for Scotland

Mrs Jane LITHERLAND  Executive Manager, NACT UK

Dr Claire LOUGHERY  Chair, COGPED

Dr Helen MEAD  Vice Chair, COGPED

Professor Rowan PARKS  Deputy Medical Director, NHS Education for Scotland

Dr Katie PETTY-SAPHON  Chief Executive, Medical Schools Council

Ms Susan REDWARD  Policy Manager, General Medical Council

Professor Bill REID  Dean of Postgraduate Medicine, SE Scotland, Edinburgh

Professor Julia WHITEMAN  Postgraduate Dean, Health Education England, North West London
Useful information

Accreditation - CPD

‘DEMEC - 2nd Developing Excellence in Medical Education’ has been approved by the Federation of the Royal Colleges of Physicians of the United Kingdom for 9 category 1 (external) CPD credit(s). (Code: 113324) Certificates of attendance will be available upon request ONLY post conference.

Badges

Participants can be identified by their badge strips as follows:
GREY: Delegates
PURPLE: Educational Leaders (look out for the purple lanyards)
ORANGE: Speakers
YELLOW: Poster Presenters
BLUE: Exhibitors
BLACK: Organisers and Registration Staff

Conference app

Download the conference app on any mobile device or laptop.
www.demec2017.org.uk
Sign in using the primary email that was used to email your final joining instructions.
View the programme, speaker summaries, biographies and network with colleagues.

Educational Leaders

The DEMEC organising committee would like to offer support to those delegates, early on in their careers, who are interested in pursuing their interest in medical education so that it can become a major focus in their future.
In order to facilitate this, a number of senior educational leaders attending this event have agreed to provide 'meeting moments', i.e. brief advisory conversations for delegates, to get top tips about clinical education.
Look out for the purple lanyards to meet the educational leaders attending.

Fire Evacuation and Emergency Procedures

Should an emergency arise on your stand, you should take the following action:-

1. Break the glass on the nearest fire alarm point. These are located at each vehicle door and other fire exits.
2. Telephone the Security Control Room (0161 834 2700 extension 2206) giving the location and nature of the incident, or inform a member of the Manchester Central Convention Complex staff/steward.
3. Notify colleagues nearby of the situation.

If you follow the procedures given, assistance will arrive. Please stay calm. Reassure visitors who may be in the vicinity.
In the event of an evacuation being necessary, the following alert message will be broadcast:

“ATTENTION PLEASE! ATTENTION PLEASE!
WILL EVERYBODY LEAVE THE BUILDING BY THE NEAREST EXIT. THIS IS AN EMERGENCY.
THE STAFF WILL ASSIST AND DIRECT YOU. PLEASE DO NOT USE THE LIFTS.”

In the event of an evacuation of the venue, staff are requested to assemble at the nearest assembly point (as indicated on the venue plan).
If these areas are not appropriate, you must follow instructions from Security Staff. This is necessary so that venue staff can readily contact exhibitors to return to their stands when the emergency is over.
Useful information

Internet Access
Manchester Central is fully wireless enabled with guests, delegates and exhibitors able to access high-speed broadband throughout. Charging hubs are available on the upper foyer within Manchester Central.

Liability
The Organisers, the hosts of DEMEC, Manchester Central, The Midland Hotel and Wheldon Events & Conferences do not take responsibility for any loss or damage occurring to your property or injury to persons whilst within Manchester Central or The Midland Hotel.

Medical Emergencies
In the event of an emergency, telephone the Security Control Room (0161 834 2700 extension 2206) giving the location and nature of the incident, or inform a member of the Manchester Central Convention Complex staff/steward.

Parallel Session Attendance
There are 4 tracks with 13 parallel sessions in each taking place within both Manchester Central and The Midland Hotel.

Attendance at the parallel sessions during the conference period are on pre-booked priority basis only.

View the reverse of your badge to view the sessions you are booked in to attend.

Some sessions are already full booked. If you have not booked sessions prior to your arrival, please visit the organisers desk located on the Upper Foyer and we will advise which sessions have places remaining.

ALLOW PLENTY OF TIME TO REACH YOUR SESSIONS

Poster Session
Posters will be available to view throughout the conference period during the refreshment and lunch breaks.

Posters are grouped into 11 categories:

1. E-learning
2. Undergraduate education
3. Postgraduate training
4. Primary and community care
5. Secondary care and mental health
6. Continuing professional development
7. Multi-professional education and training
8. Global perspectives
9. Learning across traditional boundaries (primary care / secondary care / social care and undergraduate / postgraduate)
10. Simulation
11. Other

This is your opportunity to vote for your “People’s Choice” best poster overall. Download and vote via the conference app!

Please take time to visit the posters and discuss their work with the authors.

Winners will be notified during the welcome reception on Monday evening.
The “People’s Choice” award will be given out on Tuesday during the closing remarks.

Set up:
Monday 27 November from 9:00 hrs.
Please ensure that your poster is available to view at the latest by 11:45 hrs for the mid-morning refreshment break.
We would politely ask that posters are available for view throughout the conference but you are not required to be by your poster except during lunch on Monday.

Removal:
Tuesday 28 November NO LATER than 16:00 hrs.
Posters still displayed after this time will be removed and destroyed.
Useful information

**Speaker Preview Area**

Presentations should be loaded via the speaker preview area located on the Upper Foyer within Manchester Central for presentations both in Manchester Central and The Midland Hotel.

Please ensure that you load your presentation in good time before your session begins.

At the latest, please load your presentation at the beginning of the break before the session in which you are due to present.

Remember that there will be more than one speaker trying to load their presentation at any one time and the AV team will be working as quickly as they can. Remember that the technicians will be giving preference to uploading for the immediate parallel session track.

Chairpersons will be keeping rigidly to the programme timetable.

**Taxis**

The following are local firms. *(information correct at the time of going to print)*

1. Mantax  0161 230 3333
2. Street Cars  0161 228 7878
Manchester Central Venue Plan

Key:
- TOILETS
- ORGANISERS' OFFICE
- FIRST AID
- ESCALATORS
- LIFT
- CONCIERGE
- CLOAKROOM
- BABY CHANGE

Main Entrance/Exit

Upper Level
Exchange 1-11: Parallel session spaces

Lower Level
Exchange Halls (Exhibition, Posters and Catering)

Rear Car Park

Fire Assembly Point
Exhibitors

The following organisations are exhibiting at DEMEC. These are located in the Exchange Hall. Please do take time to visit the stands.

AoME (Academy of Medical Educators)
ASME (The Association for the Study of Medical Education)
AMBOSS
AMEE (The Association for Medical Education in Europe)
ASPiH (The Association for the Stimulated Practice Education in Healthcare)
COGPED (Committee of General Practice Education Directors)
COPMed (Conference of Postgraduate Medical Deans of the United Kingdom)
Dedici / eOrigen
ExamSoft
Foundation Programme
General Medical Council
HEE (Health Education England)
HiCom
Liftupp Limited
Medics Academy
NACT UK (The National Association of Clinical Tutors)
NES (NHS Education for Scotland)
The Health Academy Lancashire Teaching Hospitals Simulation Centre
Wales Deanery
Monday 27th November

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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<tbody>
<tr>
<td>09:00 - 10:20</td>
<td>Registration</td>
<td>Upper Foyer</td>
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<tr>
<td>10:20 - 10:30</td>
<td><strong>WELCOME</strong></td>
<td>Auditorium</td>
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<tr>
<td></td>
<td><strong>Professor Sheona MACLEOD</strong></td>
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<td></td>
<td>Postgraduate Dean, Health Education East Midlands</td>
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<td>Chair, COPMeD</td>
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<td>10:30 - 10:45</td>
<td><strong>OPENING ADDRESS</strong></td>
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<td><strong>Professor Wendy Reid</strong></td>
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<td>Director of Education &amp; Quality and Medical Director</td>
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<td>Health Education England, London</td>
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<td><strong>Professor Sheona MACLEOD</strong></td>
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<td>10:45 - 11:00</td>
<td><strong>PLENARY SESSION 1</strong></td>
<td>Exchange Hall</td>
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<td>Adapting for the future - rethinking medical education for the 21st century</td>
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<td><strong>Dr Colin MELVILLE</strong></td>
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<td></td>
<td>Director of Education and Standards</td>
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<td>General Medical Council, London</td>
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<td>11:00 - 11:30</td>
<td>Q&amp;A</td>
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<td>11:30 - 11:45</td>
<td><strong>Q&amp;A</strong></td>
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<td>11:45 - 12:15</td>
<td>Refreshments, exhibition, networking, posters</td>
<td>Exchange Hall</td>
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<tr>
<td>12:15 - 13:15</td>
<td><strong>Parallel Session A</strong></td>
<td>Exchange Hall</td>
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<td></td>
<td>A1: Widening access to medicine - a session run by the MSC Selection Alliance</td>
<td>Auditorium</td>
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<td>Chair: <strong>Dr Paul GARRUD</strong></td>
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<td>Hosted by: MSC Selection Alliance Symposia</td>
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<td>A2: Meeting the challenge of recruitment and retention in primary care through apprenticeships</td>
<td>Exchange 6+7</td>
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<td>Chair: <strong>Dr Clare ETHERINGTON</strong></td>
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<td>Hosted by: HEE NW London</td>
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<td>A3: Is Medical Education Research (MER) evidence relevant to healthcare policy and practice?</td>
<td>Stanley Suite (The Midland Hotel)</td>
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<td>Chair: <strong>Dr Sarah YARDLEY</strong></td>
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<td>Hosted by: ASME</td>
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<td>A4: Using personalised teaching and learning to improve clinical performance</td>
<td>Exchange 4+5</td>
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<td>Chair: <strong>Professor John SANDERS</strong></td>
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<td>Hosted by: Edge Hill + Nottingham Universites</td>
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<td>A5: Exploring the added value of a coaching scheme</td>
<td>Exchange 1</td>
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<td>Chair: <strong>Dr Susy STIRLING</strong></td>
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<td>Hosted by: HEE Yorks &amp; Humber</td>
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<td>A6: Numeracy and Finances</td>
<td>Rolls (The Midland Hotel)</td>
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<td>Chair: <strong>Dr Diarmuid MULHERIN</strong></td>
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<td>Co-hosted by: NACT UK and NAMEM</td>
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<td>A7: Teaching clinical reasoning: how can faculty development support teachers in clinical settings? The example of the integrated SNAPPS-One Minute preceptor (OMP) tool</td>
<td>Exchange 10</td>
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<td>Chair: <strong>Mrs Sylvie HOUDE</strong></td>
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<td></td>
<td>Hosted by: University of Sherbrooke, Canada</td>
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Monday 27th November

A8: VALUED
   Chair: Professor Keith GARDINER
   Hosted by: NIMDTA

A9: The evolving role of the Educational Supervisor
   Chair: Dr Liz SPENCER
   Hosted by: NACT UK

A10: Quality Assurance of GP Speciality Training in Out of Hours Environment
     Chair: Dr Peter SAUL
     Hosted by: Wales Deanery

A11: Improving Feedback and Reflection to Improve Learning: Practical Guidance for Clinicians
     Co-chairs: Dr Gethin PUGH + Mr Gareth GRIFFITHS
     Hosted by: AoMRC

A12: Developing remote supervision in health care
     Chair: Dr Mary-Rose SHEARS
     Hosted by: CoPMeD/HEE KSS

A13: Innovative education across the primar/secondary care interface
     Chair: Dr Rachel ROBERTS
     Hosted by: HEE NCEL

13:15 - 14:15 Lunch, exhibition, networking, posters

14:15 - 15:00 PLENARY SESSION 2
   How healthcare education and training could help drive the NHS to deliver better value healthcare?
   Sir Muir GRAY CBE
   Better Value Healthcare, Oxford

15:00 - 15:15 Q&A

15:15 - 15:30 Transfer to parallel sessions

15:30 - 17:00 Parallel Session B:

   B1: What’s next for Quality Assurance?
      Chair: Ms Jessica LICHENSTEIN
      Hosted by: GMC

   B2: Professional support: everybody’s business. Integrative thinking for supporting trainees apprenticeships
      Chair: Dr Helen GOODYEAR
      Hosted by: HEE EM + WM / NACT UK

   B3: Technology enhanced learning and simulation 1
      Chair: Dr Makani PURVA
      Hosted by: ASPIH
### Monday 27th November

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<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>17:00 - 17:30</td>
<td>Refreshments, exhibition, networking, posters</td>
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<td>17:30 - 17:40</td>
<td>Special lecture welcome</td>
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<td></td>
<td><strong>Professor Jacky HAYDEN CBE</strong></td>
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<td>President, AoME</td>
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<td>17:40 - 18:20</td>
<td><strong>AoME Calman Lecture</strong></td>
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<td>Lessons from Leadership</td>
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<td><strong>Professor Jenny HIGHAM</strong></td>
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<td>Chair, Medical Schools Council</td>
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<td>Principal, St George’s, University of London, UK</td>
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<td>18:20 - 18:30</td>
<td>Q&amp;A</td>
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<td>18:30</td>
<td>End of Conference day one</td>
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<td>18:40 - 19:30</td>
<td>AoME Awards Ceremony</td>
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<td>18:45 - 21:00</td>
<td><strong>Welcome Reception</strong></td>
<td><strong>Sponsored by:</strong></td>
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<td>Presentation of poster prizes</td>
<td><strong>KPMG</strong></td>
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**B4:** Foundation programme topics
**Chairs:** Professor Clare MCKENZIE + Professor Russell SMITH
**Hosted by:** HEE NE

**B5:** Developing leadership and management skills
**Chair:** Mrs Julie BROWNE
**Hosted by:** HEE NW London / CoPMeD / AoME

**B6:** Accessible mental health support for doctors in training
**Chair:** Professor Andrew GRANT
**Hosted by:** AoME

**B7:** Multi-professional and cross boundary working 1
**Chair:** Dr Andrew FRANKEL
**Hosted by:** HEE SL

**B8:** Educating the primary care workforce
**Chair:** Dr Helen MEAD
**Hosted by:** HEE SL + NW London

**B9:** Remediation
**Chairs:** Dr Jamie READ + Dr Tristian PRICE
**Hosted by:** AoME

**B10:** Valuing doctors in training
**Chair:** Dr Peter HOCKEY
**Hosted by:** HEE Wessex / HEE YH / CoPMeD

**B11:** Improving Health Care Education Quality - Health Education England’s Quality Framework and other local initiatives
**Chair:** Professor Sheona MACLEOD
**Hosted by:** HEE

**B12:** Quality improvement - how to bring it alive in the work of all healthcare professionals
**Chair:** Dr Emma VAUX
**Hosted by:** AoMRC

**B13:** Challenges and opportunities
**Chair:** Dr Sanjiv AHLUWALIA
**Hosted by:** HEE N Central + E London / Yorks + Humber / CoPMeD
## Tuesday 28th November

<table>
<thead>
<tr>
<th>Time</th>
<th>Session/Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:30 - 09:15</td>
<td>Registration</td>
<td>Upper Foyer</td>
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<tr>
<td>09:15</td>
<td><strong>WELCOME</strong> &lt;br&gt; <strong>Professor Bill REID</strong> &lt;br&gt; Chair, COPMeD (UK) &lt;br&gt; Dean of Postgraduate Medicine, SE Scotland, Edinburgh, Scotland, UK</td>
<td>Auditorium</td>
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<tr>
<td>09:15</td>
<td><strong>PLENARY SESSION 3</strong> &lt;br&gt; Ignoring guidelines &lt;br&gt; <strong>Professor David HASLAM CBE</strong> &lt;br&gt; Chair &lt;br&gt; NICE (National Institute for Health &amp; Care Excellence, London</td>
<td>Auditorium</td>
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<tr>
<td>10:00 - 10:15</td>
<td>Q&amp;A</td>
<td>Exchange Hall</td>
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<tr>
<td>10:15 - 11:00</td>
<td>Refreshments, exhibition, networking, posters</td>
<td>Exchange Hall</td>
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<td>11:00 - 12:30</td>
<td><strong>Parallel Session C:</strong> &lt;br&gt; <strong>C1:</strong> Strengthening professionalism training in postgraduate medical education: Integrating Generic Professional Capabilities (GPC's) into medical curricula and assessment &lt;br&gt; Co-chairs: <strong>Mr William ALLUM + Dr Colin MELVILLE</strong> &lt;br&gt; Hosted by: AoMRC / GMC</td>
<td>Auditorium</td>
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<td><strong>C2:</strong> Education scholarship and faculty management &lt;br&gt; Chair: <strong>Professor Bill IRISH</strong> &lt;br&gt; Hosted by: HEE / AoME</td>
<td>Stanley Suite</td>
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<td><strong>C3:</strong> Addressing inequality; BAME in medical leadership, the role of the educator &lt;br&gt; Chair: <strong>Professor Sheona MACLEOD</strong> &lt;br&gt; Hosted by: HEE EM / NHS England / FMLM</td>
<td>Rolls (The Midland Hotel)</td>
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<td><strong>C4:</strong> New approaches to training &lt;br&gt; Chair: <strong>Professor Graeme DEWHURST</strong> &lt;br&gt; Hosted by: HEE S London / CoPMeD</td>
<td>Exchange 4+5</td>
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<td><strong>C5:</strong> Addressing differential attainment &lt;br&gt; Chair: <strong>Ms Susan REDWARD</strong> &lt;br&gt; Hosted by: GMC / CoPeD / HEE NE</td>
<td>Exchange 6+7</td>
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<td><strong>C6:</strong> Transitions &lt;br&gt; Chair: <strong>Dr Michael BANNON</strong> &lt;br&gt; Hosted by: HEE NC + EL / CoPMeD / Wales Deanery</td>
<td>Exchange 1</td>
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<td>Time</td>
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<td>11:00 - 12:30</td>
<td><strong>C7:</strong> Multi-professional working 2</td>
<td>Exchange 10</td>
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<td><strong>Hosted by:</strong> HEE N Central + E London / Yorks + Humber / CoPMeD</td>
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<td><strong>C8:</strong> Primary Care (Supporting Primary Care Recruitment)</td>
<td>Exchange 11</td>
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<td><strong>Hosted by:</strong> CoPMeD / HEE Kent, Surrey, Sussex / HEE EM</td>
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<td><strong>C9:</strong> Exploring two educational toolkits used to improve scores in the AKT and CSA components of the MRCGP licensing examination</td>
<td>Houghton (The Midland Hotel)</td>
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<td><strong>C10:</strong> Death and Dying: Competent to Care?</td>
<td>Royce (The Midland Hotel)</td>
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<td><strong>Hosted by:</strong> NES</td>
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<td><strong>C11:</strong> ARCPs Learning from ARCP appeals - how experience has improved evidence gathered to avoid successful appeals</td>
<td>Exchange 2 + 3</td>
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<td><strong>Hosted by:</strong> CoPMeD / HEE KSS + EM</td>
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<td><strong>C12:</strong> Managing underperformance among supervising faculty in postgraduate medical education</td>
<td>Exchange 9</td>
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<td><strong>Hosted by:</strong> HEE NW</td>
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<td><strong>C13:</strong> The learning environment</td>
<td>Victoria Suite</td>
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<tr>
<td>12:30 - 13:30</td>
<td>Lunch, exhibition, networking, posters</td>
<td>Exchange Hall</td>
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<td><strong>Chair:</strong> Dr Katie PETTY-SAPHON</td>
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<td><strong>Medical Schools Council</strong></td>
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<tr>
<td>13:30 - 14:15</td>
<td><strong>PLENARY SESSION 4</strong></td>
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<td><strong>The World Federation for Medical Education: Ways to improve the quality of medical education</strong></td>
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<td><strong>World Federation for Medical Education, Ferney-Voltaire, FRANCE</strong></td>
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<td><strong>Q&amp;A</strong></td>
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## Tuesday 28th November

**14:30 - 14:45**  
Transfer to parallel sessions

**14:45 - 16:15**  
**Parallel Session D:**

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<td>D1</td>
<td>Enhancing support for trainees</td>
<td>Professor Graeme DEWHURST</td>
<td>CoPMeD / HEE NE + NW</td>
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<td>D2</td>
<td>Personal Values assessment</td>
<td>Mrs Clare INKSTER</td>
<td>HEE NW</td>
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<td>D3</td>
<td>Technology enhanced learning and simulation 2</td>
<td>Mr Andy ANDERSON</td>
<td>HEE NC + EL / HEE NE / HEE YH / CoPMeD</td>
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<td>D4</td>
<td>Supporting career choices</td>
<td>Professor Namita KUMAR</td>
<td>HEE NE + SE / CoPMeD</td>
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<td>D5</td>
<td>Mental and Physical - new training possibilities</td>
<td>Dr Adrian BROOKE</td>
<td>HEE SL / HEE YH / CoPMeD</td>
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<td>D6</td>
<td>New working paradigms</td>
<td>Dr Catherine O’KEEFFE</td>
<td>HEE SL</td>
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<td>D7</td>
<td>AoME@DEMC: Developing career pathways in medical education</td>
<td>Ms Julie BROWNE</td>
<td>AoME</td>
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<td>D8</td>
<td>Undergraduate issues</td>
<td>Dr Katie PETTY-SAPHON</td>
<td>GMC / MSC / AoME</td>
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<td>D9</td>
<td>Additional support for trainees</td>
<td>Dr Nigel SCARBOROUGH</td>
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<td>D10</td>
<td>Improving assessments and ARCPs</td>
<td>Ms Sam ILLINGWORTH</td>
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<td>D11</td>
<td>The power of mentoring: a positive approach for implementation in the workplace to maximise potential</td>
<td>Dr Helen GOODYEAR</td>
<td>HEE WM</td>
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Tuesday 28th November

14:45 - 16:15
D12: Educating the educators  
Chair: Dr Liz SPENCER  
Hosted by: RCGP

D13: Longitudinal Integrated Foundation Training (LIFT); Developing doctors with better ‘patient centerdness’  
Chair: Mrs Kate BURNETT  
Hosted by: AoME

16:15 - 16:30
Closing remarks  
Professor Derek GALLEN  
President Elect  
ASME

16:30  
End of conference
Monday 27th November: 10:30 - 11:00

Opening Address

*Professor Wendy Reid*
Director of Education & Quality and Medical Director
Health Education England, London

Notes
Monday 27th November: 11:00 - 11:45

Adapting for the future - rethinking medical education for the 21st century

There has never been a more exciting time to be involved in UK medical education and training. Postgraduate curricula are being redesigned to provide greater focus on patient and service needs, and to help doctors work more flexibly across care boundaries and contexts. Curricula are being harmonised across undergraduate and postgraduate training to ensure greater coherence and continuity in the way doctors’ knowledge, skills and professionalism are developed through their careers.

And yet despite this revolution, there are significant challenges. GMC data shows that service demands often steal away the time allocated for training, while the pressure is taking its toll on doctors in training and the senior doctors supervising their development. Exhausted and burned out, it’s no surprise that doctors in training are choosing to take a break from the ‘training treadmill’ and wanting more flexibility in their professional lives.

Dr Colin Melville, the GMC’s director of education and standards, gives his assessment of the challenges and opportunities facing UK medical education and training today and how we need to work together to inspire and retain the current and future generations of doctors, particularly if we are to sustain the medical workforce over the rocky years ahead.

Dr Colin MELVILLE
Director of Education and Standards
General Medical Council, London

Notes
Monday 27th November: 14:15 - 15:15

How Healthcare education and training could help drive the NHS to deliver better value healthcare?

Tremendous progress has been made over the last forty years however there are still three outstanding problems. One of these problems is unwarranted variation in access, quality, cost and outcome, and this reveals the other two

- **Underuse of high value interventions which results in**
  - failure to prevent the diseases and disability and
  - inequity

- **Overuse which always results in**
  - waste, and may also result in
  - patient harm, even when the quality of care is high

In addition the services will have to cope with rising need and demand without additional resources.

What is needed is a focus on value called in NHS England Triple Value

- Personalised value,
- Allocative value, determined by how well the assets are distributed to different sub groups in the population
- Technical value, determined by how well the allocated resources are used for outcomes for all the people in need in the population

We need to continue with the processes that have increased effectiveness previous decades namely prevention, evidence based decision making, quality improvement and cost reduction. But more of the same is not the answer. The focus has to be on higher value for individuals and populations by

- Increasing personal value through shared decision making
- Reallocating resources to populations in which there is evidence of underuse and inequity from budgets where there is evidence of overuse
- Developing population based systems

Training is needed to help people answer questions such as

- What do you understand by the term complexity?
- What is meant by the term system and how does it differ from a network?
- What is the relationship between value and efficiency?

*Sir Muir Gray CBE*
Better Value Healthcare, Oxford

**Notes**
Plenary speaker summaries

Tuesday 28th November: 09:15 - 10:15

Ignoring Guidelines
If educators are constantly faced with the challenge of having to keep up with emerging technologies, with the risk that we are always educating today’s clinicians, rather than tomorrow’s, how do we ensure that education remains truly relevant? What – if anything – do human clinicians bring to the consultation that artificial intelligence cannot provide? What are the roles of empathy, compassion, phronesis, professional judgment and trust? Are these mere optional extras when genomic profiling and guidelines make it clear what therapy is needed? When knowledge is downloadable, when precision personalised medicines are available, when big data opens up unforeseen prognostic opportunities, what are the doctors, nurses, and other clinicians of the future going to do, and how do we train them to do it?

Professor David Haslam CBE
FRCGP, FRCP, FFPH, FAcadMed
Chair
NICE (National Institute for Health and Care Excellence), London

Notes
Tuesday 28th November: 13:30 - 14:30

The World Federation for Medical Education: ways to improve the quality of medical education

The World Federation for Medical Education (WFME) works to enhance the quality of medical education world-wide in order to improve healthcare for all. WFME promotes the highest standards in the management, organisation, support and delivery of medical education, but it is not primarily concerned with the detail of what is taught in medical education, or what educational methods and approaches are used. WFME works in partnership with its six Regional Associations for Medical Education, the World Health Organization, the World Medical Association and other global professional organisations to enhance the quality of medical education through delivery of its work programme, including projects on:

- Development of standards in medical education
- Management of the World Directory of Medical Schools, jointly with FAIMER, the Foundation for Advancement of International Medical Education and Research
- Promotion of accreditation of medical schools

The first edition of the WFME standards for medical education was published in 2003, and was adopted widely, world-wide. The third edition is in preparation. The World Directory of Medical Schools is the successor to the WHO World Directory of Medical Schools, first published in 1953. Maintaining an up-to-date list of medical schools is problematic at a time when new medical schools are proliferating, often in an uncontrolled fashion.

WFME activity in accreditation is best known through the high-profile programme for the recognition of accrediting agencies, which is important in the goal of the promotion of accreditation.

Professor David Gordon
MA MB FRCP FMedSci
President, World Federation for Medical Education
Ferney-Voltaire, FRANCE
A1: Widening access to medicine - a session run by the MSC Selection Alliance

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Symposia
Room: Auditorium
Seating Capacity: 800

The session will provide a brief overview of the work of the Medical Schools Council Selection Alliance (MSCSA). There will be a presentation of research commissioned by MSCSA that has looked at the impact of how different elements of the overall selection process to medical schools are weighted and sequenced on widening participation. For example if a school places more weight on the results of an aptitude test such as UKCAT rather than A level results what impact does this have on widening participation.

There will also be a number of short presentations from medical schools setting out the activities they have done that have made a positive impact on widening participation. This will include sessions on outreach, work experience and using data to monitor the progress of widening participation.

This session is suitable for anyone who wants to learn more about widening participation to medicine or medical school selection. Those wishing to become involved in efforts to widen participation to medicine would also find the session interesting.

Chair:
Dr Paul GARRUD

Programme:
12:15 - 12:25 Introduction to the work of MSCSA  
Dr Paul GARRUD
12:25 - 12:35 Weighting and sequencing in medical selection  
Professor Jennifer CLELAND
12:35 - 12:40 Optimising work experience  
Dr Gail NICHOLLS
12:40 - 12:45 Using data to monitor widening participation  
Mr Paul LAMBE
12:45 - 12:50 Widening participation - a Birmingham case study  
Dr Clare RAY
12:50 - 12:55 Student led widening participation initiatives  
Miss Catriona BOYD
12:55 - 13:15 Panel Discussion
A2: Meeting the challenge of recruitment and retention in primary care through apprenticeships

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Workshop
Room: Exchange 6+7
Seating Capacity: 32

Apprenticeships are being used as a tool of recruitment and retention in primary care in North West London and whilst apprenticeships in administration were already being used, this area was the first in London to implement clinical apprenticeships. This workshop will cover Health Education England’s support of apprenticeship programmes that have taken place, including the lessons learnt from the first health care assistant apprenticeships and the implementation of the work-swap apprenticeships between Care, GP Practices and Community.

This cabaret style workshop will allow delegates to discuss the possible steps they can take to introduce similar programmes.

Chair:
Dr Clare ETHERINGTON

Speakers:
Ms Lucy QUINN
Ms Katarzyna ZAWADZKA
**A3: Is Medical Education Research (MER) evidence relevant to healthcare policy and practice?**

**Monday 27th November 2017: 12:15 - 13:15**

Duration: 60 Minutes  
Session Type: Workshop  
Room: Stanley Suite (The Midland Hotel)  
Seating Capacity: 48

This session will be delivered by members of Education Research Committee, Association for the Study of Medical Education (ASME). We each have significant experience of running workshops for clinical and academic colleagues, specifically related to Medical Education Research (MER).

The session will start with a brief overview of the depth and breadth of Medical Education Research, highlighting how evidence can be applied in policy and practice.

Attendees will be introduced to useful frameworks for critiquing the evidence base before applying these to conducting research in three areas pertinent to contemporary challenges in medical education:

1. Transitions in learning and responsibility, from undergraduate to postgraduate to continuing professional education  
2. Workplace-based learning: outcomes and impacts  
3. What does MER have to offer healthcare policy makers and curriculum/programme leads?  
   (this will be interactive, in small groups, with support from the ASME Education Research Committee)

Time will be allowed for further questions and open discussion on approaches to ensuring high quality MER has practical impact in the final part of the session.

Attendees will leave better-equipped to evaluate MER, and with an understanding of the practical value that high-quality MER can offer clinicians and patients, through impact on training.

**Chair:**  
*Dr Sarah YARDLEY*

**Programme:**

12:15 - 12:25 Overview of MER  
12:25 - 12:30 Frameworks for critiquing evidence in MER  
12:30 - 12:50 Small groups - application to contemporary challenges  
12:50 - 13:10 Discussion  
13:10 - 13:15 Summary and Close

**Speakers:**  
*Dr Susann JAMESON*  
*Prof Bob MCKINLEY*  
*Dr Anne-Marie REID*  
*Dr Sarah YARDLEY*
A4: Using personalised teaching and learning to improve clinical performance

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Workshop
Room: Exchange 4+5
Seating Capacity: 32

Improving clinical performance, including prescribing competence and management of the acutely ill patient, requires a personalised approach to teaching and learning. An essential aspect of this approach is an enhanced structured feedback model that includes the key self-regulated learning processes used by the learner.

This workshop will allow participants to [1] increase their awareness of the importance of self-regulated learning for personalised learning, [2] develop their skills in using an enhanced structured feedback model in their daily practice, with an emphasis on identifying the key self-regulated learning processes used by the learner and [3] consider the application of an enhanced structured feedback model that includes the key self-regulated learning processes as an effective intervention to improve clinical performance, including its adoption as a HEE exemplar project.

Chair: 
Professor John SANDARS

Programme:

12:15 - 12:20 Introduction  
Professor John SANDARS

12:20 - 12:30 Personalised learning and the importance of feedback  
Professor Jeremy BROWN

12:30 - 12:50 The importance of SRL and enhanced feedback  
- including a live SRL microanalysis and feedback  
Professor John SANDARS

12:50 - 13:05 Application to HEE EPIFFANY project  
Dr Rakesh PATEL

13:05 - 13:15 Review of learning  
Professor John SANDARS
Yorkshire and the Humber began training its educational supervisors in coaching skills in 2012. The initial pilot review was overwhelmingly positive from both coachees and coaches, and resulted in established funding for a coaching scheme and ongoing coach training.

We anticipated that trainees would value coaching. What we were surprised by was how helpful educational supervisors found their coach training, and how widespread they described the resulting benefits. Coaching has value personally, professionally, organisationally and strategically. It is an important resource for leadership development amongst trainees, and has particular value at the present moment when morale in the junior workforce is low. It is also of benefit in expanding the skill set of trainers, and resourcing them personally at a time when working in healthcare is particularly challenging. This session will include an exploration of the different domains of added value of coaching to medical education and clinical leadership, and will hear the experiences of two coachees, a practising coach and the organiser of the scheme.

Chair:
Dr Susy STIRLING

Speakers:
Dr Richard BISHOP
Ms Jane CUNNINGHAM
Mr James TOMLINSON
Parallel Sessions

A6: Numeracy and Finances

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes  
Session Type: Workshop  
Room: Rolls (The Midland Hotel)  
Seating Capacity: 24

Clinician Numeracy is the ability to use numeric concepts and quantitative data in the context of taking care of patients. It is important for accurate drug dose calculation, for data interpretation and well-founded decision making. Errors in prescribing and in medical data interpretation may lead to patient harm. This session will discuss evidence of poor numeracy in medical students and doctors, explore the types of error being made, and consider strategies to improve performance.

The finance session will focus on understanding the allocation of Health Education England funding for medical education. In particular it will focus on understanding your Medical Tariff as it is recognised that whilst Tariff is ring-fenced for education in many Trusts it is not always possible to use this to maximise the support of junior doctors in training. So the session will look at top tips on how this money can be accessed by education. In addition in a climate of efficiency savings and cost pressures the workshop will also look at innovative ways in which education centres can income generate to support new initiatives ensuring education facilities meet the training needs of today’s generation of junior doctors.

Chair: Dr Diarmuid MULHERIN

Programme:

12:15 - 12:20 Introduction
12:20 - 12:35 Clinician Numeracy
12:35 - 12:50 Discussion
12:50 - 13:05 Finances
13:05 - 13:15 Discussion and Close

Speakers:
Dr Marc DAVISON  
Dr Diarmuid MULHERIN  
Mrs Sue NUTLAND  
Dr Anne TAYLOR
A7: Teaching clinical reasoning: how can faculty development support teachers in clinical settings? The example of the integrated SNAPPS-One Minute predeceptor (OMP) tool

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Workshop
Room: Exchange 10
Seating Capacity: 48

Developing clinical reasoning (CR) is of primal importance in medical education. Yet, teaching CR isn’t easy for clinical teachers who often use scripts to establish diagnoses. Considering this, our Faculty development office and the medical education program collaborated in providing a three year faculty development program, aiming to supply teachers with strategies and tools, including the integrated SNAPPS-OMP, to better assist students in developing their CR skills.

This workshop aims to provide some insights into strategies that will best develop students’ CR skills and the steps that can be taken by Faculty to help clinical teachers apply these. The faculty development program and its components will be briefly presented then participants in the workshop will be given the opportunity to use one of the main tools included in the program: the integrated SNAPPS-OMP. Based on results from a follow-up study using this material, participants will partake in a group discussion of both the program and the tool, such that winning conditions and pitfalls can be identified.

*Contributing authors: Pr Carole Bernier, M.D.; Pr Nathalie Gagnon, M.D.; Pr Ann Graillon, M.D; Mrs Sylvie Houde, Ph.D.

Chair: Mrs Sylvie HOUDE

Programme:
12:15 - 12:30 Introduction: a faculty development program to support the teaching of CR skills
12:30 - 12:55 The SNAPPS-OMP tool: presentation and experimentation
12:55 - 13:10 Discussion
13:10 - 13:15 Summary and Close

Speakers:
Professor Carole BERNIER
Professor Nathalie GAGNON
Mrs Sylvie HOUDE
Evidence shows that when clinical staff feel valued and engaged, it promotes more efficient safe patient care and staff wellbeing. Current issues within the medical workforce include low morale, disillusionment and decreasing applications to postgraduate training programmes. This workshop will explore practical methods by which these trends can be addressed.

The Northern Ireland Medical and Dental Training Agency (NIMDTA) has proactively developed a strategy to enhance appreciation of the value of doctors in postgraduate training programmes. This VALUED strategy is being taken forward with partner organisations including Health and Social care employers. This strategy is wide ranging and includes engaging with and listening to trainees, providing high quality training with enhanced learning opportunities, applauding the success of trainees and supporting work-life balance.

This workshop will explore with delegates learning initiatives developed under the VALUED strategy including peer mentorship, clinical leadership fellow programme, trainee ambassador schemes and enhanced communication through trainee foray, newsletters and social media. Participants will have the opportunity to share learning around these themes and consider new ventures appropriate for their own practice setting.

**Chair:**
*Professor Keith GARDINER*

**Programme:**

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<td><em>Professor Keith GARDINER</em></td>
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<td>12:20</td>
<td>Opening discussion activity</td>
<td><em>Dr Camille HARRON</em></td>
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<td>12:30</td>
<td>Group sharing of outcomes from activity</td>
<td><em>Dr Camille HARRON</em></td>
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<td>12:35</td>
<td>Overview of NIMDTA VALUED Strategy</td>
<td><em>Dr Rachel CAMPBELL</em></td>
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<td>Examples of our projects</td>
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<td>2nd Discussion activity</td>
<td><em>Mrs Elaine FUGARD</em></td>
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<td>13:00</td>
<td>Group sharing of outcomes from activity</td>
<td><em>Mrs Elaine FUGARD</em></td>
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<td>Attendees asked to reflect on what action they might take forward on return to the workplace</td>
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<td>13:10</td>
<td>Summary and Close</td>
<td><em>Professor Keith GARDINER</em></td>
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A9: The evolving role of the Educational Supervisor

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Workshop
Room: Exchange 9
Seating Capacity: 96

The role of the educational supervisor has evolved from purely pastoral through providing appraisal, assessment and setting educational objectives. It has been further modified this year by the requirements of the new junior doctor contract. The workshop will discuss these changes, share current experience and consider how to engage trainees and trainers.

The session benefits from input from educators and employers to particularly explore the changes associated with the new contract. We aim to increase the understanding of these changes and allow participants to exchange challenges, concerns and solutions.

We will explore what support the educational supervisors need to help them in their expanded role.

Chair:
Dr Liz SPENCER

Speakers:
Dr Gareth JONES
Dr Shirley REMINGTON
Dr Liz SPENCER
Parallel Sessions

**A10: Quality Assurance of GP Speciality Training in Out of Hours Environment**

**Monday 27th November 2017: 12:15 - 13:15**

- **Duration:** 60 Minutes
- **Session Type:** Workshop
- **Room:** Royce (The Midland Hotel)
- **Seating Capacity:** 24

Out of Hours GP care is increasingly in the spotlight. Across England there is a patchwork of providers whilst in Scotland and Wales services are almost exclusively delivered directly by Health Boards. Education for GP Specialty trainees can be given a low priority in some areas and opportunities for relevant clinical experience can be limited. A new contract in England for junior doctors also poses some challenge to the traditional models of GPST experience in OOH care.

In practical terms finding ‘conventional’ shifts for GPSTs can be more difficult, instead there is increasing exposure to novel clinical environments such as walk in centres, GP ‘front of house’ in Emergency Departments, ambulance services and work with community based mental health and other specialty teams.

This workshop will examine the increasing ways GPSTs can gain experience in OOH and unscheduled care. We will consider the relevance and validity, how such experience can be matched to the curriculum and how quality of provision can be monitored by Deaneries or their equivalent.

**Chair:**

*Dr Peter SAUL*
High quality reflection in combination with supportive and constructive feedback is essential for the professional development of all trainees. However, these activities may also be undertaken poorly and may have a negative impact on the training environment. Whilst the assessment tools have not changed, it is appreciated that the way in which they are used and recorded, influences the manner in which the assessments are conducted. This may unintentionally result in a 'tick-box' mentality. Formative assessments play an important role in medical training in order to shape the learning process and inform individual development, with an emphasis on constructive feedback to improve performance. The workshop reflects the latest guidance from AoMRC Assessment Working Group Improving Feedback & Reflection to Improve Learning: A Practical Guide for Clinicians, published in 2017. This interactive workshop will consider the role of feedback as part of the learning environment at three different levels:

- Frequent, brief and informal feedback
- Feedback as part of the WBA process
- Feedback at periodic meetings with supervisors

Working in small groups, delegates will have the opportunity to discuss the principles of feedback and reflection within this context; and identify the elements that enhance effective feedback as part of the training process.

Chair:
Dr Gethin PUGH + Mr Gareth GRIFFITHS

Programme:
12:15 - 12:20 Welcome and Introduction

12:20 - 12:35 Role of Reflection & Feedback as part of Workplace Based Assessments
In small groups, delegates will discuss and evaluate the role of Formative assessments in medical training and how they can best be utilised to shape and inform the learning process in order to inform individual development.

Key Elements for Discussion:
- Reflection & feedback as part of the WBA process and Formative Assessments
- Organisation and Structure of reflection & feedback in this context
- Importance of setting and timing of discussion

12:35 - 12:50 Role of Reflection & Feedback in Clinical Training
In small groups, delegates will be invited to discuss when reflection & feedback can be used to support the learning process, using examples from their own experience and how that has informed their own strategies.

Key Elements for Discussion:
- Role of frequent, brief and informal reflection & feedback discussions
- Reflection & feedback at periodic meetings with supervisors
- Advantages of reflection & feedback as part of day-to-day training

12:50 - 13:05 Role of Reflection & Feedback for Trainers & Wider Uses of Feedback
In small groups, delegates will discuss the role of trainer reflection & feedback and how this can best be explored. Delegates will also be asked to consider some of the wider aspects of reflection & feedback including the role of technology and training support for trainers & trainees.

Key Elements for Discussion:
- Trainer Reflection
- Trainer Feedback
- Failures of Feedback and Potential Unintended Consequences

13:05 - 13:15 Summary & Key Messages
The aim of this workshop is to explore the context of remote telesupervision. This process involves developing the skills of experienced clinical educators to support less experienced clinical colleagues. The project arose out of considering ways to introduce learners into geographical areas where there were limited numbers of experienced educators.

The speaker has facilitated a group of educators to develop remote supervision. In introducing the concept of remote supervision and trialling the process, a variety of issues arose. The purpose and responsibilities of those involved was reviewed. The challenge of relating to learners remotely was explored. Ethical issues arose around consent of the primary learner and any clinical scenarios discussed. There were legal aspects related to recording the event. Technology and data management were considered.

Those engaged with this new project valued the experience. They developed a more collaborative approach to reviewing learning needs and assessments.

The participants will discuss the challenges and benefits of this innovative form of supervision. Identifying the opportunities for commencing and developing remote working will be considered.

Chair:
Dr Mary-Rose SHEARS

Programme:

12:15 - 12:30  Telesupervision - context and experience
12:30 - 12:50  Discussion - skills and pitfalls
12:50 - 13:05  Discussion - opportunities and development
13:05 - 13:15  Summary and Close
A13: Innovative education across the primary / secondary care interface

Monday 27th November 2017: 12:15 - 13:15

Duration: 60 Minutes
Session Type: Workshop
Room: Victoria Suite (The Midland Hotel)
Seating Capacity: 40

This session presents a range of primary and secondary care joint working new initiatives commenced this year with new models of care in mind. Speakers present their stream of educational innovation, including initial findings on the effectiveness of the projects in terms of achieving the stated learning outcomes, suitability of the project models used, acceptability to the learners, and applicability to future scaling up to support health innovation, and new care models programmes.

The workshop offers frameworks and facilitates small groups to draft a range of their own primary secondary care interface learning opportunities.

Examples of themes include:

• Learning together in outpatient or GP clinic settings
• Care home learner ward rounds with three professions
• Simulation across the curriculum and into primary care
• Blended role posts crossing primary - secondary care boundaries
• Linking grand rounds with GP specialty training scheme teaching

Chair:
Dr Rachel ROBERTS

Programme:
12:15 - 12:20 Introduction to Innovative Education across the Primary/Secondary Care interface
12:20 - 12:30 Presentation of the range of primary secondary care innovative projects
12:30 - 13:00 Facilitated group work for participants to range of their own primary secondary interface learning opportunities
13:00 - 13:10 Discussion
13:10 - 13:15 Summary and Close

Speakers:
Dr Naureen BHATTI
Dr Tim GLUCK
Dr Michal GRENVILLE
Ms Belinda HEALY
Professor Michael ROBERTS
Dr Melissa SAYER
Providing a focus for those responsible for the strategic overview and operational delivery of postgraduate medical training in the four nations of the United Kingdom

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Parallel Sessions

B1: What’s next for Quality Assurance?

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Symposia
Room: Auditorium
Seating Capacity: 800

This session is divided into two halves, both addressing different aspects of quality assurance of postgraduate medical education. The first half will look at Health Education England across the East of England’s development of new metrics, enhancing the applicability of the NTS outcomes. In particular the work is focused on new ways of analysing & presenting the data, so that the outcomes are easily accessible to all stakeholders who utilize the GMC NTS survey. The second half will bring together GMC developments in thinking around quality assurance, and will start the discussion around ‘what comes next’ after the current cycle of GMC QA comes to an end in 2018. Both sessions will encourage discussion and debate, and include interactive components.

Chair:
Ms Jessica LICHTENSTEIN

Programme:
15:30 - 15:50 The GMC Trainee Survey - Beyond Outliers
15:50 - 16:10 Discussion
16:10 - 16:25 What comes next for QA?
16:25 - 16:50 Discussion
16:50 - 17:00 Summary and Close

Speakers:
Mr Stephen CUNLIFFE
Ms Jessica LICHTENSTEIN
Dr Jonathan WALLER
Parallel Sessions

B2: Professional support: everybody’s business. Integrative thinking for supporting trainees

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Workshop
Room: Houghton (The Midland Hotel)
Seating Capacity: 16

This highly interactive workshop looks at enhancing understanding of how to support trainees. Case scenarios and group work will be used to highlight the different resources available and will look at

• The supervisor’s perspective
• Within the LEP
• Utilising wider support structures including those of professional support units

Chair:
Ms Helen GOODYEAR

Speakers:
Dr Helen GOODYEAR
Dr Jo JONES
Dr Adam MALIN
The session will provide an overview of the impact of technology enhanced learning on enhancing the educational experience of learners and creating sustained impact for improving patient care. The session will commence with a presentation of the ASPiH/ HEE National standards for simulation education. Discussion will focus on the standards framework and its importance, relevance and utility for the simulation community with a future focus on an accreditation model in 2018. Within the session, a workable model of developing multi-stakeholder consensus, on a multi-modality simulation program will be presented and how it can be sustained in a challenged environment.

The session also includes a presentation on e-teaching and a modularised programme aimed at small group teaching which facilitates peer teaching or multi-professional teaching by junior members of staff. Their innovation is due to the fact that the teacher is learning from preparation and presentation and then acts as facilitator. The session will conclude with a presentation about the London FOAM (Free open access to meducation) website, a fellowship programme that has delivered digital tools for EM trainees and an e-module for trainers (multi-professional and multi-specialty) on the uses of internet based education and training including social media.

**Chair:**

*Dr Makani PURVA*

**Programme:**

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<tr>
<td>15:30 - 15:35</td>
<td>Introductions</td>
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<tr>
<td>15:35 - 15:50</td>
<td>National Standards for Simulation-based Education</td>
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<td><em>Dr Makani PURVA</em></td>
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<tr>
<td>15:50 - 15:55</td>
<td>Discussion</td>
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<td>15:55 - 16:10</td>
<td>Technology enhanced Learning - How to sustain a multi-professional, multi-modality simulation based training across a sector</td>
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<td><em>Dr Indranil CHAKRAVORTY</em></td>
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<td>16:10 - 16:15</td>
<td>Discussion</td>
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<td>16:15 - 16:30</td>
<td>e-Teaching programme</td>
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<td><em>Professor Nigel STANDFIELD</em></td>
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<td>16:30 - 16:35</td>
<td>Discussion</td>
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<td>16:35 - 16:50</td>
<td>Free Open Access to Meducation (FOAM) fellowship</td>
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<td>16:50 - 16:55</td>
<td>Discussion</td>
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### Parallel Sessions

#### B4: Foundation Programme Topics

**Monday 27th November 2017: 15:30 - 17:00**

<table>
<thead>
<tr>
<th>Duration:</th>
<th>90 Minutes</th>
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<tbody>
<tr>
<td>Session Type:</td>
<td>Short Communications</td>
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<tr>
<td>Room:</td>
<td>Exchange 4+5</td>
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<tr>
<td>Seating Capacity:</td>
<td>80</td>
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This session focuses on Foundation training presenting new and innovative solutions which have applicability to all postgraduate training. The presentations, and subsequent discussion, will address both improving the quality of training and general support for trainees.

Topics include interventions to support FY1s when moving into the workplace in the first few months, exploration of the unique challenges transitioning between FY1 and 2 and examples of delivering professionalism training in the early years. The focus on improving quality will explore feedback on the quality of educational supervision as well has highlighting the benefits of joint UG and PG quality management visiting.

The session will be particularly interesting to both undergraduate and postgraduate trainers and although focused on foundation training the topics are transferable to all stages of training.

**Co-Chairs:**
*Professor Clare McKENZIE + Professor Russell SMITH*

**Programme:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>15:30</td>
<td>Welcome</td>
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</table>
| 15:30 | Triangulation of Feedback for Educational Supervisors in Foundation Programme  
*Mr Stephen CUNLIFFE* |
| 15:40 | Discussion                                                              |
| 15:45 | Supporting Foundation year 1 doctors in their early months  
*Dr Ali BOKHARI + Dr Rebecca JAYASINGHE* |
| 15:55 | Discussion                                                              |
| 16:00 | Bridging the Gap  
*Professor Geeta MENON + Mr Ram MOORTHY* |
| 16:10 | Discussion                                                              |
| 16:15 | Improving and standardising the quality and delivery of professionalism teaching across the Northern Foundation School  
*Dr Richard HARDERN* |
| 16:25 | Discussion                                                              |
| 16:30 | Joint Quality management approach for Foundation Programme between Foundation School and University  
*Mr Jeremy TWIGG* |
| 16:40 | Discussion                                                              |
| 16:45 | Group Discussion                                                        |
| 17:00 | Close                                                                   |
Parallel Sessions

B5: Developing leadership and management skills

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Short Communications
Room: Exchange 6+7
Seating Capacity: 80

Doctors today work in a volatile environment: they can no longer expect their whole careers to be spent working with the same group of colleagues, with consistent roles and expectations and a settled hierarchy. This changing work environment has refocussed medical educators’ attention on the so-called ‘soft’ skills – the important practical and intellectual resources that doctors need to work in teams, lead change and drive improvement, deal with adversity and uncertainty, design, develop and introduce clinical innovations, and motivate and support a wide group of colleagues. This session features reports from five groups of educators who are working to develop these skills in medical students and trainees.

Chair:
Mrs Julie BROWNE

Programme:

All presentations: 12 minutes per presentation plus 5 minutes for questions.

15:30 - 15:47 Developing the Capabilities of GP Specialty Trainees: the HEE KSS Enhanced ST3 programme
Professor Hilary DIACK

15:47 - 16:04 Innovation and creativity in medicine: how do we develop innovative leaders
Ms Charlotte FLAXMAN

16:04 - 16:21 Developing your Resilience as a Leader
Dr Shirley REMINGTON

16:21 - 16:38 Educational Leadership for Quality Improvement
Dr Louise DUBRAS + Dr Cindy SETHI

16:38 - 16:55 Extended Integrated Training Posts in education, research and leadership: Flexibility is the key
Dr Hugh ALBERTI + Dr Sarah COPE

16:55 - 17:00 Wrap up and close
B6: Accessible mental health support for doctors in training

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Workshop
Room: Rolls (The Midland Hotel)
Seating Capacity: 24

We will make a short presentation based on findings from our current study looking at support for doctors in training with mental health problems. This will be an interactive session one purpose of which will be to build a clear picture of current provision of support. The remainder of the workshop will be spent developing and drafting guidelines for postgraduate deans about the provision of mental health support not only during times of crisis and severe illness but also in the provision of support of trainees with concerns about their mental health but who wish to address concerns about less disabling mental health problems. The might be looking for self-help activities or interactive group work. Participants will work in groups of 8 and will use selected transcripts from our study as well as relevant articles describing prevention and early intervention measures in mental health support. Groups will share their findings in a final plenary and the leaders will write up and circulate a summary of the workshop findings.

Facilitator:
Professor Andrew GRANT
Parallel Sessions

**B7: Multi-professional and cross boundary working 1**

**Monday 27th November 2017: 15:30 - 17:00**

**Duration:** 90 Minutes  
**Session Type:** Short Communications  
**Room:** Exchange 10  
**Seating Capacity:** 100

The NHS is under increasing pressure to manage the needs of its patients and this challenge is not just financial but as defined in the Five-year Forward View relates also to the need to improve both quality of care and general population health through prevention.

These challenges are particularly predicated on the increased number of people with multiple long-term conditions, whose care cannot be managed in a single environment or by single specialty. This requires a paradigm shift in the approach that the NHS takes to managing patients across the system and therefore for the education and training programmes to be adapted to this new reality.

This session will describe some responses to these challenges. In particular, consider how we move training from what has traditionally been a secondary care centred environment to one in which training in the community mirrors the need for the significantly increased care in the community. To support this the session will consider how we can expand the training of the workforce in the community utilising an interprofessional approach.

**Chair:**  
*Dr Andrew FRANKEL*

**Programme:**

- **15:30 - 15:35** Welcome and Introduction  
  *Dr Andrew FRANKEL*

- **15:35 - 15:50** Inter Professional supervision and learning  
  *Dr John SPICER (Dr Catherine O’KEEFE + Mrs Nerys CATER)*

- **15:50 - 16:05** Pipeline Project  
  *Dr Mazin AL-SAFFAR (Dr John SPICER)*

- **16:05 - 16:20** NWL CKD Shared Care Service and Training  
  *Dr Andrew FRANKEL*

- **16:20 - 16:35** Speciality Training in Primary Care (STiP)  
  *Dr Catherine HOLOHAN + Dr Mazin AL-SAFFAR*

- **16:35 - 16:50** Inter-professional teaching and postgraduate learning in clinical ethics  
  *Professor Andrew PAPANIKITAS (Dr John SPICER)*

- **16:50 - 17:00** Summary and Close  
  *Dr Andrew FRANKEL*
Parallel Sessions

**B8: Educating the primary care workforce**

**Monday 27th November 2017: 15:30 - 17:00**

**Duration:** 90 Minutes  
**Session Type:** Short Communications  
**Room:** Exchange 11  
**Seating Capacity:** 150

This session will contain a number of presentations looking at different aspects of the primary care workforce and its education and development, and will include Medical Assistants in General Practice, using Training Hubs to help Practice Nurse recruitment, and an example of inter-professional learning between GP Registrars & pre-registration Community Pharmacists, followed by questions and hopefully sharing of examples of good practice from the audience.

**Chair:**  
*Dr Helen MEAD*

**Programme:**  
This session will open with a brief overview of the Training Hubs project to set the context. This will be followed by three presentations of approximately 10 minutes each on the individual aspects. There will be an opportunity to ask clarifying questions followed by a discussion period.

**Speakers:**  
*Dr Clare ETHERINGTON*  
*Dr Helen MEAD*  
*Ms Lucy QUINN*  
*Ms Katarzyna ZAWADZKA*  
*Dr Atif SHAMIN*  
*Ms Karen STOREY*  
*Dr Christopher WARWICK*
B9: Remediation

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 9
Seating Capacity: 96

This interactive session, delivered by two members of the team from the Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA) Team at Plymouth University, will explore the increasing attention given to remediation and the impact that this has on individuals who go through the process.

The session will examine the current approaches used across the UK in both undergraduate and postgraduate medical education settings and consider the impact that structured revalidation, as mandated by the General Medical Council, has on individuals. We will also consider some of the research and educational principles relating to professional identity formation at different stages of career development.

Participants will then be invited in groups to discuss remediation processes within their own organisations and to consider how these processes may impact on learners who are involved in the process.

Finally, we will consider the idea of identity disruption and invite discussion about how this can be tackled as part of a holistic approach to remediation.

Chair:
Dr Jamie READ + Dr Tristan PRICE

Programme:
15:30 - 15:45 A summary of what we currently know about remediation
15:45 - 16:30 Discussion about the impact of remediation on learners using examples provided by participants
16:30 - 16:50 Key outcomes and next steps
16:50 - 17:00 Summary and Close
Parallel Sessions

B10: Valuing doctors in training

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Short Communications
Room: Exchange 2+3
Seating Capacity: 80

Morale in junior doctors is at an all-time low. Currently many doctors do not enter further training immediately after completing foundation training. The GMC state ‘we . . . need to think creatively about retaining new graduates (and) re-integrating those who have had time out’. Consequently, in this session we will present and discuss a variety of research projects aimed at understanding and improving the experiences of training doctors, with an emphasis on how we can best value our doctors in training.

HEE Wessex present their novel web-based survey of trainees using the ‘day-reconstruction method’, enabling us to understand what features of the working day doctors enjoy or dislike, and identify demographic and work-place characteristics as predictors of emotional affect. HEE Kent, Sussex and Surrey present their work on engagement and retention of doctors taking time out of training after completion of the Foundation Programme. HEE Yorkshire and Humber discuss their evaluation of Core Medical Training and improvement strategy. Finally, we will hear from HEE South London on developing a GP charter to improve the educational experience of GP trainees.

Chair:
Dr Peter HOCKEY

Programme:

15:30 - 15:35 Introduction
Dr Peter HOCKEY

15:35 - 15:50 An experiential wellbeing study of junior doctors in England
Professor Rhema VIATHIANATHAN, Dr Rosalind JARVIS, Dr Matthew HAMMERTON

15:50 - 15:55 Discussion

15:55 - 16:10 Supporting ‘F3’ doctors
Dr Chantelle RIZAN

16:10 - 16:15 Discussion

16:15 - 16:30 "Keeping CMT Brilliant"
Dr Jane CUNNINGHAM, Dr Louise MUNDY

16:30 - 16:35 Discussion

16:35 - 16:50 GP Charter marking for excellence
Dr Rebecca TORRY

16:50 - 17:00 Summary and close
B11: Improving Health Care Education Quality - Health Education England’s Quality Framework and other local initiatives

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 1
Seating Capacity: 60

HEE was mandated to develop a national Quality Framework in 2015 to ensure an effective and consistent approach to quality management of healthcare education across England. The framework was developed around the principle of continuous quality improvement. The framework was co-produced with key stakeholders, including patient and public input. HEE worked with an academic partner from an early stage to develop the evidence base. Local offices piloted and tested key elements of the framework.

There are also many examples of innovative local ideas taking Quality Improvement in education and training forward across the UK.

The session will use case-based discussion to look at a number of methods of examining the quality of education and training provision in a local faculty; regional programme; organisation; and cross-disciplinary learning initiative. Scenario-based vignettes will be used to aid discussion and debate. This interactive session will focus on lessons from the implementation of initiatives, including HEE’s new framework. Conclusions drawn will be aligned with national frameworks for quality in education, as well as highlighting innovative techniques across the field of medical education nationally and internationally.

Chair:
Professor Sheona MACLEOD

Programme:
Welcome and aims of the session
The HEE new Quality Framework; aims and process followed, and what is different?
Overview of trust quality processes
How can we share and integrate good practice and avoid pitfalls
- Workshop discussion with Case scenarios
Feedback and summary.

Speakers:
Dr Linda HACKING
Ms Cate HOLLINSHEAD
Dr Samantha ILLINGWORTH
Professor Sheona MACLEOD
Dr Jo SZRAM
Parallel Sessions

**B12: Quality improvement - how to bring it alive in the work of all healthcare professionals**

**Monday 27th November 2017: 15:30 - 17:00**

Duration: 90 Minutes  
Session Type: Workshop  
Room: Stanley Suite (The Midland Hotel)  
Seating Capacity: 48

Since the publication of ‘Quality Improvement: Training for Better Outcomes’ in 2016, the Academy of Medical Royal Colleges has been working to put the recommendations into practice. The 2016 NHS Improvement ‘Developing People – Improving Care’ includes a commitment to develop a strategy for implementing these recommendations as part of its action to embed improvement and leadership development in the NHS.

Four AoMRC QI work streams (curricula, revalidation, developing a repository and wider system engagement) are exploring how to embed training in quality improvement science and support valued quality improvement activities systematically and comprehensively not just for doctors but for all health staff, both clinical and non-clinical.

In this workshop, we will explore progress on implementing the recommendations across the UK to date, different approaches and models used, with many practical examples, and provide plenty of time for discussion on practical ways of implementing quality improvement into everyday work, making it ‘more than a tickbox’, including top tips and how to overcome possible barriers.

**Chair:**  
*Dr Emma VAUX*

**Programme:**

15:30 - 15:40 Setting the scene

15:40 - 16:20 The perspective from the viewpoint of a patient, a trainee, a GP/consultant, and a non-medical opinion

16:20 - 16:50 Discussion

16:50 - 17:00 Summary and close

**Speakers:**  
*Dr Joanna BIRCHER*  
*Dr David CODLING*  
*Ms Alice JOY*  
*Ms Catherine WILTON*
Parallel Sessions

B13: Challenges and Opportunities

Monday 27th November 2017: 15:30 - 17:00

Duration: 90 Minutes  
Session Type: Workshop  
Room: Victoria Suite (The Midland Hotel)  
Seating Capacity: 80

We live in challenging times. Ensuring that we understand the political context of service and educational delivery is therefore important in identifying opportunities and challenges to delivering high quality healthcare. In this session we will do just that – offer a context for reflection and discussion. We will also touch upon the opportunities in education that can make a big difference - thinking about education is smaller places and the role of human factors in high quality services. But this is not enough – no way. We need to better engage with those that matter most – our patients and lay representatives.

So come along and hear about how the world of education might look in a brave new world, how we can ensure that smaller places and providers can offer the kind of educational experience not available elsewhere, the value of human factors training in improving our understanding of interactions with each other and patients, and what/how patients and lay representatives can offer valuable insights in developing and delivering high quality education.

We anticipate an exciting and wide-ranging session with participant involvement. You will be changed by participating so join us for an interesting 90 minutes.

Chair:  
Dr Sanjiv AHLUWALIA

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<tr>
<td>Welcome and Introductions</td>
<td>15:30 - 15:40</td>
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| The landscape of Education in the NHS | 15:40 - 15:55  
Dr Deepi RADIA |
| Discussion | 15:55 - 16:00 |
| Training in Smaller Places - The opportunities | 16:00 - 16:15  
Professor Namita KUMAR |
| Discussion | 16:15 - 16:20 |
| The importance of Human Factors Education in enhancing quality care | 16:20 - 16:35  
Mr James TOMLINSON |
| Discussion | 16:35 - 16:40 |
| Patients and Lay Representatives - their role in developing education | 16:40 - 16:55  
Ms Davina ROBINSON |
| Discussion | 16:55 - 17:00 |
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  also including the Lord Cohen Lecture
- Parallel sessions
- Poster presentations
- Presentations of various awards and papers
- Exhibitors area
- Social events

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The General Medical Council has developed the Generic Professional Capabilities (GPC) framework in partnership with the Academy of Medical Royal Colleges to ensure that doctors in specialty training develop holistically as responsible professionals.

The aim of integrating GPC in postgraduate curricula is to ensure that:

- The attainment and assessment of GPC is as important as the attainment and assessment of core and specialist knowledge and technical or clinical competence
- All trainees develop and demonstrate these GPC as they progress through training
- GPC are clearly emphasised and prioritised in curricula
- And that those areas most likely to be associated with Fitness to Practise issues are given particular priority and emphasis

GPC are assessed in a way that identifies trainees whose professional performance gives cause for concern at the earliest possible stage of their careers, and that such trainees are supported with appropriate and timely feedback, and appropriate remediation. This approach will minimise the possibility that any deficit is identified during the final phases of training or assessment, immediately prior to receiving a certificate of completion of training.

The framework will be relevant at all levels of medical training and practice, from medical student to consultant.

Chairs:
Mr William ALLUM + Dr Colin MELVILLE

Programme:

11:00 - 11:15 Background to Generic professional capabilities
11:15 - 11:30 GPC framework development
11:30 - 12:00 How GPC will be included in curricula and assessments
12:00 - 12:15 Role of all stakeholders to ensure appropriate priority is given to GPC
12:15 - 12:30 Q&A Session
Parallel Sessions

C2: Education scholarship and faculty management

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Short Communications
Room: Stanley Suite (The Midland Hotel)
Seating Capacity: 48

An exciting session on educational scholarship and faculty management will focus down onto 3 broad themes for the 90-minute workshop.

Chair: Professor Bill IRISH

Programme:

11:00 - 11:30 Improving Integrated academic-clinical training (IACT)
   i. What do trainees and other stakeholders think about the current state of integrated academic-clinical training (IACT) for doctors and dentists. How can we use qualitative research findings to further refine and improve this successful initiative?
      Professor Ruth GREEN and Professor Selena GRAY
   ii. What can we change through the Shape of Training initiative, to assure and develop IACT?
      Professor Selena GRAY

11:30 - 11:45 Discussion

11:45 - 12:05 Cutting teeth - academic publications for the enthused educator:
Turning small educational projects into publishable research
Professor Jeremy BROWN

11:55 - 12:05 Discussion

12:05 - 12:20 Faculty Management
   i. Using educational theories to develop effective training interventions to improve clinical performance
      Dr Rakesh PATEL
   ii. Transfer of learning: the challenge for health professions education to improve performance and care.
      Professor John SANDERS + Dr Mumtaz PATEL

12:20 - 12:30 Discussion and close
Parallel Sessions

C3: Addressing inequality; BAME in medical leadership, the role of the educator

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Workshop
Room: Rolls (The Midland Hotel)
Seating Capacity: 24

There is increasing awareness of the differential in outcomes for BAME groups in the progression to medical leadership posts.

This workshop will highlight how we can be more aware of the issues and risk of systemic and personal bias and explore what excellence could look like, using learning from WRES implementation.

This will provide an opportunity to consider practical solutions on how to avoid bias as an educator and how to navigate the system as a BME doctor wanting to lead and influence.

Chair: Professor Sheona MACLEOD

Programme:
11:00 – 11.25 Introductions, exploration of the issues and perceptions, and ways of listening
11.25 -11.35 How aware are we of the issues institutionally and personally?
11.35- 11.50 discussions
11.50– 12:00 WRES and Leading for equality
12.00 – 12.25 discussions
12.25 – 12.30 Summary and close

Speakers:
Ms Yvonne COGHILL OBE
Professor Sheona MACLEOD
Dr Daghni RAJASINGAM
Parallel Sessions

**C4: New approaches to training**

**Tuesday 28th November 2017: 11:00 - 12:30**

**Duration:** 90 Minutes  
**Session Type:** Short Communications  
**Room:** Exchange 4+5  
**Seating Capacity:** 80

The time available for training within the NHS is under major pressure due to the need to meet ever increasing service demand. Whilst much valuable learning can take place at the same time as providing service, to do so effectively increasingly requires a different approach.

In this session, we will present several novel ways to do just this. These will include multiprofessional working between doctors and Prescribing Pharmacists, a collaborative ‘virtual’ model for on-call trainees in Radiology, joint approaches to training between vascular surgery and radiology trainees, Quality Improvement training sharing a digital platform with cross-organisation collaboration and the increasingly popular ‘Boot Camps’ in Surgery which bring some unexpected benefits.

Delegates will be able to see the principles of all of these initiatives and understand how these can be adapted to their own training needs.

**Chair:**  
*Professor Graeme DEWHURST*

**Programme:**

11:00 - 11:05 Welcome and Introduction  
*Professor Graeme DEWHURST*

11:05 - 11:15 Safety and Effectiveness of Pharmacists Prescribing TTAs to Support Junior Doctors  
*Professor Geeta MENON*

11:15 - 11:20 Discussion

11:20 - 11:30 A New Collaborative Model for SpR Radiology On-Call  
*Dr Peter ROWLANDS*

11:30 - 11:35 Discussion

*Professor Nigel STANDFIELD*

11:45 - 11:50 Discussion

11:50 - 12:00 Quality Improvement: Developing Consensus across a Geographical Footprint  
*Dr Indranil CHAKRAVORTY*

12:00 - 12:05 Discussion

12:05 - 12:15 Boot Camps in Surgery  
*Dr David GERRARD*

12:15 - 12:20 Discussion

12:20 - 12:30 Summary, discussion and close
C5: Addressing differential attainment

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 6+7
Seating Capacity: 32

A workshop led by the General Medical Council and COGPED

Differential attainment refers to the differing levels of educational achievement between demographic groups. The Equality Act makes it unlawful to discriminate against people on the basis of their membership of a group with a protected characteristic, and provides a framework for taking positive action to support groups at risk. This workshop will share understanding about the importance of addressing differences in attainment, and share ideas and practice about how to identify and support trainees in the context of their demography. It will explore barriers to and enablers of progression, including access to curriculum, fairness, opportunities for flexibility in training, unconscious bias and cultural factors as well as a number of possible interventions. These include promoting cultural intelligence for educators, delivery of the curriculum and one area’s programme of Closing the Gap.

The workshop will be interactive and allow delegates to discuss and express their opinions and experiences. This should allow delegates to develop more confidence in delivering effective support to their trainees.

Chair:
Ms Susan REDWARD

Programme:

11:00 - 11:05 Welcome by Chair
Ms Susan REDWARD

11:05 - 11:15 GMC overview
Ms Kirsty WHITE

11:15 - 11:55 Facilitated Exercise - case based discussion

11:15 - 12:10 Developments in medical education and differential attainment
Professor Vijay NAYAR

12:10 - 12:25 Interventions
Dr Graham RUTT

12:25 - 12:30 Summary and close
Ms Susan REDWARD

12:30 Close
The overriding theme of this facilitated, interactive session is that of transition. The term transition has been defined as a “process or a period of changing from one state or condition to another”. While this is a generic description, it is particularly appropriate with respect to medicine. A medical career invariably consists of a set of transitions: from high school to medical undergraduate; from medical student to that of qualified but inexperienced junior doctor; to specialised training which is followed by transition to independent practitioner. Periods of transition continue subsequently with acquisition of new roles and responsibilities and in many cases, a complete change of career. Transitions in medical careers may be stressful as they are associated with uncertainty and the need to rapidly adapt to unfamiliar environments, culture and processes.

It is self evident that successful initiatives that minimise the challenges associated with transition should be of benefit to both doctors and patients. A variety of such programmes are explored in this workshop to include support for new consultants, induction and ensuring international medical graduates are integrated into the NHS. There is also an innovative presentation on ensuring educational supervisors are equipped with the skills needed to ensure successful transition of trainees. The session will hopefully provide an introduction to this important topic and provoke useful discussion.

Chair:
Dr Michael BANNON

Programme:

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<td>Is it time for a TEA? ‘All you might want to know about getting TEA to work for you’</td>
<td>Miss Jane SIDDALL</td>
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<td>Dr Michael BANNON</td>
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Parallel Sessions

C7: Multi-professional working 2

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes  
Session Type: Short Communications  
Room: Exchange 10  
Seating Capacity: 100

This session brings together a plethora of initiatives across a variety of clinical settings that have successfully developed and implemented collaborative approaches to multiprofessional training. Speakers will discuss barriers and solutions to multiprofessional training and focus on resources involved and outcomes achieved, both in terms of educational goals and healthcare delivery. This will include discussion of programmes for an interprofessional workforce in medicine, surgery and beyond with identification of mechanisms to improve patient safety as well as support networks and feedback strategies for trainees from different disciplines.

The session promises to incorporate a mixture of examples of good practice and interactive group discussion, facilitated by leaders in the field. Speakers include Heads of School and Postgraduate Deans with a wealth of expertise in the development and delivery of blended educational programmes.

Chair: Dr Jonathan BIRNS

Programme:

11:00 - 11:15 Multiprofessional learning - barriers and linkages  
   Dr Sanjiv AHLUWAHLIA

11:15 - 11:30 Multiprofessional schools  
   Dr Chris CUTTS

11:30 - 11:45 Roles and benefits of multiprofessional country deans  
   Dr Ali BOKHARI

11:45 - 12:00 Developing the multiprofessional workforce in surgery  
   Professor Humphrey SCOTT + Miss Elizabeth SHARP

12:00 - 12:15 Multiprofessional educational initiatives in stroke  
   Dr Jonathan BIRNS

12:15 - 12:30 Conclusions
Parallel Sessions

C8: Primary Care (Supporting Primary Care Recruitment)

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Short Communications
Room: Exchange 11
Seating Capacity: 150

Starting with a brief overview of the national priorities, drivers and initiatives the session will then follow a journey across some of HEE’s local GP teams and through the continuum of initiatives to enhance recruitment into GP Specialty Training. Each HEE office has its own ways of attracting GP trainees: wonderful location, innovative training or marketing strategies. Some of these will be shared explored with an opportunity to contribute to further innovations. The workshop will then share experiences including clinical leadership in commissioning roles and explore how to best engage GPs to remain in a locality beyond training. These experiences will highlight inter professional relationships and the relevance of different professions’ cultural awareness and maturity. The session will then consider 2-year complex analysis of training programmes suggesting changes in the breadth and balance of programmes that might make them both more attractive and better preparation for GP careers.

It is hoped that the session will bring together GP educators and others involved in recruiting into Primary Care and ensuring a sufficient and sustainable workforce, to share experiences and good practice, to also share what has not worked and also to brainstorm further initiatives.

Chair:
Professor Simon GREGORY

Programme:

11:00 - 11:05 Introduction on English national recruitment initiatives
Professor Simon GREGORY

11:05 - 11:25 Attracting trainees into general practice
Professor Johnny LYON-MARS

11:25 - 11:30 Discussion

11:30 - 11:50 Recruiting, Developing and Retaining the GP Clinical Leaders of the future
Dr Kim STILLMAN

11:50 - 11:55 Discussion

11:55 - 12:15 2017 and beyond
Dr Rebecca TORRY + Dr John SPICER

12:15 - 12:20 Discussion

12:20 - 12:30 Summary and close
This session is intended to allow GP educators to explore two educational toolkits used across HEE NW to improve re-sit trainees pass rates in the AKT (Applied Knowledge Test) and CSA (Clinical Skills Assessment) components of the licensing GP examination (MRCGP). In order to support these trainees in the CSA, a dedicated group of educators was formed and trained. The group used a specifically designed educational tool to analyse trainee developmental needs and form the basis of a subsequent triadic tutorial with the trainee and their educational supervisor. In the AKT, very specific reasons why candidates fail were identified and an online resource designed to support a stepwise approach to preparing and passing the AKT. The AKT package was used with several cohorts of serial AKT re-sits and produced very encouraging results which proved to be directly linked to engagement with the package. Delegates will be given the opportunity to explore both the AKT package and the CSA Tool in order to analyse learning needs and plan some educational strategies using a number of case studies. The interactive format will also allow discussion concerning the concurrent use of both toolkits in order to prevent MRCGP re-sits.

Chair:  
*Dr Robert KIRK*

**Programme:**

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<td>The Fourteen Fish AKT package and outcomes</td>
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<td>Small Group work: analysis of AKT Case Studies &amp; Discussion</td>
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<td>The CSA SOX Programme &amp; outcomes</td>
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<td>Small Group work: Analysis of a CSA consultation &amp; Discussion</td>
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<td>2017 AKT &amp; CSA support &amp; Final Questions</td>
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**Speakers:**

*Dr Mark COOMBE*  
*Dr Anne HAWKRIDGE*  
*Dr Robert KIRK*
Parallel Sessions

C10: Death and Dying: Competent to Care

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Workshop
Room: Royce (The Midland Hotel)
Seating Capacity: 30

NHS Education for Scotland (NES) has identified key gaps in the preparedness of doctors to provide appropriate communication after the death of a patient especially in respect of an unanticipated death. Mapped to the GMC Generic Professional Capabilities Framework, and with the support of UK wide stakeholders, NES has produced a new framework for the teaching, training and development of these skills from undergraduate to consultant level. Participants will understand what influenced and shaped the development of this framework. They will consider key steps in supporting its successful implementation and potential contribution to further work on the toolkit of resources.

Chair:
Dr Kenneth DONALDSON

Speakers:
Ms Nicola ARMSTRONG
Dr Kenneth DONALDSON
Dr Clare TUCKER
Dr Janice TURNER
Parallel Sessions

C11: ARCPs Learning from ARCP appeals - how experience has improved evidence gathering to avoid successful appeals

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 2+3
Seating Capacity: 32

Aims:
To develop skills and systems to reduce the risk of facing an ARCP appeal, including tips on appeal case handling.

Content and delivery:
This interactive workshop will share experience from appeals in two HEE local teams, covering all groups of doctors in training.

The workshop will highlight how excellent educational reports feed in to an effective ARCP process.

Dealing with ARCP appeals will be explored through a range of case studies, provoking discussion and analysis in small groups, empowering participants to confidently avoid potential pitfalls and mount an effective defense at every stage of the appeal process.

Skills and Knowledge:
Participants will gain insights into: the range and scope of appeals across all specialties and stages of training; educational practices which improve defence against successful appeals; potential improvements to processes resulting from experience in preparing appeal documentation; practical measures to minimise legal risk; potential improvements to feedback and training provided to grassroots educators to enable formative benefits of excellence in report writing; principles of gold-standard educational supervisor reviews;

Chair:
Dr Adrian BROOKE

Programme:
11:00 - 11:10 Introduction - ARCPs and appeals
11:10 - 11:30 Scenario 1, including discussion and headline points
11:30 - 11:50 Scenario 2, including discussion and headline points
11:50 - 12:10 Scenario 3, including discussion and headline points
12:10 - 12:25 Group discussion - devising a checklist for appeals avoidance or successful defence
12:25 - 12:30 Summary and close

Speakers:
Dr Adrian BROOKE
Mr Nathan JONES
Mr Roger KUNKLER
Professor Geeta MENON
Dr Christopher WARWICK
C12: Managing underperformance among supervising faculty in postgraduate medical education

Tuesday 28th November 2017: 11:00 - 12:30

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 9
Seating Capacity: 96

Much attention has been paid to the management of underperformance among trainees in postgraduate medical education. However, underperformance among supervising faculty, although less commonly highlighted in the literature, has important implications to good quality training. In this workshop, we will be discussing the symptoms of underperformance with clinical and educational supervision and how we could recognize, prioritize and manage concerns that could be due to the supervisor.

Symptoms of poor educational supervision may range from unhappy trainees to suboptimal patient care. What presents as an underperforming trainee issue may in fact be attributable to the supervising faculty, although hard to prove and even harder to tackle. Information may sometimes be gathered from trainee feedback surveys and quality visits. Solutions may require the necessary engagement of stakeholders from within the training program and the employing institution.

The chairs of this session have collaborated in the past in managing complicated issues with learning environment and trainee underperformance. We will work through some case scenarios from our own experiences and encourage participants to share theirs. Finally, we will attempt to identify possible strategies for dealing with these issues in the most effective manner.

Chair:
Professor Paul BAKER + Dr Saleem FAROOK

Programme:
11:00 - 11:15 Introduction and background - what do we mean by faculty underperformance
11:15 - 11:30 Discussion in small groups - own experiences
11:30 - 11:45 Plenary Discussion
11:45 - 12:00 Strategies to understand and manage faculty performance issues
12:00 - 12:25 Small Group Discussion
12:25 - 12:30 Summary and close
The Academy of Medical Royal Colleges Creating Supportive Environments (CSE) group attended previously and published the perspective gained on the supportive issues faced within the medical profession. The next step on this journey is to put practical applications in place. The symposium focuses on the practical applications that are currently working within our profession and how the AoMRC CSE group is moving this work forward nationally.

Assessing culture effectively in organisations is challenging, and requires all staff groups be involved. Results of the implementation of a formal cultural values assessment tool in two NHS Trusts where all staff are asked about their personal values and those of the current and desired cultures of the organisation.

An understanding of how groups function is a key ingredient of effective team performance and part of the session will explore some of the barriers to this and how they may be recognised and mediated. This element will explore a theoretical model and will attempt to examine this experientially through small and large group activities.

Chair:  
Dr Samantha MILLS

Programme:

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<td>Mrs Clare INKSTER</td>
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Ninth Annual Academic Meeting

Fairness and Equity in Medical Education
Sheffield, 25 April 2018

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Parallel Sessions

D1: Enhancing Support for trainees

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Symposia
Room: Auditorium
Seating Capacity: 800

Trainees in all areas of the NHS are currently under huge pressures to maximise their educational opportunities at the same time as both they and their supervisors are facing relentless service demand. Supporting these doctors in training is one of the most important functions of Health Education England and over the last year there have been several initiatives to improve this support and reduce attrition.

This session will explore the factors which contribute to individual trainee difficulties and outline a variety of ways to address these. Several different approaches will be described in this session-including trainee's peer mentoring, bespoke trainee risk assessments, translating research in this area into practice and demonstrating the utility of a dedicated trainee support lead for a specialty school.

Delegates will be able to appreciate the range of strategies available which are very likely to be applicable to their own trainees and challenges.

Chair: Professor Graeme DEWHURST

Programme:
14:45 - 14:50 Welcome and Introduction
Professor Graeme DEWHURST
14:50 - 15:05 Developing Resilience in Trainees
Dr Sarah BIRKS + Dr Nicola STORRING
15:05 - 15:10 Discussion
15:10 - 15:25 Risk Assessment for Trainees with Different Needs
Dr Andy DAVIES
15:25 - 15:30 Discussion
15:30 - 15:45 Identifying and Supporting Trainees in Difficultly - Bringing Research into Practice
Dr Mumtaz PATEL
15:45 - 15:50 Discussion
15:50 - 16:05 The importance and Utility of a Dedicated Trainee Support Lead for a Specialty School
Dr Peter ANDERSON
16:05 - 16:10 Discussion
16:10 - 16:15 Summary and close
Parallel Sessions

D2: Personal values assessment

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 1
Seating Capacity: 40

As medical educators, we are expected to ensure that trainees develop the right values. This can be difficult to teach, and experience suggests that trainees may be uncomfortable with the topic when they feel their own personal values are already sound. A simple free tool is introduced which can be used with trainees alone or in a group, to explore their own personal values in an engaging and non-threatening manner. This workshop will allow participants to undertake the tool themselves, and discuss options for its use in practice.

Facilitator:
Mrs Clare INKSTER
This session focuses on new simulation based education (SBE) technologies and their application and how they could potentially revolutionise healthcare education. The presentations include an evaluation of new “wearable” systems, an e-learning programme for pathology, cadaveric gynaecological based training, an in-situ programme for paediatrics and the experience of setting up a new virtual training school. All presenters are Professorial level and are experts in the field of SBE and technology enhanced learning and the session will explore personal and organisational issues surrounding the introduction of sustainable SBE programmes based upon new ideas and platforms.

Chair:
Mr Andy ANDERSON

Programme:
14:45 - 15:00 Paediatric and neonatal network simulation training improving patient safety by addressing latent risks
  *Dr Hannah SHORE + Dr Aishin LOK*

15:00 - 15:15 Simulation in pathology - is it different and what have we learnt?
  *Dr Deepa RADIA*

15:15 - 15:30 Planning and commissioning a virtual school to enable to delivery of the Ophthalmology Education and Training curriculum
  *Professor Geeta MENON*

15:30 - 15:45 Improving patient safety with cadaveric gynaecological simulation training
  *Dr Jason WAUGH*

15:45 - 16:00 Use of wearable technology environment to support education supervision & learning
  *Professor Pramod LUTHRA*
Traditional career pathways in defined specialty areas are well established and described with plentiful information from Medical Royal Colleges and Specialist societies. However for those doctors that are less certain, may require additional support or advice or are not in training posts advice is harder to come by and requires a different knowledge base. This session aims to explore other options and how these may be delivered individually as well as supporting system wide change to support this work whilst valuing the entirety of our workforce.

Areas that will be explored are detailed individual careers advice particularly for non-training grades of doctors- including consultants, maximising support including different methods of delivering careers advice, implementing a four nation careers strategy and supporting an equal and diverse workforce, the latter being particularly relevant with regards to the issue of differential attainment.

Chair:
Professor Namita KUMAR

Programme:
14:45 - 15:05 Maximising opportunities to support trainees during specialty training
*Dr Hannah JACOB*

15:05 - 15:25 Meeting the challenges of providing careers support for non-training grade doctors
*Dr Helen GOODYEAR + Dr Camilla KINGDON*

15:25 - 15:45 Supporting an equal and diverse workforce
*Dr Tunje LASOYE*

15:45 - 16:05 Implementing the MDRS Careers strategy
*Mr Mike WILSON*

16:05 - 16:15 Discussion and close
D5: Mental and physical - new training possibilities

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Short Communications
Room: Exchange 6+7
Seating Capacity: 80

This varied and interactive session will start by looking at how we can improve outcomes for patients with acute mental health problems by utilising simulation environments to equip clinicians with a skill-set that allows recognition, signposting and treatment of this vulnerable patient group. As mental health services traditionally have a higher proportion of non-training grade doctors that many other areas of practice, we then examine how to broaden the training and careers support offer to doctors outside of traditional training routes to make the most of the scarce resources available. The session then broadens to examine how we can sustainably use all our scarce resources to ensure that all medical education, training and development is offered on a sustainable footing.

Finally, the session examines the miracle treatment that allows improvement and sustainability of mental and physical health for both patients and professionals – exercise. The session concludes with why this must be an essential part of medical education and how it can be achieved.

Chair:
Dr Adrian BROOKE

Programme:
14:55 - 15:10 Recognising Acute Medical Problems in a Psychiatric Setting (RAMPPS)
Dr Paul MCCORMICK

15:10 - 15:15 Discussion

15:15 - 15:30 An innovative approach to supporting ‘non-training grade doctors’ working in mental health
Dr Subir MUKHERJEE

15:30 - 15:35 Discussion

15:35 - 15:50 Sustainable Medical Education. Better, cheaper, greener: can we have it all?
Dr Tom PELLY

15:50 - 15:55 Discussion

15:55 - 16:10 Exercise prescription
Dr John ROGERS

16:10 - 16:15 Discussion, Summary and close
D6: New working paradigms

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes  
Session Type: Workshop  
Room: Rolls (The Midland Hotel)  
Seating Capacity: 24

In this session three examples of new working paradigms will be presented and discussed:

The Deloitte Leadership and Transformation Fellowship, developed in partnership with the Royal College of Anaesthetists & HEE, is designed to equip senior clinicians with leadership skills for both local and system-wide transformation. Discussions will centre on the fellow's experience in the industry placement, their management and leadership skills development and the outcome of a major service improvement project undertaken during the role.

The Medical Education Fellowship in Anaesthesia PA(A) project aims to support the integration of the Physicians Assistants in Anaesthesia (PA(A) workforce into multi-professional anaesthesia delivery. They are an established group of healthcare professionals assisting in the delivery of anaesthesia under the supervision of medical consultants. Their scope of practice presently varies from non-theatre sedation to general anaesthesia, tailored to local needs. Discussions will consider the output of the role.

The chief registrar programme was developed by the Royal College of Physicians following The Future Hospital report. A number of these roles have been developed across the U.K. The discussion will focus on the how, since their inception, they have made an impact on local services, improving patient flow and quality of care.

Chair: Dr Catherine O’KEEFFE

Programme:

14:45 - 14:50 Welcome and Introduction  
Dr Catherine O’KEEFFE

14:50 - 15:10 The Deloitte Leadership and Transformation Fellowship  
Dr Claire SHANNON, Dr Agnes FONG, Dr Rob GATHERER, Dr Azra ZYADA

15:10 - 15:30 The Medical Education Fellowship in Anaesthesia PA(A) project  
Dr Cleave GASS, Dr Claudia SELLERS

15:30 - 15:50 The RCP/HEE Chief Registrar programme  
Dr Catherine HOLOHAN, Dr John BOYLAN, Dr William OWEN

15:50 - 16:05 Plenary Discussion  
Dr Catherine O’KEEFFE

16:05 - 16:15 Summary and close  
Dr Catherine O’KEEFFE
D7: AoME@DEMEC: Developing career pathways in medical education

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 10
Seating Capacity: 48

Career progress in the field of clinical education is rarely clear and straightforward. The aim of this session is to promote and enhance careers in medical, dental and veterinary education. We will look at the ways in which individuals can harness formal and informal networks, engage in scholarship, and seek out structures and career pathways to help them develop a rewarding and worthwhile career in an exciting but still professionalising field. Facilitators and delegates will share practical experiences, insights and advice on developing careers in medical, dental and veterinary education leadership, management, research and practice. We will outline some of the ways in which medical, dental and veterinary educators can achieve recognition for their skills and commitment, and will assist delegates to produce their own career plans.

Chair:
Mrs Julie BROWNE

Speakers:
Mrs Julie BROWNE
Dr Louise DUBRAS
Dr James READ
This session will focus on current issues in undergraduate medicine.

The first workshop will investigate current initiatives aimed at selecting those applicants to medical school who have the potential to become excellent doctors in the future. It will consider the evidence that Situational Judgement Tests (SJTs) and Multiple Mini Interviews (MMIs) differentiate usefully and accurately between candidates and offer advice on how to create effective SJT scenarios and MMI stations.

Professionalism and fitness to practise are key attributes for medical students. The joint GMC/MSC guidance published in 2016 has been supplemented by additional resources for medical schools and students and this will be explored in the session.

The workshop will consider the GMC’s plans to develop a Medical Licensing Assessment in the light of feedback to its consultation in Spring 2017. The responses are being analysed as this programme is being developed but the meeting will provide an opportunity to explore ways forward.

Finally it will move to the undergraduate curriculum and using an example from a medical Royal College (RCPCH) reflect upon how the College engaged with the Regulator, students and academics to develop a child health curriculum found helpful and engaging by medical schools.

Chair:
Dr Katie PETTY-SAPHON

Programme:
14:45 Creating effective SJT scenarios and MMI stations  
Professor Fiona PATTERSON, Miss Vicki ASHWORTH

15:10 Professionalism and fitness to practice  
Ms Clare OWEN, Miss Ioanna MARAKI, Mr Charles POPE

15:35 GMC plans for the Medical Licensing Assessment  
Mr Ben GRIFFITH

15:50 Learning the hard way: 10 lessons for developing undergraduate curricula  
Dr Caroline FERTLEMAN, Dr Hannah JACOB
Parallel Sessions

**D9: Additional support for trainees**

**Tuesday 28th November 2017: 14:45 - 16:15**

**Duration:** 90 Minutes  
**Session Type:** Workshop  
**Room:** Houghton (The Midland Hotel)  
**Seating Capacity:** 16

This workshop considers the early identification of trainees who could benefit from additional support so they can successfully complete their training without the need for any additional training time. We will do this by discussing a method of identifying trainees which is based on the results from a quantitative research project. This work allowed the development of ‘In Training Assessment Profiler’ (iTAP). iTAP has the potential of being a cost-effective evidence based method that can be used across different specialties. It is currently being used in general practice training.

We will also discuss why these trainees might have difficulty in progressing with their training. While it is accepted that many trainees who have difficulty in progressing come from particular demographics, such as not being a UK graduate, this workshop challenges the notion that demography is needed to identify these trainees and tools such as iTAP allows us to identify these trainees without the use of demography. These are complex issues but this workshop will allow participants to discuss these issues.

**Chair:**  
Dr Nigel SCARBOROUGH

**Programme:**  
Interactive workshop to discuss the early identification of trainees who might benefit from additional support.

**Speakers:**  
Dr Bevis HEAP  
Dr Nigel SCARBOROUGH
The Annual Review of Competence Progression (ARCP) is the formal method by which a trainee’s progression through their training programme is monitored and recorded. Consistent and high quality processes to manage ARCPs are crucial in order to ensure fair outcomes for trainees and robust decision making for ARCP panels. This interactive workshop will share insight into improving the quality of the ARCP process and invite attendees to share their own insights.

**Reviewing and Enhancing Assessment**
Share the purpose and early findings of a review of the ARCP process undertaken by HEE with key partners and explore the implications of the findings and possible future recommendations.

**What does the College ever do for Quality Managing ARCPs?**
Share the RCGPs revised QM processes the RCGP follows, their effectiveness with the opportunity for participants to reflect upon their experience of ARCPs and feedback on what would make the RCGP QM more effective in supporting deaneries and HEE local offices enabling a fair and robust system for ARCPs.

**ARCP Appeals: How they work and how to avoid them**
Presentation of anonymised accounts of ARCP appeals and discussion of how to collect information for ARCPs to ensure that outcomes may be correctly applied.

**General Internal Medicine ARCP process – auditing for high quality decision making**
Explores local auditing process used to ensure e-portfolio evidence matches outcomes awarded for GIM ARCPs, including practical tools and tips for ensuring robust ARCP decision making.

**Chair:**
*Dr Sam ILLINGWORTH*

**Programme:**

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<td>- auditing for high quality decision making</td>
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<td>15:50 - 16:15</td>
<td>Discussion and Q&amp;A</td>
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D11: The power of mentoring: a positive approach for implementation in the workplace to maximise potential

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Workshop
Room: Exchange 9
Seating Capacity: 96

This highly interactive workshop will draw on the presenters wide ranging experience in community and hospital based multidisciplinary teams. It will look at principles and practice of mentoring for doctors, dentists and all healthcare professionals including

• What is mentoring?
• Qualities that are needed to be a good mentor
• Principles of effective mentoring schemes
• Essential ground rules and safeguards including length of mentoring
• Demonstration of an easy to use model followed by interactive small groups where participants try it out and draw up an action plan for use in their everyday work.

Chair:
Dr Helen GOODYEAR

Speakers:
Dr Jane DAVIES-SLOWIK
Dr Helen GOODYEAR
Dr Patricia HOULSTON
The GMC defines "Educators" as individuals involved in teaching, training, assessing and supervising learners in the course of their daily clinical practice; and that these educators should be trained and appraised to reflect their education responsibilities. Alison Cooper & Liz Spencer will discuss the definitions of “faculty” and the various models of educating the educators from informal department conversations to regional and national faculty development / Train the Trainer courses. Suzi Ceasar will discuss the variation in the reported benefits of medical appraisal for revalidation. Appraisal should be a formative and developmental experience that is valuable to the individual doctor in facilitating self-reflection and planning quality improvements across the whole scope of work. Doctors deserve well trained appraisers and the right resources and support to make valuable appraisals a reality.

If the benefit of appraisal is related to the skills of the appraiser – what are those skills and how are we educating the appraisers?

In this session there will be very brief presentations by the speakers and then round table discussions addressing the questions.... how to develop faculty and appraisers, do we have a language to discuss quality improvement?

Chair:
Dr Liz SPENCER

Speakers:
Dr Susi CAESAR
Dr Alison COOPER
Dr Liz SPENCER
D13: Longitudinal Integrated Foundation Training (LIFT); Developing doctors with better ‘patient centeredness’

Tuesday 28th November 2017: 14:45 - 16:15

Duration: 90 Minutes
Session Type: Workshop
Room: Victoria Suite (The Midland Hotel)
Seating Capacity: 40

From August 2016 the North West of England Foundation School piloted Longitudinal Integrated Foundation Training (LIFT) for newly qualified doctors. This was a collaborative quality improvement Innovative between Foundation Trainees, Supervisors, Health Education England, and partnering Local Education Providers; to enhance professionalism and patient centeredness and care. In LIFT the trainees accompany the General Practitioner’s (GP) panel of patients’ across the health care system. This increased exposure to primary care, with its consequent role modelling, is expected to enhance recruitment in primary care. In this interactive workshop we will share the many lessons learnt from LIFT, and explore with you how you can translate this learning to your own area of medical education.

Chair:
Mrs Kate BURNETT

Speakers:
Professor Paul BAKER
Mrs Kate BURNETT
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**Who can join?**
Anyone with a role in medical & dental education in any setting, whether undergraduate, postgraduate or CPD, is welcome. This includes:

1. Leaders e.g. Deans, Directors, Tutors, Faculty Leads etc.
2. Trainers e.g. Supervisors, trainers, teachers, skills/simulation trainers etc.
3. Managers e.g. Medical Education & Programme Managers, Deanery / LETB staff etc.
4. Trainees/Medical Students with an interest in developing a role in Medical Education
5. Support Services e.g. careers, support units, coaching & mentoring etc.

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1 E-learning

1-1 Assessing learners in a virtual learning environment: exploring the view of medical educators

1-2 Confidentiality and social media - 'border control?'

1-3 Apps: the future of consolidated information for medical staff and those in medical training?

1-4 Developing and distributing a clinical exam smartphone app

1-5 Integration of open online courses and learning analytics for delivery and assessment of clinical skills enhancement program

1-6 Faculty development workshop for project based e-learning: design and evaluation in an Indian medical school

1-7 Conversion of voice over lectures into e-learning materials

1-8 Engaging students as partners to create an innovative teaching activity using social media

1-9 The use of an e-module to improve student performance on stroke neuro-imaging

1-10 Using ‘Edmodo’ an online learning platform to facilitate learning

1-11 Encouraging engagement: the use of mobile apps in medical education

1-12 Outcomes from a regional e-induction initiative

1-13 Using virtual learning resources when teaching with patients

1-14 Rewards and challenges in developing e-learning packages for undergraduate psychiatry teaching – the Nottingham experience

1-15 Into the blender; integrating case based learning (CBL) e-learning into a traditionally taught
2 Undergraduate education

2-1 Technology Enabled Lectures in Medical Education: A Pilot Study

2-2 Developing Professionalism in Medicine – Does Formal Teaching Such as the IDEALS Module at the Leeds Medical School Help?

2-3 Foundation Doctors as Educators – Are Junior Doctor-Led Prescribing Tutorials Beneficial to Both Student and Tutor?

2-4 Use of an Undergraduate Medical Education Quality Dashboard in a UK Teaching Hospital: A Useful Approach to Drive Education Quality?

2-5 Paediatric Long Term Conditions: Learning in a Different Way

2-6 Regular Undergraduate Prescribing Practice on Drug Charts May Help to Reduce Medication Errors as a Doctor

2-7 The Use of an Adaptive Student-Centred Approach to Renal Clinical Skills Teaching for Medical Students at a UK Based District General Hospital: A Quality Improvement Project

2-8 Entrepreneurship as a Key Aspect of the Curriculum: The Development of a Teaching Programme

2-9 Using Different Teaching Styles and Real-Life Scenarios as Part of Near-Peer Teaching Sessions for Final Year Medical Students

2-10 Foundation Year One (FY1) Doctor Led Ward Rounds: A Teaching Programme

2-11 Introducing Surgical Simulation for 1st Year Clinical Students

2-12 Conforming to the New RCS Undergraduate Guidelines

2-13 The Need for Improved Transgender Teaching Within Medical School Curriculums

2-14 Exploring Tutor Views on a Cancer Research UK Collaborative Toolkit

2-15 Exploring the Value of General Practitioner Led Nursing Home Teaching Sessions for Undergraduates

2-16 Improving Undergraduate Educational Experience in Acute Medicine

2-17 New Foundation Year 1 Doctors Do Not Feel Prepared to Lead Medical Ward Rounds Alone: A Regional Cross-Sectional Study

2-18 Researching Alcohol as a Mediator of Medical Student Culture Through the Lens of Social Capital

2-19 Teaching Transfusion for Clinical Practice: Impact of an Interactive Case-Based Session Using Socrativetm

2-20 Service Increment for Teaching (SIFT) – A New Model to Improve Transparency, Fairness and Quality

2-21 Exploring the View of Medical Students Towards Clinical Reasoning (CR) Teaching at the University of Nottingham

2-22 Piloting an Extended Surgical Skills Course for Medical Students

2-23 Near-Peer Acute Oncology Teaching: Experiences from a Junior Doctor Led Teaching Programme for Undergraduate Medical Students

2-24 Team Based Learning (TBL) is an Effective Tool to Teach Medical Students When to Suspect Cancer

2-25 The Impact of a One-Day Undergraduate Radiology Course on Confidence and Performance of Medical Students in Interpreting Commonly Encountered Radiographs

2-26 Use of Undergraduate Skills Days to Improve Confidence in Surgical Skills

2-27 Student Responses to Team-Based Learning (TBL) in Year One of a UK Medical Degree Programme

2-28 Student-Developed Mock OSCE Stations (SMOSCES): A Tool for Student Revision and Improving Familiarity with New Exam Formats

2-29 Will Simulation Training at Undergraduate Level Promote Future Use of the ABCDE Approach?

2-30 Observation Stations: Developing an Inspection Based Teaching Method for Medical Undergraduates
MEDICAL STUDENTS WITHIN CARDIAC ARREST TEAMS: AN EVALUATION OF EXPERIENTIAL LEARNING

IS ACUTE CARE TEACHING IMPROVING SENIOR MEDICAL STUDENT’S KNOWLEDGE IN THE MANAGEMENT OF ACUTELY UNWELL ADULT PATIENTS? - A QUESTIONNAIRE STUDY

YOUTUBE BASED CARDIOVASCULAR EDUCATION FOR MEDICAL STUDENTS: THE ROAD AHEAD WITH OSCESTATION

MAY I HAVE YOUR ATTENTION PLEASE? (MAINTAINING ATTENTION OF STUDENTS IN A LONG TEACHING SESSION)

WHAT IS THE VALUE OF LONGITUDINAL MEDICAL STUDENTS PLACEMENTS IN GENERAL PRACTICE?

FOUNDATION TEACHING FOR FINALS: A SUSTAINABLE NEAR PEER PLATFORM

DEVELOPING MINDFULNESS IN MEDICAL EDUCATION, THE LEICESTER EXPERIENCE

EVALUATING THE INTRODUCTION OF TECHNICAL CLINICAL SKILLS TRAINING IN YEAR ONE OF THE UNDERGRADUATE MEDICAL CURRICULUM

PEER GROUP DELIVERED TRAINING ON ‘HOW TO BE A FY1 DOCTOR’ COURSE FOR FINAL YEAR MEDICAL STUDENTS, AN EXPERIENCE

IMPROVING MEDICAL STUDENTS’ UNDERSTANDING OF OSCEs BY PROVIDING OPPORTUNITIES TO BE EXAMINERS AND PATIENTS IN A STRUCTURED ENVIRONMENT

THE USE OF HIGH FIDELITY SIMULATED CASES TO IMPROVE THIRD YEAR MEDICAL STUDENTS’ ABILITY TO MANAGE AN ACUTELY UNWELL PATIENT

INCREASED PRIMARY CARE TEACHING FOR MEDICAL STUDENTS AND THE INFLUENCE ON CAREER CHOICE

TRAINING THE TEACHERS - A NEW APPROACH

JUNIOR DOCTOR-LED BEDSIDE TEACHING AS PREPARATION FOR FINAL YEAR OSCEs

USE OF ONLINE VIDEOS IN EARLY YEAR STUDENTS AT ST GEORGE’S MEDICAL SCHOOL (UNIVERSITY OF LONDON)

IMPROVING STUDENT SATISFACTION BY INCORPORATING THEIR SUGGESTIONS

A TRIANGULAR SYSTEM OF NEAR-PEER LED FORMATIVE MEDICAL STUDENT OSCE TEACHING: ONE DOCTOR AS SIMULATED PATIENT AND A SECOND AS AN EXAMINER

THE REFORM OF MEDICAL HISTOLOGY EDUCATION WITH A HYBRID METHOD OF USING THE TRADITIONAL MICROSCOPE AND COMPUTER-ASSISTED INTERACTIVE TEACHING AND LEARNING
3 Postgraduate training

3-1 FROM REALITY TO THE VIRTUAL UNKNOWN: HOW TO ENERGISE YOUR GROUP!
3-2 EVALUATION OF A PAN-LONDON TRAINING PROGRAMME FOR GERIATRIC MEDICINE
3-3 A NEW AGE FOR THE OLD AGE TRAINEES’ CONFERENCE
3-4 EMERGENCY MEDICINE RUN THROUGH TRAINING IN THE UK: A PILOT
3-5 DOES A PERIOD OF IN-POST SHADOWING HELP TO PREPARE NEW FOUNDATION DOCTORS FOR PROFESSIONAL PRACTICE?
3-6 SIMULATION-BASED EDUCATION: UNDERSTANDING THE COMPLEXITY OF A SURGICAL TRAINING “BOOT CAMP”
3-7 MEDICAL EDUCATOR DEVELOPMENT IN WESSEX – FROM FOUNDATION YEARS TO CONSULTANTS AND BEYOND
3-8 USING FLIPPED CLASSROOM TECHNIQUES TO TEACH THE ACUTE INTERNAL MEDICINE CURRICULUM
3-9 CAN TRAINEE DOCTORS’ RESILIENCE BE INCREASED THROUGH A DISCUSSION AND ACTIVITY BASED WORKSHOP?
3-10 PRE-SPECIALTY TRAINING SCHEME (GP): DESIGNING AND EVALUATING A NEW CURRICULUM
3-11 REFLECTION IN ASSESSMENT: IS IT JUST A GAME?
3-12 TAKING THE ANXIETY OUT OF THE EPORTFOLIO - THE BENEFITS OF PEER-LED INDUCTION TEACHING FOR NEW FOUNDATION DOCTORS
3-13 1 VS 2 ASSESSING INTER-RATER RELIABILITY IN POSTGRADUATE OSCE EXAMINERS.
3-14 IS BASIC ULTRASOUND TRAINING A NECESSITY IN MEDICAL SCHOOL AND FOUNDATION PROGRAMME TRAINING?
3-15 INTEGRATING A NEW ACUTE GERIATRIC ROTATION INTO MEDICINE SUBSPECIALITY SENIOR RESIDENT TRAINING IN SINGAPORE – IMPLEMENTATION AND RESIDENTS’ PERSPECTIVES
3-16 THREE (EDUCATIONAL) BIRDS WITH ONE (TEACHING MASTERCLASS) STONE
3-17 TEAM APPRAISAL FOR FACULTY TEAMS: FROM EFFECTIVE STRUCTURES TO EXCELLENCE
3-18 TACKLING BULLYING & UNDERMINING IN FOUNDATION PROGRAMME TRAINING
3-19 FACILITATING CAREER DECISION MAKING FOR FOUNDATION PROGRAMME DOCTORS WORKING IN NORTHERN IRELAND
3-20 DEVELOPING A NEAR-PEER STRUCTURED TEACHING PROGRAMME FOR THE MRCP PACES EXAMINATION
3-21 A REGIONAL MRCP PACES COURSE DEVELOPED AND DELIVERED BY NEAR-PEER TEACHERS
3-22 EVALUATING IF NEAR-PEER TEACHERS ARE MORE EFFECTIVE THAN CONSULTANTS IN DELIVERING MRCP PACES TEACHING
3-23 LESSONS FROM A REGIONAL APPROACH TO QUALITY IMPROVEMENT
3-24 SPECIALIST TRAINEE PERCEPTIONS OF JOURNAL CLUBS AS AN EDUCATIONAL TOOL IN ONCOLOGY
3-25 MRCP COURSES: KNOWLEDGE, ACCESS AND AVAILABILITY
3-26 RESPONSES TO TENSIONS BETWEEN SERVICE AND EDUCATION IN GENERAL SURGERY DESCRIBED USING PARADOX THEORY
3-27 TO ERR IS HUMAN: SETTING UP A TRAINEE-LED RADIOLOGY LEARNING & DISCREPANCY MEETING - THE MERSEY EXPERIENCE
3-28 REDESIGNING THE PATIENT SATISFACTION QUESTIONNAIRE (PSQ) USED IN GENERAL PRACTICE (GP) TRAINING
3-29 ASSESSING THE EDUCATIONAL QUALITY OF CLINICAL SESSIONS FOR CORE SURGICAL TRAINEES AND TRUST GRADES AT A REGIONAL PLASTICS UNIT
2012 – 2017 AND BEYOND ….

3-35 THE DRAMA OF COMMUNICATION: AN INTERACTIVE WORKSHOP TO ENHANCE COMMUNICATION SKILLS
3-36 A TRIP TO THE MOVIES: USING FILM TO FACILITATE COMMUNICATION SKILLS ASSESSMENT AND LEARNING
3-37 BELBIN AND BURNOUT IN GP TRAINEES
3-38 IMPROVING LEVEL 1 TEACHING PROGRAMME FOR PAEDIATRIC TRAINEES IN THE MERSEY REGION
3-39 A NEW APPROACH TO SUPPORT TRAINEE PROGRESSION GOVERNANCE WITHIN THE WALES DEANERY
3-40 DEVELOPING A MRCP(UK) PACES TEACHING PROGRAMME WITH NOVEL PEER ASSISTED LEARNING ELEMENTS
3-41 A BUNDLE OF NERVES? SELF-REPORTED ANXIETY IN FOUNDATION 1 (FY1) DOCTORS: A 6-YEAR ANALYSIS
3-42 ‘OUT OF HOURS’ WORKSHOP FOR GP ST3s
3-43 ‘OUT OF HOURS’: EXPERIENCES OF GP TRAINEES AND THEIR TRAINERS
3-44 WORKING WITHIN A REGIONAL RADIOLOGY ON CALL HUB – A MERSEY TRAINEES PERSPECTIVE
3-45 HOW CONFIDENT ARE YOUR NEW DOCTORS? BENEFITS OF A FOUNDATION DOCTOR-LED TEACHING PROGRAMME
3-46 VODCASTS TO SUPPORT EDUCATIONAL SUPERVISORS IN USING THE EPORTFOLIO
3-47 DEVELOPING A ‘STRUCTURED WARD ROUND’ TOOL IN THE INTEGRATED STROKE UNIT TO IMPROVE INFORMATION ACCESSIBILITY AND COMMUNICATION FOR POSTGRADUATE TRAINEES
3-48 ENQUIRY-BASED LEARNING: JUSTIFYING INNOVATION THROUGH CURRICULUM DEVELOPMENT
3-49 TECH SAVVY TEACHERS: LEADING ENGAGEMENT IN POSTGRADUATE MEDICAL EDUCATION WITH A TECHNOLOGY ENHANCED APPROACH
3-50 FOUNDATION DOCTORS’ EXPERIENCE OF PATIENT SAFETY INCIDENT REPORTING
3-51 ANALYSIS OF THE DOCTORS AND DENTISTS REVIEW GROUP COHORT
3-52 ASSESSING QUALITY OF EDUCATIONAL SUPERVISOR REPORTS AND SUPERVISED LEARNING EVENTS
3-53 ENJOYING WITH PAEDIATRIC JUNIOR DOCTORS: BUILDING RELATIONSHIPS AND ENHANCING THEIR LEARNING AND OURS
3-54 “IT’S NOT ABOUT CURING EVERYONE”: COMPARING THE PERCEPTIONS OF JUNIOR AND SENIOR DOCTORS CONCERNING THE PURPOSE OF THE DOCTOR’S
3-55 WORKPLACE BASED ASSESSMENT IN CLINICAL RADIOLOGY – ATTITUDES AND ENGAGEMENT
3-56 VIDEO BASED EDUCATION FOR PATIENTS WITH BLADDER CANCER: UROSTOMY MANAGEMENT AND AFTERCARE
3-57 FOCUSED TRAINING FOR THE NEW MEDICAL REGISTRAR – TASK SPECIFIC TEACHING AND IMPROVEMENT IN FOCUSED LEARNING OUTCOMES
3-58 DOES THE FOUNDATION PROGRAM ENABLE FOUNDATION DOCTORS TO ACHIEVE LEARNING OUTCOMES WITH REGARD TO SURGERY?
3-59 CREATION OF A DOCTOR’S MESS RELATED PEER GROUP LED TEACHING PROGRAMME TO PROMOTE SKILLS RELATED EDUCATIONAL NEEDS AT PRINCESS ALEXANDRA HOSPITAL NHS TRUST
HOSPITAL CLINICAL SUPERVISORS' COMPLETION OF WORKPLACE-BASED ASSESSMENTS (WPBA) ACROSS SPECIALTIES

THE AUDIO-COT (CONSULTATION OBSERVATION TOOL) A TELEPHONE CONSULTATION WORKPLACE-BASED ASSESSMENT (WPBA) FOR GENERAL PRACTICE (GP)

INTRODUCTION OF A FORMAL QUALITY IMPROVEMENT PROJECT (QIP) IN GENERAL PRACTICE (GP) TRAINING

UPDATING GENERAL PRACTITIONER (GP) TRAINING EPORTFOLIO REFLECTIVE LOG ENTRIES

A NATIONAL REVIEW OF CASE BASED DISCUSSIONS (CBDS) COMPLETED DURING TRAINEES FIRST YEAR OF GENERAL PRACTICE (GP) TRAINING

EARLY COMMUNICATION SKILLS INTERVENTION FOR ST1S

A NEW SYSTEM FOR GP TRAINER RE-APPROVAL IN DORSET: A PILOT

THE MENTORING OF ST1 GP TRAINEES BY ST3 GP TRAINEES: AN AID TO SUCCESSFUL GP TRAINING?

DOCTORS WITH DYSLEXIA: A SYSTEMATIC REVIEW OF EFFECTIVE WORKAROUNDS

DOCTORS WITH DYSLEXIA: EXPERIENCES AND STRATEGIES

DOES THE MANDATORY POSTGRADUATE UK SURGICAL EXAM PREDICT SELECTION INTO SPECIALTY TRAINING?

A SURVEY OF ACADEMIC ACTIVITIES OF GENERAL SURGERY TRAINEES AS A RESOURCE FOR SELF-DIRECTED PORTFOLIO DEVELOPMENT

CHANGES TO OPERATIVE EXPOSURE FOR SURGICAL TRAINEES IN TRAUMA AND ORTHOPAEDICS FOLLOWING THE INTRODUCTION OF FULL SHIFT WORKING PATTERNS

ESSENTIAL NEPHROLOGY FOR JUNIOR DOCTORS - LESSONS FROM ORGANISING A NEW TEACHING DAY

HEALTH EDUCATION ENGLAND (HEE) EMERGENCY MEDICINE LESS THAN FULL TIME TRAINING PILOT

PERCEIVED CREDIBILITY: DOES HAVING CHILDREN CHANGE A CLINICIAN'S PROFESSIONAL PRACTICE?

THE 'MOTHER' SCORE - AN EVIDENCE BASED ASSESSMENT OF PREDICTING TRAINEE CONFIDENCE ON RETURN TO WORK AFTER MATERNITY LEAVE

EVALUATION OF A PILOT NAMED CLINICAL SUPERVISION AGREEMENT FOR WALES

THE IMPACT OF MEDICAL EDUCATION FELLOWSHIPS ON FUTURE CAREER PATHWAYS
Posters

4 Primary and community care

4-1 WHAT ARE THE PERCEIVED BENEFITS OF AN INNOVATIVE OPPORTUNITY FOR GP TRAINEES TO TEACH MEDICAL STUDENTS?

4-2 WHAT ARE THE BARRIERS TO INVOLVING GP SPECIALITY TRAINEES TEACHING MEDICAL STUDENTS IN PRIMARY CARE?

4-3 YOUTUBE BASED RESPIRATORY EDUCATION FOR PRIMARY AND COMMUNITY CARE: THE ROAD AHEAD WITH OSCESTATION
Posters

5 Secondary care and mental health

5-1 DEVELOPING STRATEGIES TO RAISE AND MAINTAIN AWARENESS OF THE GRIPES TOOL AMONGST JUNIOR DOCTORS
6 Continuing professional development

6-1 A LOCAL STUDY ON FOUNDATION YEAR TRAINEES AND FOUNDATION YEAR EDUCATIONAL SUPERVISORS VIEWS OF THE EDUCATIONAL IMPACT OF MULTISOURCE FEEDBACK (TEAM ASSESSMENT OF BEHAVIOUR TAB) IN THE ASSESSMENT OF MEDICAL PROFESSIONALISM

6-2 THE ROLE OF STUDENTS IN QUALITY IMPROVEMENTS: IMPACT, OUTCOMES AND CHALLENGES

6-3 THE CHALLENGE OF FORMAL MENTORING

6-4 SKILLS OPTIMISER SELF-EVALUATION TOOL (SOSET): A FACILITATED SELF-EVALUATION AND EDUCATIONAL PROCESS TO ENHANCE TEAMWORK IN GENERAL DENTAL PRACTICE

6-5 ‘THE MOST BEAUTIFUL THING YOU CAN WEAR IS CONFIDENCE’ PEER MENTORSHIP PROGRAMME: EFFECT ON CONFIDENCE LEVELS OF MOCK INTERVIEWS

6-6 TAI CHI FOR BUILDING RESILIENCE

6-7 IMPACT OF AN EDUCATIONAL RESOURCE ON ADVANCE CARE PLANNING (ACP) IN A GP SETTING

6-8 IMPLEMENTING A MENTORING PROGRAMME FOR JUNIOR TRAINEES AT ALDER HEY CHILDREN’S HOSPITAL

6-9 FELLOWSHIP IN EDUCATION QUALITY IMPROVEMENT

6-10 USING PBL AS A TOOL IN THE DEVELOPMENT OF MEDICAL STUDENT’S PROFESSIONAL IDENTITIES

6-11 MAKING SENSE OF URINALYSIS: USING KOLB’S REFLECTIVE MODEL TO IMPROVE THE KNOWLEDGE, ATTITUDES AND PRACTICE SURROUNDING URINE ANALYSIS AMONGST JUNIOR DOCTORS

6-12 A LONGITUDINAL STUDY OF THE WELSH CLINICAL LEADERSHIP TRAINING FELLOWSHIP PROGRAMME 2013-2016: THE FIRST THREE COHORTS

6-13 MINDFULNESS: AN APPRECIATIVE INQUIRY OF GP PARTICIPANTS’ REFLECTIONS ON ATTENDING AN EIGHT WEEK COURSE

6-14 MEDICAL EDUCATION GENERAL PRACTICE FELLOWSHIP FOR ROYAL COLLEGE GENERAL PRACTITIONERS ASSOCIATES IN TRAINING – TRAINING TO BE AN EDUCATIONAL LEADER

6-15 IMPROVING THE REPORTING, LEARNING & SHARING OF PATIENT SAFETY INCIDENTS IN PRIMARY CARE

6-16 HOW DOES AN APPRAISAL DRIVE CHANGE? REVEALING THE SKILL OF THE APPRAISER

6-17 THE LEARNING TRAJECTORY OF MEDICAL APPRAISERS: COMMUNITY OF PRACTICE AND PROFESSIONAL IDENTITY IN MEDICAL APPRAISAL

6-18 PREVENTION OF HARMFUL STRESS AMONGST DOCTORS

6-19 YOGA FOR INNATE RESILIENCE: STRETCHING INTO POSSIBILITY
Posters

7 Multi-professional education and training

7-1 EVALUATION OF NEW MULTI-PROFESSIONAL COLLABORATIVE LEARNING PROGRAMMES (MPCPs) FOR OPTIMISING DENTISTS', GENERAL PRACTITIONERS' AND PHARMACISTS' HEALTHCARE KNOWLEDGE AND DELIVERY

7-2 THE BENEFITS OF INTERPROFESSIONAL STROKE TRAINING

7-3 PROVIDING EMPATHY TRAINING TO INTEGRATED HEALTH TEAMS USING A MULTIDISCIPLINARY EDUCATION APPROACH

7-4 DENTISTRY FOR SOCIAL INCLUSION: THE FIRST NATIONAL CONFERENCE

7-5 SHARED LEARNING USING AN INTERPROFESSIONAL APPROACH WITH SIMULATION

7-6 A COMPARISON OF THE DEVELOPMENT OF EDUCATIONAL AND MEDICAL RESEARCH

7-7 THE FUTURE LEADERS PROGRAMME – WHERE ARE WE NOW? TRAINING TOMORROW’S LEADERS TODAY

7-8 MULTI-DISCIPLINARY TEAM PERCEPTIONS OF ‘INTER-PROFESSIONAL LEARNING’ AS AN EDUCATIONAL TOOL IN ONCOLOGY

7-9 A SPECIALIST CANCER CENTRE’S EXPERIENCE OF DELIVERING AN INNOVATIVE INTER-PROFESSIONAL LEARNING PROGRAMME – CHALLENGES AND OPPORTUNITIES

7-10 MULTI-PROFESSIONAL TEACHING EDUCATION TO TEACH SECOND YEAR MEDICAL STUDENTS ABOUT PATIENT DISABILITY AND SAFETY ISSUES

7-11 SUPPORTING DIGITAL LITERACY AND INCLUSION AMONG HEALTH AND CARE STAFF

7-12 YOUTUBE BASED GYNAECOLOGY EDUCATION AND TRAINING: THE ROAD AHEAD WITH OSCESTATION

7-13 IS IT SAFE TO LEAVE MY PATIENT AT HOME? INTER-PROFESSIONAL COMMUNITY-BASED LEARNING

7-14 SUPPORTING DIGITAL LITERACY AND INCLUSION AMONG HEALTH AND CARE STAFF

7-15 GP AND CHIROPRACTIC TRAINEES: A SHARED DAY OF LEARNING

7-16 MULTI-DISCIPLINARY STUDENT SIMULATION TO PROMOTE TEAMWORK AND LEADERSHIP SKILLS IN UNDERGRADUATE EDUCATION

7-17 EMERGENCY CARE ADVANCED CLINICAL PRACTITIONERS – A PILOT PROJECT
8 Global perspectives

8-1 YOUTUBE BASED COMMUNICATION TRAINING FOR BREAKING BAD NEWS: A NOVEL APPROACH
8-2 MEDICAL STUDENTS’ ATTITUDES TO COLLUSION AT END OF LIFE: A CROSS-CULTURAL PERSPECTIVE
8-3 AN EVALUATION OF DOCTORS AND MEDICAL STUDENT’S ATTITUDES AND BELIEFS OF PAEDIATRIC VACCINATIONS IN PAKISTAN
8-4 DEVELOPING NHS LEADERS: THE BENEFITS OF OVERSEAS LEADERSHIP FELLOWSHIPS
9 Learning across traditional boundaries

(secondary care/social care and undergraduate/postgraduate)

9-1 INTERACTIVE GROUP EXERCISE TO IMPROVE THE CONNECTIVITY BETWEEN PROFESSIONALS AND PATIENTS WITH MENTAL HEALTH PROBLEMS
9-2 CROSSING BOUNDARIES: BROAD BASED TRAINING DEVELOPS UNDERSTANDING OF DIFFERENT SPECIALTIES WHICH BENEFITS BOTH DOCTORS AND PATIENTS
9-3 THE GOOD DOCTOR? A STUDY OF MEDICAL STUDENT AND TRAINEE VIEWS USING Q-METHODOLOGY.
9-4 STUDENTS AS TEACHERS: ADDRESSING ATTITUDES AND BARRIERS TO STETHOSCOPE CLEANING PRACTICES
9-5 A COLLABORATIVE APPROACH TO RESILIENCE TRAINING ACROSS MEDICAL AND DENTAL TRAINING
9-6 FIT FOR THE FUTURE: EVALUATING AN INNOVATIVE INTEGRATED COMMUNITY CARE TRAINING POST
9-7 BRIDGING THE GAP – PRIMARY AND SECONDARY CARE DEVELOPING TOGETHER WITH TRAINEES IN DIFFICULTY
9-8 LEARNING TOGETHER CLINICS: LEARNING AND WORKING ACROSS BOUNDARIES FOR IMPROVED CHILD HEALTH OUTCOMES
9-9 USING QUALITY IMPROVEMENT METHODS TO EMPOWER GP TRAINEES TO INTEGRATE PHYSICAL AND MENTAL HEALTHCARE FOR OLD AGE PSYCHIATRY INPATIENTS
9-10 ARE BALINT GROUPS THE ANSWER FOR IMPROVING REFLECTIVE PRACTICES IN FOUNDATION DOCTORS?
9-11 GP TRAINEES AS UNDERGRADUATE NEAR-PEER FACILITATORS
9-12 A TASTE OF GENERAL PRACTICE (GP): FINAL YEAR GP TRAINEES (GPST3) MENTORING FOUNDATION YEAR 1 DOCTORS
9-13 BALANCING PROGRAMME FLEXIBILITY WITH FORMAL TEACHING PROVISION IN A PILOT LONGITUDINAL INTEGRATED CLERKSHIP PROGRAMME
9-14 ON THE ROAD TO QUALITY IMPROVEMENT: A COMMUNITY OF PRACTICE MODEL SUPPORTING PHARMACISTS-IN-PRACTICE
10 Simulation

10-1 MANAGING EMERGENCIES IN THE COMMUNITY: TAKING SIMULATION OUT OF THE CLASSROOM AND INTO ‘REAL-LIFE’ ENVIRONMENTS
10-2 IMPROVING QUALITY OF CHEST COMPRESSIONS AMONGST MEDICAL AND NURSING STAFF THROUGH DELIBERATE IN-SITU PRACTICE WITH FEEDBACK AND THE IMPACT OF REPEATED TRAINING
10-3 USE OF BRIEF MULTIPROFESSIONAL SIMULATION TO IMPROVE CONFIDENCE AND SKILLS IN MANAGING CHILD AND ADOLESCENT MENTAL HEALTH CRISIS OUT OF HOURS
10-4 SIMULATION PARTNERSHIP FOR ADVANCING REGIONAL KNOWLEDGE (SPARK); PROGRESS, ONE YEAR ON
10-5 ANIMAL TISSUE MODELS – A BEGINNER’S PERSPECTIVE
10-6 IN SITU SIMULATION TO FACILITATE INTRODUCTION OF A NEW OBSTETRIC RAPID SEQUENCE OF ANAESTHESIA GUIDELINE
10-7 HUMAN ERROR IN PRACTICAL PROCEDURES
10-8 FOUNDATION YEAR SIMULATION (FYSIM): FEEDBACK FROM COURSE PILOT AND BARRIERS TO PARTICIPATION
10-9 CHALLENGING SCENARIOS IN PRIMARY CARE - LEARNING OPPORTUNITIES FOR NURSES AND ALLIED HEALTHCARE PROFESSIONALS
10-10 SIMULATED INTERVIEWS: PREPARATION FOR GENERAL PRACTICE (GP)
10-11 IMPROVING SIMULATION DEBRIEFING FOR AN EFFECTIVE LEARNING EXPERIENCE
10-12 TELEPHONE TRIAGE: A WORKSHOP FOR THE GP TRAINEES
10-13 ‘A DAY IN THE LIFE OF…’ AN OPPORTUNITY FOR STUDENTS TO EXPERIENCE A HEALTHCARE CAREER
10-14 IMPROVING ACTOR/PATIENT RECRUITMENT FOR HILS COURSES WITH SUPPORT OF THE PIONEER TEAM ACADEMY
10-15 HIGH-FIDELITY SIMULATION IN INTER-PROFESSIONAL EDUCATION WITH MEDICAL, NURSING AND PHYSIOTHERAPY UNDERGRADUATE STUDENTS
11 Other

11-1 HOW TO IMPROVE SURVEY RESPONSE AMONGST FOUNDATION PROGRAMME TRAINEES, RESULTING IN A SHIFT IN CULTURE

11-2 RETROSPECTIVE DATA COLLECTION RESEARCH AND AUDIT OF SERVICES AT A FEMALE GENITAL MUTILATION (FGM) CLINIC IN EAST LONDON

11-3 IDENTIFYING THE ACTUAL SALARY COSTS OF FUNDED MEDICAL AND DENTAL TRAINEE POSTS IN WALES

11-4 STUDENT WELLBEING: HOW MEDICAL SCHOOL IMPACTS HEALTH SEEKING BELIEFS

11-5 DR JARGON PAEDIATRICS: A TEACHING RESOURCE TO HELP HEALTHCARE PROFESSIONALS IMPROVE PAEDIATRIC COMMUNICATION SKILLS

11-6 REDUCED ABILITY TO PERFORM EMERGENCY VASCULAR ACCESS AMONG MEDICINE AND SURGERY RESIDENTS

11-7 HOW TO USE SMART PHONES SMARTLY

11-8 GIVING SOMETHING BACK: INTRODUCING GP TRAINEES TO TEACHING IN LOCAL SCHOOLS
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