

Postgraduate Medical & Dental Education (NW)

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

Autumn / Winter 2020

Learner Support & Faculty Development



Season's Greetings!

In this seasonal issue of the newsletter we focus on trainer recognition and the process of gaining and maintaining recognition as a trainer.

We also have a number of updates from the NW SupportRTT team who have been developing the RTT processes.

You can also read all about the virtual PGMDE Conference that took place in November, with links to the recorded sessions and supporting materials for those who were unable to attend

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Educator Development

Trainer Recognition

Introduction

In this edition of the newsletter we focus on gaining and maintaining recognition as a trainer – i.e. Educational and/or Clinical Supervisor

On 1 August 2016 HEE (NW) recommended nearly 6000 trainers for full recognition as Educational and Clinical Supervisors. Many new trainers have been recognised since.

Recognition is monitored at annual appraisal and the longer-term plan has been to align re-recognition with revalidation.

Recognition lasts for 5 years. For many who were recognised in the original process in 2016, the 5-year renewal period is approaching.

(N.B. Although the GMC has issued a notice stating that “For those whose recognition status is due to expire before 31 March 2021, the GMC will extend recognition by a further 12 months” this is unlikely to apply to trainers originally recognised through the HEE (NW) process in 2016 or since, as their recognition expiry is not before 31 March 2021).

Who needs to be recognised as a trainer?

Trainees must be supervised by fully recognised trainers. All Consultants and SAS Doctors who supervise HEENW trainees must be recognised at least as Clinical Supervisors. This includes those working with trainees on call, at nights, weekends, in operating theatres or in outpatients etc.

Consultants and SAS doctors can be Educational Supervisors.

How to become a recognised trainer

To be recognised as a Clinical or Educational Supervisor, trainers are required to document evidence against the domains set out by the Academy of Medical Educators (AoME) in the [Professional Standards for Medical Educators](#), to demonstrate their engagement in educational activity. These are:

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

Educator Development

How to gain recognition - new Consultants/trainers

To become fully recognised as a Trainer, evidence against domains 1-4 and 7 for Clinical Supervisors and 1-7 for Educational Supervisors should be submitted for approval by the Director of Medical Education (DME). (Please check with your Trust PGME department for local arrangements.)

There are two ways to meet HEE (NW) requirements with evidence across the required domains collected in either one of the following ways:

- attending a taught course that is externally accredited and DME-approved, which prepares supervisors fully for the trainer role; or
- separately acquiring one piece of evidence against each domain from a variety of sources.

For the first route, most Royal Colleges run Trainer Recognition courses. Some, e.g. RCP, run generic courses relevant to all specialisms, not just medicine.

Many former HEE (NW) trainee have taken advantage of the opportunity afforded over past years of a funded place to complete module 1 (CPD4706) of the PGCert in Workplace Based Medical Education at Edge Hill University at some point in their training. Completion of this module satisfies the requirement to be recognised as a Clinical Supervisor. To be an Educational Supervisor the options are to either, complete module 2 of the PGCert as well, or take a relevant Royal College course, or complete another relevant accredited course.

Trusts may also organise relevant courses locally so check with your Trust PGME Department for details.

How to retain recognition – previously recognised trainers

In Trusts across HEE (NW) maintenance of Trainer Recognition is via the annual appraisal process.

To maintain recognition trainers are required to show at annual appraisal at least one piece of evidence covering domain 7 (educational CPD) each year. There must be three separate types of domain 7 (educational CPD) evidence in any five-year period.

As well as activity in domain 7 each year (see above), over the five-year recognition period trainers must present one piece of evidence from each of domains 1 – 4 for Clinical Supervisor (CS) and 1 – 6 for Educational Supervisor (ES). This may be achieved by either:

- attendance at a refresher course;
- acquired gradually and separately from a variety of sources. (N.B. A significant CPD event may also provide evidence against other domains, in addition to domain 7).

To assist monitoring across the five years trainers are encouraged to summarise progress on the Educational Activity Summary document to be found at:

<https://www.nwpgmd.nhs.uk/educator-development/standards-guidance/appraisal>

It is expected that trainer recognition will be aligned to the date of revalidation across the North West.

How your recognition status will get on the GMC list of recognised trainers

Recognition as an Educational and/or Clinical Supervisor is a local process, based at Trust level, usually via the Education Centre. The Director of Medical Education is responsible for the process at Trust level.

The names of newly recognised trainers are passed to the Quality Team at HEE (NW), where they are entered on the HEE (NW) trainer database (a part of the HEE North multispecialty trainer database). This is shared with the GMC by GMC Connect.

The GMC then annotates the entry on the Registered Medical Practitioner (RMP) list with the text “This doctor is a trainer recognised by the GMC” (see <https://www.gmc-uk.org/registration-and-licensing/the-medical-register>). N.B. The information given in the link behind the entry does not specify which roles the trainer holds e.g. Clinical and/or Educational Supervisor.

Educator Development

Access to HEE (NW) trainer database

There may be a number of reasons to seek access to the trainer database. Trainers may wish to check their own entry (though that can usually be checked at Trust level). Trusts may want to check that their submissions are up-to-date. Schools may wish to check that their trainees are being supervised by trainers whose recognition is up-to-date. Investigations about trainees or trainers may need to refer to the database to check that trainer's recognition is current and maintained.

Database access may be gained by application through the Quality Team: trainerdata.nw@hee.nhs.uk

Contacts

Issues with trainer recognition should be notified to and discussed with :

Dr Alistair Thomson, Associate Postgraduate Dean (Trainer Recognition):

Alistair.Thomson@hee.nhs.uk ;or,

Dr Andy Watson, Deputy Postgraduate Dean (Quality) at: Andy.Watson@hee.nhs.uk

Useful Resources

Documents

- **Guidance**

Health Education England North West policy on SAS Doctors as Named Clinical and Educational Supervisors:

<http://www.nwpgmd.nhs.uk/educator-development/standards-guidance>

- **Evidence**

Examples of evidence per domain can be found in the following document:

[Guidance on Evidence for Trainers for Appraisal](#)

The following is a template for recording evidence of activity against each domain over a 5-year period:

[Educational Activity Summary](#)

Courses

The following is a small selection of relevant courses - others are available:

Edge Hill University

[PG Cert Workplace Based Medical Education, Edge Hill University](#)

This modular course has been designed to meet the needs of medical educators and is accredited by the AoME. Completion of module 1 will enable you to meet the GMC standards and HEE (NW) requirements to be recognised as a Clinical Supervisor and completion of modules 1 and 2 enables recognition as an Educational Supervisor.

Royal College Courses

The following is a selection of Medical Royal College' courses that meet the GMC standards for the recognition and approval of trainers with course content mapped to the AoME domains:

[Royal College of Physicians: Educational Supervisor workshop & accreditation](#)

The RCP also offers a half day [Top up training course for educational supervisors](#) who have attended the above course, or equivalent, in the last five-years.

[Royal College of Surgeons England: Excellence in Surgical Supervision \(ESS\)](#)

[Royal College of Anaesthetists: Anaesthetists as Educators Programme](#)

The RCA educators programme offers a range of number of relevant professional development courses in the areas of teaching, learning and supervision in the clinical workplace.

e-lfh Educator Hub

e-learning for health has online material at: <https://www.e-lfh.org.uk/programmes/educator-hub/>

This is a multi-professional e-learning resource for clinical educators. It brings together a number of modules developed by HEE Kent, Surrey and Sussex and London Multi-professional Faculty Development site. These can be mapped against the AoME domains.

Supported Return To Training

Key updates

The NW SuppoRTT programme has been growing and developing a lot over the past year and we wanted to give you a brief update here with more information available on our webpages <https://www.nwpgmd.nhs.uk/supported-return-to-training>.

Firstly, we are very pleased to welcome one of the national SuppoRTT Clinical Fellows to the team. Michelle (Shelly) Keane, an ST6 Paediatrics trainee, will be working with us in the North West until next September and will be leading on the Immersive Tech and Culture nationally as well as undertaking some regional work.

Online Forms

The SuppoRTT forms to be completed at the Pre-Absence, Pre-Return and Post-Return Review meetings have been online for the past 3 months and are now automatically submitted directly to the NW SuppoRTT team. The NW SuppoRTT Guidance, details about the process and links to the forms [can be found on our website](#).

We hope having these forms online will lead to an increase in the uptake of SuppoRTT as future funding of the NW SuppoRTT programme is dependent on uptake rates in the region. Uptake is defined nationally as completing one of the forms and currently we can report about a 45% uptake of all trainees who are eligible to access SuppoRTT. We know this figure is higher but without the forms to evidence that the SuppoRTT meetings are taking place we are unable to prove it.

However, we don't want you to think that this is the only reason we want you to use the forms; this isn't just a tick box exercise! The purpose of these forms is to enable an individualised, tailored plan to be made around the specific needs of each returning trainee. If the forms are used as tools to enable this, we expect for trainees to feel more confident and valued in their role as they return to their clinical teams.

RTT-A Funding

We have been working closely with the Lead Employer to streamline the application process for Return to Training Activities (RTT-As) which will hopefully run much more smoothly going forwards. Trainees can apply for expenses for activities to support their return as well as infrequently occurring courses required for training progression that happen to fall when they are not in programme and have no access to Study Leave.

To help ensure this process runs smoothly please discuss KIT / SPLIT and SRTT days and plans for activities that the trainees need to undertake at the Pre-Absence and Pre-Return meetings. SRTT days that are taken in the accrued annual leave period of parental leave especially, need to be applied for 3 months before they happen. This is because an additional annual leave day is added to the end of their leave period for each SRTT day worked which changes the RTT date and has implications for the organisation that trainee is returning to.

Guidance about the process can be found on our website along with the application form: <https://nwpgmd.nhs.uk/supportt-activities>.

Please note all KIT, SPLIT and SRTT days will be now applied for via this process rather than the Lead Employer's application process.

Shielding Trainees & SuppoRTT

2020 has been a very strange year, to say the least, with many of us working very differently now. SuppoRTT is available to any trainee who shields due to the pandemic (or is redeployed and needs extra support when returning to their own specialty) and we have lots of resources available for trainees in this situation. [Please visit our website for more information](#).

Supported Return to Training

Innovation Bids 2020/21

We have just launched an innovation bid scheme to help LEPs and Schools support trainees who take time out of training. We welcome new and innovative ideas, but we are also looking for bids to support the continuation of existing activity; virtual reality; simulation; support for shielding trainees or those redeployed due to the pandemic to name a few.

Further information has been circulated and is [also be available on our website](#). The deadline for submissions is 14th December 2020.



Courses

Update Webinar

Pre-COVID we held a North West KIT Event twice a year in St Helens but we now host a bi-monthly SuppoRTT Update Webinar useful for trainees who are thinking about / planning to take time out as well as those who are due to return. [Please see the flyer for further information](#). Dates are available on the [Activities Calendar page of our website](#); please direct trainees here to register.

Trainee e-Learning

An e-Learning package has been developed for trainees to raise awareness of the SuppoRTT programme, similar to the one for Educational Supervisors. We would be grateful if you could signpost your trainees to this module as SuppoRTT needs to be seen as a normal part of training, especially in light of the greater flexibility that is currently being made available to trainees.

The trainee module can be found here:
<https://portal.e-lfh.org.uk/Component/Details/676107>

Regional SuppoRTT Course

Lancashire Teaching Hospitals NHS Foundation Trust have been delivering a SuppoRTT course for trainees in the North West for almost 3 years. Due to the success of this course we have decided to develop it further to make it more easily accessible for trainees across the region by identifying 2 other Trusts where the simulation aspects will also be delivered. We are training faculty across the region and incorporating existing and new specialty specific RTT sim courses to make the course more cohesive and easier for trainees to access what they need.

During the pandemic, the first day of the course is being delivered virtually and this seems to be working well. [Further details can be found on the flyer](#); please can you signpost all returning trainees to this course.

Events

PGMDE Virtual Conference 2020

'Leadership in Times of Uncertainty and Change'

The annual HEE(NW) PGMDE Conference took place on the 12th November as a virtual event. We were delighted to have Amar Latif, TV personality and founder of TravelEyes (a company that helps blind people to travel the world.) deliver the keynote talk. Amar, being blind himself, shared many interesting stories and anecdotes about how he has adjusted to a life without sight and the strategies he employed to get to where he is today. Amar gave a truly inspirational, uplifting talk, which many welcomed after the difficult year we have just experienced.



The event commenced with Dr Rebecca Baron, Associate dean (GP) leading an excellent session on 'Leadership & Teamworking: the Impact of the Virtual World'. This included an outline of the neurophysiology of communication, links with leadership and resilience and how we can apply that to real and virtual teams. There are a range of techniques that can be used to help, especially when you understand the neurophysiology of virtual communication. Rebecca also shared the work of Stephen Porges and his research on polyvagal theory. There was even the chance for small group work, a challenge given the virtual environment but much appreciated by the delegates! The virtual conference was one of the largest events the PGMDE team has hosted since Lockdown, with up to 130 delegates joining from across the North West.

[Click here to view Dr Rebecca Baron's session and the resources shared during the session](#)

[Click here to view a TED Talk by Amar Latif, our keynote speaker](#)

[Amar has also produced a video on how to guide a blind person, which you can watch here](#)

Messages & Updates

A Message From Professor Jane Mamelok, Post-graduate Dean, HEE(NW)

How different 2020 has turned out to be and ambitious plans to drive forward professional development and support were set aside as everyone focused on the COVID Pandemic response.

However, the optimist will find opportunities in adversity and however difficult recent times have been they have been a powerful lever to drive change and innovation. The need to maintain training and CPD accelerated our understanding of how to make use of virtual platforms, simulation and technology enhanced learning (TEL) which has driven our rethink on how best to deliver support, training and development in challenging times.

What has been achieved is truly impressive, has been well received and will shape delivery going forwards as we have a much wider reach and access across the system, taking the best of old and new and move forwards continuing to innovate. There has been much to celebrate culminating in the success of the recent PGMD Conference. I would like to thank everyone for persevering and making it happen.

As we move to Christmas and the tantalizing prospect that the end is in sight with a vaccine, we can perhaps look forward to 2021 in hope, knowing it will be better.

