

**Thursday 27 May 2021**

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| <b>09:00 –<br/>10:00</b> | <b>Dental Education Plenary</b><br><b>Clinical Assessment in the 21<sup>st</sup> Century</b><br><i>Professor Katharine Boursicot, Associate Dean for Assessment, Duke-NUS Medical School, Singapore</i><br><br><b>Learning Outcomes:</b> <ul style="list-style-type: none"><li>• To be updated with the most contemporary review of evidence from the international literature on performance assessment</li><li>• To re-evaluate their own practice in clinical assessment in relation to current best evidence</li></ul>  |
| <b>09:00 –<br/>10:00</b> | <b>Practice Managers Plenary</b><br><b>Keynote Speaker</b><br><i>Anthony Bennett</i><br><br>Given just a 10% chance of survival having contracted 3 viral infections on a 2006 school trip to Disneyland, Anthony Bennett was resuscitated 12 times while at Great Ormond Street Hospital.<br><br>Upon leaving hospital Anthony had to relearn how to walk, talk, and breathe again after spending 3 weeks on an Extra Corporal Membrane Oxygenation (ECMO) machine.<br><br>With a highly infectious and positive outlook on life, Anthony will take us on a captivating journey, turning a tragic situation on its head to fuel a positive outlook, embracing new opportunities and the power of teamwork.<br><br>Anthony was named one of the happiest people in the UK in the Independent on Sunday's 2015 Happy List, a programme recognised by the Prime Minister for his efforts in enriching the lives of others, making Britain a better place. |

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| <b>10:15 –<br/>11:15</b> | <b>Medical Education Seminars</b><br><b>Session 1:</b><br><br><b>Learn to be a Peer Coach Today: Showcasing an Easy-to-Use 6-Step Model in a 60 Minute Workshop</b><br><i>Dr Susy Stirling, Associate Dean and Coaching Lead, Health Education England, Yorkshire and Humber</i><br><br><b>Description:</b> Confidential, non-judgemental spaces to explore the challenges and demands we face as healthcare professionals are essential, both for robust decision making and for our well-being. Peer coaching is one way of providing such a reflective space and is mutually beneficial to both parties in a peer pair. The Long-Term Plan and People Plan call for more activities based on coaching. A 6-step peer coaching model will be shared via a quick and engaging virtual training session that assumes no prior knowledge or skill in coaching. Susy set up and runs a Coaching Scheme for trainees, having trained as a coach and seen at first-hand how powerful the impact of protected thinking time away from the coalface can be on workplace effectiveness, engagement and wellbeing, all of which contribute to better patient care. She is interested in supporting doctors to find reward and motivation at all stages of their careers |
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**Objectives:**

1. To understand the importance of non-judgemental and supportive space for structured reflection, particularly during times of transition
2. To understand how peer coaching offers such a space in a mutually beneficial partnership
3. To learn an easy-to-implement model of peer coaching, useful for reflecting on personal challenges and responsibilities inherent in healthcare professional roles

**Session 2:****An Anti-Discrimination Curriculum: Why? How?**

*Dr Cindy Chew, Consultant Radiologist, University of Glasgow, Professor Lindsey Pope, Professor of Medical Education, University of Glasgow, Dr Rhea Liang, Consultant Surgeon, Bond University, Australia and Dr Nolan Kagetsu, Associate Clinical Professor / Radiologist, Icahn School of Medicine, Mount Sinai, New York*

**Description:** Discrimination on the basis of protected characteristics is abhorrent. In professional settings it is rarely deliberate or intentionally overt but takes the form of unconscious bias at a personal level, and structural bias at a system level. Although diversity has improved in the medical student body, inequity persists on many levels- in medical school leadership, in the role models available to students, in the inadvertent messaging presented through 'typical' case presentations and medical textbooks. This results in worse academic achievement in medical school and beyond for under-represented minority (URM) students, and poorer health outcomes for URM patients.

It is important that educators recognise and address discrimination through both explicit and hidden curriculum. It is increasingly recognised that a curriculum 'without discrimination' is not the same as a curriculum that is anti-discriminative. The former continues the status quo while the latter actively addresses underlying bias and holds the promise of genuine change. We must take urgent steps to develop an anti-discrimination curriculum to produce healthcare workers who will improve the health of a diverse patient population.

**Objectives:**

1. Explain why the curriculum needs to be anti-discriminative rather than non-discriminatory
2. Describe anti-discriminative actions that have been successfully implemented in different healthcare education contexts
3. Apply an anti-discriminative lens to educators' own contexts and begin developing anti-discriminative curriculum actions
4. Collaborate with other educators with an anti-discriminative interest in order to share challenges, solutions, and best practice

**10:15 –  
11:15**

**NMAHP Seminars****Session 1:****Light-Touch Mentorship of Physiotherapists Supports Development of Clinical Expertise**

*Laura McLean, Clinical Specialist Physiotherapist, Edinburgh Health and Social Care Partnership and Wendy Johnson, Clinical Specialist Physiotherapist and AHP Programme Lead, NHS Lothian*

Mentorship is highly valued, yet traditionally requires the input of considerable time. We present a light-touch mentoring approach which improves confidence, expands thinking and develops communicative skills - to develop physiotherapists' clinical expertise. The session will also include discussion of eMentoring opportunities. This interactive mentorship and communication skills session is relevant to all, irrespective of background or profession.

**The CELL Project – Collaborative Engagement and Learning Lessons**

*Vicky Burnett, Practice Educator and Lesley Alexander, Practice Education Facilitator, NHS Grampian*

This session will look at how we worked in partnership to set up innovative learning opportunities within Her Majesty's Prison and Young Offenders Institution Grampian (HMP & YOI Grampian) for students undertaking both adult and mental health fields of nursing. You will gain an insight into the strategies and solutions implemented when we faced challenges in this complex environment and understand how exposure to this unique placement experience has helped to promote career opportunities in custodial nursing.

**Session 2:**

**Using a National Competency Framework to Support Clinical Learning and Education 2012-19**

*David Wylie, Associate Director NMAHP, NHS Education for Scotland*

The 'Podiatry Competency Framework for Integrated Diabetic Foot Care' described knowledge and skills required to deliver diabetic foot care. This presentation shows how one NHS Podiatry service improved competencies by identifying learning and education needs and targeting clinician education. Over the seven-year lifespan of the framework, Band 6 competencies improved by 12.4% and Band 7 competencies by 27.1%.

**Developing Role Specific Knowledge Skills and Behaviours (KSBs) for Radiographic Reporting Advanced Practice: Results of a Pilot Development**

*Jonathan McConnell, Consultant Reporting Radiographer, NHS Greater Glasgow and Clyde*

A short exercise will be performed asking the audience to merge multiple source statements into a single KSB statement to demonstrate what and how this is achievable and the difficulties that may be experienced in creation of such statements.

**10:15 –  
11:15**

**Practice Managers Plenary**

**Return to Work Mentoring**

*Nicki Seignot, The Parent Mentor*

**Description:** Nicki is an established coach, mentor and co-author of *Mentoring New Parents at Work* (Routledge 2017). She is the founder of The Parent Mentor a specialist consultancy that works with employers to offer support for employees as they combine work and parenting for the first time.

In this session we will explore how after taking a period of extended leave from our roles, transitioning back into a complex and changeable system can be a challenging, confusing and lonely process. We'll offer some practical advice on developing 'return to work' mentoring skills to enable a smoother transition, handle difficult conversations and balance organisational demands with individual requests.

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| <p><b>10:15 – 11:15</b></p> | <p><b>Pharmacy Education Seminars</b></p> <p><b>Session 1:</b></p> <p><b>Scoping the Requirements of a National Pre-Registration Trainee Pharmacy Technician Scheme for Scotland</b><br/> <i>Val Findlay, National Co-ordinator Pharmacy Technician Educational Development, NHS Education for Scotland</i></p> <p><b>Aim of the Seminar:</b></p> <ul style="list-style-type: none"> <li>To provide participants with an opportunity to discuss the requirements for the potential development of a National Pre-registration Trainee Pharmacy Technician (PTPT) Training Scheme for Scotland.</li> </ul> <p><b>Learning Outcomes of the Seminar:</b><br/> At the end of the seminar, you will be able to:</p> <ul style="list-style-type: none"> <li>Describe what a National PTPT Scheme could look like and the barriers/enablers</li> <li>Agree the specific workstreams required to develop a National PTPT Scheme for Scotland</li> </ul> |
|                             | <p><b>Session 2:</b></p> <p><b>New Developments within the Initial Education and Training of Pharmacists</b><br/> <i>Dr Ailsa Power, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland</i><br/> <i>This seminar will be delivered in collaboration with Robert Gordon University and the University of Strathclyde</i></p> <p><b>Aim of the Seminar:</b><br/> To outline the key developments in the MPharm course and Foundation training year to incorporate the new GPhC learning outcomes.</p> <p><b>Learning Outcomes of the Seminar:</b><br/> At the end of the seminar, you will be able to:</p> <ul style="list-style-type: none"> <li>Explain the developments in the MPharm course from 2021/2022 and how they impact on experiential learning for future years</li> <li>Describe the new GPhC learning outcomes and how they will be incorporated into the MPharm course and Foundation training year</li> </ul>      |
| <p><b>10:15 – 11:15</b></p> | <p><b>Dental Education Plenary</b></p> <p><b>Communication, Documentation, Litigation</b><br/> <i>Helen Kaney, Medical Protection Society / Dental Protection, John Makin, Dental Defence Union and Stephen Henderson, The Medical and Dental Defence Union of Scotland</i></p> <p><b>Description:</b> To review how Covid 19 has brought challenges to how we communicate and document our dental practices during Aerosol Generating Procedures, non-Aerosol Generating Procedures and in the patient journey.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>Discuss communication skills and consent and how can alters as a result of PPE in AGPs</li> <li>Review the record keeping in a Covid era</li> <li>Discuss the risks of complaints and litigation as a result of delayed treatments, altered treatment plans and human factors</li> </ul>   |

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| <p><b>10:15 –<br/>11:15</b></p> | <p><b>Medical Appraisers Seminar</b></p> <p><b>Session 1:</b></p> <p><b>Speaking Truth to Power in Appraisals</b><br/> <i>Professor Megan Reitz, Professor of Leadership and Dialogue, Ashridge Hult Executive Education</i></p> <p><b>Description:</b> We each have ‘conversational habits’ that inform when we speak up and when we stay silent, as well as when we listen and when we don’t. They are informed by our perceptions of power and status. In the appraisal conversation, what gets said and what doesn’t can have significant consequences. In this session Professor Megan Reitz draws on her research, published in BMJ Leader, Harvard Business Review and her book Speak Up, to explain how power plays out in appraisals, the traps to be aware of that silence appraisees and how to ‘listen up’ in a way that enables open and productive conversations to take place.</p> |
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| <p><b>11:30 –<br/>12:30</b></p> | <p><b>Medical Education Seminars</b></p> <p><b>Session 3:</b></p> <p><b>Cultural Competence – Linking our Thinking</b><br/> <i>Dr Nitin Gambhir, STB Chair for General Practice, BBT, Public Health and Occupational Medicine, NHS Education for Scotland and Dr Annabel Shepherd, General Practice Associate Advisor, NHS Education for Scotland</i></p> <p><b>Description:</b> Differential Attainment (DA) remains a challenging reality within Postgraduate Medication education and training across the UK. The Scotland Deanery is committed to providing an equitable learning, training and working environment for its medical workforce. Amongst a host of interventions offered to tackle DA is the well regarded Scottish Trainee Enhanced Programme - an early intervention package offered to GP and Psychiatry trainees whose primary medical qualification was from outside the UK.</p> <p>Research published by the GMC’s Work Psychology Group in November 2019 found ten factors which were important to success for black, ethnic minority and international medical graduate trainees and highlighted cultural awareness as a key driving factor behind closing the attainment gap. This session will provide an innovative look at how educators can celebrate diversity and develop cultural competence for our workplaces and our teams.</p> <p><b>Aim:</b></p> <ol style="list-style-type: none"> <li>1. To promote cultural competence in postgraduate speciality training</li> </ol> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. To highlight educators’ statutory responsibilities to protect trainees against discrimination, bullying and harrassment in the workplace</li> <li>2. To describe current ideas about how unconscious bias can affect our everyday thinking and to describe the impact of cultural competence on a successful training and workplace enviroment</li> <li>3. To understand the ten factors for an absence of an ethnic attainment gap as found by the GMC Work Psychology Group and describe the steps educators can now take to work towards addressing differential attainment</li> <li>4. To highlight the CCT PL+ resource handbook which provides a road-map for success for trainees and educators</li> </ol> |
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**Session 4:**

**Maximising Educational Opportunities for Shielding and Other Trainees During COVID-19 Pandemic**

*Amanda Armstrong, ST6 Acute Medicine, Aimee Mallin, CT2, NHS Lanarkshire, Rachel Manners, ST6 Geriatrics, NHS Education for Scotland / NHS Lanarkshire and Alan Brunton, LAT, NHS Greater Glasgow and Clyde*

**Description:** We will present the experience of a group of Trainees who were required to shield during the COVID pandemic, thus removing us from patient facing clinical roles. We will describe how we self-organised into a team COVID Junior Support team CJST and with the support of consultants, took on a range of duties to support our boards response.

In this session we will describe the work of the CJST, and how this provided unique learning opportunities. We will describe how we led on

- Training and induction for Interim FY1 doctors,
- Mortality review,
- Peer tutoring
- Quality improvement.

We will describe how we gained leadership, teaching and management experience as well as an opportunity to learn about public health medicine and new technology. By sharing what have learned we hope to inspire other trainees and health professionals to create their own similar learning opportunities in their place of work.

**Objectives:**

The over arching objective of this session is to empower trainees and consultants to consider innovative ways of meeting trainees learning needs. To do this there will be various sessions which will have their own specific objectives

1. Understanding how the experience of shielding junior staff working in innovative ways could be used in a post covid world
2. Understand the learning potential of Junior M&M's as a learning environment
3. How Junior M&Ms could be enhanced using methodology similar to that of board M&M reviews
4. Understanding Quality improvement can be utilised to engage juniors in training opportunities
5. The use of local virtual conferences to connect and engage staff with QI and other training opportunities
6. Peer tutoring provides learning and teaching opportunities when there is no formal training
7. Use of peer tutoring with integrated wellbeing input to support new staff
8. Use of technology to support Junior led training

**11:30 –  
12:30**

**Practice Managers Plenary**

**A Practice Managers Toolkit – Tools to Support You!**

*Tracey Crickett, National Co-ordinator SPMDN, NHS Education for Scotland, Pauline Hutton, Practice Manager, NHS Lothian and Andy Vickerstaff, Practice Manager, NHS Highland*

**Description:** As a busy manager, you need solutions to everyday work problems fast. This session delivered by Scottish Practice Management Development Network Local Co-ordinators and Educational Facilitators gives you access to some of the best management theories and models and will focus on what really matters to managers. We will provide an overview of each theory and how to use it - allowing you to apply your new knowledge in your own practice.

11:30 –  
12:30

## Pharmacy Education Seminars

### **Session 3:**

#### **Post-Registration Foundation and Prescribing**

*Fiona McMillan, Principal Lead - Post Registration Foundation Training Programme, NHS Education for Scotland*

*This seminar will be supported by key stakeholders from the service*

#### **Aim of the Seminar:**

The aim of the seminar is to share the impact of the introduction of Independent Prescribing to the Post -Registration Foundation Programme (NQP) curriculum which will be launched in September 2021.

#### **Learning Outcomes of the Seminar:**

At the end of the seminar, you will be able to:

- Describe at least 2 aspects of the impact of the introduction of Independent Prescribing to the Post -Registration Pharmacist Foundation programme for newly qualified pharmacists
- Discuss at least 2 aspects of the roles and responsibilities of educational supervisors, practice supervisors and DPPs
- Describe the anticipated impact of this change to undertaking training within a large teaching hospital compared to a smaller district general hospital
- Discuss the anticipated impact of this change on patient care within the acute, community pharmacy and primary care settings

### **Session 4:**

#### **Advanced Practice and Consultant Pharmacists**

*Susan Roberts, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland*

*This seminar will be supported by key stakeholders from the service*

#### **Aim of the Seminar:**

To update participants on the most recent developments towards enabling the roadmap for advanced practice in the pharmacist workforce in Scotland

#### **Learning Outcomes of the Seminar:**

At the end of the seminar you will be able to:

- Outline the components which will enable an advanced generalist pharmacist career pathway
- Outline the components which will enable at least one specialist pathway including consultant level

11:30 –  
12:30

## NMAHP Seminars

### Session 3:

#### **‘The Healthcare Experience’ Home and Ward Simulations for Senior Pupils Considering a Career in Health or Social Care**

*Nicola Richardson, Interim Director of Allied Health Professions, NHS Tayside, George Hogg, Lecturer, University of Dundee, Paul Christie, Patient Trainer, University of Dundee*

**Description:** This session will share the evaluation from the pupils, students and staff involved in planning and delivery. It will share resources developed with info for schools and info for pupils packs and the application process.

#### **Induction and Development Programme for Newly Qualified Midwives (NQM)**

*JoAnna Greenock, Midwife, Practice Educator, SMMDP, NHS Education for Scotland  
Claire Rowan, Practice Development Midwife, NHS Greater Glasgow and Clyde*

**Description:** This session will showcase NHS Greater Glasgow and Clyde’s Maternity’s induction; development and retention strategies being used to support Newly Qualified Midwives. The workshop will help you to think about a ‘Dayone pack’ for your staff and demonstrate how delivering compassionate person-centred care to staff is relevant and how little things make a big difference.

### Session 4:

#### **Facilitating Personal Outcomes and Risk Enablement**

*June Gordon, Dietitian, Janet Thompson, Occupational Therapist and Angela Pointon, Occupational Therapist, NHS Grampian*

Description:

- Pose the question “What matters to you?”
- A conversation about risks we take in everyday life and how not being “allowed” to take them would impact on our quality of life
- Consideration of what prevents us facilitating risk with our patients/service users
- Case studies

#### **Mapping Outcomes to Understand the Value of a Health and Social Care Network**

*Emma Millar, Senior Research Associate, University of Strathclyde and Audrey Taylor, Principal Educator, NHS Education for Scotland*

**Description:** In this session we will share our experiences of using outcomes mapping to evaluate the impact of a health and social care network (the Personal Outcomes Network). We will offer a description of the evaluation approach, reasons for choosing the Matter of Focus model used and what it enabled us to find out. The session will include contributions from practitioner/members about their experiences of the network and its evaluation.



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| <p><b>11:30 –<br/>12:30</b></p> | <p><b>Dental Education Plenary</b></p> <p><b>Improving Performance Through Feedback – Easier Said Than Done</b><br/> <i>Professor Sylvia Heeneman, Faculty of Health, Medicine and Life Sciences and Dr Carolin Sehlbach, Assistant Professor, Faculty of Health, Medicine and Life Sciences, Maastricht University</i></p> <p><b>Description:</b> After a short introduction, participants will have the opportunity to discuss different feedback based on video fragments and their own experiences. This session will deal with techniques that clinical teachers can use to heighten the effectiveness of their feedback leads. Barriers to effective feedback and informal feedback cues in and from the workplace will be discussed. Also, teaching tips and background information will be shared. The session will end with Do’s and Don’ts around feedback and lessons learned.</p> <p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• Participants will understand how to recognize and give effective feedback. It aims to support the feedback receiver as well as the feedback provider by discussing effective feedback and its use for improving performance</li> </ul> |
| <p><b>11:30 –<br/>12:30</b></p> | <p><b>Medical Appraisers Seminar</b></p> <p><b>Session 2:</b></p> <p><b>Empowering Performance from Appraisal</b><br/> <i>Kate Burnett, Consultant in System Psychodynamics and Organisational Coach, Global Centre of Right Relationship</i></p> <p><b>Description:</b> Medical appraisal is fundamental in productive, happy and high performing organisations. Compassionate connective relationships are at the heart of this work. In this session, through dialogue together, we will explore the impact of medical appraisal on your organisation, your team and you as an individual. We will show how compassion can be lost and found in appraisal relationships and why identifying system anxiety can help us redefine the way we think about medical appraisal. How reflective are our doctors’?</p>   |
| <p><b>14:15 –<br/>15:15</b></p> | <p><b>Medical Education Seminars</b></p> <p><b>Session 5:</b></p> <p><b>Development of Technology Enhanced Learning within NES</b><br/> <i>Professor Adam Hill, Dean of Postgraduate Medicine, Annette Thain, Principal Lead – Digital, Pam Nicoll, Programme Director RRHEAL and Dr Leon Zlotos, Principal Lead - Educational Development (Professional Development)</i></p> <p><b>Description:</b> The COVID pandemic drove the need to drive technology enhanced learning to mitigate trainee progression issues and to upskill health care professionals working in their non-designated areas. There will be four 15-minute sessions that will include time for questions and discussion: Technology used by NES to deliver learning remotely; evaluation process for tutors and learners; show and tell of the NES packages; advanced technologies and deteriorating patient game.</p>  |

**Session 6:**

**Communication During Covid-19: How to Help Students Learn and Practise Challenging Communication**

*Dr Alicia Hardy, FY2, NHS Borders and Dr Ellen Sugrue, CDF, NHS Lothian*

**Description:** During the Covid-19 pandemic several alternatives were found for medical students to practice clinical skills, and learn medicine. However, once the students returned to placements on an MOE ward, we noticed there had been a challenges in effectively teaching communication and especially in opportunities to practice communicating with patients. This was amplified by the new barriers faced with PPE, challenging circumstances and social distancing. Our teaching sought to address this gap, and these new obstacles to effective communication.

In this seminar we will discuss developing a teaching programme, and rolling it out across two sites. What are the barriers to effective communication? How did we create sessions that students found engaging? What tools and activities can you use to help students practise effective communication? We will explore some of the logistics of organising a teaching session across two sites during a pandemic.

**Objectives:**

- How to develop sessions that help students practise, and increase confidence when communicating with patients and relatives.  
Highlighting common obstacles when teaching medical students
- Building feedback into your sessions and providing useful feedback for students
- The challenges of social distancing and PPE
- Fun ideas or activities that give students a chance to hone their skills
- Collecting and adapting to feedback received from students

**14:15 –  
15:15**

**Dental Education Plenary**

**Building Wellbeing into the Dental Workplace – Practical Steps**

*Roz McMullan, a retired Consultant Orthodontist, Chair of Probing Stress in Dentistry in Northern Ireland and Immediate Past President of the British Dental Association*

**Description:** Having wellbeing as an afterthought, or worse still, having to help team members or yourself when you are suffering from poor psychological wellbeing, is not where you want to be. As with all non-communicable disease, prevention is the key. The content of this talk will give you strategies to help build wellbeing into the daily routines of your dental workplace. The talk will also give you basic skills to recognise and signpost those who are feeling overwhelmed.

**Learning Outcomes:**

- Understand the underlying occupational stress levels of dentists and how stress impacts on mental health
- Understand the wellbeing effects of a pandemic on the healthcare workforce
- Understand the wellbeing impact for staff on sick leave, isolating, shielding and returning to work
- Be able to put in place strategies and policies to help affected staff and build wellbeing in the workplace
- Know some of the wellbeing and mental health resources available to the dental team

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| <p><b>14:15 –<br/>15:15</b></p> | <p><b>Medical Appraisers Seminar</b></p> <p><b>Session 3:</b></p> <p><b>Appraisal in the New World</b><br/> <i>Dr Krystyna Gruszecka, GP Appraiser, NHS Ayrshire and Arran / Appraiser Course Tutor, NHS Education for Scotland and Dr Hilary MacPherson, Appraisal Lead, NHS Orkney</i></p> <p><b>Description:</b> The session will focus on two specific aspects:<br/> (1) The pros and cons of remote/virtual appraisals; and<br/> (2) Focus on the appraisees’ wellbeing.<br/> There will be two short pre-recorded videos which will be shared with participants on the day.<br/> A “How not to do it icebreaker video” will be followed by discussions of pros and cons of virtual appraisals; and a “How can we focus on well-being” short video will be followed by discussion and guide to resources/support for appraisers.</p>   |
| <p><b>14:15 -<br/>15:15</b></p> | <p><b>Practice Managers Plenary</b></p> <p><b>Practice Managers Awards</b><br/> <i>Tracey Crickett, Programme Lead Practice Managers Vocational Training Scheme</i></p> <p><b>Description:</b> Join us to celebrate the achievements of our learners on the Practice Managers Vocational Training Scheme and the Supervisory Management in General Practice programmes. Find out more about the programmes, what being part of the programmes has meant to our learners and hear about some of the amazing projects our learners have undertaken during the PMVTS.</p>  |
| <p><b>14:15 -<br/>15:15</b></p> | <p><b>NMAHP Seminar</b></p> <p><b>Session 5:</b></p> <p><b>NHS Education for Scotland Leading Education, Supporting Remobilisation and National Treatment Centre Need</b></p> <p><b>Description:</b> This session will illustrate collaborative approaches to meeting national service needs within perioperative and associated workforces and will include:</p> <p><b>Data Informing Needs: NES National Workforce Data and the National Treatment Centres</b><br/> <i>Dr Colin Tilley, Dr Morag MacPherson, Louise Cardno, Helen Robertson, Elective Centre Programme – Workforce Development Lead</i></p> <p><b>Accelerated Approaches to Developing Enhanced Practitioners in Training (ADEPT)</b><br/> <i>Lindsey Mitchell, Programme Manager, Scottish Access Collaborative Centre for Sustainable Delivery</i></p> <p><b>Responsive Perioperative, Endoscopy and Cystoscopy Education</b><br/> <i>Fiona Fraser, Head of Programme NES NMAHP and Professor Jean Ker, National Associate Postgraduate Dean Clinical Skills, NHS Education for Scotland</i></p> <p><b>The NHS Scotland Academy, an NHS Education for Scotland- NHS Golden Jubilee Collaboration</b><br/> <i>Karen Wilson, Director of NMAHP, NHS Education for Scotland and Kevin Kelman, Director, NHS Scotland Academy</i></p> |

15:30 –  
16:30

## Medical Education Seminars

### Session 7:

#### **The Courage to be Kind: Reflecting on the Role of Kindness in the Healthcare Response to COVID-19**

*Ben Thurman, Senior Policy and Development Officer, Carnegie UK Trust (co-ordinator and lead on [The courage to be kind](#) report), Dr Elizabeth Kelly, Carnegie Associate, retired GP, and former Chair of National Services Scotland, Dr Savita Brito-Mutunayagam, Specialist Registrar, Sexual and Reproductive Health, NHS Grampian / Realistic Medicine Policy Team, CMO Directorate, Scottish Government, Dr Cicely Cunningham, Clinical Oncology Specialty Trainee, NHS Greater Glasgow and Clyde / Culture Lead (Leadership, Culture and Wellbeing), Health Workforce, Leadership and Service Reform Directorate, Scottish Government, Dr Greycy Bell, Deputy Medical Director, NHS Dumfries and Galloway / Project Lift and Dr Katherine Ritchie, Emergency Medicine Registrar, NHS Grampian / Scottish Clinical Leadership Fellow*

**Description:** In recent years there has been a growing conversation about the role of kindness in healthcare in Scotland, evidenced in the National Performance Framework, the report of the Sturrock Inquiry, and in research by the King's Fund and others. During COVID-19, this became more urgent, as people recognised the impact of the pandemic on the workforce and articulated kindness in relation to staff, as well as patient, wellbeing.

This seminar will draw on research conducted by the Carnegie UK Trust over the course of 2020, which reflected on the role of kindness in the healthcare response to COVID-19. Taking the form of a panel discussion with medics involved in the project, it will explore the importance of kindness in both clinical practice and leadership; consider what has been learnt during the pandemic; and reflect on the role of kindness in rebuilding a health service that ensures staff and patient wellbeing.

#### **Objectives:**

The session will provide opportunities for participants to build knowledge in a number of areas, including:

- Evidence on the importance of kindness in clinical practice (relational kindness)
- Theory and practice-based evidence on the role of kindness in organisations, in leadership and in public policy (radical kindness), drawn from across the public, private and third sectors

In addition, the session will also offer practical skills and insights based on the experience of those involved in the project, giving participants an opportunity to:

- Hear and reflect on a range of different personal experiences of working during COVID-19
- Experience a model for 'reflective conversation' that can form part of an approach to building a culture of kindness in organisations and teams
- Reflect on learning and consider what needs to happen at individual, organisational and system level in order to foster a culture of kindness across the health service in Scotland

### Session 8:

#### **How the GMC is Continuing to Update its Work to Support the Medical Profession and the Public in Unpredictable Times**

*Professor Colin Melville, Director of Education and Standards, Rose Ward, Policy Manager and Judith Chrystie, Assistant Director, Medical Licensing Assessment, General Medical Council*

**Description:** In this seminar, Director of Education and Standards Colin Melville will provide his thoughts on the current landscape and how it impacts education and training. He will provide attendees with an update on how the GMC is shaping its work to regulate education and training, recognising

the impact of the Covid-19 pandemic on patient, doctor and workforce needs. Attendees will hear and ask questions about a number of priority areas of work for the GMC, including its priorities in medical leadership, and on Equality Diversity and Inclusivity. The seminar will also take a deeper dive into two priority areas for the GMC – the medical licensing assessment and the continued roll-out of regulated credentials.

**Objectives:**

- Provide an update and assurance to attendees in the way the GMC is taking forward the regulation of medical education and training, recognising the challenges of the current environment and ensuring its plans are future proof
- Give attendees an update on the progress of the introduction of regulated credentials, including an overview of the proposed models for signoff and maintenance
- Update attendees on the progress the GMC is making alongside its partners to introduce a medical licensing assessment
- Allow participants to ask questions of GMC policy leads or provide informed feedback

**15:30 –  
16:30**

**Dental Education Plenary**

**Social Justice and Health Equity**

*Professor Sir Michael Marmot FRCP, Director, UCL Institute of Health Equity, UCL Dept of Epidemiology and Public Health*

**Description:** Taking action to reduce health inequalities is a matter of social justice. In developing strategies for tackling health inequalities we need to confront the social gradient in health not just the difference between the worst off and everybody else. There is clear evidence when we look across countries that national policies make a difference and that much can be done in cities, towns and local areas. But policies and interventions must not be confined to the health care system; they need to address the conditions in which people are born, grow, live, work and age. The evidence shows that economic circumstances are important but are not the only drivers of health inequalities. Tackling the health gap will take action, based on sound evidence, across the whole of society.

**Learning outcome:**

- To appreciate the social determinants underpinning health inequalities, and the implications for policy

**15:30 –  
16:30**

**Medical Appraisers Seminar**

**Session 4:**

**Medical Appraisal and Revalidation – Navigating the Two Processes and Local and Regulatory Requirements**

*Dan Wynn, Liaison Adviser and Blake Dobson, Assistant Director – Revalidation, Licensing and Specialist Applications, General Medical Council*

They will also be joined by Professor Ian Finlay, Scottish Government and Dr Christiane Shrimpton, Associate Postgraduate Dean for Medical Appraisal and Revalidation, NHS Education for Scotland for a panel Q&A.

**Description:** This session will provide participants with an overview of the two distinct processes of local appraisal and GMC revalidation. A panel comprising expertise from the GMC, Scottish Government and NES will provide participants with an overview of how these processes relate to each other and what the expectations are of appraisers and appraisees. The session will also take a look at common misconceptions relating to both processes.

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| <p><b>17:00 –<br/>18:00</b></p> | <p><b>Dental Education Plenary</b></p> <p><b>Consent - Have the UK Courts Finally Recognised the Rights of Autonomous Patients in Law?</b><br/><i>Lauren Sutherland QC, Ampersand Advocates</i></p> <p><b>Description:</b> The presentation will consider the basic underlying concepts related to patient consent autonomy, self-determination, medical paternalism, beneficence. There will be a review of the development of the law in the UK on patient consent to the decision of the Supreme Court in Montgomery with consideration of the development of the law in other common law jurisdictions. There will be consideration of the decision of the Supreme Court in Montgomery and how this affects information disclosure to patients in the UK.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand the underlying ethical and legal concepts related to information disclosure to patients</li> <li>• Understand the decision of the Supreme Court in Montgomery v Lanarkshire Health Board</li> <li>• Explain how the decision is applied in practice</li> </ul> |
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| <p><b>Friday 28 May 2021</b></p> |  |
| <p><b>09:00 –<br/>10:00</b></p>  | <p><b>Medical Education Seminars</b></p> <p><b>Session 9:</b></p> <p><b>Scottish Medical Education Research Consortium – Developing People and Environments</b></p> <p>Professor Peter Johnston, Depute Postgraduate Dean, NHS Education for Scotland / Consultant Pathologist, NHS Grampian and Dr Kim Walker, Senior Lecturer, University of Aberdeen</p> <p><b>Session 10:</b></p> <p><b>GMC-Regulated Credential in Rural and Remote Health</b><br/><i>Dr Pauline Wilson, Consultant Physician and APGD for Remote and Rural Healthcare, NHS Shetland/ NHS Education for Scotland, Professor Alan Denison, Postgraduate Dean, NHS Education for Scotland and Rosel Ward, Policy Manager, General Medical Council</i></p> <p><b>Description:</b> Practising medicine in rural and remote (R&amp;R) areas is challenging. When compared with their urban counterparts, General Practitioners (GP) can be described as “extended generalists”. They provide a wider range of clinical service, and carry a higher level of clinical responsibility, in relative professional isolation. GP’s in R&amp;R contexts can be required to provide acute care in R&amp;R hospitals and at the interface with the community.</p> <p>These challenges have led to the development a GMC-regulated Credential in Rural and Remote Health. The aim is to provide a supportive training framework for GP’s and other doctors in non-training grade positions practising in R&amp;R contexts. Upon completion of the curriculum, the doctor will be able to:</p> <ul style="list-style-type: none"> <li>• Resuscitate, stabilise, and treat acutely unwell patients, liaising with specialist and primary care teams</li> <li>• Recognise, investigate, initiate and continue the management of common acute health problems presenting to rural and remote small hospitals, drawing upon the expertise of specialists and other professions as necessary</li> </ul> |

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|                             | <ul style="list-style-type: none"> <li>• Provide inpatient care to an appropriate cohort of cases</li> </ul> <p><b>Objectives:</b><br/>The GMC-regulated Credential in Rural and Remote Health will address a service and patient safety need for General Practitioners and other doctors in non-training grade positions working in R&amp;R contexts to extend and enhance skills that are not covered in specialty training.</p> <p><b>Participants will expect to gain an understanding of:</b></p> <ul style="list-style-type: none"> <li>• The context of providing healthcare in remote and rural areas</li> <li>• The purpose of the Credential in Rural and Remote Healthcare</li> <li>• The scope if the Credential in Rural and remote Healthcare</li> <li>• The benefits of a Credential in Rural and Remote Healthcare both to the community and practitioner</li> </ul> |
| <p><b>09:00 – 10:00</b></p> | <p><b>Dental Education Plenary</b></p> <p><b>Professionalism</b><br/><i>Professor Katharine Boursicot, Associate Dean for Assessment, Duke-NUS Medical School, Singapore</i></p> <p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• To be updated with contemporary concepts and definitions of professionalism</li> <li>• To become aware of current best practice in assessing professionalism</li> </ul>  |
| <p><b>09:00 - 10:00</b></p> | <p><b>Practice Managers Plenary</b></p> <p><b>Motivational Speaker</b><br/><i>Billy Dixon</i></p> <p><b>Description:</b> Billy specialises in helping you understand the impact of personal projection, motivational leadership and change.</p> <p>Working globally, his clients include heads of state, corporations, national sports teams and members of the public.</p>  |
| <p><b>09:00 – 10:00</b></p> | <p><b>Pharmacy Education Seminars</b></p> <p><b>Session 5:</b></p> <p><b>Developing a Career Pathway for Pharmacy Technicians</b><br/><i>Arlene Turnbull, Programme Officer, NHS Education for Scotland</i></p> <p><b>Aim of the Seminar:</b><br/>To provide participants with an update on the proposed Career Pathway for Pharmacy Technicians</p> <p><b>Learning Outcomes of the Seminar:</b><br/>At the end of the seminar, you will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the background and processes involved in the development of a Career Pathway for Pharmacy Technicians</li> <li>• Discuss the job role analysis undertaken to inform the development of a Career Pathway for Pharmacy Technicians</li> </ul>   |

**Session 6:**

**Post-Registration Foundation and Prescribing**

*Fiona McMillan, Principal Lead - Post Registration Foundation Training Programme*

*This seminar will be supported by key stakeholders from the service*

**Aim of the Seminar:**

The aim of the seminar is to share the impact of the introduction of Independent Prescribing to the Post-Registration Foundation Programme (NQP) curriculum which will be launched in September 2021.

**Learning Outcomes of the Seminar:**

At the end of the seminar, you will be able to:

- Describe at least 2 aspects of the impact of the introduction of Independent Prescribing to the Post -Registration Pharmacist Foundation programme for newly qualified pharmacists
- Discuss at least 2 aspects of the roles and responsibilities of educational supervisors, practice supervisors and DPPs
- Describe the anticipated impact of this change to undertaking training within a large teaching hospital compared to a smaller district general hospital
- Discuss the anticipated impact of this change on patient care within the acute, community pharmacy and primary care settings

**10:15 –  
11:00**

**Medical Education Seminars**

**Session 11:**

**Safety, Skills and Improvement Research Collaborative (SKIRC)**

*Professor Paul Bowie, Programme Director (Safety & Improvement) and Professor Jean Ker, Associate Postgraduate Dean for Clinical Skills  
NHS Education for Scotland*

**Session 12:**

**WeCaRE: the Wellbeing, Conditions and Rotas Evaluation Exercise for Doctors in Training – a Modernisation of PCAT**

*Dr Alan Mackenzie, Scottish Clinical Leadership Fellow, Dr Cameron Herbert, Scottish Clinical Leadership Fellow, Dr Hitesh Tailor, Scottish Clinical Leadership Fellow, Dr Ruth Yates, Scottish Clinical Leadership Fellow and Dr John Colvin, Senior Medical Officer, Scottish Government Health Workforce Directorate*

**Description:** What is it that determines if a doctor in training has a good experience in a placement and what can be done to increase the chances of that happening?

This session will introduce the WeCaRE (Wellbeing, Conditions and Rotas Evaluation) Exercise which aims to provide a structured framework, based on improvement theory, and tools to allow any local department or health board to undertake a process that meaningfully improves the working patterns



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|                             | <p>and conditions of doctors in training. WeCaRE is a modernisation of the Professionalism Compliance Analysis Tool (PCAT) based upon feedback from current and previous users of the PCAT.</p> <p>We believe that this session will be of interest to trainees, local educational leads, Educational Supervisors, Training Programme Directors, Clinical Directors and Directors of Medical Education.</p> <p><b>Objective:</b><br/>Following this session participants will:</p> <ul style="list-style-type: none"> <li>• Understand why the WeCaRE exercise is needed</li> <li>• Understand the WeCaRE process</li> <li>• Know where to find the tools to undertake the WeCaRE exercise</li> <li>• Know where to access support for the WeCaRE exercise</li> </ul>   |
| <p><b>10:15 – 11:00</b></p> | <p><b>Dental Education Plenary</b></p> <p><b>The Role of Non-Technical Skills in Reducing Errors and Improving Performance in Surgery</b><br/><i>Mr Simon Paterson Brown, Consultant General and Upper Gastrointestinal Surgeon and Honorary Senior Lecturer, The University of Edinburgh</i></p> <p><b>Description:</b> This lecture will discuss what we understand by non-technical skills, how they influence both the individual and the team and their contribution to overall improvement of surgical performance.</p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To understand what NTS are</li> <li>• To understand how they can be observed and taught</li> <li>• To understand how better NTS can reduce errors and improve both individual and Team performance</li> </ul>   |
| <p><b>10:15 – 11:00</b></p> | <p><b>Practice Managers Plenary</b></p> <p><b>Re-Mobilise, Recover, Re-Design</b><br/><i>Tracey Crickett, National Co-ordinator SPMDN, NHS Education for Scotland, Pauline Hutton, Practice Manager, NHS Lothian, Andy Vickerstaff, Practice Manager, NHS Highland</i></p> <p><b>Description:</b> In the past year Practice Managers and their teams have risen to the challenge of dealing with the Coronavirus (COVID-19) pandemic, adapting services to meet demand and developing innovative ways of working.</p> <p>Re-mobilise, Recover, Re-design, published in May 2020, set out plans to restart as many aspects of our NHS as is possible. It set out that restoring normal services should mean capitalising on the gains we have made in ways of working, prioritisation and collaboration, with the roll-out of new techniques, technology and clinically safe but faster pathways to care for patients.</p> <p>We undoubtedly face significant challenges going forward. To step up to meet these challenges, we must look to the achievements and successes of those working in General Practice during this challenging period and this session will showcase some of their innovative ways of working.</p> |
| <p><b>10:15 – 11:00</b></p> | <p><b>NMAHP Seminar</b></p> <p><b>Session 6:</b></p>  |

**The Perfect Storm - Rapid, Complex, Diverse Public Health Educational Response to the Covid-19 Pandemic**

*Ruth Robertson, Head of Programme (Public Health), Dr Sabine Nolte, Principal Educator, Elaine Boyd, Principal Educator, Lindsey Milroy, Principal Educator, NHS Education for Scotland*

**Description:** This session presents some of the experiences of the NES Public Health Team in providing rapid educational solutions during the Covid-19 pandemic. It will discuss the learning from providing accessible HP/IPC education to large multidisciplinary audiences working across all care settings using digital learning technology, considering how this can inform future design and delivery of this education. It will also consider the current and future aspiration of sustainable, cohesive and progressive vaccination workforce education for an expanded workforce, including an appraisal of methods to ensure this expanded workforce is suitably supported.

**11:30 –  
12:30**

**Medical Education Seminars**

**Session 13:**

**“You’re on Mute!” Forming a Supportive and Productive Community in an Online Only Learning Environment: Lessons from a Virtual SCLF Cohort**

*Nafees Ahmad, Julie Aitken, Lizzy Day, Lucy Hetherington, Cameron Herbert, Sesi Hotonu, Alan Mackenzie, Ashley Pheely, Amy Sinclair, Scottish Clinical Leadership Fellows, Graham Paxton, Programme Lead: Organisational Development Leadership and Learning, NHS Education for Scotland and Jenny McCusker, OD Consultant, NHS Lothian*

**Description:**

In this session we will hear from the team behind NHS Education for Scotland’s flagship leadership development programme: the Scottish Clinical Leadership Fellowship. This year-long programme, which includes medical trainees, dentists and pharmacists is now in its 10<sup>th</sup> cohort and has been delivered virtually for the first time over the past year.

We will describe ways in which a course can be effectively moved to entirely online delivery including the benefits and pitfalls of different approaches. Members of the current SCLF cohort will describe and demonstrate some of the techniques used such as Jamboard™, peer-thinking, and dialogue walks.

We will explore how to develop a supportive learning community in an online environment, including the concept of psychological safety as it relates to medical education and leadership.

This session will be of interest to a wide range of professionals involved in medical education including: DMEs, clinical educators, students, trainees, and AHPs.

**Objectives:**

By the end of this session you should:

- Understand how to move a face-to-face educational programme to run online
- Be able to apply a variety of techniques in online medical education to enhance the learning environment

- Be able to describe how to form an open and supportive learning community in a virtual environment
- Understand the concept of Psychological Safety in group learning environments and be able to reflect on how this can be developed in online learning

**Session 14:**

**Diversity in Medical Education: What Are We Really Teaching Our Trainees?**

*Dr Ian Hunter, Director of Medical Education and Dr Amy Martin, Clinical Teaching Fellow, NHS Lanarkshire*

**Description:** In this session we will, explore and develop understanding of the importance and benefits of diversity in Medical Education. By the end of the session, understand the terms ‘unconscious bias’ and ‘hidden curriculum’, and use these terms to explain how our teaching can send unintended messages to medical trainees. Understand how these concepts can be linked to downstream health inequalities. Learn more about recent research in this area and the practical applications of this to your role as a medical educator. Explore examples of successful projects and interventions aimed at increasing diversity in Medical Education. Identify how you can take this learning further in your practice and contribute to enhancing diversity in Medical Education.

**Objectives:**

- Explain the importance of diversity in Medical Education
- Explain the consequences of limited diversity on: Medical Education, clinical outcomes, and the perpetuation of health inequalities
- Explain the terms ‘unconscious bias’ and ‘hidden curriculum’
- Summarise recent research on the diversification of Medical Education and the practical applications to your role as a medical educator
- Identify how your own unconscious bias may be influencing your decisions and behaviours as a medical educator
- Evaluate when unconscious bias might be impacting on your teaching materials
- Develop strategies for enhancing diversity in Medical Education in your local role and beyond

**11:30 –  
12:30**

**Practice Managers Plenary**

**How to Support Your Team Through the New Ways of Working in Primary Care Without Burning Out Yourself**

*Dr Rachel Morris, GP, Coach and host of the ‘You Are Not A Frog’ podcast*

**Description:** Dr Rachel Morris, is a GP turned Executive Coach and Trainer and host of the popular ‘You are Not a Frog’ podcast - life hacks for busy professionals so they can beat burnout and work happier, which has been featured in the Apple Top 100 UK Business Chart. Rachel knows what it’s like to feel overwhelmed and one crisis away from not coping. She believes that you don’t need to dramatically change careers to thrive in your 9-5 (or 8-8) but there are simple things you can do and changes you can make that will make a HUGE amount of difference.

As we move into the new ways of working, staff are feeling tired, stretched on all sides and often are one crisis away from not coping. As a manager, you want to support your team as best you can and be generous with your time, however you may yourself feel overwhelmed with the workload and concerned about your own levels of stress and burnout.

In this talk, we will consider how to overcome the specific challenges when leading teams through the COVID crisis and the new ways of working. We’ll look at the importance of maintaining your own work-life balance and why managers feel so responsible for their teams, often taking on a ‘rescuer’

role which can be exhausting! We'll think about why this hero role doesn't work – and often backfires, and how you can instead take a coaching approach with your team, to turn people's moaning and complaining into action on their part.

11:30 –  
12:30

## **NMAHP Seminars**

### **Session 7:**

#### **Neonatal Transitional Care Education Programme for Midwives and Maternity Care Assistants (MCA)**

*JoAnna Greenock, Midwife, Practice Educator, SMMDP, NHS Education for Scotland and Thomas McEwan, Midwifery Lecturer, University of the West of Scotland*

**Description:** This session will illustrate the purpose of Neonatal Transitional Care (NTC) – to develop and promote parental knowledge and confidence for the care of their baby as they transition from a hospital to home setting. It will discuss the comprehensive and evidence-based NTC education programme developed for maternity staff to support the implementation of NTC within NHS Greater Glasgow and Clyde.

#### **How Do Remote and Rural Practitioners Maintain Competence in Skills Required but Rarely Used?**

*Helene Marshall, Principal Educator, NHS Education for Scotland and Jaki Lambert, Midwifery Adviser to Scottish Government*

**Description:** Remote and Rural practitioners may have to utilise some skills rarely. Review of the research and results of a skills survey looking at skills, acquisition, maintenance and confidence levels. Completed by urban and rural practitioners, confidence levels were similar, ways of maintaining skills differed, learning in context was important.

### **Session 8:**

#### **Work Based Learning – A Model for Specialist and Advanced Practice**

*Victoria Campbell, Lecturer-Practitioner (Advanced Practice), Dr Mark Cooper, Consultant Nurse (Advanced Practice), NHS Greater Glasgow and Clyde*

**Description:** The expertise required to teach specialist practice often lies within the workplace. This collaborative model utilises this expertise to facilitate academically accredited learning contracts within the workplace. The learning contract can be viewed as a 'recipe' which is adaptable and transferrable.

#### **Scottish Access Collaborative – Accelerating the Development of Enhanced Practitioners Learning From the First Pilots**

*Lindsey Mitchell, Programme Manager – Workforce, Scottish Access Collaborative, Scottish Government*

**Description:** We will share our learning from the pilot projects that are currently underway – highlighting the work undertaken jointly with NES to support the development of non-medical endoscopists

Our questions for participants will focus on;

1. How could this approach support your team / service development?
2. What other roles or areas should we consider next?

13:00 –  
14:00

## Medical Education Seminars

### **Session 15:**

#### **Supporting Healthcare Professional Student Learning and Assessment in the Changing and Challenging Workplace**

#### **How We Developed Teaching, Learning and Assessment for Senior Medical Students at the University of Aberdeen Using Mobile Devices and Applications.**

*Dr Wendy A. Watson, Year 5 Lead MBChB / Consultant Diabetologist, NHS Grampian, Dr Craig Brown, Deputy Year 5 Assessment Lead MBChB, Dr Mary Joan MacLeod, Year 5 Assessment Lead MBChB, Ms Ashley Meldrum, Clinical Educator, Year 5 MBChB, Mr G Patrick Ashcroft, Acting Year 4 Lead MBChB, Mr Thomas Balfour, Applications Operations Co-ordinator, Medical Unit, Professor Colin Lumsden, MBChB Programme Lead, Caitlin Stewart, Student and Freddie Philbrook, Student  
University of Aberdeen*

**Description:** COVID-19 has had a significant impact for all in healthcare professional education. In 2020 Medical students graduated early to help cope with the demands of the pandemic. Unable to rely on traditional methods of OSCE assessments a 'Portfolio of Evidence' was produced. We provided students in the clinical environment with a personal device, mini iPad, to collate digital data through an app (formsquared). We describe how we monitor student attainment, engagement, progress and competence despite ongoing clinical uncertainties in the highly dynamic and complex workplace.

Delegates will learn about:

- The provision, opportunities and challenges of using personal devices; staff and student perspectives
- The range of assessments utilised in the workplace mapping to desired behaviours and outcomes
- Collation of evidence to monitor progress through a range of Workplace Based Assessments
- Development of personalised live dashboards of achievement to review individual opportunities and feedback
- Supporting faculty with clinical placement review
- Pastoral support

#### **Objectives:**

Following the seminar delegates will gain a grasp of the complexities and practical challenges using mobile technology to enhance workplace assessment and learning. In particular:

- Consider how you plan and utilise the use of personal devices in your clinical areas
- Identify the challenges and (some) solutions for implementing personal technologies into the workplace securely
- Discuss a range of Workplace based assessments and how these can be collated and displayed via personalised dashboards
- Evaluate collected data to support feedback for both students and educational supervisors

- How faculty can use data to review clinical opportunities over a wide geographical area
- How 'live' data can highlight issues of student support and target pastoral care
- How mobile technology can facilitate equitable access to a wide range of online learning materials during clinical consultations and placements
- How mobile devices have opened opportunities to learn via 'Near Me' Consultations, Collaborate (Blackboard) seminars and MS Teams meetings.

**Session 16:**

**Addressing Trainer Development Needs to Best Meet the Needs of the Learners of Today and Tomorrow**

*Dr Daniel M Bennett, Associate Postgraduate Dean, Professor Alan Denison, Dean of Postgraduate Medicine, Professor Peter Johnston, Depute Postgraduate Dean and Professor Amjad Khan, GP Director, NHS Education for Scotland*

**Description:** The ability to identify educational needs are key to the role of a medical educator albeit this can be difficult to achieve. This session will help educators grasp the opportunity of COVID recovery to consider how to identify educational needs for themselves and what types of training or other educational experience may best address these needs. The relevant guidance from the General Medical Council and national frameworks will be presented. The domains of educational evidence for recognition of trainers as part of appraisal will be specifically considered. As part of a meta-educational needs assessment the needs of the group will be considered to identify how these could drive the future strategic direction of the Faculty Development Alliance in Scotland.

The Faculty Development Alliance, part of the Professional Development workstream of the Scotland Deanery, is responsible for the development and delivery of training for trainers in both primary and secondary care.

**Objectives:**

1. Familiarity with key frameworks for considering their own development needs
2. Skills in considering educational needs analysis
3. Familiarity with evidence required for recognition of trainers status
4. Availability of educational offering from the faculty development alliance
5. Contribute to strategic development of the strategic development of the CPD offering from NHS Education for Scotland

**13:00 –  
14:00**

**Pharmacy Education Seminars**

**Session 7:**

**New Developments within the Initial Education and Training of Pharmacists**

*Dr Ailsa Power, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland*

*This seminar will be delivered in collaboration with Robert Gordon University and the University of Strathclyde*

**Aim of the Seminar:**

To outline the key developments in the MPharm course and Foundation training year to incorporate the new GPhC learning outcomes.

**Learning Outcomes of the Seminar:**

At the end of the seminar, you will be able to:

- Explain the developments in the MPharm course from 2021/2022 and how they impact on experiential learning for future years
- Describe the new GPhC learning outcomes and how they will be incorporated into the MPharm course and Foundation training year

**Session 8:**

**Advanced Practice and Consultant Pharmacists**

*Susan Roberts, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland.*

*This seminar will be supported by key stakeholders from the service*

**Aim of the Seminar:**

To update participants on the most recent developments towards enabling the roadmap for advanced practice in the pharmacist workforce in Scotland

**Learning Outcomes of the Seminar:**

At the end of the seminar you will be able to:

- Outline the components which will enable an advanced generalist pharmacist career pathway
- Outline the components which will enable at least one specialist pathway including consultant level

**13:00 –  
14:00**

**NMAHP Seminars**

**Session 9:**

**Developing Nutritional Champions in Nursing Care Homes within NHS Greater Glasgow and Clyde to Achieve Improved Nutritional Outcomes for Residents Through Implementing Quality Improvement Strategies Transforming Nutritional Care**

*Alison Molyneux, Care Home Dietitian, NHS Greater Glasgow and Clyde*

**Description:** Food First: Within NHS Greater Glasgow and Clyde our policy is to encourage non-pharmacological approaches to self-manage identified nutrition risk. The impact of fortified milk and dairy free drinks will be discussed. Participants will learn how simple strategies can make a big energy difference to a patients overall dietary intake.

**Inclusive and Accessible Advanced Dementia Education and Development, from Scotland to India and Back Again**

*Professor D Tolson, Director of Alzheimer Scotland Centre for Policy and Practice, Dr A Jack-Waugh, Lecturer in Dementia, Alzheimer Scotland Centre for Policy and Practice and Dr Louise Ritchie, Lecturer in Dementia (Research) Alzheimer Scotland Centre for Policy and Practice, University of the West of Scotland*

**Description:** In this session learning and solutions from the Global Challenge research funded exploration of the experience of advanced dementia in India are outlined. Participants will have the opportunity to discuss how these findings resonate with their own experiences of working with people affected by dementia in Indian communities in Scotland.

**Session 10:**

**Family Nurse Partnership: Creating a Learning Environment in Family Nurse Partnership and the Integration of the Learning Using a Variety of Approaches Including Digital Recordings Adapting to the Challenges of Covid-19**

*Anne Burns, Nurse Consultant Family Nurse Partnership, Lynsey Callaghan, Family Nurse Partnership Supervisor / NES Educator and Anne McLellan, Family Nurse Partnership Supervisor / NES Educator, NHS Greater Glasgow and Clyde*

**Description:** This workshop will outline how FNP Supervisors create a learning environment and use a variety of approaches to fully integrate and consolidate the FNP learning programme when back at base. Participants will get the opportunity to view digital recordings of simulated scenarios that have been shown to evoke an emotional response and enhance learning.

**Exploring the Transition of New Entrant Student to a Modern Healthcare Setting**

*Douglas Lauchlan, Senior Lecturer, Glasgow Caledonian University*

**Description:** The session would aim to draw from the findings of the student experiences above. Realising not only the student journey but also the impact on practice educators in taking students via this model. Key themes will be developed through the response of attendees using a modified Nominal Group Technique approach.