

Thursday 27 April 2023

**10:15 –
11:15**

Strategies to Cultivate a Growth Mindset in Your Learners, Educators and Organisations

Dr Samantha Hopkins, Medical Education Fellow, Dr Valerie Rae, Medical Education Fellow and Dr Vicky Tallentire, Associate Director of Medical Education - Scholarship, NHS Lothian, Medical Education Directorate

Description:

“Success is going from failure to failure without losing your enthusiasm” (Abraham Lincoln).

In complex and challenging environments, some learners seem to flourish while others quickly wilt. One possible difference between these two groups is mindset. Mindset is an implicit theory that proposes two different ways to view attributes like intelligence¹. The first is a growth mindset, believing that your attribute is malleable, and can strengthen over time with intentional and repeated use¹. The second is a fixed mindset, believing that you are born with a certain amount of an attribute, and this remains static throughout life^{1,2}. The potential benefits to adopting a growth mindset include embracing challenges, learning from mistakes, increased innovation and resilience³. In this seminar, we will explore factors identified from our research that enhance or hinder the adoption of a growth mindset and discuss strategies to cultivate a growth mindset in your learners, educators and organisations.

Objectives:

- Explain growth mindset.
- Analyse the potential benefits of growth mindset for learners, educators and organisations.
- Explore factors that may enhance or hinder the adoption of a growth mindset.
- Discuss and develop strategies to promote growth mindset in learners, educators and organisations.

**10:15 –
11:15**

Digital Learning and Clinical Decision Support Resources to Help Healthcare Professionals Manage Patients with Multiple Conditions: the BMJ Best Practice Comorbidities Manager

Dr Kieran Walsh, Clinical Director, BMJ and Dr Paul Brennan, Clinical Lecturer and StR in GI and Liver, Scottish Liver Transplant Unit (SLTU), Royal Infirmary of Edinburgh

Description:

One in three adults have two or more medical conditions. The high prevalence of comorbidities places a great burden on health services, healthcare professionals, and healthcare professional education. This issue is important to doctors, nurses, physician associates, and pharmacists because patients with multiple conditions need high quality multiprofessional care. Despite this, guidelines, knowledge resources and educational tools tend to be focussed on how best to manage patients with single conditions. In this session, we will describe how we collaborated with a wide range of healthcare professionals to create a new digital knowledge resource to enable improved management of patients with multiple conditions. We will also describe how we created, rolled out, and evaluated this resource.

	<p>Objectives:</p> <ul style="list-style-type: none"> • Learn about the importance of comorbidities in healthcare and healthcare professional education • Learn knowledge searching skills – so they will be able to find the resources that they need • Learn about the role of digital knowledge resources that can enable improved care for patients with multiple conditions Explain the importance of psychological safety. • Implement procedures in their own work environment which will improve their local safety culture .
<p>10:15 – 11:15</p>	<p>Behaviour Change for Health and Wellbeing Heather Connolly, Principal Educator for Health Improvement / Principal Health Psychologist - Staff Wellbeing, NHS Education for Scotland / NHS Greater Glasgow and Clyde, Michelle Clark, Principal Educator for Health Improvement, NHS Education for Scotland and Jenny Dryden, Health Improvement Lead, NHS Highland - Argyll and Bute HSCP</p> <p>Description: All health, care and third sector staff have a unique opportunity to support people to make changes to their behaviour that can have a positive impact on their physical and mental health and wellbeing.</p> <p>This seminar will focus on the ingredients for effective behaviour change conversation based on the MAP of Health Behaviour change. MAP stands for Motivation, Action, Prompts. We know that for a behaviour change to occur and be maintained, we need to have motivation to make the change, to be taking action that will result in the change and be aware of the prompts and cues which help and hinder us to make and maintain the change.</p> <p>Attendees will hear about the different areas that MAP has been utilised in various different areas and services and have a chance to reflect and practice on how to have those often tricky behaviour change conversations within their own work.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand the main principles for an effective behaviour change conversation including effective communication and persons centred skills • Recognise the main components of MAP (motivation, action, prompts) and its importance in supporting people to make successful changes • Gain experience in using some of the evidence based behaviour change techniques to support behaviour change • Consider the techniques and use of the skills as applied to your area of work

10:15 –
11:15

Why You're Wrong about the Climate Emergency

Better Ways to Think and Teach Sustainable Healthcare in Medical Education

Dr Shauna Golden, Medical Education Fellow Sustainability, NHS Lothian, Medical Education Directorate, Dr Joey Brooke, Foundation Doctor, NHS Lothian and Dr Agata Dunsmore, Clinical Fellow in Medical Education, University of Edinburgh

Description:

It has been over a decade since the climate crisis was declared the biggest threat to health of our time. The action needed to secure a livable future requires integrated action and a radical reimagining of how we deliver healthcare. The growing concern amongst healthcare workers has not translated into necessary action.

Embedding education in sustainable healthcare (ESH) across all parts of medical education and training is recognised as essential to mobilize action on climate crisis¹. Most medical educators do not have training in sustainable healthcare².

This interactive session aims to equip educators with the knowledge and skills they need to incorporate ESH into their teaching programmes. This session will present the foundational theories and application of ESH. We hope that reflecting on our experience teaching ESH, and reviewing current evidence on sustainable healthcare, will empower other educators for the benefit of the learner, teacher, and planet.

¹ Shaw E, Walpole S, McLean M, Alvarez-Nieto C, Barna S, Bazin K, Behrens G, Chase H, Duane B, El Omrani O, Elf M. AMEE consensus statement: planetary health and education for sustainable healthcare. *Medical teacher*. 2021 Mar 4;43(3):272-86.

¹ Tun, S., Wellbery, C. and Teherani, A., 2020. Faculty development and partnership with students to integrate sustainable healthcare into health professions education. *Medical Teacher*, 42(10), pp.1112-1118.

Objectives:

By the end of the session participants will:

- Understand the interaction of planetary health, healthcare, and human health.
- Appreciate the current sustainable care actions and networks across the NHS through review of successful case studies and national initiatives.
- Be able to use public health theories to critically reflect on our current models of care in education and utilise a planetary health lens to support the development of educational programs.
- Be empowered to incorporate sustainability into medical education and further develop ESH.
- Review current teaching material and be able to identify gaps and opportunities to incorporate ESH into teaching.
- Be provided with tools and resources to support continued development in ESH incorporation, promoting an environment of continuous learning.

<p>10:15 – 11:15</p>	<p>Collaborating for Improvement in Doctors’ Wellbeing Dr Lailah Peel, Deputy Chair, Scottish Council, BMA, Dr Jill Vickerman, National Director (Scotland), BMA, Nicola Cotter, Head of General Medical Council Scotland and Tom Harding, Chair, Scottish Academy Junior Doctors Training Group</p> <p>Description: In the early days of COVID19, it was quickly identified that supporting healthcare staff wellbeing would be a crucial component of our response. Ringfenced resources were identified and ideas sought from a range of representative bodies. The BMA, GMC and the Scottish Academy combined forces and shared insight on actions which they agreed would best support all doctors at this time. It became clear that collaborating, agreeing on a small number of priorities and using a joined-up voice would be the best way to have a meaningful impact on doctor wellbeing.</p> <p>This session will explore the situation which led to a new collaborative approach between bodies which had historically operated independently on these issues. It will provide an update for the year ahead and an opportunity for delegates to inform the work of the group so that we can ensure wellbeing resources and approaches reach those on the front line.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To describe some of the outcomes achieved through collaboration, including a manifesto commitment to a Workforce Specialist Service, and a more focused, less bureaucratic wellbeing focused appraisal. • To explore the situation created by the COVID crisis which led to a new environment for collaborative working between BMA, the Scottish Academy of Medical Royal Colleges and the GMC in Scotland. • To understand the hurdles, political and practical, which were overcome and to learn from the challenges. • Identify the learning from this experience and the steps needed to ensure we continue to harvest the benefits of collaborative working. • Identify areas of focus for 2023 (and beyond) which will have positive impact on frontline staff.
<p>10:15 – 11:15</p>	<p>How Can Leadership and Non-Technical Skills be Taught in Dentistry? A co-design session Francesca Capaldi, Scottish Clinical Leadership Fellow, Fiona Andrews, Scottish Clinical Leadership Fellow, Geoff Purnell, Scottish Clinical Leadership Fellow, Kirsten Perry, General Dental Practitioner / NES Dental Adviser, NHS Education for Scotland and Thomas Lamont, Senior Lecturer in Restorative Dentistry, University of Dundee, Honorary Consultant and Clinical Lead in Restorative Dentistry, NHS Tayside and Dental Adviser, NHS Education for Scotland</p> <p>Description: The GDC are proposing updates to both the undergraduate and postgraduate dental curriculum, introducing the concept of “behaviours”. These behaviours will replace the current learning outcomes around values and attitudes. These proposed changes will put a greater emphasis on building and demonstrating ‘softer skills’.</p>

Is this important? How can dental educators teach, develop and assess these skills?

There will be an open discussion on how these behaviours can be taught, developed and assessed appropriately.

Objectives:

- To provide an overview of the recent consultations with the GDC and proposed updates to the undergraduate and postgraduate dental curriculum.
- To explore the proposed “behaviours” and “softer skills” – how these can be taught and how can they be assessed.
- GDC outcome B: Effective management of self and effective management of others or effective work with others in the dental team, in the interests of patients providing constructive leadership where appropriate.
- GDC outcome C: Maintenance and development of your knowledge and skills within your field(s) of practice.
- GDC outcome D: Maintenance of skills, behaviours and attitudes which maintain patient confidence in your and the dental professions and put patients’ interests first.

**10:15 –
11:15**

Scottish Clinical Supervision Model (Nursing and Midwifery): Collaborating for Success

Suzanne Lake, Senior Educator, Sarah Campbell, Practice Educator and Beth Turner, Practice Educator, NHS Education for Scotland

Description:

NHS Scotland is committed to enabling the nursing and midwifery workforce access regular clinical supervision and support. This session will provide participants with a comprehensive overview of the collaborative work in progress to support implementation for nurses, midwives and support workers. Partnership organisations include territorial and special health boards, Healthcare Improvement Scotland and Scottish Government. The session will cover and overview of:

- The strategic vision
- National framework for clinical supervision
- Education framework for clinical supervisors
- Clinical supervisor preparation and support
- Clinical supervision , preceptorship and Flying Start for NQPs
- Pathfinder projects: implementing clinical supervision in practice
- TURAS Learn: resources for clinical supervisor and supervisees
- Evaluation of impact and practice
- Excellence in Care: monitoring and improvement

Objectives:

By the end of the session participants should be able to:

	<ul style="list-style-type: none"> • Use the national framework for clinical supervision to guide implementation in practice, either at individual, team or organisation level. • Use the education framework for supervisors to identify individual development needs and associated learning resources for each of the 3 components of clinical supervision. • Use the lessons learned from the pathfinder projects to inform implementation of local practice. • Navigate the clinical supervision learning resources on TURAS Learn. • Outline the proposed measures and intended impact of clinical supervision. • Discuss the options for monitoring and improvement within the local area.
10:15 – 11:15	<p>Pharmacy Plenary Alison Strath, Chief Pharmaceutical Officer, Scottish Government, Scott Garden, Director of Pharmacy, NHS Lothian and Chair of the NHS Scotland Directors of Pharmacy Group, Harry McQuillan, Chief Executive Officer, Community Pharmacy Scotland and Anne Watson, Director of Pharmacy, NHS Education for Scotland</p> <p>Plenary Overview This opening plenary of the 2023 Conference will highlight the evolving world of pharmacy in Scotland, with Alison Strath, highlighting the need for collaboration to improve pharmaceutical care. In a joint presentation, Scott Garden and Harry McQuillan will explore various collaborations across professions and sectors of practice which are required to transform pharmacy services. Finally, Anne Watson, will outline the educational changes which will support this transformation.</p>
10:15 – 11:15	<p>Perinatal Mental Health – a training and education workstream to support Scottish Government PIMH Development Programme 2019-2023 Marie Claire Shankland, Head of Programme – Psychology Specialist Practice and Julie Stephen, Principal Educator Perinatal, NHS Education for Scotland</p> <p>Description: Overview of the approach to developing a training and education workplan based on the Perinatal Curricular Framework for staff in specialist PIMH services, staff in general mental health services and staff in universal services. Importance of working with existing networks and developing new networks of interested multi-disciplinary staff to Champion the importance of mental health in the perinatal period. Discussion around the data collected during the training and plans to make the programme sustainable going forward.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To understand more about the importance of addressing mental health in the perinatal period – for women, their partners and infants. • To consider the approach to multi-disciplinary and uni-disciplinary training in supporting the development of new clinical services. • To consider the impact of using Turas based learning programmes in order to guide learners through a blended learning approach, and the data this can produce.
11:35 – 12:35	<p>Debriefing Everyday Work: Learning from Failure and Success</p>

	<p>Michael Money Penny, Associate Postgraduate Dean, Simulation and Skills and Scott McColgan-Smith, National Principal Lead for Pharmacy Simulation, NHS Education for Scotland</p> <p>Description: Debriefing is carried out in many high performance organisations in order to learn from failure and success. This seminar will explore the use of debriefing in terms of a developmental conversation in a psychologically safe environment. The debriefing will focus on optimising performance of the individual, the team and the wider organisation. We will also explore the benefits to personal wellbeing of all those involved in debriefing.</p> <p>Objectives: By the end of the seminar, participants will be able to:</p> <ul style="list-style-type: none"> • Define debriefing and contrast it with feedback. • Define psychological safety and describe how it is created, maintained and destroyed. • Explain how to agree on relevant learning objectives for the debriefing. • Use the Systems Engineering Initiative for Patient Safety (SEIPS) model to direct the conversation towards wider system optimisation. • Appreciate that debriefing is useful for everyday work and success, not just for failure. • Use a simple debriefing structure to scaffold the learning conversation.
<p>11:35 – 12:35</p>	<p>Getting to Know the Elderly LGBTQIA* Population Roisin Suzanne McCormack, Internal Medicine Trainee (IMT2), NHS Greater Glasgow and Clyde</p> <p>Description: With an aging population, there will be a growing number of elderly LGBTQIA* patients. Such a patient group have specific healthcare needs; face barriers when accessing healthcare and still experience discrimination on the basis of their sexuality or gender. Evidence suggests that a lack of training exists for healthcare professionals on working with this population group, leaving them feeling underprepared to meet the needs of this population and feeling unable to provide the best care they can for such patients. Delegates will be given the opportunity to work in small groups to explore the history and reasons behind why discrimination still exists; what they think the specific healthcare needs are and what this patients groups barriers to accessing healthcare are. The facilitator will then summarise the session, highlighting important issues raised and provide positive examples in health and social care where this patient group experience exemplary care.</p> <p>Objectives: This session will aim to provide those attending with an overview of this patient groups’ specific healthcare needs; discuss the discrimination they still face and outline the barriers faced when accessing healthcare. It is hoped that attendees will then be able to go on to provide improved, more accessible care for their elderly LGBTQIA* patients.</p>
<p>11:35 – 12:35</p>	<p>Workforce Diversification and Medical Associate Professions: Collaborate to Accelerate</p>

Karen Wilson, Deputy Chief Executive (Clinical) and Director of Nursing, Fiona Fraser, NMAHP Head of Programme / Acute and National Treatment Centres - Developing the Workforce, Susan Donaldson, Principal Educator (Acute), NMAHP, Professor Emma Watson, Executive Medical Director, NHS Education for Scotland, Scott Wood, Recruitment and Capacity Building – Sponsorship and Infrastructure Unit, Health Workforce, Scottish Government, Laura McEwen-Smith, National Programme Lead, Medical Associate Professions, NHS England Workforce Training and Education and Helen Arrowsmith, Programme Manager, Regulation of Medical Associate Professions, General Medical Council

Description:

The NHS Recovery Plan, (published on 25 August 2021), committed targeted investment for the recovery and renewal of the health service in Scotland. A key requirement to delivering the Recovery Plan is having the right workforce in place at the right time.

Medical Associate Profession (MAP) and Advanced Critical Care Practitioner (ACCP) roles, have been identified as potential alternative workforce options to build in flexibility and resilience to teams, contributing to the increase in clinical capacity that is essential to meet current and future demand.

This seminar will update on the first phase of NHS Education for Scotland (NES) work programme, responding to the Scottish Governments MAPs commission.

This seminar will highlight evidence and relevant partner activity which can inform Boards’ consideration of workforce diversification.

Objectives:

- Consolidate understanding of the MAP and ACCP roles
- Introduce key partners contributing to Scotland’s Roadmap for application in Scotland
- Progress understanding of relevant evidence to inform service and workforce planning in delegates’ home Boards
- Highlight opportunity for pan-Scotland Board collaboration to enhance consistency of approach, quality and efficiency of education to maximise workforce impact

**11:35 –
12:35**

Practical Interventions to Tackle Differential Attainment: Evidence from Pilot Studies

Nico Bridge, Assistant Director, Education and Standards, General Medical Council, Dr Mumtaz Patel, Postgraduate Associate Dean / Consultant Nephrologist / Global Vice President , Health Education England / Manchester University Hospitals / Royal College of Physicians, London, Professor Jeremy Brown, Professor of Clinical Education, Edge Hill University and Liam Jenkins, Medical School Research Assistant, Edge Hill University

Description:

Evaluation findings from Edge Hill University into two pilot studies run in partnership between GMC, HEE, Royal College of Psychiatrists and Derbyshire NHS Foundation Trust. Pilots have shown a positive impact of targeted exam preparation training on the outcomes of UK and

IMG ethnic minority trainees, and of increased awareness of differential attainment on the supervisory practices of Educational and Clinical supervisors.

Objectives:

- To raise awareness of differential attainment and the contributory factors.
- To raise awareness of new and emerging evidence of the positive effect that targeted initiatives can have in addressing the factors which lead to the attainment gap.
- To motivate participants to take action to address the attainment gap, to evaluate the impact of interventions and focus on building evidence around solutions.
- To provide a chance for participants to share their experiences and interventions with others.

**11:35 –
12:35**

How to Help our Trainees Prepare for a Satisfying Career

Dr Elizabeth Murphy, APGD, Dr Alastair Leckie, APGD, Dr Shilpi Pal, APGD, Dr Surinder Pampher, APGD and Dr Julie Cash, APGD, Trainee Development and Wellbeing Service (TDWS), NHS Education for Scotland

Description:

All educational and clinical supervisors influence career decisions taken by their trainees. All of us are role models. In this seminar we will explore the factors that influence career decisions, and give some practical advice on how to have career conversations. This will include an analysis of the elements of career coaching – both formal and informal - and will address issues such as coaching techniques to :

- Develop self-awareness and use this to aid career exploration
- Improve performance and potential
- Improve direction, focus and motivation
- Become more resourceful
- Improve relationships and levels of Influence
- Develop leadership capabilities
- Manage work-life balance
- Navigate through challenging times
- Prepare for CCT
- Acquire the skills required for lifelong learning

Objectives:

- To gain an understanding of the role of the clinical and educational supervisor in career coaching.
- To gain an understanding of the importance of role models in career choice.
- To gain an understanding of the elements of successful career conversations.

<p>11:35 – 12:35</p>	<p>The Safe Practitioner: A framework of behaviours and outcomes for dental professional education, and an associated review of scope of practice Ross Scales, Head of Upstream Regulation and Gordon Matheson CBE, Head of Scottish Affairs, General Dental Council</p> <p>Description: Since the learning outcomes in GDC’s Preparing for Practice were last reviewed in 2015, there have been significant shifts in both dentistry and wider society.</p> <p>These include workforce and contractual pressures, high patient expectations, and a renewed focus on the mental health and well-being of dental professionals; environmental sustainability; and equality, diversity and inclusion.</p> <p>Following the preparatory work of an expert reference group and a formal, public consultation that closed in January 2023, this seminar will provide an opportunity to update on and discuss both GDC’s proposals to introduce a new Safe Practitioner framework of behaviours and outcomes for dental professional education, plus the closely linked review of scope of practice.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Understand GDC’s expectations for pre-registration education and training of dental professionals, with patient protection at its centre. • Update on GDC’s proposals to introduce a new framework of behaviours and outcomes for dental professional education, and a linked review of scope of practice. • Reflect on the strategic linkages across GDC policy reviews in pursuance of a preventative approach to regulation. <p>GDC Development Outcome D.</p>
<p>11:35 – 12:35</p>	<p>Welcome Care: An Introduction to Hand Under Hand Technique for Use in Dementia Care Nicola Lauchlan, Clinical Lead Physiotherapist, Claire Craig, Team Lead Physiotherapist and Catherine McKerrow, Care Home Liaison Nurse, NHS Ayrshire and Arran</p> <p>Description: This seminar will introduce participants to concepts of welcome care, with particular reference to Hand Under Hand technique- a concept originally introduced into dementia care by Teepa Snow. This is an effective technique to improve care of people living with dementia, and help them play an active role in their own care in the moderate to advanced stages. This seminar will be particularly relevant for people working in care settings which include people living with dementia- whether this is in acute or primary care.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Build awareness of Welcome Care in the Dementia setting.

	<ul style="list-style-type: none"> • Obtain knowledge of hand under hand technique. • Improve awareness of empathic communication with people living with dementia. • Experience practical application of hand under hand technique.
<p>11:35 – 12:35</p>	<p>The Confidence Within Oli France, Adventurer and Professional Expedition Leader</p> <p>Description: So often we look at those who are successful as 'Happy, Confident People.' It's true that our self-confidence can sometimes be the limiting factor in achieving our goals. Having guided people from all walks of life on intrepid journeys across the globe, Oli knows that we all possess a deep-rooted confidence, even if we feel unsure where to find it. Oli shares what we can do to unlock our confidence, leaving the audience filled with a newfound sense of positivity and self-belief with which to approach our boldest ambitions.</p>
<p>11:35 – 12:35</p>	<p>Financial Considerations for General Practice Stephen Bargh, Director, Lyndsay Mowat CA, Senior Healthcare Manager, Laura Nicoll CA, Senior Healthcare Manager and Rachel Murphy, Healthcare Accounts / Tax Assistant and Xero, William Duncan Accountants</p> <p>Description: The specialist team from William Duncan will help guide you through a range of topics related to practice accounts and tax/superannuation issues, including:</p> <ul style="list-style-type: none"> • Understanding the Practice Annual Accounts – Profit and Loss Account, Balance Sheet. • GP's capital and current accounts, partners' drawings and equalisation. • Superannuation – principles, timescales, and how it affects the Accounts. • Seniority issues <p>The team will also touch on the forthcoming changes in the basis period for taxation, which will affect all Practices who don't have a March accounting year end.</p> <p>The aim is to give experienced Practice Managers a refresher on these areas, and give new Practice Managers an introduction and understanding of areas they will come across in their Finance role.</p>

<p>11:35 – 12:35</p>	<p>The NES National Pre-registration Trainee Pharmacy Technician Scheme – one year on Val Findlay, Senior Educator, Pre-registration Trainee Pharmacy Technicians, Caroline Taylor, Associate Postgraduate Dental Dean, Dental Care Professionals Workstream, NHS Education for Scotland and Suzanne Thompson, Quality Enhancement Lecturer - Science, West College Scotland</p> <p>Seminar Aim: To provide an update on the implementation of the NES National PTPT Scheme in collaboration with key stakeholders</p>
<p>13:15 – 14:15</p>	<p>Community, Collaboration and Creation: Methods of Tackling Education Inequality in the Digital Age Clement Seeballuck, Clinical Lecturer in Paediatric Dentistry, University of Dundee / NHS Tayside, Peter Mossey, Professor of Craniofacial Development, Associate Dean for Internationalisation, Dundee University Dental School, Elizabeth Shick, DDS, MPH, Associate Professor, University of Colorado School of Dental Medicine, Juan Pablo Gómez Arango, Associate Professor of Biomechanics and Craniofacial Anomalies, Universidad Autónoma de Manizales, Colombia and Monica Dominguez, Craniofacial Orthodontist / Director, Global Oral Health Programs, Smiletrain</p> <p>Description: In a post-Pandemic world, it is crucial that education adapts to the new learning environment that has expanded into virtual, remote and online modalities. Innovations in technology enhanced learning presents an opportunity to address existing inequalities to accessing education and training. Universal file formats, synchronous and asynchronous communication methods, combined with online sharing platforms do this by providing education and training that is free or affordable, available on a large scale due to easy internet access and flexible. This seminar discusses an international collaborative approach to producing freely accessible educational resources for the education of healthcare students and professionals. Two examples relating to cleft care with Smile Train and the World Dental Federation (FDI) will be detailed as examples of how technology enhanced learning can be applied to produce Massive Open Online Courses (MOOCs). These case examples will provide insight into one way to improve access and equity in healthcare education and training.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The participants should gain an awareness of: <ul style="list-style-type: none"> ○ Current and potential factors that contribute to digital inequality. ○ How the post-Pandemic educational environment can mitigate or overcome health care education and training inequalities. • The participants will be able to discuss: <ul style="list-style-type: none"> ○ The development process of Massive open Online Courses (MOOCs). ○ Methods of delivering free online education. ○ The benefits of online education and training in improving access and reducing educational inequalities. • GDC learning outcomes <ul style="list-style-type: none"> ○ A and C

<p>13:15 – 14:15</p>	<p>Pilot of a Practice Learning Experience for Adult Field Student Nurses Across Donor and Patient Services in NHS National Services Scotland, Scottish National Blood Transfusion Service</p> <p>Susan Cottrell, Senior Nurse for the Scottish National Blood Transfusion Service Transfusion Team, NHS National Services Scotland / Scottish National Blood Transfusion Service, Angela Smith, Senior Charge Nurse in the Clinical Apheresis Unit, Scottish National Blood Transfusion Service and Davide Muschio Schiavone, Student Nurse, Edinburgh Napier University</p> <p>Description:</p> <p>The session provides insight into the strategic improvement approach NHS National Services Scotland SNBTS Donor and Patient Services adopted to enable a pilot of an undergraduate practice learning experience (PLE) for adult field student nurses in the east region. This initiative was undertaken as part of wider National work to introduce student practice learning experiences into all of Scotland’s National Boards to maximise student practice learning capacity. In partnership with Edinburgh Napier University (ENU) and NHS Lothian (NHSL) a process was initiated to plan, deliver and evaluate the PLE. Support from ENU academic staff and NHSL practice education facilitators provided a robust education infrastructure for staff and students in preparation, and during delivery of the pilot. The PLE included a timetable of learning across donor collection, clinical apheresis, tissue, cells and advanced therapeutics and the transfusion team. Evaluation across roles informed improvements for the next cohort of students.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Increase awareness of the internal and external strategic governance requirements which enabled the pilot of a new PLE • Increase awareness of the experience’s students can gain through the services provided and heighten the understanding of the nursing workforce in SNBTS • Understanding of the collaboration with key partners to ensure the PLE is aligned to NMC (2018) Standards of proficiency for registered nurses and NMC (2019) Standards for student supervision and assessment • Importance of shared learning and collaboration with NHSS Special Boards • Understanding of the operational delivery of the PLE and the continual student and staff networking required for success • Multidisciplinary evaluation process which has informed the review of the PLE in the east in preparation for continuation of the pilot • Increase understanding of additional resources required to implement further across additional SNBTS sites
<p>13:15 – 14:15</p>	<p>Counter Fraud Training and Awareness Session</p> <p>Eddie McGinney, Senior Counter Fraud Specialist and Michelle Inglis, Counter Fraud Specialist, NHS Scotland Counter Fraud Services</p> <p>Description:</p> <p>We will all be familiar with the direction "do more with less"; increase your impact but cost less and remember to be kind to the environment. This is the challenge that Counter Fraud Services took on as we planned our fraud and corruption training and awareness delivery programme.</p>

	<p>In this talk we'll outline what Counter Fraud Services delivers for NHS Scotland and emphasise the importance of training and awareness among our employees as an important lever in managing the risk of fraud. We will share our journey from in-person delivery to an increasingly integrated digital learning environment, presenting opportunities to link across platforms between training and communications outputs.</p>
<p>13:15 – 14:15</p>	<p>Speaking up in NHS Scotland – the National Whistleblowing Standards Fran Richards, INWO Team Manager and Amy Hillman, INWO Complaints Reviewer, SPSO</p> <p>Description: A new process for speaking up in Scotland was introduced across the NHS in April 2021. The National Whistleblowing Standards (the Standards) introduced a single approach for handling whistleblowing concerns for all NHS services including primary care services. Join staff from the Independent National Whistleblowing Officer (INWO) to find out more about what is expected of primary care providers under the Standards, learn how to raise concerns as a staff member and discuss considerations for how to apply the procedure in small organisations.</p>
<p>13:15 – 14:15</p>	<p>Collaborating to Improve Pharmacy Experiential Learning for Student Pharmacists Dr Ailsa Power, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland, Professor Anne Boyter, Professor of Learning and Teaching, Dr Sabrina Jacob, Teaching Fellow, University of Strathclyde, Clare Depasquale, Research Assistant and Roisin Kavanagh, Director of Pharmacy, NHS Ayrshire and Arran</p> <p>Seminar Aim: Create a shared understanding of the co-production of Experiential Learning for student pharmacists in Scotland and consider future developments to enhance the student pharmacists' experience.</p>
<p>13:15 – 14:15</p>	<p>Transforming Psychological Trauma - Implementing Trauma Informed and Responsive Practice in Health and Social Care Dr Ross Turner, Principal Educator and Dr Sally Jowett, Principal Educator, Transforming Psychological Trauma Team, NHS Education for Scotland</p> <p>Description: The seminar will offer an overview of why trauma informed, and responsive care is useful, what that means in practice and how it is being implemented in different settings in Scottish Health and Social Care, and the role of NES in the National Trauma Training Programme.</p> <p>Objectives: To understand more about the importance understanding how psychological trauma can be a barrier for accessing care, how it may be an important in how care and treatment is offered to support best outcomes and the integral role of staff wellbeing in a trauma informed and responsive system.</p> <p>The session will provide guidance on the training and implementation resources that are available to all staff and how to access these.</p>

<p>13:15 – 14:15</p>	<p>Retinal Imaging and Analysis: development and application in healthcare Dr Tom MacGillivray, Senior Research Fellow and Image Analysis Core Laboratory Manager, Edinburgh University</p> <p>Description: Description to follow</p>
<p>13:15 – 14:15</p>	<p>Learning and Innovation Through Collaboration Kevin Kelman, Director, NHS Scotland Academy, Fiona Fraser, NMAHP Head of Programme / Acute and National Treatment Centres - Developing the Workforce, Clair Graham, Head of Programme, NHS Education for Scotland, Deborah Miller, National Development Manager, Skills Development Scotland and Jason White, Head of Innovation, Centre for Sustainable Delivery (CfSD)</p> <p>Description: Innovation can offer potential to increase effective, efficient and timely delivery of health and social care to people across all of Scotland’s communities.</p> <p>Bringing together teams with different ideas, views and life experiences can spur new and creative ideas, driving enhanced momentum for change. Problems and challenges can be better defined and understood when partners from different backgrounds - with unique resources and skill sets - work together. The dissemination of innovative practices can be propelled by collaboration and knowledge sharing across organisations.</p> <p>This workshop will highlight current initiatives in NES that contribute to workforce development and service delivery through learning and innovation.</p> <p>This workshop will present examples of NES and partners collaborating in response to national challenges, often rooted in workforce shortages and skills gaps.</p> <p>Working with colleagues from the Centre for Sustainable Delivery (CfSD) and Skills Development Scotland (SDS), the team will highlight examples of facilitating spread and adoption to accelerate workforce redesign.</p> <p>Key themes of the workshop include:</p> <ul style="list-style-type: none"> • immersion training • pedagogical innovation • accelerated approaches to workforce development • diversification of the workforce • enhancing the health and social care skills ecosystem, particularly for Scotland’s young people

<p>14:35 – 15:35</p>	<p>Finding Light in the Dark: Supporting student nurses to deliver trauma informed care through shadow box simulation and experiential learning</p> <p>Lorraine Close, Lecturer in Nursing, University of Edinburgh and Merrick Pope, Clinical Nurse Specialist, Self Harm Service, NHS Lothian</p> <p>Description:</p> <p>This interactive seminar will outline our innovative approach to educating Year 2 Nursing Students in trauma informed care. Complex Post Traumatic Stress Disorder (C-PTSD) has been referred to a ‘vast system of internal disorganisation’ (Van Der Kolk 2014). People with this diagnosis are often retraumatised by health care experiences in both medical and mental health settings. The seminar will cover the basics of trauma theory and trauma informed practice and how C-PTSD affects the body and the brain/mind. There will be opportunity to discuss how trauma shows up in everyday clinical practice and to consider how vicarious trauma affects health care staff.</p> <p>We will explore practical ways to deliver meaningful trauma informed care, discuss the shadow box approach and hear some vignettes of patient and student experience. We will take part in some interactive experiential learning to consider ways that we can create supportive trauma informed environments for staff and patients while working in complex health care systems.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Consider the impact of psychological trauma. • Discuss the principles of delivering meaningful trauma informed care. • Experience some practical strategies for supporting people in a trauma informed way. • Practice some grounding regulation skills that can be useful for everyone. • Consider how online shadow box simulation can contribute to simulation-based education programmes.
<p>14:35 – 15:35</p>	<p>Clinical Event Debriefing for Healthcare Teams</p> <p>Dr Emma Phillips, ST5 Anaesthetics, Dr Katherine Ralston, Medical Education Fellow, ST6 Geriatrics and General Medicine, Dr Alex Stirzaker, Chief Registrar, ST6 Geriatrics and General Medicine, NHS Lothian, Dr Joanne Kerins, Simulation Research Fellow, Scottish Centre for Simulation and Clinical Human Factors and Dr Vicky Tallentire, Associate Director of Medical Education - Scholarship, NHS Lothian / NHS Education for Scotland</p> <p>Description:</p> <p>This seminar will focus on the background and practicalities of clinical event debriefing for multi-disciplinary healthcare teams. It will be of interest to any professional working in areas where adverse and critical incidents may occur, including nursing, medical, other allied health professionals, as well as clinical and non-clinical managers. The seminar will outline the benefits of clinical event debriefing for staff, patients and systems, and describe how to conduct a clinical event debriefing using a structured approach. Participants will have the opportunity to observe and contribute to a real-time debriefing and apply change model theory to consider how clinical event debriefing could be embedded into their own workplace and individual practice.</p>

	<p>Objectives: By the end of this seminar, the participants should be able to:</p> <ul style="list-style-type: none"> • Appreciate the role of clinical event debriefing for multi-disciplinary healthcare teams. • Understand the elements that could be addressed by a clinical event debrief. • Be able to participate in a clinical event debrief using a structured approach. • Apply these skills within their own departments.
<p>14:35 – 15:35</p>	<p>The Evolution of the Medical Student Scribe: Going from Strength to Strength Dr Samantha Hopkins, Medical Education Fellow, Dr Katy Letham, Undergraduate Lead RIE, NHS Lothian, Medical Education Directorate and Robbie McLaren, Year 6 Medical Student, University of Edinburgh</p> <p>Description: Health care professionals are experiencing unprecedented levels of burnout and health care institutions are collapsing under the weight of patient demand. We have expanded an innovative project, Medical Student Scribes, to improve efficiency and staff wellbeing across NHS Lothian. Medical Student Scribes are paid final and penultimate year medical students who have been trained to document in the Electronic Health Record during patient reviews and to perform a variety of tasks (e.g., phlebotomy and electrocardiogram). The role enables all members of the clinical team to work at the top of their license, by freeing up junior doctors from tasks that are necessary for patient care but do not require a junior doctor. In this seminar, we will explore how your organisation could develop a Medical Student Scribe Programme and discuss the impact of this program on medical student professional development and widening participation for lower socio-economic groups.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Describe the role of Medical Student Scribe. • Appraise the benefits and challenges of developing a Medical Student Scribe Programme in your organization. • Identify the possible impact on medical students of working as a Medical Student Scribe. • Discuss how the Medical Student Scribe Programme can contribute to widening participation in medicine.
<p>14:35 – 15:35</p>	<p>Evaluating the Introduction of the Medical Licensing Assessment: principles, practice and projects Judith Chrystie, Associate Director, Suzanne Chamberlain, Head of Assessment and Liaison and Francis Leng, Senior Research and Evaluation Lead, Medical Licensing Assessment, General Medical Council</p> <p>Description The Medical Licensing Assessment (MLA) is being launched in the UK in 2024 for all students at UK medical schools, and international medical graduates seeking a licence to practise medicine in the UK via the examination route. This session builds on our 2022 NES seminar – where we presented the design and delivery features of the MLA and its intended aim and benefits – to demonstrate the work we’ve done to prepare for an evaluation of the MLA. This session will present an update on the progress achieved in 2022 towards implementation and outline the plans we’ve made for the evaluation of the impact of the MLA (assessing the operational performance of the MLA is a separate exercise), including</p>

the principles we've developed to underpin our approach. We will seek input and challenge from the audience, and experiences of evaluation, as we share our principles, plans and projects to help shape their development.

Objectives:

- Participants will understand the MLA model, the timeline for launch and our plans for an evaluation. This will include understanding how we have developed:
- Our approach to a large-scale, multi-project evaluation, that is intended to span a number of years.
- A logic map to ensure that the evaluation is clearly within scope of, and aligned to, the intended aim and benefits of the MLA.
- A set of principles to guide the development of the evaluation plan and to realise the GMC's ambitions for the evaluation and the impact of the MLA.
- Our plans for collecting and analysing multi-source evaluation baseline data.
- The types of projects the GMC expect to commission to fulfil the evaluation plans.

**14:35 –
15:35**

Supporting an Effective Learning Cycle in Dental Education and Training Through Feedback and Reflection

Professor Janice Ellis, Professor of Dental Education / Director of Education, Newcastle University School of Dental Sciences

Learning Outcomes; at the end of this lecture participants should be able to

Explain what is meant by the learning cycle and how it might relate to dental education and clinical training

Describe how feedback can best be delivered to optimise learning

Explain what is meant by reflection and how a reflective learning style can support learning

Describe some ways in which reflection can be supported

**14:35 –
15:35**

Creating a Unique Interprofessional Practice Learning Environment Through Innovative Practice Supervision, Models of Education, and Technology-based Learning Approaches

Michelle Scott, Practice Educator, NHS Education for Scotland / NHS Lanarkshire and Claire Findlay, Practice Educator / Practice Education Facilitator, NHS Education for Scotland / NHS Greater Glasgow and Clyde

Description:

To outline the planning, implementation, and evaluation of a unique interprofessional practice learning environment (PLE) for nursing students placed in NHS Education for Scotland (NES). This was in response to recommendations from the Scottish Government commissioned report into practice placement capacity (NES 2020). We would like to share how this new learning experience was co-designed across NES's educational health board departments and health professionals with a clear collaborative vision to expand placement capacity, facilitate innovation in practice supervision, and embrace technology-based learning. Collectively changing the traditional culture of practice learning to offer agility and adaptability to meet the changing needs of the NHS and learner diversity. We share innovative learning opportunities tangible through digital and technology solutions, and this applies to how we designed and delivered education within the new PLE.

Experiences provided included learning opportunities they may not have been exposed to such as project management, quality improvement, evaluation, policy, and transforming roles programmes.

	<p>Objectives: Our aim is to outline the why and the how of offering this unique organisational-wide approach and share our learning with other partnership healthcare boards and HEIs in the hope to inspire others to consider offering student learning opportunities through adaptive models of education. Inspire others to build on the lessons learned, and disseminate good practice further, and continue the momentum to be innovative in future work across disciplines and organisations to help maintain and generate new learning opportunities, develop new models of placement learning by encouraging inter-professional learning to support quality experiences.</p> <p>The knowledge and skills participants will develop through attending this session will be designing and delivering technology-based healthcare education and practice, different perspectives, or potential solutions to challenges they are facing, by enabling tried and tested models of intervention to be utilised. to disseminate learning for other organisations to adopt in similar contexts and settings.</p>
<p>14:35 – 15:35</p>	<p>What Can General Practice do to Mitigate Health Inequalities? Dr Carey Lunan, Chair of Scottish Deep End Project / GP Advisor to Scottish Government on Health Inequalities</p> <p>Description: Carey is a GP, and Chair of the Deep End Project, comprising the 100 practices serving the most socio-economically deprived practices in Scotland. She has worked as a GP caring for deprived populations, for over 15 years. The Covid pandemic, and now the cost-of-living crisis has shone a light on, and worsened, health inequalities for many people in Scotland.</p> <p>Tackling health inequalities can feel like an overwhelming task, and although the solutions lie in tackling the ‘root causes’ of poverty, general practice teams can play a crucial and rewarding role in supporting some of our most vulnerable citizens.</p> <p>Building on some of the themes from a recent Deep End roundtable discussion and report, his workshop will consider practical examples of how general practice teams can maximise their ‘community hub’ function, delivering care at the frontline of the NHS, often within the context of long term relationships of trusts with patients and their families. We’ll consider a range of different approaches that can work well, such as how to build teams that promote social inclusion, ensuring our signposting to social supports is effective and non-stigmatising, establishing a practice ‘health equity champion’, seeking the views of those with lived experience, and ways to get involved in practical advocacy. This workshop will be about the art of the possible and harnessing our influence and lobbying power to make a difference to the communities we care for.</p>
<p>14:35 – 15:35</p>	<p>Collaboration to Create Pharmacist Prescribers at the Point of Registration - IET Dr Ailsa Power, Associate Postgraduate Pharmacy Dean, Scott McColgan-Smith, National Principal Lead for Pharmacy Simulation, Gail Craig, Principal Lead - Foundation Training Year, Fiona Woodley, Principal Lead - Foundation Training Year, Fiona Stewart, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland, Professor Anne Boyter, Professor of Learning and Teaching, University of Strathclyde and Liam Anstey, Director for Wales, General Pharmaceutical Council</p>

	<p>Seminar Aim: With the introduction of the new Standards for the Initial Education and Training of Pharmacists, trainee pharmacists will be able to practice as Independent Prescribers after successful completion of the Foundation Training Year and registration as a pharmacist. This session aims to highlight the vital collaboration between NES, the Schools of Pharmacy and our key stakeholders and create a shared understanding of the changes required as the training year develops to incorporate these standards.</p>
<p>15:55 – 16:55</p>	<p>Review of Analgesic Prescribing using the Multidisciplinary Team (MDT) Approach Fiona Sanderson, Principal Pharmacist NHSCP and Mental Health, Alex Adam, Principal Pharmacist, Substance Use, Joellene Mitchell, Consultant Anaesthetist, Chair of Multidisciplinary Analgesic Prescribing Group, Katrina Dick, Consultant in Anaesthetics, Rachel Fraser, GP, Louise Wilson, GP, NHS Ayrshire and Arran</p> <p>Description: An Analgesic Prescribing Working Group was formed consisting of a MDT bridging primary and secondary care. It includes pain consultants, pharmacists, physiotherapists, psychologists, GPs and nursing staff. Its role is to provide strategic advice on the prescribing of analgesics as well as provide strategic advice and leadership to champion the safe, clinical and cost-effective use of analgesics in all clinical settings.</p> <p>Work includes</p> <ul style="list-style-type: none"> • Approving an annual work programme regarding the appropriate use of analgesics. • Supporting the development and implementation of analgesics policies and guidelines. • Reviewing data on analgesic use to inform policy and drive improvement in pain management. • Establishing and facilitating analgesics audit programmes, providing active feedback in all clinical settings and reporting any concerns. • Facilitating education and training in the use of analgesics in managing pain. <p>There have been many separate pieces of work as a result of this group to enhance the patient journey and improve prescribing</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To describe the value of the multidisciplinary approach when determining strategy in clinical areas affected by a wide-spectrum of professional groups. • To highlight the need to generate ‘buy in’ and provide comprehensible, realistic and acceptable changes to working practice across all agencies and sectors in order to effect change. • The session will describe the positive outcomes of the approach in changing the relationship in Ayrshire and Arran with High Dose Opioid prescribing.

<p>15:55 – 16:55</p>	<p>“Write Right About Me” (WRAM) Multi Agency Project Aberdeen</p> <p>Donald Todd, Principal Lecturer, School of Nursing, Midwifery and Paramedic Medicine, Robert Gordon University Aberdeen, Georgette Cobban, Multi Agency Training Officer, Aberlour Futures Aberdeen and Miriam Smith, Principal Planning and Development Officer, Integrated Child and Family Services, Aberdeen City Council, Children's Social Work, Marischal College Aberdeen</p> <p>Description: This multi-agency project supports culture and practice change around record creation driven primarily by ¹ KeepThePromise. It is strategically owned by Aberdeen City Children's Service Board representing all agencies including Higher Education to ensure students graduate . fit for practice,⁷ Underpinned by the United Nations Convention of the Rights of the Child -UNCRC—we aim to raise the importance of record creation that accurately captures the child voice supporting them to exercise their rights.⁷The project advocates a strength-based approach to supporting children and families⁸creating systems that can provide a consistent and constant awareness about the language professionals use when writing records.⁷It has been aligned with other areas of work^{8e.g.} Child Friendly City Award⁸ ¹ KeepThePromise⁸Digital Transformation work⁸and Corporate Parenting Plan.⁷ There will be other policies that will also influence the project⁸for example⁸the recent investigation report from the Children's Commissioner about children in Secure Care.⁷</p> <p>Objectives: To share how multi professionals can follow a similar WRAM cultural shift via discussion and reflection on the following⁹</p> <p>Safe Space and Context : Current –Historical factors impacting on a child to genuinely communicate their voice— Child's development⁷</p> <p>Child's Voice " child's own words⁸observation verbal–non-verbal⁷</p> <p>Audience-Advocacy "to give audience to child's voice –giving equity to the voice of child in their record⁷</p> <p>Influence " how do we show children how what they communicate affects decisions made for them and how do we write this in their record⁴</p> <p>Professional Assessment Voice " is an integral vehicle through which a child's voice is or is not heard⁷</p> <p>Language " having an awareness of the language we choose to use and the potential consequences⁸what and how you write that creates meaning⁷</p> <p>Participants will gain understanding of work being undertaken to support change in culture and principles of record creation in partnership with the Child⁷</p>
<p>15:55 – 16:55</p>	<p>Educational Co-creation in Clinical Learning Environments</p> <p>Dr Valerie Rae, Medical Education Fellow, Dr Samantha Hopkins, Medical Education Fellow, Dr Vicky Tallentire, Associate Director of Medical Education (Scholarship), NHS Lothian, Medical Education Directorate and Sophie Creamer, Year 5 Medical Student, University of Edinburgh</p> <p>Description: Our complex clinical environments offer students significant challenge in belonging within them. Alongside this, the anticipated increase in medical student numbers requires us to consider novel ideas.</p>

Co-creation is a close collaboration between learners and educators that welcomes learners' perspectives and actively involves them in the educational process.¹ It has been used in higher education with reported positive impacts on student belonging but has not been studied in clinical learning environments.²

We implemented a co-creation experience within the curriculum for medical students and doctors. This positively impacted on students' belonging, motivation and wellness during their clinical placement. They described integration with the team and being 'activated'.

This seminar will enable participants to explore the process and challenges of educational co-creation, as well as considering how they may then go on to implement this non-hierarchical learning relationship in their clinical learning environment.

References

1. Bovill C, Cook-Sather A, Felten P, Millard L, Moore-Cherry N. Addressing potential challenges in co-creating learning and teaching: overcoming resistance, navigating institutional norms and ensuring inclusivity in student-staff partnerships. High Educ. 2016 Feb;71(2):195-208.
2. Mercer-Mapstone L, Dvorakova SL, Matthews KE, Abbot S, Cheng B, Felten P, et al. A Systematic Literature Review of Students as Partners in Higher Education. International Journal for Students as Partners. 2017 May 8

Objectives:

- Develop an understanding of educational co-creation and the relational dynamics involved between learners and educators.
- Develop an understanding of the possible benefits and tensions for learners, educators and stakeholders.
- Consider what type of educational co-creation may benefit your clinical learning environment and the challenges that may need to be overcome.
- Using a modified co-creation typology, consider what would be needed to implement this educational strategy in your clinical learning environment.
- Consider how co-creating questions for reflective thinking with students may impact on educational outcomes.
- Consider how developing a co-created feedback contract may impact on educational outcomes.

**15:55 –
16:55**

The Southern Trust Academy for International Medical Graduates – Easing the transition for new doctors

Dr Patrick Renshaw, ADEPT Clinical Fellow 2022/2023 and Dr Aisling Diamond, Deputy Medical Director, Southern Health and Social Care Trust

Description:

'The Academy' has been set up to aid the transition of International Medical Graduates (IMGs) moving to the Southern Trust area for their first job in the NHS.' The Academy' has carried out work to understand some of the challenges faced by IMGs and has worked to implement solutions to help both the personal and professional transition for new doctors.

Links have been forged with local businesses such as estate agents, banks and grocers as well as reaching out to local community leaders and sports clubs to help develop a system of support for new members of staff.

A specific simulation training programme has been developed for IMGs to develop their skills and improve their confidence.

A mobile based application is currently in development so IMGs can access important information on aspects of life both inside and outside of work to help them settle and integrate into the NHS system.

Objectives:

- The growing proportion of IMG doctors working across the UK.
- The main social challenges affecting IMG doctors – bank accounts, accommodation, driving, faith, etc
- Professional challenges – disproportionate levels of referral to GMC, working in new ways in NHS, protected time to induct and adjust before going on on-call rotas.
- The importance of developing links with local community to aid transition of IMGs.
- The role of technology in providing a mobile-based app to cater to the personal and professional needs of the IMGs.
- The importance of pastoral support and good lanes of communication with IMGs.
- Small things make a big difference.
- The role of simulation training for IMGs.
- Southern Trust IMG survey data and personal experiences.
- How local solutions catch the sight of national organisations – GMC are now involving this structure in their future management.

**15:55 –
16:55**

Why VR? An introduction to Virtual Reality Simulation as applied to health and care education. An example of how VR can be used to simulate non-technical skills and decision-making in endoscopy education. Transferrable learning from an NMAHP advanced technology project

Brian Rafferty, Senior Educator, NHS Education for Scotland and Maria Cotuna, Immersive Development Lead, VR Hive

Description:

Virtual reality simulation is seeing increasing acceptance and utilisation as an educational methodology in healthcare simulation. With falling technology costs, increasingly sophisticated virtual environments, a growing collaborative virtual simulation community and increasing evidence of efficacy demonstrated in the literature, it is an approach worthy of attention.

This seminar explores our journey so far in developing an advanced technology project for simulating non-technical skills and decision making for trainee endoscopists.

It intends to provide a ‘primer’ on VR technologies and summarise transferrable lessons learned from our development so far including-

- How to identify and work up a concept
- How and where VR can best be applied compared to other educational methods.
- Tools used for scenario design.
- Collaboration/ selecting a developer
- Testing and evaluating the resource.

Objectives:

Learning Objectives

By the end of this session, you will be able to:

- Identify, recognise and understand the key concepts behind VR simulation as an educational technology.
- Define the options and rationale to support its application and use, limitations, and where it is appropriate.
- Recognise the value and challenges of development through a practical example. collaborative stakeholder engagement in varied settings.
- Relate the transferability of these methods to your own or others educational programmes.

15:55

Practice Management Awards 2023

Tracey Crickett, National Co-ordinator, Scottish Practice Management Development Network, Vicki Clark, Programme Officer and Kirsty Maciver, Programme Officer, General Practice Management, NHS Education for Scotland

Description:

In this session we will focus on how you can support the development of the roles of General Practice Teams. Speakers from the General Practice Management team will look at how managers can support training and development in their practices and explore the opportunities available from NES.

We will also celebrate the success of trainees graduating from the Practice Managers Vocational Training Scheme and Supervisory Management in General Practice Programmes. You will have an opportunity to hear about some of the projects our graduates have undertaken in their own practices.

**15:55 –
16:55**

Training in Psychological Skills for Health and Social Care Staff Working with Children and Young People with Long-Term Health Conditions

Dr Shona Murphy, Head of Programme – Paediatric Psychology, NHS Education for Scotland

Description:

Children and young people with long-term physical health conditions are at risk of experiencing up to 4 times more psychological distress than their healthy peers. Good psychologically informed care delivered by the whole health and social care workforce can improve

adherence, capacity to adjust to, and manage, health conditions and ultimately improve quality of life, reduce number of healthcare contacts required and reduce hospital admissions. All staff can have a role in promoting psychological wellbeing and in helping prevent both adjustment difficulties and psychological distress in children and young people with conditions such as: diabetes, cancer, asthma, cystic fibrosis, arthritis, irritable bowel disease and visible differences, amongst others. This session will aim to give an overview of our training programme, why these skills are important and our plans for future development.

Objectives:

The objectives of the session are:

- To increase awareness and knowledge of the Training in Psychological Skills – Paediatric Healthcare (TIPS-PH) programme.
- To understand why these skills are important for all staff who may work with children and young people in their healthcare role.
- To consider how the TIPS-PH programme may be of benefit to the health and social care staff trained across directorates.
- To increase awareness of the future directions for the TIPS-PH programme and the potential opportunities for cross-directorate working.

**15:55 –
16:55**

Simulating Success: Developing Non-Technical Skills for Ophthalmic Professionals

Erica Campbell-Walker, Senior Specialist Lead – Optometry – Simulation / Senior Educator – NMAHP, NHS Education for Scotland

Description:

This presentation will focus on our use of simulated patients and virtual reality technology to develop non-technical skills in ophthalmic professionals, including communication, differential diagnoses, management decision making, and improving confidence in prescribing. We will explore how these simulation sessions can be used to enhance interdisciplinary learning opportunities for optometrists, ophthalmologists, orthoptists, and ophthalmic nurses.

We will share our experience in using the EyeSi virtual reality slit lamp and the creation of realistic patient scenarios, which allow participants to practice and refine their skills in a safe and controlled environment.

Finally, we will discuss the use of gap analysis to evaluate the effectiveness of these simulation sessions, highlighting how these simulation sessions have delivered on the expectations of ophthalmic professionals and have helped to bridge the gap between theory and practice.

We believe that these simulation sessions hold great potential for enhancing the training and development of all professions, and we look forward to sharing our experiences and insights with you.

The Future of Ophthalmic Training: A Simulation-Based Revolution

Peter Wilson, Consultant Ophthalmologist and Clinical Lead, Associate Postgraduate Dean for Simulation (Ophth and OMFS), Scotland Deanery, Queen Margaret Hospital, Dunfermline

Description:

This presentation will explore the revolutionary impact of simulation-based education in ophthalmic training. Using existing evidence and best practices, we will examine how to effectively map the curriculum to simulation-based activity, add value to existing simulation technologies, and how this could be applied to a national strategy for simulation-based training in ophthalmology.

Attendees will leave with a deeper understanding of the power and potential of simulation-based education, and how it can transform the way we train and prepare ophthalmic practitioners. Whether you're a seasoned professional or a student just starting out, this presentation is a must-see for anyone who wants to stay ahead of the curve in this dynamic field.

Friday 28 April 2023**09:00 –
10:00****“I haven’t got £100k”: Simulation on with a shoestring**

Michael Money Penny, Associate Postgraduate Dean, Simulation and Skills, NHS Education for Scotland, Siobhan Connolly, Senior Educator, NHS Scotland Academy and Benjie Tang, Senior Lecturer, NHS Tayside

Description:

Simulation, the ability to replicate aspects of real life in a safe setting, has become of increasing interest in health and social care settings. Although simulation is a technique for learning, it is possible to become distracted by the technology. With some simulators costing upwards of £100k, people may feel that they are unable to use simulation in their context due to a lack of funding. This workshop will show, as evidenced by the literature, that simulation does not have to be expensive in order to be effective.

Objectives:

By the end of the seminar, participants will be able to:

- Define common terms used in simulation-based learning, e.g., fidelity, simulator, cone of attention, non-technical skills.
- Refer to research literature which shows the benefits of using low expense simulators.
- Explain the need for briefing to maximise learning.
- Use low expense simulators to improve non-technical skills such as escalation and prioritisation.
- Carry out a debrief which focuses on learning.
- Carry out the seminar exercises with their own teams.

<p>09:00 – 10:00</p>	<p>Rural and Remote Credential – Moving towards delivery Pauline Wilson, Consultant Physician / Associate Postgraduate Dean for Rural and Remote Credential, NHS Shetland / NHS Education for Scotland</p> <p>Description: In June 2019, the General Medical Council (GMC) agreed a process for five early adopters for GMC credentials - one of which was a Credential in Rural and Remote Health (Unscheduled and Urgent Care).</p> <p>Practising medicine in rural and remote areas is challenging and although bespoke posts (such as “Rural Practitioner/Emergency Medical Practitioner/Rural Emergency Physician”) have emerged as a pragmatic response to service need, there was currently no shared underpinning competency framework. The credential will provide a consistent approach to the training of the “extended generalist” required to provide unscheduled and urgent care in rural and remote hospitals and at the interface with the community.</p> <p>In consultation with key stakeholders an outcomes based credential curriculum has been developed and in 2021 this was endorsed by the GMC. Work has continued to move the credential towards the next exciting step of delivery and it is anticipated that Educational Supervisors and learners in will be in place in 2023.</p> <p>Objectives: Credentials will recognise the skills and knowledge doctors have in specific areas of practice. After years of planning and preparation the Credential in Rural and Remote Health moves ever closer towards delivery. The purpose of the session is that participants will gain an understanding of:</p> <ul style="list-style-type: none"> • The context of health care provision in rural and remote areas. • The need for and the purpose of the credential. • The process of credential development. • Infrastructures in place to support the credential. • What is required as the credential moves towards delivery.
<p>09:00 – 10:00</p>	<p>Caring for Doctors Caring for Patients: workforce wellbeing as an educational priority Dr Kirsty Crowe, Scottish Clinical Leadership Fellow, NHS Lothian / General Medical Council, Dan Wynn, Regional Liaison Advisor, General Medical Council and Nicola Cotter, Head of General Medical Council Scotland</p> <p>Description: Burnout across the healthcare workforce in the context of unprecedented service and financial pressure represents a significant threat to the sustainability of the profession and patient safety. Organisations who prioritise staff wellbeing and compassionate leadership provide higher quality patient care and are better able to retain the workforce they need.</p>

Commissioned by the GMC, West and Coia conducted a review of the workplace factors which impact medical student and doctor wellbeing and mental health in order to address the underlying problems rather than the symptoms. They introduced a framework with associated practical recommendations to support leaders in UK healthcare organisations to take action to address burnout, and importantly go beyond this to support a culture where staff can thrive in their working lives.

This seminar will introduce participants to the GMC Scotland Outreach workshop available to support teams interpret and implement the ‘Caring for Doctors Caring for Patients’ recommendations.

Objectives:

- Recognise the importance and urgency of addressing staff well-being in the workplace as part of workforce management.
- Examine the components of the Caring for Doctors Caring for Patients framework which underpins an approach to healthcare practitioner well-being.
- Discover how teams in the UK have applied the recommendation framework in their local environment to implement positive change.
- Support delegates to consider how they could get buy-in to bring this workshop to their local environment and practically use this workshop to support their local teams.

**09:00 –
10:00**

Digital ReSPECT: transforming patient centred care with a new digital application

Dr Catriona Basquill, SpR in Geriatric Medicine and Dr Lynsey Fielden, Consultant Geriatrician, Forth Valley Royal Hospital, NHS Forth Valley

Description:

Recommended Summary Plan for Emergency Care and Treatment (ReSPECT) is a tool that develops personalised care and treatment plans in the event of future health care emergencies, when a person can no longer make or express their wishes. ReSPECT facilitates discussion between patients and healthcare professionals, enabling shared understanding and decision making to create personalised, patient-centred recommendations for future clinical needs.

In 2022, NHS Forth Valley launched the ReSPECT digital application, which has supported and facilitated a strategic focus on joined-up better care planning, particularly for those at risk of deterioration.

This seminar session will:

- Outline the development of this new digital application and showcase data collated since introduced
- Highlight the role of ReSPECT, discuss the process and recording of conversations on a plan and explore the benefits of transitioning to a digital service
- Discuss future plans for extending this digital service to benefit people throughout Scotland

Objectives:

This seminar session aims to provide attendees with:

- A greater understanding of the importance and benefits of ReSPECT, for both the clinicians and patients
- An introduction to the digital ReSPECT application and the benefits seen from transitioning from paper to digital
- Knowledge and skill in recognising and identifying patients suitable for the ReSPECT process
- Discussion around improving communication skills that support the ReSPECT process
- An understanding of how, moving forward, this digital service can be expanded to benefit and assist patients and clinicians across Scotland

<p>09:00 – 10:00</p>	<p>Civility Saves Lives Dr Chris Turner, Co-founder, Civility Saves Lives</p> <p>Description: Chris is a consultant in emergency medicine, working in a tertiary trauma centre in the West Midlands. He feels passionately about the importance of civility in medicine and has been working hard to increase awareness of its impact.</p> <p>In this session, Chris will explore what incivility is and the impact it has on individuals, teams and patient outcomes</p>
<p>09:00 – 10:00</p>	<p>Pharmacy Plenary Gail Caldwell, Chair of Pharmacy Post-Registration Strategic Group and Director of Pharmacy, NHS Greater Glasgow and Clyde, David Wylie, Associate Director (NMAHP), NHS Education for Scotland and Susan Roberts, Associate Director (Pharmacy), NHS Education for Scotland</p> <p>Plenary Overview In the second Pharmacy plenary, Gail Caldwell, Director of Pharmacy, will describe what workforce transformation means for pharmacy and will share examples of this from practice. David Wylie, Associate Director (NMAHP), will share his top 5 workforce transformation tips based on his experience with Allied Health Professions. Finally, Susan Roberts, Associate Director (Pharmacy), will describe how education needs to evolve to support this transformation and will highlight NES Pharmacy's role in this.</p>
<p>09:00 – 10:00</p>	<p>Autism and Neurodiversity: how to equip the workforce Dr Jill Jones, Head of Programme – Psychology Specialist Practice and Fiona Young, Principal Educator, NHS Education for Scotland</p> <p>Description: NES as an organisation is involved in developing and delivering numerous pieces of education and training aimed to positively impact on the work of practitioners with autistic and neurodivergent people across all professional groups, and with people across the lifespan. This seminar will discuss and encourage an understanding of this work, and opportunities for collaboration and co-production.</p> <p>Objectives: The session aims to present the need for greater understanding of the training and education NES has developed for working with autistic and ND people, and how this is relevant across health and social care.</p>
<p>10:20 – 11:20</p>	<p>Widening Access to Learning and Work: A NES wide perspective Elaine Lawther, Principal Lead for Widening Access, Laura Christie, Senior Specialist Lead for Widening Access, Lyndsay Lauder, Head of Programme for Widening Access, Jo Haddrick, Specialist Lead for Widening Access, Allison Hall, Specialist Lead for Widening Access and Bev Wilson, Specialist Lead for Widening Access, NHS Education for Scotland</p> <p>Description: Are you seeking to create a sustainable health and social care workforce?</p>

Are you inspired to create a workforce that is truly representative of Scottish society?

Across the NHS there are a wide range of programmes and activities aimed at widening access to participation in the health and care workforce. These programmes encompass groups and individuals who face barriers, perceived or actual, to accessing training, employment and development opportunities.

In 2023, NES will be establishing a Widening Access Framework, showcasing and supporting work across the whole organisation, from large scale projects to small interventions.

In this seminar, we will share the amazing work already being undertaken in NES to widen access to careers in health and social care so that, whatever a person's life experience, they have better access to job opportunities and learning and development. You will also have an opportunity to explore and shape our Widening Access Framework.

Objectives:

In this interactive session, you will be able to:

- Explore the range of widening access activity already underway in NES
- Assess the degree to which your own activities may contribute to the widening access agenda
- Shape the strategic framework to widening access as a foundation to all NES activity
- Identify how widening access may influence your operational activities
- Identify and share resources available to support widening access activity

**10:20 –
11:20**

Live Streaming and Clinical Training: Technology enhanced learning applications using the Near Me video consultation platform

Marc Beswick, National Lead Near Me Networks, NHS Shetland / Scottish Government, Clement Seeballuck, Clinical Lecturer in Paediatric Dentistry, NHS Tayside / Dundee School of Dentistry, Dr John Mckeown, Head of GP Teaching and Dr Naomi Dow, Lead for Year 3 GP Teaching, University of Aberdeen

Description:

Video consultation adoption in healthcare although not novel was catalysed by the global pandemic. Although primarily designed as a method of delivering remote patient care, the NHS approved platform Near Me was used effectively for continuation of clinical training during this time period. The current post pandemic training environment provides an opportunity to adapt and incorporate new aspects of education delivery developed over the past few years.

This seminar will discuss the potential of live streaming as a method of enhancing clinical training. Pedagogy and technical aspects of implementation will be covered, along with an open forum on how to evaluate the efficacy of such training interventions.

Case examples Near Me being used in Medical and Dental clinical training will be showcased and the potential for cross disciplinary education will be discussed.

Objectives:

By the end of the seminar attendees will be able to:

- Describe how live streaming can be used to meet student learning outcomes.
- Discuss issues relating to set up of live streaming and how to overcome these
- Consider how live streaming can be applied to areas of clinical and preclinical training.
- Access supportive resources and guidance to implement this model in their workplace.

GDC development outcomes: **A, B, C**

<p>10:20 – 11:20</p>	<p>Finding Joy at Work: What matters to international medical graduates Dr Kirsty Crowe, Scottish Clinical Leadership Fellow, NHS Lothian / General Medical Council, Dr Jennifer Mutch, Medical Education Fellow and Dr Arjuna Sivakumaran, Medical Education Fellow, NHS Lothian</p> <p>Description: The healthcare workforce crisis represents the biggest threat to the NHS, with high levels of burnout and disengagement. Thriving at work requires more than addressing burnout, however in the face of current service pressure delivering this is overwhelming. This seminar will discuss the practical application of the Institute for Healthcare Improvement Joy in Work (JiW) programme in improving workplace culture. Listening and learning from the most isolated groups of our workforce and empowering positive change is essential to work towards a just and positive culture for all. International medical graduates (IMGs) comprise an increasing proportion of our medical workforce, yet despite their vital contribution to the health service, they consistently experience high rates of discrimination, isolation, GMC referral and underperform across measurable educational progression factors. This seminar will demonstrate the use of targeted JiW to inform meaningful quality improvement activity for IMGs in NHS Lothian.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Examine the components of the Joy in Work framework and how it harnesses collective leadership. • Develop appreciative enquiry skills to collect meaningful data on staff workplace experience. • Discuss the barriers to implementing a Joy in Work approach in all NHS Scotland organisations. • Evaluate how Joy in Work can be used to understand the lived experience of vulnerable staff groups in order to inform improvement work to tackle inequity at work.
<p>10:20 – 11:20</p>	<p>The Numbers Game: making the most of learning opportunities for increasing healthcare student numbers Dr Callum Mutch, Medical Education Fellow / Specialty Registrar in Medical Microbiology and Infectious Diseases, NHS Lothian, Dr Katy Letham, Undergraduate Lead RIE / Consultant in Emergency Medicine, NHS Lothian, Medical Education Department and Dr Alan Jaap, Deputy Director of Teaching and Assessment Lead / Consultant Physician in Diabetes and Endocrinology, University of Edinburgh / NHS Lothian</p> <p>Description: Unprecedented numbers of vacancies within healthcare professions mandates an increase in the number of students entering training. This essential training places a huge demand on already stretched services. With increasing student numbers comes a challenge; how can we provide adequate experience to even more learners without compromising their training? In this session we will explore the challenges that increasing numbers of students brings, and invite discussion and how best to approach these. We will then present work done in collaboration between the Medical Education Directorate, the University of Edinburgh, NHS Lothian Digital Innovation and the Outpatient teams to develop a Microsoft 365 PowerApp to coordinate medical students being booked into a range of outpatient clinics.</p>

Following a presentation of our work there will be facilitated small group collaborative sessions to share ideas on how to innovate and provide new solutions to providing an increasing number of students educational healthcare placements.

Objectives:

By the end of this seminar, participants will be able to:

- Describe the challenges posed by the increasing number of healthcare students requiring clinical placements.
- Analyse students' learning curricula to best understand which placements are best suited to their learning needs.
- Recommend innovative uses of existing learning opportunities to maximise the number of students who can be accommodated.

**10:20 –
11:20**

How to Teach Clinical Reasoning Using a Case-based Approach

Dr Georgina Walsh, Clinical Teaching Fellow, Dr Ross Alexander, Clinical Teaching Fellow, Dr Elizabeth McLennan, Clinical Teaching Fellow, Dr James Boyle, Consultant Physician, Dr Martin Hughes, Consultant in Intensive Care Medicine, NHS Greater Glasgow and Clyde / University of Glasgow and Dr John Devlin, Broad Based Trainee, NHS Lanarkshire

Description:

Developing clinical reasoning is a core element of health professions education. However, until recently it was not explicitly considered as its own area within the curriculum.

Over the past 2 years we have successfully implemented case-based clinical reasoning teaching for medical students at Glasgow University using a text-based virtual patient platform. Students are required to form a problem representation for each case, and to justify their chosen diagnosis, investigations and management.

Feedback and model answers help them to compare their clinical reasoning to experts.

We faced challenges along the way – especially that case authors (clinical teaching fellows and consultants) had often never received any explicit clinical reasoning teaching themselves. Students found prioritisation and synthesis of information particularly difficult.

We look forward to sharing with you what we have learned about writing cases to teach clinical reasoning, with a focus on how we overcame initial challenges to implement a successful programme.

Objectives:

This session would be of interest to those interested in designing a programme of clinical reasoning teaching within medical education, or other professions.

During this seminar we will discuss definitions of clinical reasoning and why it is important to teach. We will outline our project at the University of Glasgow and what we have learned from implementation. We will consider different aspects of clinical reasoning, and what

	<p>strategies you may use to teach them in your local context. This will include discussion around faculty development, as many faculty will not have received specific instruction of clinical reasoning during their own training.</p>
<p>10:20 – 11:20</p>	<p>Exploring Person Centred Care Through Co-creation of Patient Stories with First Year Nursing Students Lorraine Close, Lecturer in Nursing Studies, Dr Lissette Aviles, Lecturer in Nursing Studies, Paul Creighton, Lecturer in Nursing Studies, Dr Catherine Clarissa, Lecturer in Nursing Studies, Charlotte Taylor, Teaching Fellow in Nursing Studies, University of Edinburgh</p> <p>Description: This seminar will explore an exciting co-creation between nursing students and teaching staff, offering opportunity for inquiry into personhood and person centred care. We will have time to explore the concepts of co-creation and person centredness before we collate our own ideas of who we are in the world working with the Person Centred Framework activity outlined in McCormack and McCance (2018). Y1 students facilitators will then present Geri and Ted, the characters created by their year group during their clinical skills teaching block. We will detail how this is relevant for developing a picture of the whole person and the implications for future teaching and a longitudinal programme of learning. Finally we will have the opportunity to create our own patient character in small facilitated groups and present them back- considering how this method of storytelling impacts us as health care practitioners and as people.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To creatively consider our own personhood and how it shapes our worldview. • To discuss the potential for co-creation as a useful teaching methodology. • To consider how longitudinal relationships with patient characters in simulation might benefit learners.
<p>10:20 – 11:20</p>	<p>Collaboration in CPD: Pharmacy Clinical Decision-Making Vicky Park, Pharmacy Senior Specialist Tutor (e-Learning), NHS Education for Scotland, Lorna Brown, Senior Educator/ Advanced Primary Care Pharmacist, NHS Education for Scotland / NHS Greater Glasgow and Clyde and Rona Honnet, Senior Specialist Tutor / Deputy Head of Pharmacy, NHS Education for Scotland / NHS Lanarkshire</p> <p>Seminar Aim: To give participants some insight into the clinical decision-making resources being developed collaboratively between the NES Pharmacy Professional Development (PD) and Prescribing and Clinical Skills teams and demonstrate how we are collaborating with the intended users of these resources to ensure they are fit for purpose</p>
<p>10:20 – 11:20</p>	<p>RCGP Active Practice Charter Dr Hussain Al-Zubaidi, NHS England</p> <p>Description: Join Dr Hussain as he explains how the RCGP active practice charter can help your practice improve physical activity and wellbeing for both your staff and patients and be a fun way for the team to connect.</p>

<p>10:20 – 11:20</p>	<p>GP IT Re-provisioning Judith Milligan, GP IT National Deployment Manager, Dawn Ellis, GP IT Facilitation Manager and Robin Cupples, GP IT Facilitation Manager, NHS National Services Scotland</p> <p>Description: Discussion regarding the re-provisioning of the IT Clinical System.</p>
<p>11:40 – 12:40</p>	<p>Understanding Relationships, Improving Relational Care and Addressing Health Inequalities Dr Sarah Doyle, Deputy Nurse Director, Queen’s Nursing Institute Scotland</p> <p>Description: Scotland’s Deep End GPs have argued for a long time now that providing healthcare in socioeconomically deprived communities requires a special blend of tenacity, skill and compassion because the clinical work is characterised by ‘<i>high volumes of alcohol and drugs misuse, multi-morbidity, psychological distress, poly-pharmacy, child protection issues and social problems</i>’ (Blane, 2018, p.256). And we know that in these settings, people being offered care are more likely to have faced adverse childhood experiences and other trauma, which can impact their ability to trust caregivers. This seminar shows how psychosocial ideas can improve our understanding of and response to the emotional needs of the people and populations we serve, reduce staff vulnerability to burnout, and improve compassion satisfaction. Based on a programme developed and delivered for community nurses and midwives but relevant for anyone who wants to know more about relational approaches to care.</p> <p>Objectives: Participants should expect to improve their understanding of:</p> <ul style="list-style-type: none"> • How to cope with, and help others cope with, the emotional impact of complex interpersonal relationships. • How early childhood experiences affect later relationships including relationships with professionals. • Key psychosocial concepts and their application in clinical practice. • Secondary traumatic stress, burnout and compassion satisfaction including how these concepts interact.
<p>11:40 – 12:40</p>	<p>Not One Without the Other – mental and physical health breaking barriers to care Katie Earle-Payne, Senior Pharmacist (Primary Care), Pharmacy Services, Fiona Ingram, Senior Pharmacist (Primary Care), Pharmacy Services, Renfrewshire Health and Social Care Partnership and Chris Johnson, Specialist Mental Health and Advanced General Practice Pharmacist, (Primary Care), Pharmacy Services, NHS Greater Glasgow and Clyde</p> <p>Description: General practice is in crisis. The Scottish Government’s Mental Health Strategy 2017-2027 [link] ambitions highlight the physical wellbeing of people with mental health problems as a priority. Specifically, 1) reducing premature mortality of people with mental illness; 2) reducing life-style risks; and 3) that side effects of psychiatric medication are appropriately monitored and, where possible, reduced.</p>

While collaborative multidisciplinary new ways of working with general practice pharmacy teams has been shown to be effective at freeing GP capacity by addressing prescribing tasks. Pharmacy teams may also be well placed to address the Strategy's ambitions and meet stakeholders needs via the general practice contract. However, it is unknown what mental health training needs general practice pharmacy teams have.

This seminar demonstrates the application and limitations of a validated training needs assessment tool in enabling staff to identify and prioritise learning needs, and the effects of training on patient care.

Objectives:

The overarching aim is to raise awareness of general practice pharmacy teams' actual and potential learning needs, and by addressing those learning needs the actual effects of training on patient care.

At the end of the session participants will be able to:

- Describe the the Henessy-Hicks training tool and its application to identifying and prioritising healthcare staffs' training needs
- Describe the strengths and limitations of the Henessy-Hicks training tool.
- Understand the impact of training on general practice pharmacy staffs' collaborative working and service delivery within general practice using two examples:
 - a. Suicide prevention and intervention
 - b. Cardiometabolic monitoring, premature mortality and medication review

**11:40 –
12:40**

Moving Healthcare Professionals Programme – embedding the promotion of physical activity in health and social care curricula

Andrea Cameron, Dean of School of Applied Sciences, Abertay University, Dr Ian Ritchie, Vice-Chair, NHS Greater and Glasgow Clyde, Dr Karen Milton, Associate Professor in Public Health, Norwich Medical School and Jamie Blackshaw, National Lead for Physical Activity and Healthy Weight, Office for Health Improvement and Disparities, UK Government

Description:

A lack of physical activity leads to preventable deaths and costs the UK nearly £7.5 billion annually, £1 billion of this being to the NHS (OHID, 2019). British healthcare professionals (of whom there are c.650,000) will, during their career, interact with almost half a million patients (OHID, 2019). As trusted sources of advice this means many potential opportunities to promote the benefits of physical activity in preventing and managing chronic health conditions (ISPAH, 2020). Few undergraduate healthcare curricula make space to specifically teach physical activity promotion and this is not a regulatory body requirement. Unsurprisingly, the majority of healthcare professionals feel ill-equipped in terms of knowledge and confidence, so consequently do not give their patients physical activity information (MHPP, 2020).

	<p>This seminar will explore if and how to progress the national Moving Healthcare Professionals Programme (MHPP) agenda to upskill our healthcare professionals in a system impacted by the Covid pandemic7</p> <p>Objectives: This presentation will: -</p> <ul style="list-style-type: none"> • Familiarise the audience with the Office for Health Improvement and Disparities (OHID)’s programme of work to try and raise the visibility and quality of physical activity teaching for healthcare professionals. • Share the MHPP taskforce’s recommendations on priority areas for action. • Share examples of where physical activity has been embedded in healthcare curricula and explore scalability. • Debate whether embedding physical activity in healthcare curricula should be a priority and, if this agenda is to be advanced, who the key stakeholders would be and how to get them involved.
<p>11:40 – 12:40</p>	<p>Responding to a Disclosure of Rape or Sexual Assault: A guide for healthcare and other professionals</p> <p>Dr Leanne Tee, Clinical Lead, North of Scotland Forensic Medical Services and Custody Health Care Alliance, Lead Forensic Medical Examiner, NHS Highland, Clinical Lead, Sexual Assault Response Co-ordination Services Network, Jessica Davidson, Senior Clinical Forensic Charge Nurse, SE Scotland Services for People in Police Care, Programme Lead, Advanced Forensic Nursing Practice, Queen Margaret University, Lucy Dexter, Deputy Head, Sexual Assault Response Co-ordination Service (SARCS) Policy Unit and Michelle Harrity, Education and Workforce Senior Policy Manager, Sexual Assault Response Co-ordination Service (SARCS) Policy Unit, Scottish Government</p> <p>Description: The seminar will focus on raising awareness of Sexual Assault Response Coordination Services (SARCS) across Scotland. This session will raise awareness of self-referral options for people who have experienced rape or sexual assault, the guidance that is available for Healthcare Professionals, providing advice on responding to a disclosure of rape and/or sexual assault in a trauma informed, person centred way, and appropriate signposting and referral routes into a SARCS.</p> <p>Objectives: Delegates will gain an understanding of:</p> <ul style="list-style-type: none"> • SARCS in Scotland. • the statutory duty on health boards to deliver forensic medical services including self-referral. • how to respond to a disclosure of rape and/or sexual assault in a trauma informed, person centred way, and having the knowledge to refer them to the correct service. • where to access the guidance and develop an awareness of the wider Turn to SARCS campaign.
<p>11:40 – 12:40</p>	<p>Development and Pilot of a National Education and Training Programme for the Non-medical Authorisation of Blood Components by NHS National Services Scotland, Scottish National Blood Transfusion Service</p>

Andrew King-Venables, Transfusion Education Specialist for SNBTS, NSS Scotland, Mark Smith, Advanced Nurse Practitioner Lead / Practice Development Nurse and Lorraine Matheson, Senior ANP (Acute Medicine), NHS Highland

Description:

In June 2022 the United Kingdom and Ireland Blood Transfusion Network published “Clinical Decision Making And Authorising Blood Component Transfusion- A Framework To Support Non-Medical Healthcare Professionals”. This updated the original framework published by Pirie and Green in 2009 “A Framework to Support Nurses and Midwives Making the Clinical Decision and Providing the Written Instruction for Blood Component Transfusion”. The framework required updating due to the evolution of practice it has enabled since its publication.

This session will detail the process of developing a national education programme, in line with the new framework. We will then detail the inception and progression into a pilot programme, as well as the subsequent assessment of the pilot. This will include the identification and involvement of key stakeholders and the governance required to establish the pilot.

Objectives:

- Raise awareness of the clinical opportunities Non-Medical Authorisation provides.
- Provide an overview of the new framework and how this laid the foundations for the new course.
- An understanding of the requirements for Healthboards signing up to the new course.
- An understanding of the criteria staff must meet prior to requesting a place on the course.
- An insight into the development, process and evaluation of the pilot of the new course.
- How the recommendations produced following the completion of the pilot has influenced how the course will develop and be rolled out nationally.
- Promote the new non-medical authorisation of blood components course.

**11:40 –
12:40**

Measuring the Educational Impact on the Quality of Care

Alison Bullock, Professor and Director of Cardiff Unit for Research and Evaluation of Medical and Dental Education (CUREMeDE), Cardiff University

Aims:

To consider what the literature tells us about factors affecting impact
To discuss experience of evidencing impact
To explore barriers to impact

Learning outcomes

Following the session, attendees should be able to
Describe ways to address impact challenges
Identify implications for dental educators

<p>11:40 – 12:40</p>	<p>Behavioural Skills for Pharmacists Dr Samantha Smith, Educational Co-ordinator, Scottish Centre for Simulation and Clinical Human Factors, Dr Vicky Tallentire, Associate Director of Medical Education – Scholarship, NHS Lothian, Scott McColgan-Smith, National Principal Lead for Pharmacy Simulation and Seonaid McIntyre, East Region Lead for Pharmacy Simulation, NHS Education for Scotland</p> <p>Description: Behavioural skills, also known as non-technical skills, include leadership, decision-making and collaborative working. Pharmacists increasingly undertake enhanced roles which involve complex behavioural skills. For example, trainee pharmacists are now expected to prepare for independent prescribing after their training year.</p> <p>This seminar will explore the behavioural skills required of pharmacists, at trainee pharmacist level and beyond. Participants will learn about an assessment tool (a behavioural marker system) developed for pharmacists, and receive training in how to use it. Participants will practice using the assessment tool by watching a video-recorded scenario. They will then take part in a group discussion regarding how behavioural skills training may be incorporated within a range of pharmacy curriculums.</p> <p>This seminar should be of interest to anyone involved in pharmacy education, and in addition may be of interest to other healthcare educators hoping to learn more about assessing behavioural skills in their learners.</p> <p>Objectives: The objectives of this session are to help participants to:</p> <ul style="list-style-type: none"> • Understand what is meant by behavioural skills, and which of these are important for pharmacists. • Learn about the structure and uses of behavioural marker systems. • Gain experience in using a behavioural marker system to assess pharmacists’ behavioural skills. • Explore the application of the aforementioned knowledge and skills in their own contexts.
<p>11:40 – 12:40</p>	<p>Developing a New SQA Accredited Postgraduate Certificate: Enhanced Psychological Practice: Children and Young People (EPP-CYP) Dr Helen Bradford and Dr Marita Brack, Co-Leads of the EPP-CYP Programme, NHS Education for Scotland</p> <p>Description: This session will describe the process from inception to delivery of a new SQA accredited postgraduate certificate delivered by NES. The Enhanced Psychological Practice: Children and Young People (EPP-CYP) uses a blending learning approach of e-learning, skills workshops and NHS placements to train graduate psychologists to deliver psychological intervention to children and young people with mild to moderate mental health problems. Using the programme as a case study, the session will focus on common learning points from each phase of the development. This includes (a) establishing the scope and content of curriculum, (b) decision making about methods of delivery, (c)</p>

	<p>accreditation process with SQA; (d) creating and managing the programme team (e) working with placements and (f) delivering the first cohort. The session will finish by describing the changes that have been implemented to the programme. (Further information about the programme is available at https://www.nes.scot.nhs.uk/media/frmnhxjr/epp-cyp-leaflet-apr-2023.pdf)</p> <p>Objectives: The aim of the session is for participants to consider how the process of developing the EPP-CYP programme may be relevant to their own work. In particular participants will:</p> <ul style="list-style-type: none"> • Have a broad understanding how psychological intervention skills are taught in a safe and effective manner • Understand the component processes to developing and delivering a postgraduate certificate • Understand the processes and skills that helped the team deliver the programme • Have a broad understanding of SQA accreditation process for the EPP-CYP programme
<p>11:40 – 12:40</p>	<p>Traumatic Brain Injury and Dementia Dr Emma Russell, Research Fellow, Glasgow Brain Injury Research Group, School of Psychology and Neuroscience</p> <p>Description: Traumatic brain injury is now a known modifiable risk factor for dementia and is thought to contribute to at least 3% of all dementia cases. Chronic traumatic encephalopathy (CTE) is a dementia-related neurodegenerative disease associated with exposure to repetitive head injury. Over the past few years, evidence has emerged to show a variety of contact sport athletes, including former American footballers, footballers (soccer players), and rugby players have increased risk of neurodegenerative disease, a finding which has since led to rule changes within sport. Further research is now needed to explore the risk of dementia and other lifelong health outcomes in groups which are often underrepresented in this field of research - specifically female athletes and survivors of intimate partner violence.</p>
<p>11:40 – 12:40</p>	<p>Understanding the Scottish Workload Formula for Global Sum Payment Sally Richards, Finance Services Manager, NSS Scotland</p> <p>Description: A practical session looking at the Scottish Workload Formula to help you understand how the global sum payment is calculated.</p>
<p>13:30 – 14:30</p>	<p>An Introduction to Healthcare Innovation and Entrepreneurship Adam Giangreco, Director of Health and Life Sciences Innovation, University of the Highlands and Islands, Frances Hines, Manager and Lee Heaney, Innovation Lead, NHS Highland RD&I</p> <p>Description: This session will be an introduction to healthcare innovation and entrepreneurship, and the role these activities can play in designing, developing, and delivering high quality care that addresses health and social care challenges present throughout the NHS and private care sector. Participants will gain an understanding of the process of identifying, designing, developing, evaluating, and implementing new</p>

	<p>healthcare innovations, and how engaging with these activities can complement their existing roles. The session will also explore opportunities for participants to develop their ideas in partnership with regional universities, development agencies, and NHS research, development, and innovation directorates. Aspects of regulatory, legislative, and governance compliance will also be addressed, as well as IP protection and commercialisation.</p> <p>Objectives: Learning outcomes and objectives include an increased appreciation and understanding of the process of healthcare innovation, the roles of funding, commercial partners and networking, patenting and other IP protection, and medical device legislation and other regulatory requirements.</p>
<p>13:30 – 14:30</p>	<p>Reflection – what impact does a facilitator have? Christiane Shrimpton, Associate Postgraduate Dean for Appraisal and Revalidation / Consultant Ophthalmologist, NHS Education for Scotland / NHS Dumfries and Galloway and Steve Gulati, Deputy Director / Associate Professor, Director of Healthcare Leadership, Health Services Management Centre / University of Birmingham</p> <p>Description: Reflection has been an integral part of education and practice in health care for many years. This can take the form of self-reflection as part of training portfolios or appraisal submissions, 1:1 facilitated reflection with supervisors or appraisers or group reflection for example as part of a team debrief. In this session we will explore how facilitation influences the process. We will look at qualities facilitators bring and tasks they have. We will discuss what skills a facilitator might use and how effective facilitation can support better reflective practice and lead to deeper learning and change. We will also look at the pitfalls and how facilitation can have unintended consequences.</p> <p>Objectives: During this session attendees will</p> <ul style="list-style-type: none"> • Develop improved awareness of the impact facilitation has on reflective practice, both in 1:1 and group situations. • Have considered how they currently facilitate reflection in their educational role and in the wider workplace. • Have considered how they will embed some of the learning from the session into their future practice as a facilitator.
<p>13:30 – 14:30</p>	<p>Community Powered Health and Social Care Dr Linda Irvine Fitzpatrick, Strategic Programme Manager, Thrive Edinburgh / SRO Edinburgh Wellbeing Pact and Community Mobilisation, Ian Brooke, Deputy Chief Executive and Stef Milenkovic, Senior Development Officer, EVOC</p> <p>Description: When it comes to good health, does the NHS always know best? The recent pandemic brought to life, the real needs of communities – a need for social connection, a need for remembering the basics like good food and a warm place to live. The very threat of isolation, and the vulnerability of losing some freedoms, fast became the key health and wellbeing crisis and focus of the new decade.</p>

Communities have valuable insights into their own circumstances and what they need to thrive. With over 3000 third sector organisations in Scotland's capital, Dr Linda Irvine Fitzpatrick, Mental Health Lead for the Edinburgh Health and Social Care Partnership (EHSCP), talks about how the partnership has been harnessing the power of community to build capacity in supporting health prevention, as well as mobilising the third sector to accelerate the powerful contributions of communities, in addressing health inequalities.

Objectives:

This session is all about sharing 'Learning by Doing'. In it we will share insights into how:

- Community Engagement
- Human Learning Systems
- Community Commissioning

Are being harnessed to reinstate power back to communities, to take the lead in shaping better personal and community wellbeing.

**13:30 –
14:30**

Novel Clinical Reasoning Puzzle: demonstration and explanation of a new educational tool designed to develop clinical reasoning in trainee healthcare professionals

Dr Emilie Bellhouse, Clinical Teaching Fellow, Dr Safiya Dhanani, GP Trainee, NHS Greater Glasgow and Clyde, Dr James Boyle, Consultant Diabetes and Endocrine / Head of Year 3 and Clinical Reasoning, Glasgow Royal Infirmary / Glasgow Medical School, Joanna Traynor, Head of Year 3 and Martin Hughes, Consultant in Intensive Care Medicine / Head of Clinical Reasoning, Glasgow Medical School

Description:

Clinical reasoning has been defined as the "thinking and decision making associated with clinical practice". In recent years there has been emphasis in medical education on not only understanding, but teaching these mental processes to training healthcare professionals. The University of Glasgow medical school has developed a novel, interactive session to teach clinical reasoning to undergraduate medical students, which has been rolled out to 3rd year students this academic year. This seminar will explain the roots and rationale of the puzzle by talking through clinical reasoning theory and research. We will demonstrate the puzzle and present initial evaluation data, finally allowing time for discussion on feasibility and possible applications across healthcare education.

Objectives:

- Recognize the importance of clinical reasoning in medical education.
- Understand the format of the clinical reasoning puzzle.
- Consider how this could be applied across healthcare education.

<p>13:30 – 14:30</p>	<p>Partnership Working to Bridge the Gap between School and Work: NHS Scotland Youth Academy in Grampian Kevin Kelman, Director, NHS Scotland Academy and Dylan White, Principal Lead, Widening Access, NHS Education for Scotland</p> <p>Description: Are you interested in attracting and recruiting young people into the health and social care workforce? Are you interested in hearing about innovative partnership working across agencies?</p> <p>Over the last year, the NHS Scotland Youth Academy has worked with Boards, colleges, local authorities, schools, third-sector partners and others to improve progression from school into health and care careers.</p> <p>In this session, we will explore how the Youth Academy’s work in one region, Grampian, has led the way in responding to regional priorities, opportunities and resources.</p> <p>We will hear about how NHS, Higher Education, Colleges, Skills Development Scotland, DHI, Skills Funding Council and others have worked together to implement exciting changes to school curricula, break down barriers to progression for young people, and innovate to bridge the gap between school and work.</p> <p>Objectives: In this interactive session, you will be able to:</p> <ul style="list-style-type: none"> • Hear from partners about the overall work of the NHS Scotland Youth Academy. • Learn about how Grampian region is leading the way in innovative learning and progression programmes for young people. • Discuss the opportunities, challenges and potential for partnership working to help meet workforce challenges. • Make connections with colleagues and generate ideas.
<p>13:30 – 14:30</p>	<p>Medics Against Violence Professor Christine Goodall, Professor of Oral Surgery and Violence Reduction, University of Glasgow</p> <p>Description: Description to follow</p>

<p>13:30 – 14:30</p>	<p>Advanced Practice in Pharmacy Susan Roberts, Associate Director (Pharmacy), Ailsa Macdonald, Principal Lead Prescribing and Clinical Skills, NHS Education for Scotland, Colette Henderson, Chair, Scottish Advanced Practice Educator Network and Lecturer (Teaching and Scholarship) / Programme Lead Advanced MSc, School of Health Sciences, University of Dundee, Joan Macleod, Advanced General Practice Clinical Pharmacist (Advanced 2), Cairn Medical Practice, Inverness, Arlene Shaw, Lead Clinical Pharmacist (Medicine Division), NHS Tayside and Michelle Strachan, Community Pharmacist, Crimond Pharmacy, Aberdeenshire</p> <p>Seminar Aim With the launch of the RPS core advanced pharmacist curriculum, all sectors of pharmacy are considering how to consistently demonstrate this level of practice as well as the contributions advanced pharmacists can make to patient care in comparison to other advanced practitioners.</p> <p>This session aims to stimulate engagement with the RPS core advanced pharmacist curriculum through sharing the experiences of advanced pharmacists and promoting resources to develop advanced practice.</p>
<p>13:30 – 14:30</p>	<p>Counter Fraud Training and Awareness Session Eddie McGinney, Senior Counter Fraud Specialist and Michelle Inglis, Counter Fraud Specialist, NHS Scotland Counter Fraud Services</p> <p>Description: Fraud and corruption drains NHS funds away from patient care and into the pockets of criminals. Last year health boards in Scotland adopted a new Counter Fraud Standard; a framework of the fundamental responses to fight fraud. The Standard requires health boards to find; assess; measure; manage; and prevent fraud. In this session you will hear about the nature of fraud and corruption in the health service and how Counter Fraud Services supports health boards in tackling this enduring problem through a range of services, including criminal investigations.</p> <p>Additionally, we'll outline the importance of training and awareness among employees as an important lever in managing the risk of fraud. Showcasing our digital learning environment, we'll explore the range of topics and resources available to all TURAS users.</p>
<p>13:30 – 14:30</p>	<p>Dealing with Complaints – The Scottish Public Services Ombudsman (SPSO) Colin Wotherspoon, Improvement, Standards and Engagement Officer, SPSO</p> <p>Description: Across the NHS in Scotland there is a standardised approach to handling complaints. This is set out in the NHS Scotland Model Complaints Handling Procedure (NHS MCHP) and the public-facing CHP in place since April 2017.</p> <p>All NHS bodies and service providers, including primary care providers such as General Practices, Dentists, Opticians and Pharmacies have a statutory duty to adopt the NHS MCHP and public-facing CHP in order to comply with the Patient Rights (Scotland) Act 2011 and associated</p>

	<p>Regulations and Directions.</p> <p>The SPSO works with the Scottish Government and the NHS to manage the NHS MCHP and share good practice in complaint handling.</p> <p>Join staff from the SPSO to find out more about what is required of primary care providers under the NHS MCHP and hear about our good practice guidance.</p>
<p>13:30 – 14:30 -</p>	<p>The Matrix: A Guide to Delivering Evidence Based Psychological Therapies - why, what and how this will support the delivery of effective psychological therapies and interventions across Scotland</p> <p>Dr Sandra Ferguson, Associate Director for Psychology and Head of Programme, Matrix, Psychology Directorate and Dr Leeanne Nicklas, Head of Programme, Matrix, Psychology Directorate, NHS Education for Scotland</p> <p>Description:</p> <p>This session will familiarise the attendees with the purpose of the NES/SG (2015) The Matrix: Delivering Evidence Based Psychological Therapies in Scotland and describe how this is being updated to:</p> <ul style="list-style-type: none"> • Extend the focus of the evidence to not just effectiveness but implementation factors such as support and expertise available in Scotland as well as fit for Scottish populations/context. • To include evidence for technology enabled delivery of services as well as traditional delivery reflecting the reality of delivery of services particular post covid • To be a searchable and interactive digital tool which supports informed choice and decision making for those delivering services and those accessing services. <p>The session will consider the implications of this from an educational and training perspective.</p> <p>The session will provide an overview of the project, set in the context of implementation science and include workshop / Q and A to share learning from other areas of NHS Education for Scotland.</p>
<p>14:50 – 15:50</p>	<p>Growing Digital Leaders: How we influence, educate, and collaborate</p> <p>Paula Baird, Programme Lead, Emma Scatterty, Specialist Lead, Digital Leadership, Digitally Enabled Workforce Team, Brendan Clarke, Specialist Lead, Knowledge, Information, Data, Digitally Enabled Workforce Team, Debbie Murray, Communication and Engagement Manager, Digitally Enabled Workforce Team, NHS Education for Scotland and Professor Lesley Holdsworth OBE, Clinical Lead for Digital Health and Care, Scottish Government</p> <p>Description:</p> <p>People determine success and leaders bring people along with them. This session will look at how the DEW team are fostering collaboration for improvement across health and care as part of the Digital Skills and Leadership programme.</p>

We will look at how working across sectors, organisations and professions allows us keep up to date with our audience and their digital usage, as well as brings some additional benefits (adapting to change, co-design, translating across different contexts of practice, gaining new skills).

The session will consider how authentic partnership working and creating the right conditions can drive digital leadership, and how we can use peer review to foster active collaborative learning.

Attendees will have the opportunity to discuss how digital leadership can influence and share thinking about similarities and differences in their own communities and areas of work.

Objectives:

- Understand that people are at the heart of digital leadership and how taking time to consider the similarities and differences across organisations and roles is a key part of building digital skills and leadership.
- Be able to challenge assumptions about which skill sets are necessary and developed in digital skills training. Consider what specific skills and knowledge help to grow a digital leader.
- Have an awareness of the activities that are being undertaken by the Digitally Enabled Workforce across the health and care sector and how these are leading to partnership working, collaboration and avoiding duplication.
- Understand how their own role in NES fits within in this context and how they can adapt and influence. Be able to interest others in exploring pluralist approaches to skill development.

**14:50 –
15:50**

Developing a Patient Safety Strategy for Healthcare Education Courses

Helen Vosper, Senior Lecturer in Patient Safety, Institute of Education in Healthcare Medical Science, University of Aberdeen and Professor Paul Bowie, Programme Director (Safety and Improvement) / Director of the Safety, Skills and Improvement Research Collaborative (SKIRC), NHS Education for Scotland

Description:

All healthcare education curricula describe patient safety as central, with outcomes indicating they produce safe and effective practitioners. However, there is very little that describes what ‘safe and effective practice’ looks like. There is a lack of articulation of safety competencies, and even less guidance for faculty regarding educational strategies for developing such competencies. The GMC has perhaps gone the furthest in addressing this – ‘Outcomes for Graduates’ articulates some understanding of Human Factors and systems approaches. However, there is little evidence to suggest that education courses are embedding Human Factors as a safety science. In practice, there is increasing recognition that safety approaches underpinned by Human Factors are the way forward, and this needs to be reflected in educational curricula. This seminar will propose a Human Factors-based ‘strategy for developing a safety strategy’ with the intention of starting a cross-sector discussion to identify basic safety competencies that apply across healthcare.

Objectives:

At the end of this session, delegates will:

- Understand why current approaches to patient safety have not yielded the hoped-for improvements
- Understand what is meant by Human Factors as a person-centred safety science
- Recognise the conflation between Human Factors and ‘factors of the human’ which has limited effective embedding of Human Factors within educational curricula
- Have the opportunity to contribute their own thoughts and experiences and – if interested – to join a community of practice aiming to establish expert consensus on the basic safety competencies that apply across healthcare

In respect of the GDC development of safety skills and competencies underpins all professional practice, so this webinar applies to all competencies. However, it is particularly relevant to outcome D (Maintenance of skills, behaviours and attitudes which maintain patient confidence in your and the dental professions and put patients’ interests first).

**14:50 –
15:50**

Sustainability in Health and Social Care – Using the Quality Improvement Journey to Lead Change

Dr Bridie Howe, Consultant Physician / Planetary Health Ambassador, NHS Highland / ScotGEM, Dr Heather Shearer, Clinical Teaching Fellow, University of St Andrews, Angela Miller, Lecturer in Undergraduate Healthcare Improvement, University of Dundee Medical School and David Maxwell, Principal Lead, Quality Improvement Team, NES Education for Scotland

Description:

This interactive session will provide an opportunity for delegates to consider the climate and sustainability agenda and what they can do within their own area of practice. There will be opportunities to hear and learn about planetary health related projects led by ScotGEM students. The Quality Improvement Journey will also be explored through a “sustainability” lens to understand the opportunities to drive change and improve the care and services we provide for patients, staff and our communities.

Objectives:

- Describe the current climate impact that health and care has on the environment.
- Describe the current global and national targets related to carbon net zero within health services.
- Translate these overall impacts into tangible areas for improvement in our individual workplaces.
- Learn from examples of sustainable healthcare projects done in different healthcare settings, understanding the facilitators and barriers to improvement in this area.
- Understand and plan quality improvement methods and tools that can facilitate and support change to make a sustainable impact. Connect with others with a shared interest of planetary health and sustainability in health and care.

14:50 –
15:50

Can Mentoring Improve Differential Attainment in GP Training?

- An evaluation of the mentoring program for International Medical Graduate GP trainees and its lessons learnt

Dr Tina Huang, Medical Education Fellow (North), Dr Annabel Shepherd, TPD GP Educational Supervisor Development (West Region) and Dr Monica Milne, Assistant Director of General Practice (Grampian), NHS Education for Scotland

Description:

Access to a trusted mentor could support the transition into postgraduate training for international medical graduates and reduce differential attainment.

A mentoring pilot for International Medical Graduates (IMGs) enrolled in GP specialty training in Scotland commenced in February 2022. IMG GP trainees in their first six months of training (mentees) were paired with a GP medical educator (mentor). Mentees received four virtual 60-minute mentoring sessions with a mentor over the course of 6 months. Focus groups with both mentor and mentees were carried out to evaluate the project.

In this session we will discuss the role of mentoring in postgraduate training and whether it can reduce the differential attainment gap, whilst reflecting on the impact of this novel pilot study and the lessons learnt. Through open discussion amongst the audience we aim to equip delegates with further understanding on how mentoring can empower a trainee's experience.

Objectives:

The aim of the session is not only to discuss the results from the mentoring pilot evaluation, but to raise awareness of the significant role mentoring can have in postgraduate education and the differential attainment gap.

Learning objectives:

1. By understanding the evaluation of the mentoring pilot, participants can:
 - understand the significant role that mentoring can have in postgraduate training
 - be aware of it's potential use in reducing the differential attainment gap
 - realise it's impact on both mentees and mentors
2. Through open discussions on mentoring, participants can:
 - develop further knowledge of mentoring skills
 - reflect on their own understanding on how mentoring can empower a trainee's experience

14:50 –
15:50

A System Approach to Frailty in Orkney

Dawn Moody, Frailty Project Lead, Gail McAndrew, Physiotherapist, Shauna Stockan, Physiotherapist, NHS Orkney and Shaun Hourston-Wells, Project Manager, Orkney Health and Social Care Partnership

Description:

Frailty is a multidimensional condition associated with ageing and multimorbidity that impacts on independence and quality of life, driving increased use of health and social care resources. This seminar will outline how a current project underway within NHS Orkney is identifying potential pathways for value improvement.

Clinical priorities for improving care for people with frailty have been identified collaboratively by key stakeholders. Their shared vision aligns with opportunities identified and those potential improvements demonstrated through care cost analysis. This project is being carried out using a proactive and preventative approach, using a model of managing frailty as a long-term condition to reduce prevalence, progression and complications.

It will outline how systemwide engagement from a range of professional and organisational backgrounds are utilising their skills, knowledge and system awareness to identify and actualise potential value improvement for those living with frailty throughout a remote and rural population.

Objectives:

- To describe how multidisciplinary and multi-agency teams can work together, as a single system to identify current resources for care and support for older people within the community.
- To identify how these resources can be applied whilst maintaining individual patient care goals at the centre of this approach.
- To identify the importance of acknowledging healthcare inequalities and how these can be identified and reduced through multi-agency working.
- To develop a flexible and innovative approach to promote engagement, stratify need and enable consistent access to resources appropriate to each individual level of need.
- To identify existing pathways for the identification and management of frailty syndromes such as falls, delirium, polypharmacy across the system and support the identification and realisation of opportunities to improve patient outcomes and experience through coordinated QI across multiple stakeholders.
- To use these elements to identify significant gaps or redundancies in current system provision.

<p>14:50 – 15:50</p>	<p>A Guide to Reflective Practice Shrina Nathwani, Consultant in Oral Surgery / Training Programme Director, Surrey and Sussex NHS Trust / Dental Core Training in Kent, Surrey and Sussex</p> <p>Description A focus on developing the dental care professional through a process of reflection: 1) Why reflect? Developing the reflective practitioner 2) When to reflect? Utilising reflection for best practice 3) How to reflect? Providing a framework for the lifelong learner</p>
<p>14:50 – 15:50</p>	<p>Understanding Advanced Practice for Pharmacy Technicians in the Collaboration with the Wider Healthcare Professional Family Monica Hunter, Senior Educator (Post-Registration Pharmacy Technician Training) and Linda Henderson, Senior Educator (Post-Registration Pharmacy Technician Training), NHS Education for Scotland</p> <p>Seminar Aim To provide an understanding of the level of knowledge, skill and experience required for Pharmacy Technicians in the delivery of advanced practice roles with the main emphasis on how this compares with the wider healthcare family.</p>
<p>14:50 – 15:50</p>	<p>‘Time Out’ – some wellbeing tips Rosaleen Kelly, Practice Manager, Neilston Medical Centre, Glasgow and Clinical Hypnotherapist (self-employed) / Hypnotherapy Tutor (Chrysalis not for profit Ltd)</p> <p>Description: An overview will be given of the effect of stress on us and the importance of building some regular rest and recovery time into our busy lives. The session will provide some ideas of how we can deal with the stresses of every-day life and what we can do to give back time and energy to ourselves. Everything works better after a re-boot, including us! The session will end with a brief guided relaxation which will hopefully leave those participating feeling relaxed, or falling asleep, either would be regarded as a positive outcome in this session!!</p>
<p>14:50 – 15:50</p>	<p>People, Partnerships, Performance - shaping the NES Strategy 2023-26 Karen Wilson, Deputy Chief Executive (Clinical) and Director of Nursing, Tracey Ashworth-Davies, Deputy Chief Executive (Corporate) and Director of Workforce and Christina Bichan, Director of Planning and Performance, NHS Education for Scotland</p> <p>Description: With limited resources and greater demands, how do we secure better outcomes for the people of Scotland? How do we support staff across health and social care, public, private and voluntary sectors to have the skills they need to enable sustainable health and social care? This session will allow you to contribute to shaping the draft NES Strategy for 2023-26 and tackle these questions.</p>