

**Thursday 25 April 2024**

<p><b>10:15 – 11:15</b></p>	<p><b>Title: The Lies They Told Us About Wellbeing (and how we can make things better)</b> <b>Speaker:</b> Dr Chris Turner, Consultant in Emergency Medicine, UHCW NHS Trust</p> <p><b>Description:</b> Why almost everything we were led to believe about workplace wellbeing was wrong and how we might start to have a measurable positive impact. <b>Multi Professional</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: A Little Less Conversation a Little More Action Please – leadership for innovation</b> <b>Speakers:</b> Dr Louise Mowatt, Clinical Director, St John’s Hospital Dr Amal Al Sayegh, Consultant Psychiatrist, St John’s Hospital Kristen Ellis, Advanced Nurse Practitioner (Trainee), Addiction Liaison Service, St John’s Hospital, West Lothian Addiction Service</p> <p><b>Description:</b> Have you invested time and effort into detailed plans for change only to have nothing actually change and all your vision and good intentions fall in the chasm that is the <b>implementation gap?</b> We have. In Psychiatry Services in West Lothian we started to think about how to build bridges over the implementation gap and view our system through the lens of <b>complexity</b>. Treating your service as a <b>complex adaptive system</b> gives insights into different ways of working for change and insights into sustainability, viability, health and innovation. We turned to the principles of <b>Human Learning Systems</b> to connect our service in new ways and to the techniques of <b>Liberating Structures</b> to meet in new ways. We created a monthly Innovation Forum to start the real conversations about real change and bypass the work-as-imagined trap. In this session we share our story of nurturing an innovation forum to unleash our creativity and embrace our diversity. <b>Multi Professional</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: Realigning a Healthcare Curriculum to Embed Themes of Environmental Sustainability: an interactive case-study from medical education</b> <b>Speakers:</b> Dr Rory Gibson, Medical Education Fellow in Sustainable Healthcare Education, NHS Highland Laura McCrimmon, Honorary Clinical Lecturer, University of Aberdeen Rebecca McEwen, Medical Student, University of Aberdeen Andre Carpio, Medical Student, University of Aberdeen Alison Jack, Deputy MBChB Programme Lead, University of Aberdeen Andrew Dallas, Undergraduate Sustainable Medicine Lead, NHS Highland Morven Wilson, Director of Teaching in Inverness, University of Aberdeen</p> <p><b>Description:</b> From air pollution to extreme weather events, healthcare professionals are at the frontline of caring for patients affected by the climate emergency. But do current curricula arm healthcare workers with the skills needed to influence a rapidly changing health landscape</p>

	<p>and educate future patients about climate-conscious medical management?</p> <p>Participants will be provided the opportunity to discuss the necessity for environmental sustainability to be embedded within their respective curricula, to critique them, and identify where such integration can occur. Faculty will present themes of an innovative report, produced by students and staff at the University of Aberdeen and NHS Highland, where this is currently taking place.</p> <p>Using breakout rooms, participants will discuss their own curricula, share ideas how environmental sustainability can be incorporated in healthcare teaching, consider the regulatory and legislative needs for doing so, and discuss the far-reaching benefits of such projects, including improving morale and strengthening communities of practice.</p> <p><b>Multi Professional</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: Implementing and Evaluating Realistic Conversations Webinars</b></p> <p><b>Speakers:</b>  Dr Jude Marshall, GP / Realistic Medicine Lead, NHS Greater Glasgow &amp; Clyde / CD East Dunbartonshire HSCP  Eleanor Paton, Senior Educator - Prescribing and Clinical Skills, NHS Education for Scotland  Claire O'Neill, Lead Nurse / Clinical Services Manager Palliative Care, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> The seminar will share our experience of developing, delivering and evaluating online training around helpful communication behaviours for clinical conversations. We will describe the toolkit used to deliver webinars on future care planning and shared decision making scenarios. We have been delivering these webinars over the past 2 years they have evaluated well using post training questionnaire. However, we were keen to understand if the webinars are impacting on practice. A questionnaire was sent to everyone who had attended a webinar over the previous 18 months. The majority of the respondents to the survey indicated the webinar has impacted on their clinical practice. With 86% of respondents indicating increased confidence in clinical conversations following the webinar. Encouragingly the survey respondents are utilising more than one element of the training, with 82% using this in clinical practice daily, a couple of times in a week or weekly.</p> <p><b>Multi Professional</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: New Routes to the Specialist Register</b></p> <p><b>Speakers:</b>  Dr Elizabeth Murphy, Associate Postgraduate Dean Trainee Development and Wellbeing Service, NHS Education for Scotland  Dr Surinder Pampher, Associate Postgraduate Dean (TDWS), NHS Education for Scotland  Dr Lynne Meekison, Associate Postgraduate Dean (SAS), NHS Education for Scotland  Elizabeth Swatkins, Head of Specialist Applications, Registration and Revalidation Directorate, General Medical Council</p> <p><b>Description:</b> The GMC has revised the routes to entry to the Specialist Register, replacing the former CESR route with a new portfolio pathway, and widening the type of experience that can count to training. <a href="https://www.gmc-uk.org/registration-and-licensing/join-the-register/applying-for-specialist-or-gp-registration/changes-to-how-doctors-demonstrate-the-standard-required-for-specialist-and-gp-">https://www.gmc-uk.org/registration-and-licensing/join-the-register/applying-for-specialist-or-gp-registration/changes-to-how-doctors-demonstrate-the-standard-required-for-specialist-and-gp-</a></p>

	<p><a href="#">registration</a> . This will have implications for doctors in training posts and for those in non-training posts and SAS grades. The aim of the seminar will be to explain the changes and discuss how these changes might affect both doctors in formal training posts as well as those wishing to undertake a more flexible route to the Specialist Register. We will also explore how trainers can support those applying through the new routes. The session will include contributions from the GMC, and also feature some ‘case histories’.</p> <p>Medical Education</p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: Compassionate Cultures: fostering fair, supportive and inclusive cultures in Scottish healthcare</b></p> <p><b>Speakers:</b> Kirsten Baird, Liaison Adviser, General Medical Council Christina McNiven, Liaison Adviser, General Medical Council</p> <p><b>Description:</b> In 2021 the GMC set targets to tackle areas of persistent inequality across the UK medical profession, including commitments to eliminate discrimination, disadvantage and unfairness in medical education and training by 2031, and to eliminate disproportionality in fitness to practise referrals from designated bodies by ethnicity and place of primary medical qualification by 2026. Kirsten Baird, a Liaison Adviser at GMC Scotland, will talk about how we are working towards these targets in Scotland, via our innovative outreach sessions such as <i>Welcome to UK Practice</i> and <i>Fair to Refer?</i>, and by collaborating on strategic work with partners such as NES, Scottish Government, the Scottish Academy and BMA Scotland to promote compassionate, supportive and inclusive cultures across Scottish healthcare; thereby supporting the wellbeing and retention of the healthcare workforce. Priorities for this work include tackling sexual misconduct, fostering cultural competence, supporting minority ethnic staff and leaders, and co-production of anti-racism resources.</p> <p>Medical Education</p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: GP IT Past, Present and Future</b></p> <p><b>Speaker:</b> Dr Bill Martin, NHS Lanarkshire</p> <p><b>Description:</b> A ramble through a 35-year personal history of computers in General Practice. What changes are imminent, where could / should it go and how do we get there?</p> <p>Practice Managers</p>

<p><b>10:15 – 11:15</b></p>	<p><b>Title: Artificial Intelligence and Education Futures: some key questions and issues</b></p> <p><b>Speaker:</b> Dr Jen Ross, Senior Lecturer, Digital Education / Co-Director, University of Edinburgh / Centre for Research in Digital Education</p> <p><b>Description:</b> The role of Artificial Intelligence in education (AIEd) is a hot topic for educators across education sectors and around the world. In 2024, the rapid rise and popularity of Generative AI technologies (such as ChatGPT) is creating a great deal of debate around the future of education, assessment, creativity, accuracy and expertise. In this talk, Jen will set up some of these issues and explore the debates about them, giving participants an opportunity to discuss together how generative AI could and should impact on health education in Scotland. <a href="#">Teaching Scotland article 'AI:opportunity or threat?'   Digital Education</a> <a href="#">Teaching Scotland Issue 98 (readymag.com)</a> <b>Dental Education - 1 hour V CPD (GDC Development Outcome C)</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: Shaping the Success of the Trainee Assistant Practitioner Programme in NHS Tayside</b></p> <p><b>Speakers:</b> Stacey Aydin, Senior Nurse, Professional and Practice Development, NHS Tayside Karen Thorburn, Associate Practice Educator, Professional and Practice Development, NHS Tayside Cameron Rough, Professional and Practice Development Nurse, NHS Tayside Pamela Napier, Clinical Educator, Professional and Practice Development, NHS Tayside Kerry Lamour, College Lecturer, Dundee and Angus College Adele MacDonald, College Lecturer, UHI Perth</p> <p><b>Guest Panel</b> - Tammi Lavery, Trainee Assistant Practitioner, Denise Farnan-Westwood, Trainee Assistant Practitioner, Jill Fullerton, Assistant Practitioner, Natalie Pyott, Assistant Practitioner, Kylie Bowie, Assistant Practitioner, Lynne Jeffrey, Senior Charge Nurse and Lorraine Inglis, Senior Charge Nurse, NHS Tayside</p> <p><b>Description:</b> In line with NHS Scotland’s ‘Health and social care: national workforce strategy’ and NHS Tayside’s NMAHP strategy, NHS Tayside has been enhancing and developing the nursing workforce with a new and innovative role. In August 2022 the first cohorts of Trainee Assistant Practitioners were employed by NHS Tayside, in partnership with Dundee and Angus College. Further cohorts have since commenced at UHI Perth, enabling partnership working and opportunities across the health board. The development year was designed to enable those on the programme to achieve the ambitions within the NES HCSW learning and development framework, based on the HCSW 4 pillars of practice – Clinical Skills, Leadership, Facilitation of Learning and Service Improvement. Innovative teaching methods have been utilised to deliver training and education to achieve learning outcomes. Successful delivery of this collaborative programme supports the changes in workforce modelling by developing the skill mix across teams. <b>NMAHP</b></p>
<p><b>10:15 – 11:15</b></p>	<p><b>Title: NES Psychology Parenting; Infant Mental Health and the Psychology of Parenting Programme (PoPP)</b></p>

	<p><b>Speakers:</b>  Dr Camilla Dyer, Joint Head of Programme – Parenting, NHS Education for Scotland  Dr Joy Nisbet, Joint Head of Programme – Parenting, NHS Education for Scotland</p> <p><b>Description:</b>  Commitments relating to the work of the NES Parenting workstream are part of the Scottish Government Mental Health Strategy (2017-2027_ and the new Mental Health and Wellbeing Strategy and its emphasis on promoting good mental health and wellbeing for all and the focus on early intervention and prevention to enhance parent-infant relationships, and children, young people, and family mental health care. This seminar will detail our variety of education and training offers, including more recent innovations, available for practitioners across health, education, social care and third sector to supports parents across Scotland from before birth, through childhood and into teenage years. We will share the impact of our offers, which will include outcome data and voices from both practitioners supporting parents and from parents themselves.</p> <p>Psychology</p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: ‘Focusing on Wellbeing Being at the Heart of All Conversations’: implementing a board wide Peer Support Service for the workforce</b></p> <p><b>Speakers:</b>  Dr Maggie Cunningham, Principal Clinical Psychologist, NHS Greater Glasgow &amp; Clyde  Heather Connolly, Principal Health Psychologist, NHS Greater Glasgow &amp; Clyde  Frances Waite, Trainee Health Psychologist, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> The NHS Scotland Recovery Plan 2021-26 highlights the importance of staff wellbeing to recovery from the COVID pandemic. This has informed local NHS board planning around strengthening support for mental health and wellbeing, including stress management. NHS Greater Glasgow &amp; Clyde (NHS GGC) have developed an enhanced Peer Support programme as one of the actions to support staff wellbeing. The core principles of Peer Support within NHS GGC are based on the ‘Psychological First Aid’ (PFA) model, which is an evidence-informed approach recommended by international and national experts (NHS Education for Scotland, 2020). The NHS GGC Peer Support programme has been designed as a stepped care intervention, including stress management training for all staff, specific training to develop Peer Supporters, and the creation of Peer Support hubs to facilitate organisation-wide implementation. This session will describe and reflect on the process of designing, delivering and implementing the programme across the organisation.</p> <p>NHS Education for Scotland (2020). <i>Psychological first aid and debriefing: COVID-19</i>. Retrieved from: <a href="https://learn.nes.nhs.scot/29206">https://learn.nes.nhs.scot/29206</a></p> <p>Multi Professional</p>

<p><b>11:35 – 12:35</b></p>	<p><b>Title: Supporting Our Workforce to Implement Effective Prescribing Guidance Using Quality Improvement Tools and Technology</b></p> <p><b>Speakers:</b>  Dr Iain Wilson, Clinical Lead (GP), Effective Prescribing and Therapeutics Division, Scottish Government  Dr Ann Wales, Programme Lead, Knowledge and Decision Support, Healthcare Improvement Scotland  Dr Andrew Marchant, Clinical Adviser, Effective Prescribing and Therapeutics Division / Consultant Anaesthetist, Scottish Government / NHS Lothian  Stuart Law, Head of Policy and Research, Effective Prescribing and Therapeutics Division, Scottish Government</p> <p><b>Description:</b> Recently published quality prescribing guidance for diabetes and respiratory care provide an opportunity to review and improve care and outcomes for our patient population. There are challenges to the workforce including time pressures, prioritisation of reviews and maintaining up-to-date information on disease data. This seminar will explore the support available to the workforce to enable implementation of the effective prescribing guides, utilising quality improvement methodology and including use of available technology and data. Staff will be empowered and enabled to utilise the Managemeds app, implementation toolkit and National Therapeutic Indicator data in the application of the recommendations of the prescribing guides.</p> <p><a href="#">Medical Education, NMAHP, Healthcare Science and Pharmacy Education</a></p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: Innovative Polypharmacy – optimising polypharmacy management through educational and workforce development including the iSIMPATY 7-Steps training</b></p> <p><b>Speakers:</b>  Fiona Eastop, Lead Clinical Pharmacist, Effective Prescribing and Therapeutics Division, Scottish Government  Yasmin Al-Din, Clinical Pharmacist, Effective Prescribing and Therapeutics Division, Scottish Government  Dr Alpana Mair, Head of Effective Prescribing and Therapeutics Division, Scottish Government</p> <p><b>Description:</b> Polypharmacy and multimorbidity, common in older adults, are predictors of increased medication related harm. The iSIMPATY (implementing Stimulating Innovation Management of Polypharmacy and Adherence Through the Years) methodology has shown positive results in reducing inappropriate polypharmacy, improved patient reported outcome measures (PROMS) and positive impact on the clinical knowledge, skills and practice of healthcare professionals involved in the project. The medication review training empowered staff to deliver methodology for effective care and sustainable changes for individuals, by focusing on the person and ‘what matters to you’.</p> <p>This seminar session will cover the methodologies and training used in iSIMPATY including the 7-Steps review process with ‘what matters to me’, an overview of the polypharmacy guidance, polypharmacy educational modules, and associated tools.</p> <p><a href="#">Medical Education, Pharmacy Education and NMAHP</a></p>

<p><b>11:35 – 12:35</b></p>	<p><b>Title: Bridging the Gap: better preparing International Medical Graduates (IMG) doctors for the Scottish healthcare system</b></p> <p><b>Speakers:</b>  Hasnain Chohan, Clinical Teaching Fellow, Trauma and Orthopaedics, NHS Tayside  Sushil Rodrigues Ranjan, M(Res) Student in Medical Education, University of Dundee  Carron Meney, Speciality Trainee, Acute Internal Medicine, NHS Tayside  Achyut Valluri, Consultant Physician, NHS Tayside</p> <p><b>Description:</b> In this three-part seminar, we aim to assist participants in preparing IMGs for integration into the Scottish healthcare system:</p> <ol style="list-style-type: none"> <li>1. Participants will engage in a medical scenario set in a non-UK system with different medical, sociocultural, and ethico-legal dynamics, acting as the sole medical responder. This exercise is crafted to stimulate discussions on the hurdles in delivering effective care within unfamiliar environments.</li> <li>2. Facilitators will present the proposed standards for new-start IMG induction and support by the Scottish Region’s IMG Support Network Group (SING). Small group work will focus on generating ideas for operationalizing these essential standards within health boards.</li> <li>3. Facilitators will introduce proposed ‘desirable’ standards, and participants will share examples of local good practice that reflects these recommendations. Participants will collaborate to generate ideas and share examples of other practices that can be incorporated into the recommendations.</li> </ol> <p>Medical Education</p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: Thriving in Medicine: supporting students and trainees from widening access backgrounds</b></p> <p><b>Speakers:</b>  Dr Kathrine Gibson Smith, Advanced Research Fellow, University of Aberdeen  Professor Colin Lumsden, Professor of Medical Education and Honorary Consultant Paediatrician, Lead of the MBChB, University of Aberdeen  Dr Pietro Marini, Lecturer, University of Aberdeen  Dr Sarah McRobbie, Consultant Obstetrician, NHS Grampian</p> <p><b>Description:</b> Historically, medicine has been viewed as a profession reserved for those from more privileged backgrounds however, there has been a surge in efforts to increase the proportion of students from widening access (WA) backgrounds (e.g., career-experienced, deprived areas in Scotland etc.).</p> <p>Getting into medicine is often one of the first hurdles overcome by students from WA backgrounds. For many though, the challenges experienced upon entry persist throughout their studies and beyond, and make it difficult to thrive and flourish in medicine. These challenges can be wide ranging, from financial to difficulties in negotiating professional identity.</p>

	<p>Drawing on examples from research and educational practice we will highlight the key challenges facing students from WA backgrounds as they progress through medicine. We will discuss how these impact on their educational journey and reflect on how they may be better supported, in educational and clinical environments, to pursue their career aspirations.</p> <p><b>Medical Education</b></p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: How Technology and Information is Creating a False Perspective on Personal Health</b></p> <p><b>Speakers:</b> PC Andrew Law, Cybercrime Harm Prevention Partnerships, Police Scotland</p> <p><b>Description:</b> PC Andrew Law from Police Scotlands Cybercrime Harm Prevention team talks about the use of cyber technology in Health.</p> <p><b>Practice Managers</b></p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: Workload and Wellbeing</b></p> <p><b>Speakers:</b> Dr Patricia Moultrie, Deputy Chair General Practitioners Committee, BMA Scotland</p> <p><b>Description:</b> Exploring the relationship between excess workload, patient safety and staff wellbeing; why working to safe workload limits is in everyone’s interests.</p> <p><b>Practice Managers</b></p>
<p><b>11:35 – 12:35</b></p>	<p><b>Title: Suicide – how could I possibly save a life?</b></p> <p><b>Speaker:</b> Professor John Gibson, Chairman and Trustee, The Canmore Trust</p> <p><b>Description:</b> This lecture offers a personal story of the devastating impact of suicide on family, friends and colleagues and asks how we might do better in preventing suicide at home, in education, at work and in our communities.</p> <p>Following attendance at this lecture, delegates will:</p> <ol style="list-style-type: none"> <li>1 Explore the devastating impact of suicide on family, friends, colleagues and communities.</li> <li>2 Examine the factors influencing suicidal behaviour in the UK population, with specific reference to NHS professional groups.</li> <li>3 Have the skills to construct and implement a suicide safety plan for themselves, colleague, friend, family-member or patient.</li> <li>4 Be challenged to encourage a positive approach to mental health and wellbeing within the NHS working environment.</li> </ol> <p><b>Dental Education - 1 hour V CPD (GDC Development Outcome B &amp; C)</b></p>



<p><b>11:35 – 12:35</b></p>	<p><b>Title: The Rural Advanced Practice MSc Programme</b></p> <p><b>Speakers:</b>  Trish Gray, Head of Programme, NHS Education for Scotland  Claire Savage, Senior Specialist Lead, NHS Education for Scotland  Sylvia Hazlehurst, Senior Specialist Lead, NHS Education for Scotland  Dr Heather Bain, Associate Head, University of the Highlands and Islands  Roland Preston, Senior Lecturer, University of the Highlands and Islands  Dr Clare Carolan, Senior Lecturer, University of the Highlands and Islands</p> <p><b>Description:</b> Following a two-year collaborative programme of stakeholder consultations, NHS Education for Scotland (NES) developed a new multidisciplinary rural advanced practice education pathway and associated Capability Framework. The Capability Framework builds on NES' requirements for Advanced Practice identifying additional SCQF (Level 11) knowledge and skills required to become a Rural Advanced Practitioner. It guides the NES commissioned University of the Highlands and Islands' MSc in Rural Advanced Practice. The first cohort of students commenced in September 2023 with NES providing funding for 15 practitioners working in Scotland.</p> <p>NES have developed a Rural Practice Supervision Hub that will provide learning resources to promote excellence in supervision. It will provide a sustainable, accessible, web-based, digital platform to connect and educate multidisciplinary Rural Practice Supervisors to support a geographically disparate on-line community of practice. An evaluation of the MSc Programme and Rural Practice Supervision Hub is planned and will report during 2024.</p> <p><a href="#">NMAHP</a></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: An Exploration of the Impact of a Shared Identity Programme (SHIP) on Team Functioning, Team Cohesion and Patient Care</b></p> <p><b>Speakers:</b>  Mari Todd, Lecturer, Psychology, University of the Highlands and Islands  Lesley Patience, Clinical Educator, Medical Division, NHS Highland</p> <p><b>Description:</b> An overview and practical demonstration of the Shared Identity Programme (SHIP) approach to building team identity and wellbeing. This approach involved delivery of 5 workshops which were delivered in winter 2022/23 and evaluated. The findings showed participants felt the training had helped them develop skills to better understand themselves and their colleagues, had improved communication skills through enabling open discussion, and enhanced social identity and support across the team. Participants also reported the training had led to more effective team working which was translating into enhanced patient care.</p> <p><a href="#">NMAHP and Psychology</a></p>

<p><b>13:30 – 14:30</b></p>	<p><b>Title: Finding Your Sustainable Workforce: innovation in careers information, promotion and recruitment</b></p> <p><b>Speakers:</b>  Elaine Lawther, Principal Lead, NHS Education for Scotland  Jo Haddrick, Specialist Lead, NHS Education for Scotland</p> <p><b>Description:</b> The competition for talent is intense and creating your sustainable workforce can often feel overwhelming.</p> <p>Where should you start? How do you attract young people? How do we compete with other sectors? How do we encourage return to practice? How do we support widening access to careers? What is the role of social media and marketing?</p> <p>This session will spotlight a range of health and social care case studies showcasing workforce innovations and their impact. Looking at both local and national initiatives, we will explore what works, what great looks like and how to get started.</p> <p>The session will provide inspiration as well as practical advice on how you can build your workforce of the here and now, and of the future.</p> <p><b>Multi Professional</b></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Supporting Value Based Health and Care: top down and bottom up</b></p> <p><b>Speakers:</b>  Julia Mackel, Principal Lead, NHS Education for Scotland  Heather Shearer, Clinical Teaching Fellow, University of St Andrews  Angie Miller, Undergraduate Healthcare Improvement Lecturer, University of Dundee</p> <p><b>Description:</b> The Value Based Health &amp; Care action plan was launched in October 2023 and NES have a role supporting the delivery of this to undergraduate and post-graduate students. By linking student projects to the principles of VBH&amp;C and Realistic Medicine it is possible to line up strategic priorities of organisations, outcomes that matter to people and learning outcomes for students.</p> <p>Based upon the experience of 225 medical student delivered quality improvement projects over four years from one programme, we will share insights about how projects can be set-up, aligned, delivered and then mapped to meet these objectives. In addition to the development of the students there are ancillary benefits for existing professionals that we can share.</p> <p>In this collaborative session which combines three scottish education providers, participants will have the opportunity to share and learn about aligning educational learning activities to meet their curriculum requirements and strategic needs the NHS.</p> <p><b>Multi Professional</b></p>

<p><b>13:30 – 14:30</b></p>	<p><b>Title: Horizon Scanning in General Practice - a stress management technique</b></p> <p><b>Speaker:</b> Dr Sharon Russell, Associate Advisor, NHS Education for Scotland</p> <p><b>Description:</b> General practice is a stressful environment, can we avoid that stress becoming unhelpful anxiety? When we are ‘under fire’ a common, and understandable, response is to retreat to our safe spaces -to ‘bunker’. Paradoxically this means we are even less likely to see the bullets coming. Due to work burden, we are often seen to be reactive rather than proactive. How can we get back to the curiosity that drives and sustains us? This session will take some time to consider, explore and consider a framework to address our blind spots.</p> <p>Practice Managers</p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Supporting Practices: How Data can help</b></p> <p><b>Speaker:</b> Margaret Mackin, Health and Social Care Analyst, LIST</p> <p><b>Description:</b> How can we support Practice Managers in their ever-evolving role with more and more pressure on them to make more with less?</p> <p>Practice Managers</p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: The Impact of Artificial Intelligence on the Accuracy of Pulpal and Apical Diagnosis in Dental Students: a comparative study</b></p> <p><b>Speakers:</b> Al Reem Al Rusheidi, Research Assistant, Oman Dental College Dr Abubaker Qutieshat, Research Head, Assistant Professor in Adult Restorative Dentistry, Senior Clinical Lecturer in Endodontology, Oman Dental College</p> <p><b>Description:</b> This seminar session will discuss the transformative power of artificial intelligence (AI) in dental education and practice. Our research compares the diagnostic capabilities of an AI language model with 109 dental students (55 seniors and 54 juniors), revealing remarkable results. The AI model, after undergoing specific training, outperforms its human counterparts with a diagnostic accuracy of 99.0%, whereas the mean diagnostic accuracy for senior and junior students was 79.7% and 77.0% respectively.</p> <p>While emphasizing AI's diagnostic potential, we also question its impact on critical analytical and decision- making skills, cautioning against overreliance. We advocate a balanced approach, where AI complements rather than replaces human expertise and clinical judgment. In an era dominated by AI, this seminar serves as a platform for an insightful discussion on the evolving landscape of dentistry and the implications of technology. Join us for an insightful discussion on the future of AI in dental education and practice.</p> <p>Dental Education - 1 hour V CPD (GDC Development Outcome C)</p>

<p><b>13:30 – 14:30</b></p>	<p><b>Title: The PREPARE Project: Learn it! Live it! Earn it!</b></p> <p><b>Speakers:</b>  Pamela Price, PREPARE Project Lead, NHS Greater Glasgow &amp; Clyde  Jacqueline Campbell, Practice Development Podiatrist, NHS Greater Glasgow &amp; Clyde  Samantha Davidson, Practice Development Podiatrist, NHS Greater Glasgow &amp; Clyde  Shelley Fairley, Practice Development Podiatrist, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> In September 2023, NHS Greater Glasgow &amp; Clyde Podiatry Service employed 4 PREPARE trainees to undertake the BSc (Hons) Podiatry programme at Glasgow Caledonian University. Our trainees will fully participate in all programme requirements whilst being fully integrated within our service delivery. Employed on an Annex 21 basis, PREPARE is our innovative approach to addressing our workforce challenges and the objective set by the AHP Education and Workforce review aimed at improving accessibility into AHP careers. Through widening access to adult learners who are unable to leave full time employment to access graduate level study, we aim to futureproof our profession by building a sustainable integrated workforce model funded from the Podiatry Service budget. Continuation of employment to a substantive Band 5 Podiatrist basis is subject to successful completion of the BSc (Hons) Podiatry and Health &amp; Care Profession Council (HCPC) registration. We are committed to extending PREPARE to 4 trainees per academic year moving forward.</p> <p>NMAHP</p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Health Behaviour Change Teaching Programmes in Dentistry Settings</b></p> <p><b>Speakers:</b>  Mairi Albiston, Head of Programme, Physical Health Workstream, Psychology Directorate, NHS Education for Scotland  Vicky McGill, Dental Core Training PDS Adviser: North and East, Dental Directorate, NHS Education for Scotland  Michelle Clark, Principal Educator – Psychology, NHS Education for Scotland  Eileen Johnstone, Locum Senior Dental Officer (Paediatrics), NHS Greater Glasgow &amp; Clyde  Dougie Marks, Health Psychologist, CBT Therapist and Lecturer in Behavioural Sciences, University of Glasgow</p> <p><b>Description:</b>  Health Behaviour Change skills have a central role in the skill set of all staff working in Dental settings. The Psychology Directorate has recently been collaborating with the Dental Directorate in NES, along with staff in NHS Greater Glasgow &amp; Clyde and the University of Glasgow, to explore how existing Health Behaviour Change training offerings both nationally and within NHS Education for Scotland can be adapted for use in Dentistry settings. This seminar provides an opportunity to share some of the collaborative work that has been done in this area, as well as to discuss the potential application of other psychological skills in this setting, such as anxiety management and procedural distress skills and skills in trauma informed care. We would also encourage delegates to share their own ideas at this session, to shape the future of any training plans.</p> <p>Psychology</p>
<p><b>14:50 – 15:50</b></p>	<p><b>Title: Cultivating the Next Generation of Clinical Leaders: a novel approach to developing aspiring healthcare leaders</b></p> <p><b>Speakers:</b>  Emily Turner, ST6 Respiratory Medicine and Scottish Clinical Leadership Fellow Cohort 12, NHS Greater Glasgow &amp; Clyde</p>

Francesca Capaldi, StR in Paediatric Dentistry and Scottish Clinical Leadership Fellow Cohort 12, NHS Greater Glasgow & Clyde  
Morven McElroy, Associate Director of Medical Education for Chief Residents, NHS Greater Glasgow & Clyde  
Gemma McGrory, Associate Director of Medical Education for Chief Residents, NHS Greater Glasgow & Clyde  
Colin Perry, Director of Medical Education, NHS Greater Glasgow & Clyde

**Description:** Clinical leadership plays a critical role in shaping the healthcare landscape, driving innovation, and enhancing patient care. Recognizing the potential of senior trainees appointed as departmental Chief Residents, NHS Greater Glasgow & Clyde Medical Education has embarked on a novel endeavor to develop its future clinical leaders – the NHS Greater Glasgow & Clyde Clinical Leadership Development Programme (CLDP).

This seminar will highlight the importance of clinical leadership and the benefits of taking an active role in developing future leaders, as well as showcasing the benefits to the organisation in learning and changing clinical practice through engaging with the valuable insights from senior trainees. We will also demonstrate the benefits of both traditional mentorship roles, as well as reverse mentorship relationships, for personal and organisational development.

Participants will learn about NHS Greater Glasgow & Clyde’s pilot leadership programme, recognise the benefits that senior trainees in leadership roles bring to organisations, and highlight the importance of nurturing clinical leadership within NHS Scotland.

**Medical and Dental Education**

**14:50 –  
15:50**

**Title: The Role of Allyship in Progressing Equality, Diversity and Inclusion in Health and Social Care**

**Speakers:**

Julia Mackenzie, Senior Specialist Lead – Leading to Change, NHS Education for Scotland

Priscilla Marongwe, Staff Networks and Learning Content Officer, Equality, Diversity and Human Rights Team, NHS Education for Scotland

Katy Hetherington, Principal Lead, Equality, Diversity and Human Rights Team, NHS Education for Scotland

**Description:** ‘People are opting out of vital conversations about diversity and inclusivity because they fear looking wrong, saying something wrong, or being wrong. Choosing our own comfort over hard conversations is the epitome of privilege, and it corrodes trust and moves us away from meaningful and lasting change.’ Brene Brown

Everyone can be an ally, but it is a journey, not a destination and it can be difficult to know where to start. This session will provide a brief overview of ‘allyship’ and how it is increasingly recognised as a way for all of us to address discrimination and progress equality in the workplace, in the services we provide and in wider society. While overt discrimination is easier to recognise, subtle forms are more prevalent and difficult to call out. This affects staff experience, our ability to attract, retain and develop a skilled workforce and the experiences of patients and users of health and social care. Come along and learn about how you can start flexing your noticing muscles and take small steps towards being an ally. We will explore how you can be an active ally in the workplace, what resources are out there to support you and how

	<p>your allyship could contribute to building a compassionate, skilled and sustainable workforce.</p> <p>Multi Professional</p>
<p>14:50 – 15:50</p>	<p><b>Title: Cultivating Success: elevating education through quality improvement</b></p> <p><b>Speakers:</b> Dr Brian M Quinn, Dental Core Trainee 2 in Restorative Dentistry, Dundee Dental Hospital and Research School Dr Julie K Kilgariff, Consultant in Endodontics, Dundee Dental Hospital and Research School</p> <p><b>Description:</b> Explore the dynamic realm of quality improvement (QI), what it entails and how it can be harnessed to elevate the learning experience.</p> <p>QI in education should take a proactive and systematic approach to identify areas for enhancement. Throughout the presentation, we will unravel the core principles of QI and its transformative impact on education. The session will highlight successful QI projects that have effectively elevated the educational experience for students and enriched the training journey for educators. By understanding the significance, attendees will gain insight into fostering a culture of continuous improvement within educational institutions.</p> <p>Whether you are a student, trainee or educator, or even a stakeholder in the field of education, this presentation promises valuable takeaways, as we discover the power of QI, its role as a catalyst for positive change and its ability to cultivate success in education; shaping the future of learning for generations to come.</p> <p>Multi Professional</p>
<p>14:50 – 15:50</p>	<p><b>Title: WoW! How you can improve the culture of medical education and training within your organisation through the development of a 'Way of Working' compact</b></p> <p><b>Speakers:</b> Dr Katie Hughes, Medical Education Fellow, Medical Education Directorate, NHS Lothian George Holland, Orthopaedic Registrar, NHS Lothian Emily Baird, Orthopaedic Consultant / Training Programme Director, NHS Lothian Dr Sara Robinson, Deputy Director of Medical Education / Emergency Medicine Consultant, Medical Education Directorate, NHS Lothian Kirsty Crowe, Renal / Internal Medicine Registrar, NHS Lanarkshire</p> <p><b>Description:</b> A positive workplace culture underpins wellbeing and performance in medical education<sup>1</sup>. However, our complex clinical environments may hamper our aspirations of creating a positive culture. Culture change is challenging and can seem like an impossible task. One solution is developing an educational 'Compact'. This describes the aspirations and expectations of all parties involved in medical education within an organisation<sup>2,3</sup>. This promotes a shared understanding through the creation of a shared way of working (WoW), aiming to develop a fair and mutually supportive training environment.</p>

	<p>This seminar will enable participants to explore the process of creating a WoW Compact both at a broad organisational level and at a smaller scale within a clinical team. It will explore why a WoW Compact may help an organisation or team as well as providing practical guidance on how to structure your Compact, develop its content, maximise engagement with stakeholders, dissemination and collecting feedback.</p> <p><b>Medical Education</b></p>
<p><b>14:50 – 15:50</b></p>	<p><b>Title: Competent but Not Confident – how do we support trainees approaching CCT who lack confidence in their abilities?</b></p> <p><b>Speakers:</b>  Dr Elizabeth Murphy, Associate Postgraduate Dean Trainee Development and Wellbeing Service, NHS Education for Scotland  Dr Shilpi Pal, Associate Postgraduate Dean Trainee Development and Wellbeing Service, NHS Education Scotland</p> <p><b>Description:</b> Careers services have become increasingly aware of the phenomenon of ‘Competent but not confident’ ie doctors in training who have progressed satisfactorily but who are lacking the confidence to proceed to the next stage of training. This occurs particularly at times of obvious transition eg Foundation to core training, core to specialty, and approaching CCT. The aim of the seminar is to explore this issue and its causes, and to provide some practical suggestions for how to address this apprehension – with particular emphasis on trainees approaching CCT. Dealing with uncertainty is part of this phenomenon and we will also discuss the factors that contribute to uncertainty and how these can be mitigated.</p> <p><b>Medical Education</b></p>
<p><b>14:50 – 15:50</b></p>	<p><b>Title: Supporting the Health of the Armed Forces Community - the Armed Forces and Veterans Recognition Scheme</b></p> <p><b>Speakers:</b>  Kari Magee, Project Manager, Armed Forces and Veterans Project, NHS Highland  Lindsey Restrick, Senior Policy Manager, Armed Forces and Veterans Health, Scottish Government</p> <p><b>Description:</b> A training scheme has been developed to raise awareness of some of the health challenges that the Armed Forces Community face as a result of service. The training is easily accessible, aimed at all staff groups within General Practice and includes case studies and suggestions for signposting to third sector organisations for additional support.</p> <p><b>Practice Managers</b></p>

<p><b>14:50 – 15:50</b></p>	<p><b>Title: Be Kind; Everyone is Fighting a Hard Battle</b></p> <p><b>Speakers:</b>  Dr Triveni Nalawade, Assistant Professor, Oman Dental College  Dr Bashair Al Rashdi, Alumni, Oman Dental College  Dr Alaa Al Jaradi, Alumni, Oman Dental College  Dr Meera Al Wahaibi, Alumni, Oman Dental College</p> <p><b>Description:</b> We as dental students have faced many challenges through our journey. Our passion and determination along with a strong friendship and robust mentoring system helped us overcome these obstacles. As John Powell said: ‘The only real mistake is the one from which we learn nothing.’ In spite of mistakes during our student-life; with honest communication and feedback, we gained from them.</p> <p>Also, is the perspective of their educator on kindness, this trio’s friendship, and how together they not only sustained the challenges, the stress of the BDS V, the final year of graduation but also came out with flying colors winning a Dental Quiz competition on an International platform. The trio has completed research and is compiling their first scientific article for publication. Dental Education is not just about learning clinical skills but also about being together in tough times and compassion.</p> <p><b>Dental Education - 1 hour V CPD (GDC Development Outcome B &amp; C)</b></p>
<p><b>14:50 – 15:50</b></p>	<p><b>Title: Innovative use of SLT Internships in NHS Grampian</b></p> <p><b>Speakers:</b>  Marie O’Gorman, Lead Speech and Language Therapist, Combined Child Health, NHS Grampian  Lorna Grant, Lead Speech and Language Therapist, Combined Child Health, NHS Grampian</p> <p><b>Description:</b> During 2021/2022 Lead Speech and Language Therapists within NHS Grampian were growing increasingly concerned regarding the decrease in both the number of applications to Band 5 posts and student placements being offered within NHS Grampian, which, more often than not, would convert to job applications when qualified. During this time there were a number of Band 5 posts being advertised multiple times both locally and nationally with no applications and staffing was reaching crisis level.</p> <p>The idea of an intership was then raised and more importantly agreed, giving backing for us to offer current Speech and Language Therapy (SLT) students a paid internship (Band 3 SLT Assistant) for the summer period (8 weeks), with a chance to stay on the bank whilst they finished their studies with the hope that we would the retain them in Grampian as NQP’s... But did it work?</p> <p><b>NMAHP</b></p>



<p><b>16:10 – 17:10</b></p>	<p><b>Title: Tackling the Silence: a framework for educational resource development to address sexual misconduct in the workplace</b></p> <p><b>Speakers:</b>  Rory Anderson, Chief Registrar and Emergency Medicine Registrar, Medical Education Directorate, NHS Lothian  Dr Sara Robinson, Deputy Director of Medical Education / Emergency Medicine Consultant, Medical Education Directorate, NHS Lothian  Dr Valerie Rae, Medical Education Fellow, Medical Education Directorate, NHS Lothian  Dr Amanda Swan, Scottish Clinical Leadership Fellow / Clinical Oncology Registrar, Medical Education Directorate, NHS Lothian</p> <p><b>Description:</b> Recent reports have spotlighted the pervasive nature of sexual misconduct in healthcare.<sup>1,2</sup> Workforce wellbeing is being harmed as safety is threatened.<sup>1</sup> We identified a gap in resources that address workplace sexual misconduct. Within our healthcare workforce crisis; retention of staff is paramount. Experiencing sexual misconduct, or working in a culture where it is tolerated, results in harm to those exposed.<sup>1</sup> There is a need to address this urgently to promote safety for everyone and ensure sustainability of our workforce.</p> <p>We worked collaboratively, iteratively and responsively to develop a library of support and educational resources. We listened. These resources are a starting point, as we become activists on this issue.</p> <p>This seminar will enable participants to explore the process of developing an educational strategy which; empowers those who have experienced sexual misconduct to seek support, speak-up and report; promotes allyship tools; and encourages self-reflection and behaviour change of individuals who recognise themselves as perpetrators.</p> <p>References</p> <ol style="list-style-type: none"> <li>1. The Working Party on Sexual Misconduct in Surgery. (2023). Breaking the Silence. Available at: <a href="#">Breaking_The_Silence_Addressing_Sexual_Misconduct_In_Healthcare.pdf</a> (wpsms.org.uk)</li> <li>2. Surviving in Scrubs. (2023). Surviving Healthcare: Sexism and Sexual Violence in the Healthcare Workforce. Available at: <a href="https://www.survivinginscrubs.co.uk/surviving-healthcare-report/">https://www.survivinginscrubs.co.uk/surviving-healthcare-report/</a></li> </ol> <p><b>Multi Professional</b></p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Walking the Walk: designing learning activities to support the development of Human Factors competencies in undergraduate healthcare programmes</b></p> <p><b>Speakers:</b>  Helen Vosper, Patient Safety Lead, University of Aberdeen  Fraser Gold, Year 3 Medical Student, University of Aberdeen  Augustine Adikankwu, Year 3 Medical Student, University of Aberdeen</p> <p><b>Description:</b> Across the UK, Human Factors is being seen as an answer to the patient safety ‘crisis’, evident in documentation across the practice and education domains. For example, the GMC’s ‘Outcomes for Graduates states that graduates should be able to ‘describe basic</p>

	<p>human factors principles and recognise and respond to opportunities to manage or mitigate risks'. Graduates therefore need to demonstrate Human Factors knowledge, skills and competencies. Given that Human Factors is a scientific discipline and practice in its own right, and expert practitioners are rare in healthcare, ensuring graduates achieve these outcomes is challenging. In this seminar, we will discuss our experience of developing a Human Factors-based patient safety strategy, which draws on resources available to everyone from the NHS Education for Scotland Human Factors hub. Co-presenting the session will be students who have recently completed a 15-credit Human Factors course as part of their Year 3 Medical Humanities block.</p> <p><b>Medical Education, Dental Education and Pharmacy Education</b></p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Fellowships Enhancing Innovation and Development in a Responsive Workforce for NHS Scotland</b></p> <p><b>Speakers:</b>  Fiona Fraser, Associate Director, Innovation and Workforce Diversification, NHS Education for Scotland  Dr Peter D Glover, Principal Educator (NMAHP Directorate) AHP Careers Fellowship Scheme, NHS Education for Scotland  Suzanne Graham, Programme Lead Innovation Collaboration, Chief Scientist Office, Scottish Government  Dr Sanna Rimpiläinen, Head of Research &amp; Skills, Digital Health &amp; Care Innovation Centre</p> <p><b>Description:</b> Current population needs combined with increasing challenges to service delivery require innovative solutions to maximise the efficacy and efficiency of a skilled and compassionate workforce. The ability to think and function in increasingly varied contexts offers resilience to a future workforce and therefore sustainability to service delivery as a result. Clinical fellowships offer opportunity for supported professional, academic and career development to NHS Scotland staff at varied stages of their careers.</p> <p>NES supported fellowship offerings include specific focus on leadership, innovation, entrepreneurialism, and clinical artificial intelligence (AI).</p> <p><b>Multi Professional</b></p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Re-imagining Clinical Work Experience: creating an in situ simulated patient journey for school students interested in healthcare professions</b></p> <p><b>Speakers:</b>  Dr Alex Schlindwein, Clinical Teaching Fellow, NHS Lanarkshire  Dr Madeleine Spence, Clinical Teaching Fellow, NHS Lanarkshire  Catie Paton, CSMEN Clinical Lead / Associate Director Medical Education, NHS Education for Scotland / NHS Lanarkshire  Dr Ian Campbell-Fitzpatrick, Clinical Teaching Fellow, NHS Lanarkshire  Dr Molly Smith, Clinical Teaching Fellow, NHS Lanarkshire  Dr Keara Jamieson, Clinical Teaching Fellow, NHS Lanarkshire</p> <p><b>Description:</b> Clinical work experience has long been a pre-requisite to healthcare study. However, in the current landscape of increased clinical pressures and reduced training opportunities, it is difficult to provide access to high quality learning experiences in an equitable manner. Our aim was to explore the use of in situ simulation to address this challenge. Our novel approach combines a hospital tour with a simulated patient journey. Using in situ simulation allows attainment of carefully constructed learning objectives in an authentic, engaging,</p>

	<p>time-efficient and reproducible way. The tour is led by a Clinical Teaching Fellow, who then facilitates a debrief discussing team-working, patient journeys and different working environments.</p> <p>All students (n=19) who attended ‘agreed’ or ‘strongly agreed’ the experience was useful. Themes identified in evaluation included: increased awareness of different roles; how seeing healthcare in practice was different to expectation; and the patient journey helped understand different specialties and areas.</p> <p>Medical Education</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Supporting Neurodivergent Doctors in Training</b></p> <p><b>Speakers:</b> Dr Anna Dover, Co-Chair, Trainee Development and Wellbeing Service, NHS Education for Scotland Dr Shilpi Pal, Associate Postgraduate Dean, Trainee Development and Wellbeing Service, NHS Education for Scotland</p> <p><b>Description:</b> Neurodiversity describes the range of differences in individual brain function and behavioural traits and is part of the normal variation in the medical workforce. A significant minority of doctors have neurodivergent traits which impact negatively on their ability to progress as expected through training.</p> <p>Within this seminar, which will be delivered by the Trainee Development and Wellbeing Service, we discuss the terminology, language and common features of neurodivergent conditions. We describe some common scenarios when a supervisor might suspect neurodivergence, and approaches to initiating early conversations on the subject. We will explain the steps a supervisor can take to support a neurodivergent trainee and the support and resources available for doctors in training who have, or are suspected of having, a neurodivergent condition.</p> <p>Medical Education</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Performance Management</b></p> <p><b>Speaker:</b> Tracey Crickett, National Co-ordinator, Scottish Practice Management Development Network, NHS Education for Scotland</p> <p><b>Description:</b> Performing well in our jobs, achieving goals and delivering results will make us more successful, which brings rewards in the form of personal and professional development and job satisfaction. Whether you are responsible for driving the performance of a team or focused on your own performance, we will help you understand your role in this vital business activity. We will look at how the NES Core Competency Framework for General Practice Administrative Staff and Practice Managers and the Menu for Learning can support you in evaluating potential gaps in knowledge and skills and in addressing the gaps you identify.</p> <p>Practice Managers</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Dental Education Framework and Standards - an update on developments from the GDC</b></p> <p><b>Speakers:</b> Manjula Das, Head of Education and Quality Assurance, General Dental Council Gordon Matheson CBE, Head of Scottish Affairs, General Dental Council</p>

	<p><b>Description:</b> Assuring the quality of dental education is a statutory function of the GDC. Our expectations of pre-registration training of dental professionals are fundamental to ensuring patient safety and public confidence in the dental team. With input throughout from stakeholders, the GDC has reviewed our learning outcomes and published a consultation outcome-report on <a href="#">The Safe Practitioner – A framework of behaviours and outcomes for dental professional education</a>. This incorporates expected behaviours, and updated content including mental health and wellbeing; and equality, diversity and inclusion.</p> <p>This seminar provides a timely opportunity to update on and discuss with delegates the transition to the new pre-registration learning outcomes and our plans to review the <a href="#">standards for education</a>.</p> <p>The session will also detail developments around specialty training including the revised specialty curricula, quality assurance of specialty training and the review of the process and outline the notable progress made since the specialist list assessed applications scheme has been directly administered by the GDC.</p> <p>We will also update on GDC engagement in Scotland.  Dental Education - 1 hour V CPD (GDC Development Outcome D)</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: Fundamentals of Care in Emergency Departments – changing demands on ED</b></p> <p><b>Speakers:</b>  Nicola Baxter, Lead Nurse, Emergency Department, Queen Elizabeth University Hospital, NHS Greater Glasgow &amp; Clyde  Leanne Kennedy, Senior Nurse Educator, Emergency Department, Queen Elizabeth University Hospital, NHS Greater Glasgow &amp; Clyde  Kareen Morrison, Associate Lead Nurse, Emergency Department, Queen Elizabeth University Hospital, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> Due to the increasing pressures on hospital flow and growing admission rates, the timeframe patients are spending in Emergency Departments (ED) continues to expand. Coming out of the COVID pandemic, the increased number of patients spending overnight in ED is substantial, and although controversial and undesirable, it is important to address the needs of ED patients. During prolonged ED stays, the balance is to assess patients requirement for routine care whilst addressing their acute needs.</p> <p>This seminar discusses the actions taken to improve the patient experience, outlining fundamentals of care in ED, and the impact of having clinical nurse educators at the forefront of delivering, and implementing, this key message throughout the multidisciplinary team.</p> <p>NMAHP</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Title: NES Approach to Supporting the Development of a Trauma Informed Justice Workforce for Victims and Witnesses</b></p> <p><b>Speakers:</b>  Dr Caroline Bruce, Head of Programme – Trauma Justice, NHS Education for Scotland</p> <p><b>Description:</b>  Research and recent reports have highlighted that victims and witnesses often experience the criminal justice system as worsening the impact</p>

of their prior experiences of trauma, and the barriers this creates to their ability to give evidence effectively, and to their recovery.

This session will describe the uniquely collaborative approach that NES has recently taken to systematically construct

- An evidence-based definition of the aims of a trauma informed and responsive justice system and workforce for victims and witnesses
- Systematic guidance and structures to identify the knowledge and skills that people in different roles require in order to achieve these aims

Psychology

**Friday 26 April 2024**

**08:45 – 09:45** **Title: Embedding Implementation Science Throughout the NTTP: trauma skilled training for the maternity workforce**

**Speakers:**

Lorraine Farrow, Senior Educator and Maternity Lead NTTP, NHS Education for Scotland

**Description:** Embedding trauma informed practice within services can be difficult when faced with reported workforce challenges such as capacity, fatigue, psychological safety and difficulties with recruitment and retention. The importance of developing the readiness of a compassionate, skilled and sustainable workforce within their implementation planning and service change is therefore paramount.

This session explores how two maternity pathfinder boards embedded implementation science within their workforce development planning, that both supported their staff wellbeing while developing a platform that allowed the learners to consider changes to how they practice and connect their new change ideas to sustainable practice developments.

NMAHP, Social Work, Social Care, Psychology

**08:45 – 09:45** **Title: Supporting Sustainable Simulation Across Scotland**

**Speakers:**

Andrea Baker, CSMEN Manager, NHS Education for Scotland

Catie Paton, CSMEN Clinical Lead / Associate Director Medical Education, NHS Education for Scotland / NHS Lanarkshire

Karen Johnstone, Senior Educator (West Region) NHS Scotland Academy / NHS Education for Scotland

Ashley Meldrum, North Regional Lead / Senior Lecturer, NHS Education for Scotland / University of Aberdeen

Lynn Hardie, MSU Project Officer, NHS Education for Scotland

Vicky Tallentire, Associate Postgraduate Dean for IMT Simulation, NHS Education for Scotland

**Description:** The Clinical Skills Managed Educational Network enables innovative, quality-assured skills and simulation-based learning by supporting healthcare practitioners to deliver safe, evidence based, quality simulation education across the whole Scottish Health and Social Care system. Simulation-based learning is a strategic response to support a skilled and adaptable workforce to deliver new models of care.

This seminar will discuss how NES and partners are establishing a sustainable, reliable and innovative 'Once for Scotland' simulation education system through:

- Establishing regional interprofessional skills and simulation collaboratives
- An award winning multi-professional Mobile Skills Unit supporting simulation training throughout Scotland
- An interactive map for Simulation Resources in Scotland showing:
  - Equipment information divided into one of four groups:
    - mannequins
    - part-task trainers
    - functioning medical equipment
    - audio-visual equipment
  - Course information grouped under one of three headings:
    - Skills
    - Drills
    - Performance
- Establishing a simulation programme for Doctors in Training related to GMC curricula

Multi Professional

08:45 –  
09:45

**Title: Less than Full-Time Training, or Work – the problem or the solution?**

**Speakers:**

Helen Freeman, Director of Medical Education, NHS Highland

Fiona Pullar, Head of Workforce, NHS Tayside

Dr Theresa McGrattan, Consultant Anaesthetist / Training Programme Director – Anaesthesia Stage 3, NHS Greater Glasgow & Clyde / NHS Education for Scotland

Nina Mackenzie, ST4 General Adult Psychiatry / LTFT Trainee Representative, NHS Lanarkshire

Alastair Leckie, Associate Postgraduate Dean for LTFT, Trainee Development and Wellbeing Service, NHS Education for Scotland

**Description:** Less than full-time training (LTFT) is increasingly common in medical training. It can be seen by some as problematic as it slows progression through training and makes rota compliance challenging. However, it is almost unanimously welcomed by LTFT trainees, increasing sustainability of training and retention of the workforce. Elsewhere in the NHS, flexible working is taking off leading to challenges in a service already under extreme pressure and desperately short of staff.

Which of these apparently conflicting views should we believe? We all need to make it work as the numbers applying successfully show no sign of abating. How can this be managed in a service already under extreme pressure and desperately short of staff? How can we square this circle?

A mixed panel of invested parties will set out the key points, listen to your input, look for innovative solutions, and identify next steps.

	<p><b>Medical and Dental Education</b></p>
<p><b>08:45 – 09:45</b></p>	<p><b>Title: Assuring Post-Registration Practice: sharing lessons from a collaboration between Royal Pharmaceutical Society and NHS Education for Scotland in implementing an innovative programmatic approach to assessment of pharmacists in Scotland</b></p> <p><b>Speakers:</b>  Joseph Oakley, Associate Director: Assessment and Credentialing, Royal Pharmaceutical Society  Susan Roberts, Associate Director (Pharmacy), NHS Education for Scotland  Leon Zlotos, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland</p> <p><b>Description:</b> Delegates will hear about the collaborative work between the Royal Pharmaceutical Society, the professional body for pharmacy, and NHS Education for Scotland, in the implementation of the RPS post-registration curricula and credentials across Scotland. The session will cover the approach to national curriculum design, including the development of a programmatic approach to assessment through the assessment of an e-portfolio by a competence committee. We will also share the results of post-registration workforce research and explain how this, as well as close working with stakeholders, informed the design and delivery of educational interventions and support models for each of the curricula in practice in Scotland. Real examples of evidence from post-registration advanced assessments will be shared to bring this all to life. We will explore the potential transference of the approach to other professional groups during an interactive question and answer session.</p> <p><b>Multi Professional</b></p>
<p><b>08:45 – 09:45</b></p>	<p><b>Title: Putting the ‘Active’ in Active Bystander: introducing a novel approach to simulation to rehearse Active Bystander skills in a psychologically safe environment</b></p> <p><b>Speakers:</b>  Dr Thom O’Neill, Medical Education Fellow, NHS Lothian  Dr Andrew Merriman, Medical Education Fellow, NHS Lothian  Dr Sara Robinson, Deputy Director of Medical Education / Emergency Medicine Consultant, Medical Education Directorate, NHS Lothian</p> <p><b>Description:</b> Active Bystander Training has provided a welcome and useful toolkit for tackling microaggressions and has been enthusiastically up taken across health boards. However, some of the most common feedback is whilst staff who have had active bystander training might know in theory what to say or do, they are still hesitant to do so.</p> <p>In response to this, we have designed a follow-on simulation programme for active bystander training, to help healthcare staff explore and rehearse Active Bystander techniques.</p> <p>By blending storytelling, storyboarding, role-playing and ShadowBox methodologies, we have created a unique helical methodological approach, supported by specific distress protocols, to support healthcare staff to become truly Active Bystanders.</p>

	<p>For this conference seminar, we will explore our methodological approach, design process, and decision making. We will demonstrate how the approach can be translated to related topics (e.g., tackling sexual misconduct) and discuss how to design simulation that maintains psychological safety when topic content is potentially harmful.</p> <p>Medical Education</p>
<p>08:45 – 09:45</p>	<p><b>Title: A Facilitators Overview and Take Home Messages from an In Situ Simulated Medical Emergency Team Placement for Third Year Medical Students</b></p> <p><b>Speakers:</b> Emma Nisbet, Senior Clinical Educator, NHS Fife Hanna Akel, Simulation Centre Manager, NHS Fife</p> <p><b>Description:</b> In the context of Acute Medical Emergency, in-situ simulation provides a safe and immersive means to introduce medical students early to the complexity of uncertainty and human factors to start building adaptability and resilience. The ever increasing number of medical students, demand for acute placements and need to safeguard patient safety means medical schools require a creative approach to meet this need and ensure the future workforce has the required skill set to thrive. This presentation will provide an overview of how this was approached for third year medical students at the University of St Andrews within the Queen Margaret Hospital in NHS Fife. A full day in-situ simulated placement was developed with students acting in the role of a mock medical emergency team and attending two simulated medical emergency calls spread throughout the hospital followed by a hot debrief to facilitate and capture learning.</p> <p>Medical Education</p>



<p><b>08:45 – 09:45</b></p>	<p><b>Title: The Journey of AHP Innovation within NHS 24</b></p> <p><b>Speakers:</b>  Laura Neil, Lead AHP / Interim Head of Clinical Governance and Quality Improvement, NHS 24  Catherine McGreenera, Physiotherapist, NHS 24  Jackie Rayner, Physiotherapist, NHS 24  Jenifer Dallas, Physiotherapist, NHS 24</p> <p><b>Description:</b> This seminar focuses on the successful establishment of the AHP Team within NHS 24. It details how the team have become integral in supporting service improvement as well as the wider NHS workforce. A deep dive into our approaches will be undertaken including initiatives to support our workforce through wellbeing initiatives and education. Some of which include updates to information on the NHS inform website, the introduction of MSK training to the clinical staff at NHS 24 and an improvement project focusing on callers to the 111 Service who have sustained a fall. We will highlight our adoption of AHP student placements and how this helps us to build capacity for some of our project work and has the potential to bring different professional perspectives. We will also focus on strategies utilised in the development of an effective team.</p> <p><b>NMAHP</b></p>
<p><b>08:45 – 09:45</b></p>	<p><b>Title: Neurodiversity Affirming Practice: joint training pilot with NHS Greater Glasgow &amp; Clyde health visitors and community nursery nurses</b></p> <p><b>Speakers:</b>  Dr Suzy O'Connor, Clinical Psychologist / Programme Lead for Autism and Neurodiversity in CYP, NHS Education for Scotland  Plus Health Visitor / Community Nursery Nurse Staff, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b>  This seminar will describe the development, pilot and evaluation of a new training &amp; coaching resource for Health Visitors / Community Nursery Nurses.</p> <p><b>Psychology</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Breaking Barriers: digital skills journeys</b></p> <p><b>Speakers:</b>  Paula Baird, Programme Lead, Digitally Enabled Workforce, NHS Education for Scotland  Emma Scatterty, Specialist Lead – Digital Leadership, Digitally Enabled Workforce, NHS Education for Scotland  Professor Lesley Holdsworth OBE, Clinical Lead for Digital Health and Care, Scottish Government</p> <p><b>Description:</b> The Digitally Enabled Workforce team within NES are a delivery partner for Scottish Governments Building Digital Skills and Leadership Programme and are responsible for the delivery of a programme of work aligned to Scotland’s Digital Health and Care Strategy, Data Strategy and Care in the Digital Age delivery plan.</p>

	<p>To enable service transformation they lead a programme of work designed to develop and upskill the workforce and ensure digital leadership at all levels.</p> <p>In this session you will hear from participants involved in range of initiatives including the:</p> <ul style="list-style-type: none"> <li>• Professional Development Award in Technology Enabled Care</li> <li>• Digital Health and Care Leadership Programme</li> <li>• NHS Scotland M365 Skills Hub</li> <li>• Knowledge Information and Data (KIND) Network</li> </ul> <p>Participants will share their journey and how they overcame barriers including personal perspectives, resistance and managing change. This session will explore digital as a way of thinking and working and how this fits with multi-sector roles across professions.</p> <p><b>Multi Professional</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Artificial Intelligence in Healthcare – augmentation and automation to support, not replace professionals</b></p> <p><b>Speakers:</b>  Dr Gerald Lip, Clinical Director, North East of Scotland Breast Screening Programme, NHS Grampian  Dr Kevin Philips, Senior Registrar, NHS Grampian  Dr Amrita Kumar, Consultant Radiologist and Clinical Lead AI, Frimley Health / Chair AI and Innovation SIG, British Institute of Radiology  James Blackwood, eHealth AI Strategy and Portfolio Lead, West of Scotland Innovation Hub, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> This will be a session looking at the current projects and processes of the application of artificial intelligence (AI) in NHS Scotland with a focus on radiology and then expanding further to other aspects and systems in the NHS.</p> <p>Projects such as the Gemini mammography evaluation and Annalise chest X ray artificial intelligence tool will be covered along with work on education in AI detailing multidisciplinary work via work with Health Education England.</p> <p>Final aspects of this session would be an overview of how this can affect every aspect of healthcare in a balanced way.</p> <p><b>Multi Professional</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Balancing Compassion and Technology: strategies for building a sustainable and skilled healthcare workforce</b></p> <p><b>Speakers:</b>  Dr Kevin McConville, Academic GP, previous GP Trainer and Associate Dean for Learning and Teaching at the School of Medicine, University of Dundee  Dr Susan Somerville, Senior Lecturer, University of Dundee</p> <p><b>Description:</b> This workshop intends to be an interactive (Mentimeter®) online session designed to explore the intersection of compassion, innovation, and skill development in healthcare. Participants will gain insights into the challenges and opportunities within the current healthcare landscape, emphasizing the crucial role of compassion amidst technological advancements. The workshop navigates through</p>

	<p>successful case studies and innovative educational approaches, showcasing how technology can enhance rather than diminish compassionate care. Attendees will also delve into the integration of technology for skill development, including simulation and virtual reality tools. The session fosters interactive discussions, encouraging participants to share experiences and concludes with actionable takeaways for implementing a balanced and sustainable approach to healthcare education in the digital age.</p> <p><b>Multi Professional</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: The Importance of Taking a Children's Rights-Based Approach at NES</b></p> <p><b>Speakers:</b>  Clare McGuire, Head of Programme Women, Children and Families, NHS Education for Scotland  Joanna Smith, Principal Educator NMAP, NHS Education for Scotland  Nick Targontsidis, Business Partner / UNCRC Implementation Project Lead, NHS Education for Scotland</p> <p><b>Description:</b> With the new United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024, babies, children, and young people (and their advocates) under 18 have a new ability to use the courts to enforce their rights. Therefore, as employees within a public body, we must understand those rights, particularly in the context of our own work.</p> <p><b>During this session, we will cover the following topics:</b></p> <ul style="list-style-type: none"> <li>• What the United Nations Convention on the Rights of the Child (UNCRC) is.</li> <li>• What the Act means for you and your work.</li> <li>• How this links across The Promise, GIRFEC and Corporate Parenting</li> <li>• How to look at your work through a child rights lens.</li> </ul> <p><b>Multi Professional</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Looking Through the Lens: how innovative education and technology have transformed eyecare in Scotland</b></p> <p><b>Speakers:</b>  Paul Cauchi, Open Eyes Clinical Lead, Scotland, NHS Greater Glasgow &amp; Clyde  Alistair Ewing, Senior Product Manager, NES Technology Services, NHS Education for Scotland  Dr Lesley Rousselet, Associate Director, Optometry, NHS Education for Scotland  James Graham, Senior Specialist Tutor, Optometry, NHS Education for Scotland  Dr Janet Pooley, Chief Optometric Adviser, Scottish Government  Jacquie Dougall, National Ophthalmology Performance Lead, Scottish Government</p> <p><b>Description:</b> This session explores how technology can drive service improvements on a national scale. It examines:</p> <ul style="list-style-type: none"> <li>• Clinical leadership and ownership that makes transformation possible.</li> <li>• Policy and vision that underpins it.</li> <li>• Collaboration across NHS Scotland and wider community providers that makes it happen.</li> </ul> <p><b>Multi Professional</b></p>

<p><b>10:05 – 11:05</b></p>	<p><b>Title: Tackling Sexual Harassment in Healthcare</b></p> <p><b>Speakers:</b> Alastair Murray, Deputy Lead Dean Director, NHS Education for Scotland Dr Greg Jones, Associate Postgraduate Dean for Professional Support Unit, NHS Education for Scotland Adam Watson, Senior Solicitor - Employment Team, NHS Scotland Central Legal Office</p> <p><b>Description:</b> Session will have short presentations from key work streams followed by open discussion. Topics will include: Existing policies and structures Education and changing the culture Support <b>Multi Professional</b></p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Widening Access – what can we learn from each other?</b></p> <p><b>Speakers:</b> Dr Sarah McRobbie, Consultant Obstetrician, NHS Grampian Professor Colin Lumsden, Professor of Medical Education / Honorary Consultant Paediatrician / Lead of the MBChB, University of Aberdeen Dr Kathrine Gibson Smith, Advanced Research Fellow, University of Aberdeen Dr Pietro Marini, Lecturer, University of Aberdeen</p> <p><b>Description:</b> This seminar will explore current evidence and present the findings from an MRes on postgraduate experiences (the only study currently looking at doctors experiences following graduation from a widening access background). There will be discussion on the potential challenges that may be faced but also how a diverse workforce can learn together and how this group can contribute to developing a compassionate and caring workforce that understands the patient group they look after.</p> <p>The session will also explore what resources currently exist to support this group and consider what may be needed to understand further how we can ensure that individuals from a widening access background are supported throughout training, and hence ensuring we create a supported and sustainable workforce. <b>Medical Education</b></p>

<p><b>10:05 – 11:05</b></p>	<p><b>Title: Practical Tools to Support the Workforce Now and In the Future</b></p> <p><b>Speakers:</b> Dr Janine Brooks MBE</p> <p><b>Aim:</b> To explore how tools can be used to support expertise and development. <b>Objectives:</b> To review some familiar and less familiar development tools. To consider how tools can increase self-awareness and insight.</p> <p><b>Learning Outcomes:</b> By the end of the session, participants will: Be more able to support themselves and others to deepen self-awareness and insight using a variety of tools. Increase knowledge of a variety of tools. Gain confidence in using tools.</p> <p>Dental Education - 1 hour V CPD (GDC Development Outcome A, B &amp; C)</p>
<p><b>10:05 – 11:05</b></p>	<p><b>Title: Break the Cycle: the key to improving staff retention</b></p> <p><b>Speakers:</b> Kate Boyle, Principal Educator, NHS Education for Scotland Michelle Brooks, Advanced Specialist Nurse - Neonatal Practice Education, NHS Lanarkshire</p> <p><b>Description:</b> Recruiting and retaining staff in the NHS poses major challenges. Staff are under increasing pressure leading to burnout, inadequate work-life balance, high sickness rates, poor retention, and unsafe cultures. In May 2021, the retention rate in NHS Lanarkshire (NHSL) Neonatal service was only 29%. The aim was to increase staff retention rates to 50% by 2022 and 75% by 2023 by improving culture and job satisfaction. This improved culture focuses on nurturing new staff which facilitates progression and bridges the theory-practice gap in preparation for undertaking Qualified In Speciality (QIS) training. Critical thinking reflective practitioners who strive to provide high-quality evidence-based practice are created. Neonatal services within NHSL have significantly improved recruitment and retention and are highly sought after due to improvements in culture, leadership, and educational input.</p> <p>NMAHP</p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: The Multidisciplinary Primary Care Community Training Hub Pilot</b></p> <p><b>Speakers:</b> Trish Gray, Head of Programme, NHS Education for Scotland Sylvia Hazlehurst, Senior Specialist Lead, NHS Education for Scotland Fiona Young, ANP Lead, NHS Education for Scotland</p> <p><b>Description:</b> This session will provide an overview of the work undertaken to pilot the development of a Multidisciplinary Primary Care Community Training Hub within a small set of rural and urban practices across Scotland. It will highlight the drivers for this work, the partnership working approach taken and summarise progress to date.</p>

	<p>Multi Professional</p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: Valuing Medical Educators</b></p> <p><b>Speakers:</b>  Dr Elisa Lewington-Gower, Marx Clinical Fellow, General Medical Council  Gareth Lloyd, Project Manager, General Medical Council  Olivia Sleet, Policy Officer, General Medical Council</p> <p><b>Description:</b> A compassionate, skilled and sustainable medical workforce relies on educators delivering training that nurtures the knowledge, skills and attributes of medical professionals, enabling them to provide excellent standards of care to patients. Our State of Medical Education and Practice (SoMEP) and National Training Survey (NTS) reports show that trainers are increasingly under pressure. 52% are at high or moderate risk of burnout. Expected increases in trainee numbers add additional challenge.</p> <p>The General Medical Council (GMC) aims to build a diverse, better supported, multidisciplinary educator workforce. Educators require more time, support and resources in order to deliver training. Our work is underpinned by principles of equality, inclusivity and fairness, multi-professional working and ensuring educators are equipped with skills for the role.</p> <p>This session will explore the GMC’s current work on valuing medical educators. We will seek views on the challenges faced by the medical educator workforce in Scotland, and invite solutions.</p> <p>Multi Professional</p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: Developing Virtual Communities of Practice to Promote Interprofessional Learning and Development</b></p> <p><b>Speakers:</b>  Laura O’Halloran, Senior Educator, NHS Education for Scotland  Joanne Gibson, Senior Educator, NHS Education for Scotland  Ailidh Hunter, Senior Educator, NHS Education for Scotland</p> <p><b>Description:</b> This session will explain the benefits, processes and key learning from developing virtual communities of practice (COP). An opportunity to develop mutliprofessional virtual communities of practice was identified with the new ways of working using Microsoft teams and need to connect and develop the workforce across Scotland with a shared purpose. The Allied Health Professions (AHP) Practice-based learning virtual community and the AHP Children and Young People virtual community of practice offer a place for collaborative practice and knowledge sharing. These Virtual COP were set up with representation across health, social care and higher education institutes. The structure of these teams were designed to provide opportunities for peer support and problem solving, shared experience and promoting the best use of educational resources. There is opportunity for learning to be shared across all professions.</p> <p>Multi Professional</p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: Heard, Valued, Supported: the role of medical education in doctors wellbeing</b></p>

**Speakers:**

Professor Gill Aitken, Director of Postgraduate Medical Education, University of Edinburgh

Professor Lindsey Pope, Professor of Medical Education, University of Glasgow

Dr Kim Walker, Senior Lecturer, University of Aberdeen

Dr Anita Laidlaw, Director of the Centre for Healthcare Education Research and Innovation (CHERI), University of Aberdeen

**Description:** There is increasing recognition that the healthcare workforce is struggling with their wellbeing and burnout.

This session will present a range of findings from the SMERC-led, CSO funded Scottish Doctors' Wellbeing Study, consider some of the interventions developed, and consider the developing role of medical education in this area.

We aim to stimulate discussion around the ways that the healthcare community can support workforce wellbeing. By sharing the resources we have developed we hope to empower others to think about how they can employ the results of our discussion in their own institutions.

We wish to raise the profile of wellbeing in the wider healthcare community and discuss the approach taken in Scotland to develop a programme of research in this area.

Multi Professional

**11:25 – 12:25 Title: Influencing Healthcare Professionals to Become Change Agents and Build a Culture of Collaborative Improvement****Speakers:**

Angela Flynn, Pharmacist / Clinical Teaching Fellow / Agents of Change Lead, University of St Andrews

Jayne Stuart, Clinical Teaching Fellow, University of St Andrews

Heather Shearer, Clinical Teaching Fellow, University of St Andrews

**Description:** This seminar will explore current challenges in healthcare and consider the barriers and opportunities for healthcare workers to influence a positive change. In other words to 'not only deliver but develop healthcare'. Agents of Change (AoC) is a unique teaching approach that helps identify opportunities for improvement by leading, engaging and working with staff, patients and communities. By adopting a holistic 'wider system' thinking approach, AoC aims to drive transformational change, shaping healthcare tailored for the 21<sup>st</sup> century.

This interactive session aims to help clinicians identify and develop the skills required to accept and lead change in practice, building on the need for a sustainable healthcare system. We will explore concepts of effective relationships in healthcare and how to use these to promote leadership.

Key topics of discussion include:

- Increasing healthcare demands, Multimorbidity/polypharmacy / health inequalities
- Sustainability in healthcare and planetary health
- Patient centred care and importance of community engagement

Multi Professional

11:25 –  
12:25

**Title: A is for Accelerate and Adoption: NES workforce and education and digital partners in Accelerated National Innovation Adoption (ANIA)**

**Speakers:**

Fiona Fraser, Associate Director, Innovation and Workforce Diversification, NHS Education for Scotland  
Laura Stewart, Senior Educator, Innovation and Workforce Diversification, NHS Education for Scotland  
Jonathan Waldheim-Ross, Head of Product and Delivery, National Digital Platform, NTS, NHS Education for Scotland  
Jason White, Head of Innovation, National Centre for Sustainable Delivery  
David Thompson, Head of Innovation Adoption - Chief Scientist Office, Scottish Government

**Description:** Innovation in healthcare offers the potential to advance effective, efficient and more equitable delivery of care to Scotland's population.

ANIA is a collaborative partnership between Scotland's national healthboards working to implement innovation at scale to improve service responsiveness and service user outcomes. Consistency of approach in a national 'One Scotland' model is fundamental. Collaborative relationships have been forged so digital infrastructure, procurement of products, health economics, workforce and education needs can come together. ANIA is hosted by the Centre for Sustainable Delivery (CfSD) which forms part of the innovation pipeline led by the Chief Scientists Office (CSO).

NES is a key partner in this activity influencing workforce and education and providing critical digital expertise, co-ordination and platform infrastructure.

This seminar will introduce the audience to ANIA, how partners work together and progress made to date. The seminar will provide detail of NES involvement and an overview of this fast moving and far reaching work.

**Multi Professional**



<p><b>11:25 – 12:25</b></p>	<p><b>Title: Leadership in Difficult Times - what can we learn from those who do it well</b></p> <p><b>Speakers:</b> Leslie Curry, PhD, MPH, Professor of Public Health, Yale School of Public Health, Professor of Management, Yale School of Management (Secondary), Professor, Jackson School of Global Affairs (Courtesy), Lecturer, Yale College, Core Faculty, Global Health Leadership Initiative, Associate Director, Yale Scholars in Implementation Science Program, Yale School of Medicine Professor Emma Watson, Executive Medical Director, NHS Education for Scotland</p> <p><b>Description:</b> Description to Follow <a href="#">Medical Education</a></p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: Supporting Trainers, Supporting Trainees: developing inclusive support strategies for doctors in training</b></p> <p><b>Speakers:</b> Dr Amanda Swan, Scottish Clinical Leadership Fellow / Clinical Oncology Registrar, Medical Education Directorate, NHS Lothian Dr Andrew Merriman, Medical Education Fellow, NHS Lothian</p> <p><b>Description:</b> We benefit from a diverse workforce of doctors in training with unique support needs. However, 52% of trainers surveyed in the 2023 GMC national training survey were measured to be at high or moderate risk of burnout. Ensuring these 2 groups of essential staff have the right resources to support them in their roles is vital.</p> <p>Doctors in training with specific needs are highlighted to local trainers without aligning relevant support resources. By creating a comprehensive range of resources tailored to assist trainers in effectively supporting trainees with specific needs, we aim to support optimisation of the learning experience. Providing this information upfront will help ensure smoother transition between rotational posts, fostering a positive experience for both trainers and trainees.</p> <p>This seminar will allow participants to understand the diverse needs of doctors in training, the breadth of support awareness required of trainers and to support both groups effectively.</p> <p><a href="#">Medical Education</a></p>
<p><b>11:25 – 12:25</b></p>	<p><b>Title: NES Psychology Substance Use and Trauma Workstream: Lessons learned over 13 years of a blended approach to frontline training utilising of Implementation Science</b></p> <p><b>Speakers:</b> Laura Freeman, Principal Educator – Psychological Interventions &amp; Therapies in Adult Mental Health, NHS Education for Scotland Lynne Bradford, Educational Lead, NHS Education for Scotland</p> <p><b>Description:</b> Given the urgency of addressing drug-related deaths in Scotland and supporting trauma informed care, there is a need to maximise training opportunities for frontline practitioners across the NHS, social care and third sector working with alcohol and other drug use. These practitioners include those in substance use services, mental health and physical health settings. The NES Psychology Substance</p>

Use and Trauma workstream has developed a blended training approach that maximises accessibility for large numbers of practitioners while at the same time highlighting the importance of focused skills development opportunities based on the principles of Implementation Science. This seminar will provide an overview of the online resource library, eLearning, seminars and direct training which comprise the blended learning. Lessons learned over the 13 years of this training will be presented.

Psychology

13:30 –  
14:30

**Title: ‘Walk a Mile in Their Shoes’ – breaking down workplace silos to improve interprofessional collaboration**

**Speakers:**

Joanne Kerins, Simulation Research Fellow, Scottish Centre for Simulation and Clinical Human Factors

Scott McColgan-Smith, Principal Lead (Simulation), NHS Education for Scotland

Jemma Pringle, Associate Postgraduate Dean for Simulation Foundation, NHS Education for Scotland

Fiona Farquhar, Consultant Acute Physician, NHS Lanarkshire

Vicky Tallentire, Associate Postgraduate Dean for IMT Simulation, NHS Education for Scotland

**Description:** This session will discuss the ways in which silos form in the clinical workplace by using a social identity perspective.<sup>1</sup> It will allow delegates to engage and reflect on the social groups they belong to in the workplace defined by profession, stage and intraprofessional hierarchy. We will discuss the challenges intergroup boundaries can present to delivering collaborative patient care.<sup>1</sup> The domains of interprofessional collaboration will be presented:<sup>2,3</sup>

- Relationship building
- Perspective taking
- Negotiating priorities and resources
- Conflict management

We will then discuss case examples of ways in which we can improve interprofessional collaboration including:

- Perspective taking through an internal medicine trainee communication workshop<sup>2</sup>
- Relationship building through interprofessional simulation in pharmacy and medical education<sup>4</sup>
- Interprofessional tabletop simulation to consider latent social threats in clinical practice<sup>5</sup>

The session will close with discussion of paths forward to promote effective interprofessional collaboration through interventions in the clinical workplace.

Multi Professional

<p><b>13:30 – 14:30</b></p>	<p><b>Title: The Bridges Doctor Programme - helping refugee and asylum seeker doctors into employment</b></p> <p><b>Speakers:</b>  Louise Denholm, ICM Trainee, NHS Greater Glasgow &amp; Clyde  Samantha Gaw, ICM Trainee, NHS Greater Glasgow &amp; Clyde  Dr Andy Mackay, ICM Consultant / IMG Lead, NHS Greater Glasgow &amp; Clyde  Dr Pat Grant, Retired Doctor / Bridges Programme Co-ordinator  Dr Dave Ritchie, Retired Doctor / Bridges Programme Co-ordinator  Karen McIntyre, CEO, Bridges Programme  Dr Babar Akbar, NHS Fife</p> <p><b>Description:</b> We aim to present the work of The Bridges Doctors Programme, which is a programme supporting the social, educational, and economic integration of refugees, asylum seekers, migrants, and anyone for whom English is a second language. The aim is get eligible doctors through a pathway to GMC registration and employment as a doctor.</p> <p>This charity works with multiple agencies and professionals to support these doctors to ultimately contribute their skills to the NHS and help with workforce development. We will take you through our pathway which includes English language training, exam support for PLAB exams (required for GMC registration), simulation experience, clinical attachments and assistance in finding employment. Along the journey the doctors offer each other a community and peer support. We will also present how involvement in this charity has and can contribute to the development of management and teaching skills for trainees involved.</p> <p><a href="#">Medical Education, Social Work, Social Care and Psychology</a></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: From Tick-Boxes to Training - how to unleash the learning potential of workplace-based assessment in the education of healthcare professionals</b></p> <p><b>Speakers:</b>  Dr Andrew Merriman, Medical Education Fellow, NHS Lothian  Dr Katie Hughes, Medical Education Fellow, NHS Lothian  Dr David MacLennan, Medical Education Fellow, NHS Lothian  Kirsten Hood, Strategic Lead for Practice Learning (Nursing and Midwifery), NHS Lothian  Seonaid McIntyre, Advanced Clinical Pharmacist, Education Research and Development, NHS Lothian</p> <p><b>Description:</b> During workplace-based assessments (WPBAs), learners are assessed during direct observations of what they do in the workplace. These observations are followed by opportunities for rich, constructive feedback.</p> <p>When done well, WPBAs are valuable educational experiences for learners. However, there are multiple barriers to their effective implementation. These barriers lead to WPBAs not being completed as designed, and the interpretation that they are tick-box exercises. The</p>

	<p>goal of this seminar is to help learners and trainers from any professional background overcome these barriers so that the learning value of these assessments can be achieved.</p> <p>To do this, we will use interactive activities to explore challenges that we face as learners and trainers during WPBAs. By the end of the seminar, we will have co-constructed strategies that can be used to overcome these challenges so that WPBAs can be implemented in a manner that helps learners and trainers maximise their educational value.</p> <p><a href="#">Medical Education, NMAHP and Pharmacy Education</a></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: A Sustainable and Innovative Workforce: Medical Associate Professions and Advanced Critical Care Practitioners, a responsive contribution to service needs</b></p> <p><b>Speakers:</b>  Professor Emma Watson, Executive Medical Director, NHS Education for Scotland  Susan Donaldson, Principal Educator, Innovation and Workforce Diversification, NHS Education for Scotland  Fiona Fraser, Associate Director, Innovation and Workforce Diversification, NHS Education for Scotland  Valeria Filippi, Senior Policy Officer, Health Workforce Directorate, Scottish Government  Helen Arrowsmith, Programme Manager, MAPs, General Medical Council  Alastair Murray, Deputy Postgraduate Dean and Clinical Lead for MAPs, NHS Education for Scotland</p> <p><b>Description:</b> Current workload, health needs and challenges to recruitment in health and care require NHS Scotland to identify where innovative roles in workforce will enhance capacity and capability to deliver key priorities. Diversification of the workforce enhances responsiveness to service and therefor population needs.</p> <p>Responding to a commission from Scottish Government, through extensive stakeholder engagement and scoping activity, NHS Education for Scotland (NES) submitted recommendations to inform potential opportunities associated with expansion of the Medical Associate Profession (MAP) workforce. NES MAPs commission response outlines findings and recommendations alongside steps required to achieve modest growth complementary to existing activity underway to progress the wider NHS Scotland workforce.</p> <p>The Cabinet Secretary for NHS Recovery, Health and Social Care endorsed an implementation programme which builds on these recommendations. The programme, jointly led by Government and NES, aims to achieve a phased, gradual expansion of MAPs workforces using systematic, evidence-based approaches.</p> <p><a href="#">Medical Education, NMAHP, Healthcare Science, Pharmacy Education and Psychology</a></p>

<p><b>13:30 – 14:30</b></p>	<p><b>Title: Co-Creation in Clinical Training: the power of trainee / trainer partnerships</b></p> <p><b>Speakers:</b> Clement Seeballuck, Clinical Lecturer in Paediatric Dentistry, NHS Tayside / University of Dundee</p> <p><b>Description:</b> Co-creation (students as partners) is an established method of teaching that empowers the trainee to take ownership of their education. Co-creation provides opportunities for trainees to develop skills relevant to professional practice and gain insight into the development of educational or health resources/ activities. When undertaken with a planned and robustly-evidence based approach, Co-creation can yield significant results, benefitting the trainee, the trainer, local and even global communities.</p> <p>This seminar will discuss the theory of co-creation in healthcare training and provide advice on how this can be implemented in your institution. Case studies covering various co-creation endeavours including will be used. Topics will include targeting inequality and developing educational tools.</p> <p>The session will finish with an open forum and attendees will be invited to collaborate.</p> <p><b>Medical and Dental Education</b></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Lighting the Spark: the transformative impact of community engagement and service learning in medical education</b></p> <p><b>Speakers:</b> Jayne Stuart, Clinical Teaching Fellow / Vertical Theme Lead: Service Learning, ScotGEM, University of St Andrews Nikki Lorimer, Head of National PDS Service, Localities Leadership Directorate, Alzheimer Scotland Dan Martin, ScotGEM Student, University of St Andrews Heather Sherriffs, ScotGEM Student, University of St Andrews</p> <p><b>Description:</b> This dynamic seminar will explore the impact of community engagement and service-learning on the educational journey of medical students and third sector partners.</p> <p>Together we will consider how these innovative components not only enhance learning outcomes but also play a pivotal role in cultivating credible, confident and compassionate leaders and agents of change, committed to realistic medicine principles. Participants will explore the transformative power of partnership, community involvement, and experiential learning in shaping a patient-centred educational landscape for medical and healthcare professionals.</p> <p>This seminar offers an opportunity to discover how community engagement and service-learning supports medical students in their ambitions, embracing values-based practice, sustainability and social accountability, to shape a generation of professionals equipped to make a meaningful difference. Participants will also consider the benefits and opportunities for third sector partners.</p>

	<p>Join us to explore how the synergy between education, community, and realistic medicine, can foster a holistic and innovative approach to education.</p> <p><b>Multi Professional</b></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: What Matters to Patients - improving end of life experiences for patients and families</b></p> <p><b>Speakers:</b>  Dr Radha Sundaram, Consultant in Anaesthetics and Intensive Care, NHS Greater Glasgow &amp; Clyde  Dr Jacqueline McCarthy, Consultant in Anaesthetics and Intensive Care, NHS Greater Glasgow &amp; Clyde  Cindy Pollock, Healthcare Chaplain, NHS Greater Glasgow &amp; Clyde  Kirsty Martin, Charge Nurse Critical Care, NHS Greater Glasgow &amp; Clyde</p> <p><b>Description:</b> The pandemic caused huge moral distress for staff working in ICU and the restrictive visitation policies adversely affected staff and hindered their ability to provide patient centred end of life care. The multidisciplinary team at the RAH along with ICU consultants, nurses, healthcare chaplains and palliative care doctors introduced a debrief called COMFRT and COFFEE to encourage discussions about EOL care. These facilitated discussions have helped improve care i.e., resulted in changes in delivery and provision of care) and staff wellbeing. Value based listening was introduced by the chaplaincy team as the tool for facilitating constructive discussions around distressing experiences. We hope to describe how instituting a system of facilitated discussion is sustainable and can have a positive impact on service delivery and staff wellbeing.</p> <p><b>Medical Education</b></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Creating ‘Good’ Work Through a Better Understanding of Work as Done</b></p> <p><b>Speakers:</b>  Dr Simon Edgar, Anaesthetist / Director of Medical Education, NHS Lothian  Lorna Seville, Programme Lead for Sustainability and Value, Finance and Performance, NHS Lothian  Dr Sara Robinson, Deputy Director of Medical Education / Emergency Medicine Consultant, Medical Education Directorate, NHS Lothian</p> <p><b>Description:</b> ‘Good work’ creates a sense of fulfilment and engagement for staff in an organisation that has many positive benefits for the employee, employer and in the context of health and care, for the citizens that we aim to serve.</p> <p>The components of good work include aspects of physical and psychological safety, inter-personal respect, development and support alongside a sense of autonomy, control and meaning for the employee.</p> <p>Designers of work, incorporating workflows, work patterns and work demand/capacity should consider these core good work components at the outset....but do they? To design or improve a system of work, you must first fully understand the work as done by those that do it.</p> <p>This workshop will address for attendees why good work is important, how you can practically measure it, and using a worked example from NHS Lothian, what you can do in your health and care settings to improve.</p>

	<p><b>Medical Education</b></p> <p><b>13:30 – 14:30 –</b></p> <p><b>Title: Can AI do Ethics?</b></p> <p><b>Speaker:</b> Professor Al Dowie, Professor of Medical Ethics and Law (Undergraduate Medical School), University of Glasgow</p> <p>Aim: This session discusses the ethical capability of artificial intelligence from a philosophical, historical, and topical perspective.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• To appreciate how the syntax/semantics distinction relates to artificial intelligence and ethics.</li> <li>• To trace relevant intellectual history leading to present-day applications of artificial intelligence.</li> <li>• To identify essential components of the capacity for ethics.</li> </ul> <p><b>Dental Education - 1 hour V CPD (GDC Development Outcome B &amp; C)</b></p>
<p><b>13:30 – 14:30</b></p>	<p><b>Title: Digital Innovation and People with Learning Disabilities: easy to ignore</b></p> <p><b>Speakers:</b> Dr Jill Jones, Head of Programme Learning Disabilities and Autism / Neurodevelopmental Disorders, NHS Education for Scotland Dr Allyson McDougall, Principal Educator Learning Disabilities, NHS Education for Scotland Dr Doug McConachie, Principal Educator, NHS Education for Scotland Partners from the Scottish Commission for People with Learning Disabilities</p> <p><b>Description:</b> This seminar will centre on the often-overlooked group of individuals with learning disabilities in digital innovation. By prioritising the perspectives of people with learning disabilities, we aim to explore ways to tailor digital innovation to suit their needs better, as well as those of others who could benefit from similar adaptations. People with learning disabilities will co-develop and deliver this session and share insights to inform innovators about crucial considerations. Additionally, the seminar will examine available educational resources for digital developers seeking to enhance their understanding of this demographic.</p> <p><b>Psychology</b></p>