

Scotland Deanery News

Issue 10 | Winter 2018

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Professor Stewart Irvine
Medical Director

Welcome to 2018 and our first newsletter of the year that brings you up to date with what is happening in the Deanery and what we can look forward to for the coming year.

Up front we report on the GMC National Review of Scotland that recently concluded with a two day visit to the Scotland Deanery. Inside we share the GMC's initial Deanery feedback and welcome the favourable outcome for the both the Deanery and our partners in Scotland's Health Boards and Medical Schools. An outcome that confirms Scotland's excellent reputation for medical excellence, vindicating the dedicated work of Scotland's trainers and educators.

The 8th Scottish Medical Education Conference is an opportunity to celebrate our achievements in Scotland and this issue gives first news of keynote speakers. Next up is an article by two of our recently appointed Trainee Associates who give some insight into the role and how having the trainee perspective on quality strengthens the work of the Quality Team. Changes to the Scottish Training Survey are also outlined along with an early indication that improvements have followed: meaning the survey should be even more useful as a result.

Our new Careers Management Group features too with a summary of the new-look service and expected benefits for doctors in training. Gynaecology training in NHS Lanarkshire has been ranked as the best in the UK by the Royal College of Gynaecologists and we give some detail around this outstanding achievement. Patient safety, always at the core of all we do, features in a short article by Dr Elaine McNaughton, who introduces an interactive learning App developed by our Primary Care Development and Innovation Group.

I do hope you enjoy the newsletter and wish you well for 2018.



The GMC have now concluded the visit part of their national review of Scotland and I am very pleased to report an overall favourable outcome for the Scotland Deanery and for medical education as a whole in Scotland. As part of their review, the GMC visited the Deanery over the course of Monday 11th and Tuesday 12th December. Visits had already been undertaken to 8 NHS Boards and to all 5 Medical Schools in Scotland earlier in 2017.

The GMC have now communicated their initial findings with no serious concerns reported for the Scotland Deanery. Very encouragingly the GMC team noted that they found the following areas of the Deanery to be working well:

1. The Scottish Foundation school team are working cohesively and effectively across Scotland providing support to individual doctors in training but maintaining a national approach
2. The NES digital strategy which works across different systems and disciplines to support learners and educators
3. Inter-professional educational leadership demonstrated by the NES Executive team

4. The involvement of a well trained group of lay representatives in quality management processes who feel valued and well supported
5. The Scottish Dean's Medical Education Group provides a forum for joint working between the Scottish medical schools and NES (fitness to practice is an example of this)
6. The Performance Support Unit which is a good example of how processes from the four regions have been aligned into a single deanery
7. The Training Programme Director role which is well supported and provides an important link between doctors in training and the central Deanery team



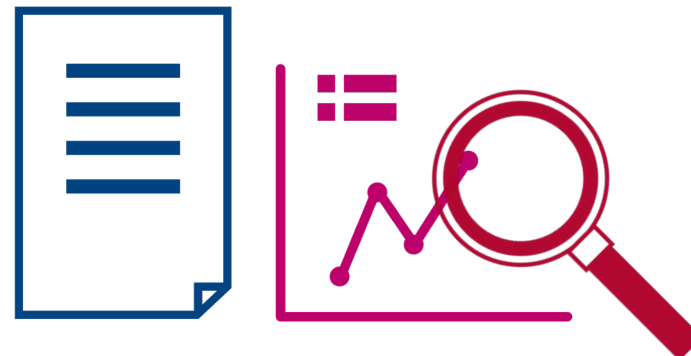


Further to these and in the interests of improvement the GMC considered that NES and the Deanery should:

1. Continue efforts to help address workforce challenges across Scotland, especially to meet the needs of the remote and rural community
2. Consider how best to collect and analyse data pertaining to the increasing number of clinical fellows and associated training grades across Scotland, to review their impact on doctors in training and their integration back into the training programmes
3. Take the lead in establishing a Scotland wide approach to identifying the levels of competence of learners

In the early part of 2018, each of the 14 organisations visited (NHS Boards, Medical Schools and NES / Deanery) will be receiving a formal written report, which is likely to include requirements and recommendations for further action.

In addition, the GMC will prepare a national (Scotland) overview report which they will share with key stakeholders at the Scottish Medical Education Conference in April 2018.



Now entering its 8th year, the National Scottish Medical Education Conference has become a 'must attend' event for all those interested in improving and developing medical education in Scotland. The conference offers a unique opportunity to hear leading professionals addressing the big issues in medical education and looking towards the future of the profession. The conference will take place on:

Thursday 26th & Friday 27th April

in the **Edinburgh International Conference Centre (EICC)**, a venue which has successfully hosted in previous years. The venue offers the space and diversity of accommodation to support the extensive range of presentations, workshops, poster displays and facilitated discussions. The Conference in 2017 was the largest held to date and covered a diverse range of topics aimed at a varied audience.

Speakers confirmed for the Medical Conference:

- **Paul Gray**, Director General, Health and Social Care, and Chief Executive of the NHS in Scotland
- **Cees van der Vleuten**, PhD, Professor of Education at Maastricht University, Department of Educational Development and Research in the Faculty of Health
- **Charlie Massey**, Chief Executive and Registrar of the General Medical Council
- **Catherine Calderwood**, Chief Medical Officer
- **Fiona McQueen**, Chief Nursing Officer
- **Rose Marie Parr**, Chief Pharmaceutical Officer
- **Sir Muir Gray**, Honorary Clinical Researcher, Nuffield Department of Primary Care Health Sciences / Visiting Professor, Nuffield Department of Surgical Sciences, University of Oxford

Competition:

We invite poster abstract submissions in the following categories:

- Training Delivery
- Simulation and Online Learning
- New Perspectives and Novel Methods in Medical Education and Training
- Medical Careers – Structure and Support
- Miscellaneous

Please use the Contact page on the Scotland Deanery website to request an abstract application form:
<http://www.scotlanddeanery.nhs.scot/contact/>

Prizes:

- The top three highest scoring abstracts will be selected for a short oral presentation at the conference with a prize for best presentation
- The three highest scoring posters in each category will be awarded 'Poster of Distinction'
- One poster from each category will be awarded 'Best Poster' following judging panel discussion during the conference

Deadline for poster abstract submissions:
Midnight
Friday 2nd March 2018

As trainees, we think all of us can be forgiven for sometimes having a fairly loose understanding of management and training structures within Scotland. Health Boards, NHS Education for Scotland (NES), Royal Colleges, the GMC: all very important, but the complexity of the organisations and their various interactions can be somewhat confusing, and quite frankly, we have often felt we have enough to get on with.

To counter this some of us last year took up positions as Trainee Associates within the Quality Management Team at NHS Education for Scotland. The Quality Management Team's remit is to review every training environment where Foundation, GP or Specialty Trainees work, and ensure that the training on offer meets the standards set by the GMC, Royal Colleges and, most importantly, the expectations of trainees themselves.

It can feel frustrating when we don't feel we are being trained as expected or jobs don't provide the opportunities we believe that they should. The Quality Management Team exists to address this. However, what we as Trainee Associates hadn't appreciated was how essential a role we as trainees play in this process, and the enormous power to

effect change that is contained within the GMC National Training Survey (NTS) and the Scottish Training Survey (STS).

(Those are the surveys they have us complete at the end of the block when we're frantically trying to get our last few Workplace Based Assessments (WPBAs) and reflections done while working full-time and sitting exams etc.)

With these survey responses the Quality Management Team are able to review every learning environment and assess whether they are meeting the standards expected of them. Structured questions as well as free text comments give us an idea of the good and not so good experiences of trainees.

However, without this feedback from trainees we have very little information to go on and have no way of knowing which settings might be struggling. Furthermore, if not enough trainees respond to a survey for a particular site then it is also very hard to interpret the results as the NTS requires a minimum of three trainee responses and the STS five before information is made available to the Quality Management Team.



If problems are identified through analysis of the survey data, then visits to the hospital or training programme are arranged – urgently if needs be. These visits are an essential part of what the Quality Management Team at NES does. The survey information is vital in flagging up potential problem areas at a site, but it is often only by going there and talking directly to the people involved that specific difficulties can be identified and addressed.

During these visits we talk to all the trainees and clinical supervisors working in a particular setting, as well as allied health professionals and nursing staff. The groups are seen separately and anything discussed is confidential. If we find issues, we raise these to the highest levels and insist upon review and improvement where required. First hand we have been able to see and be involved in this process. We have both been impressed by the dedication of the Quality Management Team to ensure good training is available to all, and also the action of trainers to work with us to ensure this is the case.

Postgraduate Medical training in Scotland is already excellent, but there is always room for improvement and inevitably some areas struggle more than others.

This is a rallying cry to the trainees who might feel they don't have time to complete their NTS or STS, because the fact is: the ball's in your court! If your feedback isn't there, then we can't do our jobs properly, and any problems that you moan about to your friends in the pub after yet another horrendous shift will just continue.

Alastair Hurry ST6 Anaesthetics & ICM

Patrick Hughes CT3 Psychiatry

Trainee Associates

NES Quality Management Team



Our new look free text comment set-up has launched to a very positive start with fewer, more incisive comments being made by trainees.

The new guidance, which encourages trainees to only leave comments which add further insight beyond closed-end responses, resulted in **439 comments** split evenly between **positive** and **negative** comments. This much reduced number really helps us to focus what adds to the intelligence we hold about training.

Importantly the smaller number allows our senior clinicians more time to carefully consider each comment within the context of what else is known. The quality of comments by trainees continues to be very high and, working with Scotland's Directors of Medical Education, we are very committed to sensitively following-up all areas of concern.



The initial success of the changes is most welcome but wishing to improve further we would appreciate any suggestions or advice you may wish to forward



CONTACT

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Over the past year, NES has established a Career Management Group covering all deanery regions and all Scottish medical schools.

The group comprises a PG Dean, regional Associate Postgraduate Deans for careers and the University Career Advisers, along with trainee members and a representative of the SAS adviser group.

What does the group do?

We aim to:

- Increase the visibility and relevance of the career management service
- Implement a consistent planned approach to delivery of high quality support for students and trainees in decision-making at all stages of their careers
- Ensure that career advice, counselling and information is available at relevant times for groups and individuals
- Contribute to initiatives to promote Scotland as a medical career destination
- Share good practice

Career Advice

The next three pages highlight the types of career advice that should be available for medical students and doctors in training in Scotland

You will find contact details for your local careers team on the website as well as tools and resources to help you in your role as an educator:



<http://www.scotlanddeanery.nhs.scot/trainee-information/careers/>

First Year of Medical Course

Proposed Outcome

Encouraged to identify the opportunities offered to benefit individual's skill set

Describe how the career service will interact throughout the course

Options for Implementation

Signposting to national information

Resource / book on career planning

Contributors

University Career Advisers

UG Leads

Prior to Application for Intercolated degree or SSMS etc.*

Introducing career choice decision making

Reflecting on values, motivation and personality

DOTS model

Factors affecting career choice

Discussion on academic career options

Career Advisers

Undergraduate Leads

Clinical Academics

* (timing should be tailored to fit with timing of curriculum)

Mid-Way Through the Undergraduate Curriculum

Opportunity to meet with various specialties to provide greater understanding

University careers fairs

Specialty presentations

Postgraduate APGDs

TPDs

Trainee Representatives

Career Advisers

Final Year of Medical Course

Review and refine career choice decision making

Preparation for foundation applications

Review of DOTS, identifying gaps and consider how to address these

Career Advisers

Foundation Leads

Proposed Outcome

FY1 (Middle Block)

Ensure all trainees are aware of how to access career advice

Encourage trainees to identify the opportunities within training to enhance skill set and explore career options (taster weeks, audit, QI projects)

Increase awareness of the options available, e.g. clinical fellow posts, research opportunities, leadership and patient safety fellowships, academic training, and LTFT training

Options for Implementation

Signposting to national information

Session on career planning as part of FY1 education sessions in LEP and aligned to Foundation curriculum

Reinforce the principles of career choice decision making, reflecting on values, motivation and personality

Contributors

Educational Supervisors

FPD & APGD

University Career Advisers

Royal Colleges

FY1 (Third Block) & FY2 (First Block)

Advice on application process and selection criteria for specialty training and recognition of transferable skills

Ensure all trainees are aware of how to access career advice

Reinforce the principles of career choice decision making, reflecting on values, motivation and personality

Increase awareness of the options available and offer all trainees advice on maximising opportunities for exploring specialties and enhancing CV

Ensure less common options e.g. clinical fellow posts, research and academic training programmes are advertised widely

Signposting to national information

Session on CV / application / selection as part of FY2 education sessions in LEP

Peer feedback, e.g. from the cohort one year ahead

Mainly the educational supervisors / FPD with input from APGD

Peers / Trainee Representatives

Royal Colleges

Involvement of University Careers Advisers if possible

During Core Training

Proposed Outcome

Opportunity to meet with various specialties

Options for Implementation

Will vary from specialty to specialty

Contributors

Further discussion with specialties required – possible involvement of TPDs and STBs and APGDs

Final Year of Training

Review career choice options for consultant / GP posts

Preparation for consultant / GP interviews

Reinforce the principles of career choice decision making, reflecting on values, motivation and personality

Opportunities to discuss career development, resilience, professional role, mentoring, support mechanisms

Educational Supervisors

FPD

APGD

Royal Colleges



Dr Elaine McNaughton

GP Associate Advisor
NHS Education
for Scotland:
Scotland Deanery
(East Region)



It is long established that much can be learned from analysing significant events where the care of patients in any care setting has resulted in an adverse incident or a 'near miss'. A challenge facing health service professionals is to manage the process of analysing these events constructively to improve the quality and safety of care for patients. Historically there has been a tendency to attribute direct blame for an 'error' to individuals contributing to a non-constructive and potentially damaging culture within the organisation.

The wide consultation which took place before making Duty of Candour a legal requirement in Scotland, highlighted the potential conflict for individuals and groups of professionals, in feeling safe and appropriately supported when raising concerns about suboptimal care while also meeting personal professional values which drive an ethical desire to ensure honesty and transparency. This is important to understand in addressing any barriers to raising significant events and conducting constructive analysis.

Much work has been done by NHS Education for Scotland with key partner organisations to integrate the principles of Human Factors (also known as Ergonomics) into health care practice and education in the NHS in Scotland. The basic concept of the importance of the interactions between the different systems and those professionals working within these systems to achieve safe, high quality, effective and efficient patient care can be difficult to translate into every day busy working practice for those actively delivering care on the ground.

One very practical method and the tools to guide and facilitate this quality improvement and educational activity is enhanced significant event analysis. This method takes account of the potential emotional conflict which might face individuals in raising the event and guides the health professional to reflect on any personal reaction to the event before entering in to the full analysis process. The analysis itself applies a human factors, systems-based approach to exploring the sequence of events and the interactions between the People, the Activity and the Environment (PAcE analysis) which contributed to the event happening.

Applying this method to analyse events gives participating health professionals a very practical insight and an opportunity to apply the basic principles which underpin human factors science. This diverts any potential blame away from the individual and focuses on the systems which operate within the immediate and wider working environment and how different system elements interact and ultimately impact on health professional and team's performance in the workplace.

With the support of the UK Health Foundation, NES has developed a short interactive

e-learning module to guide professionals through real significant events taken from a variety of health care contexts relevant to dentists, pharmacists, hospital and general practice. This aims to help professionals understand better how applying this systems-based approach results in real and tangible action plans for quality improvement and highlights the professional satisfaction that can be achieved from working in this way. It demonstrates how this can be efficiently integrated into every day routine practice without unrealistic demands on time, a precious and limited resource in the NHS.

In recognition of the benefit of having an available practical tool to support this process for busy practitioners 'on the move', an interactive app has also been developed, available to download and use to capture the information contributing to any significant event in a progressive and iterative way over time.

With current endeavours to promote a non-blame culture in our NHS in Scotland and to improve transparency for patients and boost overall confidence, enhanced significant event analysis is just one potential method developed by NHS Education's Primary Care Development and Innovation Group which can support quality improvement in clinical practice.

ACCESS

The e-learning module, the app and further supporting information can be accessed

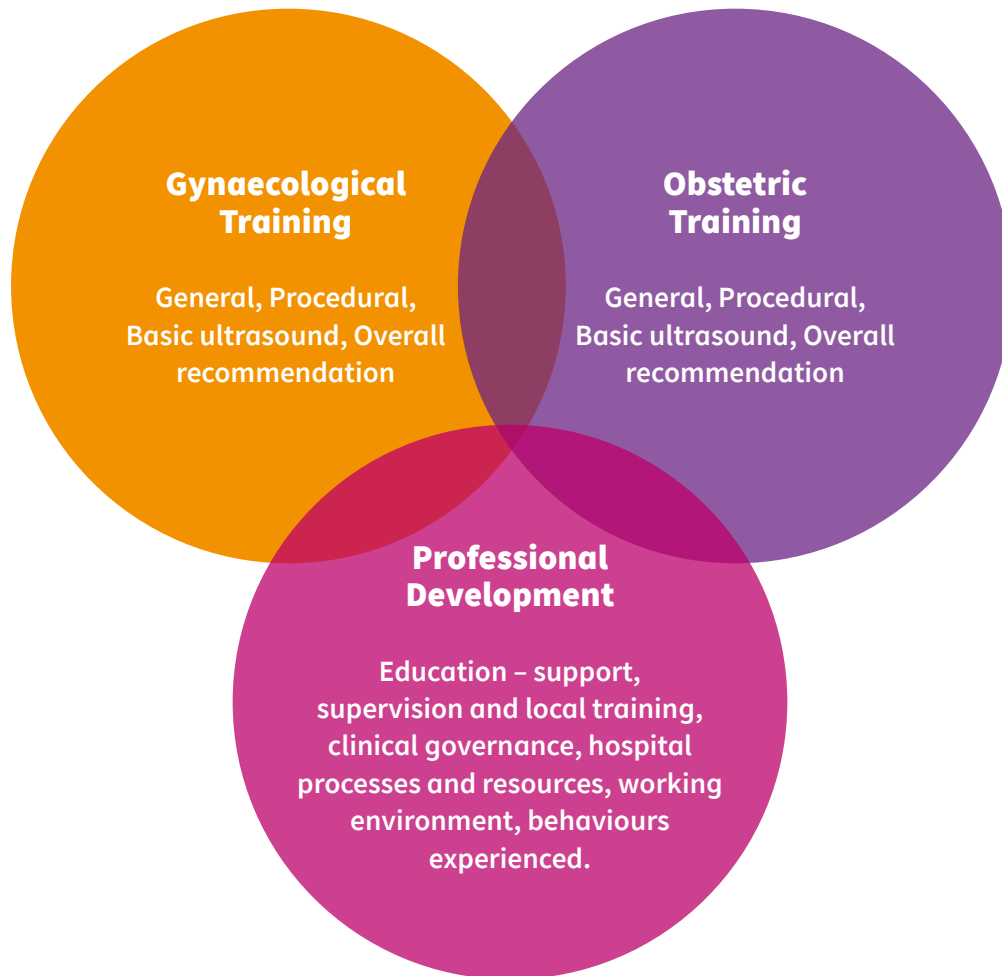


CONTACT

Paul.Watson@nes.scot.nhs.uk



The Specialty Education Advisory Committee at the RCOG oversees the collection of training data. The indicators included in each ranking have questions related to the following areas:



The overall ranking is a combination of all these indicators

Out of 171 units, NHS Lanarkshire were ranked top for Gynaecology training, and within the top 10 performing units

They were highly commended for professional development and overall performance, across all 4 nations based on the feedback from the trainees

These results were announced at the National Trainees Conference in Leeds on Friday 17 November 2017 where a representative from NHS Lanarkshire Board accepted this award



Want to develop your leadership skills and share learning with colleagues and experts?

Leadership Links provides bite-sized learning opportunities for leaders and managers at all levels:

- Live and recorded web-based learning events in a wide range of leadership areas
- Face-to-face events to deepen the learning, and to support networking with colleagues and partners across Scotland

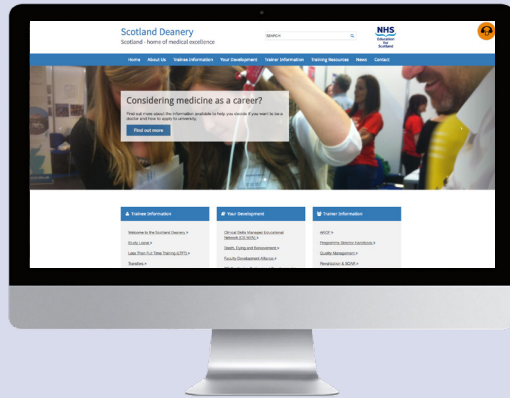
Register at Turas Learn:
<https://learn.nes.nhs.scot>

Leadership Links at the Leadership and Management Zone:
<https://learn.nes.nhs.scot/1021/leadership-and-management-zone/leadership-links>

Receive information about upcoming events, and join the discussion at People Connect “leadership_links” group:
<https://www.peopleconnect.scot.nhs.uk/Account/>



Created specifically for the needs of Scotland's Medical trainees and trainers, are the following website resources:



www.scotlanddeanery.nhs.scot

The Scotland Deanery Website

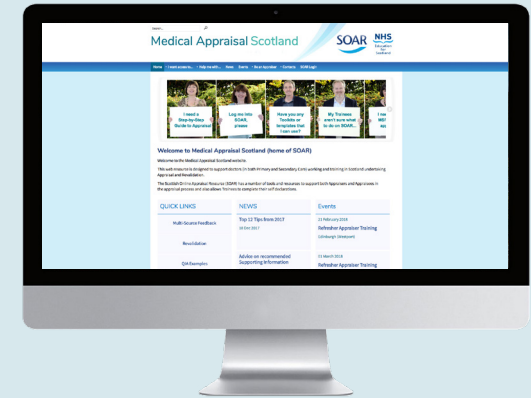
The Scotland Deanery, along with our Local Education Providers, is responsible for managing Medical Training and Training Programmes across the four Scottish regions. Here you'll also find details of the Deanery's Quality Management activities, its key staff and locations plus information on Professional Development for doctors.



www.scotmt.scot.nhs.uk

Scottish Medical Training

This site is the principal resource to learn more about how to apply for Foundation, Core and Specialty Medical Training in Scotland. Here you'll find regularly updated information about application windows (how and when to apply), a directory of 50+ GMC-approved medical specialty programmes and first-hand accounts about training from trainees and trainers. There are also useful insights on career direction and what it's like training and working in Scotland.



www.appraisal.nes.scot.nhs.uk

SOAR

Designed for doctors (in both Primary and Secondary Care) working and training in Scotland, for their Appraisal and Revalidation needs. SOAR is used by Appraisers and Appraisees to aid the appraisal process, and for Trainees to complete their self-declarations. Here you'll also find a SOAR user guide, handy FAQ's and examples of Quality Improvement Activities.

Created specifically for the needs of Scotland's Medical trainees and trainers, are the following website resources:



www.csmen.scot.nhs.uk

Clinical Skills Managed Educational Network

This site provides information about the Clinical Skills network, which plays a key role in implementing the Clinical Skills Strategy for Scotland. The focus has been on improving patient safety and clinical outcomes by supporting access to high quality, multiprofessional skills training and clinical simulation across Scotland.

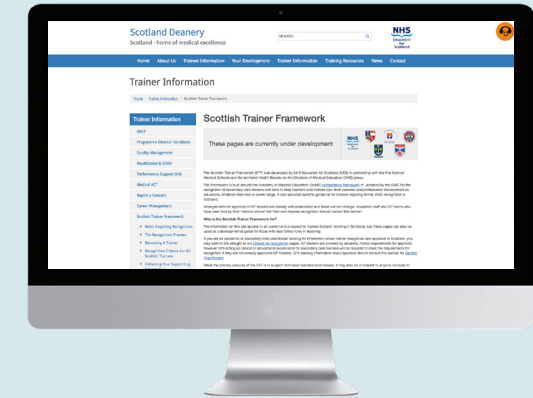
CS MEN develops online educational resources, manages and deploys a Mobile Skills Unit (MSU) which provides state of the art simulation facilities for remote and rural healthcare practitioners and has built a national network of healthcare educators and practitioners.



www.share.scot.nhs.uk

SHARE

The SHARE website showcases ideas and examples of best practice in the delivery of medical education and training. Designed for trainees and trainers, this site allows you to keep apprised of what's working for your professional peers and submit your own best practice case study.



www.scotlanddeanery.nhs.scot/trainer-information/scottish-trainer-framework

Scottish Trainers Framework

The Scottish Trainer Framework (STF) resource supports trainers working in Scotland, both undergraduate and postgraduate, whether working in primary, other community or secondary care settings. Here you'll find guidance for secondary care trainers requiring formal GMC recognition in Scotland and information about 'training for trainers', the seven GMC 'framework areas' for educational CPD and guidance for trainee doctors looking to develop a broad skills-base that include training. The Scottish Trainers Framework information has moved to the Trainers section of the Scotland Deanery website.

Please contact us with newsletter feedback and ideas for articles at:
www.scotlanddeanery.nhs.scot/contact/

Social

Join in the conversation at:



NHS Education for Scotland
Westport 102
West Port
Edinburgh
EH3 9DN

www.nes.scot.nhs.uk

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on **0131 656 3200** or email altformats@nes.scot.nhs.uk to discuss how we can best meet your requirements.

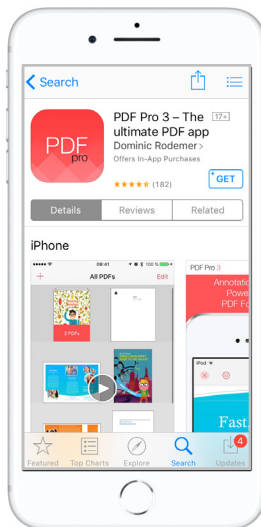


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NESD0710



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Downloading the viewer

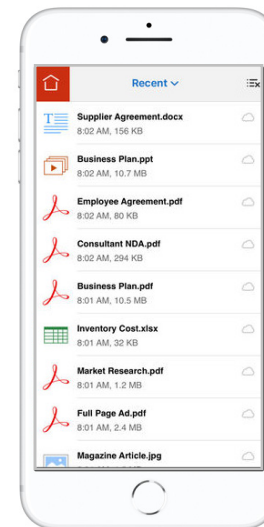
The viewer we recommend using is PDF Pro, a free to download viewer available on the app store. To install the viewer, simply click on the App Store Icon on your home screen and then search for 'PDF Pro'.

Click on the blue box at the right hand corner which says "FREE". It will then turn green and the word will change to "INSTALL".

Click once more and the viewer will begin to download and install on your device.

If you have a password set up on your device it may ask you for this now.

Please note: you will need to have adequate free space to install.



Using PDF Pro

Using the viewer is simple. Once installed it will be automatically added to the options for viewing when opening a PDF. Simply navigate to the location on the web using Safari, click on the PDF you want to view and an option will appear at the corner of the screen which says "Open in..."

Click on the "Open in..." option, followed by the PDF Pro icon and the PDF will launch in the viewer.

Once viewing in PDF Pro all of the navigational features will be functional, so simply tap the buttons onscreen to get started.