Scotland Deanery Newsletter

## Issue 47 | December 2024

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### 1. Foreword

Dear Colleagues,

Welcome to December edition of your Deanery newsletter. We are approaching midwinter, and this brings not only the shortest day but festivities with so much pressure to be cheery and to enjoy ourselves. So it is with no apology, we are revisiting wellbeing, and particularly **your wellbeing**. In the newsletter we detail what is available.  Self-care is very important, and it is important to remember you can’t care for others if you are not caring for yourself.

This newsletter has an interesting and varied content- we hope you dip in and out of it over the next few weeks.

We hope the launch of our new Out of Programme App will help resident doctors navigate this process. We recognise that taking time out of programme can be needed for a variety of reasons and it is essential you feel supported. We have included an item which explains the process and gives more information on this important option for doctors.

The next item share information on a new team which is working with schools and universities to support the growth of school leavers who wish to study medicine or have a career in health more generally. Over the past few years we have seen a decline in the number of applicants to to train in medicine or nursing and we are hoping to reverse that trend.

The United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Act 2024 will require **you**—as part of NHS Scotland—to take decisive steps to integrate children’s rights into every aspect of healthcare. This Act makes the UNCRC legally binding, meaning **everyone** must uphold children’s rights across all practices, policies, and decision-making processes. The responsibility extends beyond frontline services and applies equally to adult and non-clinical services. This article discusses how **you** can meet these obligations.

The rural grand rounds were established after a discussion between a couple of rural doctors who felt it would be helpful to share learning and interesting cases between the rural general hospitals. This group has now met several times in general hospitals and the article discusses how these now form a component of the regular teaching schedule for several of the participating rural hospitals. In the article you will find a link that takes you to the schedule and with details of how to join a session – if you are curious about working in rural Scotland why not have a look and join an event!

The next item gives information on the new eLearning Module on Menstrual Health. This module was recently published and is available now on Turas Learn: [Menstrual Health Module](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flearn.nes.nhs.scot%2F76736&data=05%7C02%7CAnna.Alexander%40nhs.scot%7C99e1acfd33d54c8cea0d08dcef7edb46%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638648575327616032%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=NPYIFOc7ZWHcVU3hT1zqssNnxctfUU8Hau6qaVzV1ek%3D&reserved=0) This resource is free to access and open to all practitioners in Scotland.

Following on the growing success of the 2024 conference, NES is delighted to confirm that it will once again be hosting the conference online over two days in April 2025: Thursday 24 and Friday 25. The closing date for open paper and poster abstract submissions is 9 February 2025. NHS Education for Scotland sponsor the conference, and there will be no charge for participation. Further details on the programme and how to register will follow in early 2025.

For any queries please contact [nes.conference@nhs.scot](file:///C%3A%5CUsers%5CNiallM%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CYH8QMA2Z%5Cnes.conference%40nhs.scot) or visit [Events](https://www.nes.scot.nhs.uk/events/)

As 2024 draws to a close it is important to reflect on what a busy year it has been and how much you have achieved as individuals and in your teams. The threat of industrial action that loomed over the summer, the significant challenges in care delivery must be balanced with knowing how much you do to improve the lives of others every day – thank you.

I hope you take some time off over the next few weeks and use it as time recharge and refocus for 2025.

I hope you enjoy this edition.

Best regards,

**Professor Emma Watson**
Executive Medical Director

### 2. New online app for Out of programme applications – Launched 25th November 2024

As part of the Scotland Deanery’s ongoing improvement work, we have developed a new online application within Turas to allow doctors in training to apply online for Out of Programme and allow authorisers to approve online.  This has been developed to improve user experiences, to make applying for out of programme easier for our doctors in training and to make the approval process easier for our authorisers.

The most significant change is that doctors in training will no longer need to submit a paper form and will no longer require approval from their current educational supervisor. Doctors in training will still be required to have these offline conversations, and these conversations must happen prior to submitting an online application. Doctors in training will then be required to submit an online application via Turas which will require Programme Director approval (TPD/FPD) and Postgraduate Dean or nominated deputy approval (i.e. deputy dean, APGD, AD).

From the 25th of November 2024, when the new system launched, the My Turas home page may look slightly different. A tile is displayed called training programme applications and within this there will be sub tiles, one for out of programme and one for study leave.

The new OOP application is very similar to the current Study Leave application and is situated within the same area in Turas. We hope that being similar that it will make the experience easier for our users.

**What do I need to do if I want to apply for Out of programme?**

Firstly, you should have a conversation with your programme director to discuss the proposed OOP application and whether they would be supportive.

Secondly you should visit the Scotland Deanery website which provides lots of information, including the evidence requirements as part of an OOP application. Please ensure you provide all the required evidence otherwise you application will be unable to be processed and will be returned to you. A full list of evidence requirements is detailed [here](https://www.scotlanddeanery.nhs.scot/trainee-information/out-of-programme-oop/evidence-requirements-for-oop/)

And finally, submit your application within training programme applications on Turas. It is important that your details are up to date on your trainee details page within training programme management as this will be linked to any application you submit.

Out of programme applications can take some time to progress due to the various evidence requirements therefore doctors in training should submit applications **6 months in advance**. Health boards require a minimum of three month notice of doctors in training going OOP therefore any late applications will only be processed at the discretion of our dean approvers which is why we strongly encourage applicants to submit six months in advance otherwise the application may not be approved.

If you have any questions please refer to our [website](https://www.scotlanddeanery.nhs.scot/trainee-information/out-of-programme-oop/evidence-requirements-for-oop/) or contact our OOP team at OOP@nes.scot.nhs.uk

**Evidence Requirements** - <https://www.scotlanddeanery.nhs.scot/trainee-information/out-of-programme-oop/evidence-requirements-for-oop/>

**OOP Information** - <https://www.scotlanddeanery.nhs.scot/trainee-information/out-of-programme-oop/>

### 3. Wellbeing Matters

The [Wellbeing Matters Hub](https://learn.nes.nhs.scot/72637) is an NHS Education for Scotland (NES) site on Turas Learn provides resources offering practical tools and top tips around the four pillars of wellbeing:

* Healthy Work
* Healthy Mind
* Healthy Life
* Healthy Body

In addition to this, you can also find seasonal materials covering everything from staying safe in the sun, to how you can cope with the winter blues!

Have a look around, we’ve highlighted some popular areas below.

**Mindfulness**Mindfulness Practice is one of many approaches to self-care and wellbeing. It is the intention to be awake and aware in the present moment as it is, to notice and name whatever is occurring as thought, feeling, sensation, distraction and/or impulse, without judgement or reaction, using a natural or local anchor, such as the breath. We slow down and open the possibility of choice and acceptance. Mindfulness practice has been around in the world for over 2,500 years and more recently it has been clinically and scientifically scrutinized by hundreds of mental health and clinical groups, embraced by global corporations, schools and public services.
[Mindfulness | Turas | Learn](https://learn.nes.nhs.scot/79289)

**Culture**Culture is ultimately the way we do things, noticing how we treat our colleagues, and also how we support ourselves to come to work every day. NES Our Way helps us to let others know what matters to you, including your communication preferences and the signs if you're not feeling your normal self.
[Culture | Turas | Learn](https://learn.nes.nhs.scot/73364)

**Self-leadership**
Practicing self-leadership is one way of helping provide you with a sense of accountability and ownership over your working life and the areas that you can control. Self-leadership in the workplace is a dynamic concept that empowers you to take command of your actions, emotions, and performance. At its core, it involves increasing self-awareness, self-motivation, and self-regulation.
[Self-leadership | Turas | Learn](https://learn.nes.nhs.scot/73407)

**Anxiety**
Whether you're experiencing anxiety or supporting someone who is, these resources aim to empower individuals with knowledge and tools to navigate anxiety effectively and improve overall wellbeing. Remember it is important of seek help and support networks when symptoms become too much to manage alone.
[Anxiety | Turas | Learn](https://learn.nes.nhs.scot/74049/nes-learning-at-work/wellbeing-matters/healthy-mind/anxiety)

Please be aware that your TURAS account will need to be set to NHS Education for Scotland to access the Wellbeing Matters Hub, guidance on how to do this can be found below.

Some services and events on the Wellbeing Matters Hub are for NES employed colleagues only. If you are employed by another NHS board and require further wellbeing support, we urge you to speak to your line manager or direct report who can signpost you to relevant support.

**Accessing Wellbeing Matters Hub on TURAS Learn**

If you **DO NOT** HAVE a TURAS Account:

* Register for an account by visiting the [TURAS Learn Home page](https://learn.nes.nhs.scot/)
* Select “Register” and complete the user registration form
* You should register with your NHS email address (if you have one), but make sure it is an account you can access as you will be sent a verification code
* Select “NHS Boards in Scotland” under “sectors, then select “NHS Education for Scotland” under organisations
* When you launch TURAS Learn you will have access to the NES Wellbeing Matters Hub
* If you do not see the Learn tab when you first login, click on “add applications” and choose “Learn”

If you **HAVE** a TURAS account and are not employed by NHS Education for Scotland:

* Login to [TURAS Learn](https://learn.nes.nhs.scot/)
* Click on your name on the top right-hand corner of the screen and choose “View or edit profile”, then “edit profile” (which is below your personal details)
* Choose “Organisation” and change this to “NHS Educations for Scotland” then click on “save changes”
* This will now give you access to the NES learning resources including Wellbeing Matters Hub. Please note, it may take up to 10 minutes for this to refresh before you have access, but you can also try logging out and logging in again
* Once you have accessed relevant resources you can follow the steps above to change back to your employing Health Board.

If you encounter technical issues while using TURAS Learn you can submit a helpdesk ticket by selecting the green “Helpdesk” button on the right side of the TURAS Learn home page.

### 4. Enhancing Attraction to Undergraduate Medicine

NHS Scotland continues to face challenges in attracting and recruiting staff. These challenges include national shortages of specialist medical roles, especially felt in more rural health boards. A more strategic approach is required to build a sustainable pipeline of medical applicants to support the ambition across NHS Scotland to recruit and retain a resilient diverse workforce suited to population need.

The NES Medical Directorate (through Additional Cost of Teaching) has funded three Senior Specialist Leads to work on attraction to undergraduate Medicine from July 2024 through to March 2027. The posts are being managed within the Innovation and Workforce Diversification team in the Academy, Learning & Innovation Directorate.

Each Lead has a regional networking portfolio including Boards, Scottish Medical Schools, and other partners:

* Joanne Haddrick – East and Central
* Lori Pattinson – North
* Lauren Brown - West

Working with key stakeholders, the team’s purpose is to drive improvements and innovations within the medical attraction space, considering a whole-system approach which attracts more Scottish applicants aligned to the objectives of NES Medical Directorate’s Medical Education Reform programme.

In taking forward this work, the ‘Enhancing Medical Attraction (EMA) Team’ will also maintain alignment with change currently developing in the system, for example greater use of contextualised admissions. Our work will also support the wider Youth Academy aims of raising awareness of healthcare careers more broadly, developing learning and insights that could be replicated to support attraction to other career pathways.

We will be led by data and research to understand what works, both in the Scottish context and learning from UK/international examples. The team will aim to identify potential system changes that can help Medicine remain a viable and attractive option for as broad a range of individuals as possible.

**Background**

The Scottish Government (SG) introduced the Scottish Domiciled (ScotDom) Policy in 2019/20, to increase the number of Scot Dom students studying medicine. Due to the impacts of the pandemic implementation was suspended and alternative phased increases where proposed.

Whilst Ministers remain committed to increasing the numbers of Scottish-domiciled students studying Medicine, the focus on delivering this outcome has shifted to increasing the numbers of students recruited from Widening Access routes (i.e. students from areas scoring highly on the Scottish index of multiple deprivation) and other interventions targeted at Scottish-domiciled students, rather than setting a minimum target.

Representatives from all Scottish Medical Schools, NES and the Medical Schools Council (MSC) established a ‘Scots Dom’ short life working group in May 2024 to focus on encouraging more Scottish Medical applicants in Scotland. We are continuing to connect with partners in this group as the EMA project develops'

**Defining the Workstreams**

Since starting work in August, we have focussed on developing a workplan and agreeing this with internal colleagues and partners on the Scots Dom Short Life Working Group.

The work will look both at short-term changes (how to maximise current resources and supporting incremental change) and longer-term systemic changes (co-designing more ambitious solutions with key partners across the student-trainee career journey).

Focusing solely on short term changes would miss the opportunity to affect change for the long term by building a more responsive, adaptable attraction system. Focusing only on long term innovation would not develop improvements required to adapt the current attraction activities.

 Our plan is based around five work areas, all of which are interdependent, and which underpin the overarching ambition to support recruitment and retention of a resilient and diverse medical workforce:

1. **Information.** We will work to provide a range of information resources that support the delivery of effective career learning and enable potential applicants to develop a better understanding of the role of doctors, career pathways and educational opportunities. This workstream includes identifying how best to inform and support educators, careers advisers and parents as key influencers of career decisions.
2. **Opportunity.** Building on the existing career learning activities designed to inspire and support potential applicants - such as work experience or career insight events – we will identify gaps and make recommendations which improve equity, consistency and maximise opportunities to recruit. Integral to NHS Scotland’s role as an anchor institutionis the aspiration to widen access, therefore this pillar of work has an emphasis on reaching and supporting the needs of groups that are currently under-represented in our medical workforce.
3. **Attraction.** Covid put healthcare in the spotlight, helping trigger an all-time high in application numbers. The number of applicants is now reducing back to pre-pandemic level, and, in the technological and digital era, the same high-ability students are being actively targeted by corporate competitors who are offering new career options. We will identify what more could be done to reflect the modern medical workplace in outreach, e.g. celebrating medical role models and emphasising those aspects of Medicine as a career that align with what we know about young people’s motivations. Our attraction activity will also include actively seeking to engage with career changers, including those who may have previously considered a career as a doctor.
4. **Evaluation.** It is important to continuously appraise and adapt attraction activities to ensure they remain effective. We will evaluate our work as we go, sharing learning and building an evidence-base to consolidate current activities. We will identify successful interventions within healthcare across Scotland, the UK and internationally, and consider learning from attraction approaches utilised by other industry sectors. Developing theories of change to test and learn new approaches will include agreeing evaluation metrics during project co-design.
5. **Data**. We will be led by data, e.g. by examining historical data to identify patterns and trends in an applicant journey set focus across workstreams. Monitoring of workstream activities will support us to remain responsive and adaptive with measures that will demonstrate value.

With our initial workplan in place, we will now develop these workstreams further through research, user insights and testing.

**Project Management**

Outcomes and progress will be reported on via the Directorate’s standard reporting procedures. As the three posts are funded via NES Medical ACT budget, outcomes and updates are also reported on regularly to the Medical ACT Governance Group.

**Progress so far**

* Workplan developed and agreed with internal and external partners.
* Working with the five teaching universities and the Medical Schools Council, we are developing an ‘Application Hub’. This web resource, to be housed on nhscareers.scot, will bring together in one place summary information on entry requirements, advice and links to further information. This is being developed in response to feedback from some secondary schools and carers advisers that they were unsure where to direct individuals interested in in applying to Medicine. We will launch an initial version early in 2025, which will develop and grow over time in response to emerging need.
* University Medical Schools, student societies, Boards and other partners currently provide a wide range of outreach activities - such as career insight sessions, work experience, or mock interviews - which inspire, inform and prepare individuals for a career in medicine. We are mapping current outreach activity to help identify gaps in provision by activity type, target audience or geography. This analysis will allow us to identify recommendations for additional programmes and targeted interventions to enhance existing delivery and support our ambition to facilitate equity of opportunity.

**Call to action**

We are very keen to hear from anyone with an interest in attracting a wider profile of Scottish applicants into Medical School as a first step into this fantastic career. If you have any questions, advice, ideas, or experience to share - the EMA Team would love to hear from you! You can email any member of the team via the directory or contact us all using nes.learningandinnovation@nhs.scot - adding Medical Attraction as the email subject.

Thanks, and we look forward to continuing to keep in touch as this work progresses

**Dylan White** – Principal Lead, Youth Academy

**Lauren Brown** – Senior Specialist Lead, West region

**Jo Haddrick** – Senior Specialist Lead, East/Central region

**Lori Pattinson** – Senior Specialist Lead, North region

### 5. The UNCRC (Incorporation) (Scotland) Act 2024: What You Need to Do

[The United Nations Convention on the Rights of the Child](https://www.unicef.org.uk/what-we-do/un-convention-child-rights/) (UNCRC) (Incorporation) (Scotland) Act 2024 will require **you**—as part of NHS Scotland—to take decisive steps to integrate children’s rights into every aspect of healthcare. This Act makes the UNCRC legally binding, meaning **everyone** must uphold children’s rights across all practices, policies, and decision-making processes. The responsibility extends beyond frontline services and applies equally to adult and non-clinical services.

Here’s how **you** can meet these obligations:

**1. Embed a Rights-Based Approach**

Children’s rights must be central to your work. You must prioritise their best interests and recognise them as rights holders with unique needs. All policies and services should align with UNCRC principles.

Ask yourself:

* **Have I considered children's dignity, autonomy, and welfare in this decision?**
* **Does this policy respect their health and rights?**

Everyday accountability means consistently applying these principles at a strategic level and in daily interactions, no matter how small.

**2. Enable Participation and the Right to Be Heard**

Under Article 12 of the UNCRC, **you** must allow children and young people to participate in healthcare decisions that affect them. This involves adapting communication to ensure understanding and confidence in expressing views.

Key actions:

* **Involve children in care decisions.**
* **Provide clear, age-appropriate explanations.**

It’s not enough to listen; **you** must create spaces where their voices influence outcomes.

**3. Ensure Accessibility and Equity**

**You** are now responsible for removing barriers to healthcare for children and young people, especially those facing inequities due to socioeconomic status, disability, or location. Your services must be inclusive, culturally sensitive, and accessible to every child.

* **Are services under your control reaching the most vulnerable?**
* **Have you addressed potential gaps in accessibility or fairness?**

Every choice **you** make, from service design to delivery, must promote equity.

**4. Take Responsibility for Everyday Accountability**

The Act holds public bodies legally accountable for upholding children’s rights. Young people or advocates can seek legal recourse if their rights are breached, increasing scrutiny on NHS practices.

This requires **you** to understand the impact services, projects, and policies will have on babies, children, and young people in accordance with the UNCRC and promptly mitigate potential rights breaches.

**Ask yourself:**

* **How will this policy, service, or interaction impact children’s rights?**
* **Do you know the purpose of a Children’s Rights Impact assessment?**
* **Do they know who to speak to if they think children's rights are not being upheld for any reason?**

It is your role to ensure you talk to your supervisor/relevant lead if you feel that children's rights are not being upheld.

**5. Increase Your Knowledge and Awareness**

You must understand the UNCRC to uphold it. Training isn’t just for leadership—it’s for you and every staff member in NHS Scotland.

* **Do you know the rights outlined in the UNCRC?**
* **Are you equipped to apply them in your daily role?**

Investing time in learning will ensure you can help meet the expectations of this legislation.

To enhance your knowledge about children's rights and the UNCRC in Scotland, access [Children’s Rights (UNCRC) | Turas | Learn](https://learn.nes.nhs.scot/75250/childrens-rights-uncrc)

**6. Create Child-Friendly Complaints Processes**

Every public body must establish a complaints system that children can navigate confidently. Use simple, age-appropriate language and offer multiple ways for children to communicate their concerns.

* **Do you know how children and young people can complain/do you know the process for Health Boards? If not, it will be important for you to find out.**
* **Are outcomes clearly explained to them?**

Transparency and responsiveness will show children that **you** value their voices and are committed to acting on their feedback.

**The Path Forward: Your Role**

The UNCRC Act demands more than policy changes—it requires a cultural shift. It’s up to **you** to help make children’s rights a reality in every interaction, decision, and service **you** provide.

The challenge is significant, but so is the opportunity to ensure that every child is treated with dignity, respect, and fairness.

What do **you** need to do now to help children's rights be realised in Scotland?

### 6. Rural Grand Rounds

**Background: What and Why**

 The rural grand rounds were established after a discussion between a couple of rural doctors who felt it would be helpful to share learning and interesting cases between the rural general hospitals.  The first meeting was hosted by Caithness General in March 2021.  Since then the role of the host site has rotated through the following hospitals:

* Balfour in Orkney
* Gilbert Bain in Shetland
* Belford in Fort William
* Lorn and Isles hospital in Oban
* Western Isles Hospital
* MacKinnon Memorial Hospital in Skye and Galloway community hospital.

There have also been sessions hosted by rural GPs and the Emergency Medical Retrieval service.

The topics covered are usually clinical cases with interesting learning points including atypical presentations of pathology, major trauma in rural environments and the challenges of transferring sick patients.

Over the last 2 years the rural grand rounds have received support from the Royal College of Physicians of Edinburgh who have provided speakers on topics such as hyponatraemia as well as an update on rural medicine in Iceland.

**Description: Who and How**

The rural grand rounds now form a component of the regular teaching schedule for several of the participating rural hospitals enabling the transfer of knowledge between sites and providing resilience to the teaching programme for resident doctors.

Building on the success of the rural grand rounds these online events will now be run by the **Rural and Remote Credential Team** who are part of the National Centre for Remote and Rural Healthfrom November 2024.  ByNES taking over the coordination of the grand rounds it will allow for these sessions to continue to grow and develop and enable the learning and exchange of knowledge between the rural clinicians of Scotland.

**Dr Pauline Wilson, Associate Postgraduate Dean Rural and Remote Credential, NES said:**
“The rural grand rounds provide a chance to network with other remote and rural colleagues and share medical knowledge and best practices tailored to the unique challenges of rural healthcare. Additionally, it fosters a sense of community and collaboration among rural healthcare professionals, enhancing support and resource-sharing to improve patient outcomes”.

To find out more and how to register for a session please visit [Rural Grand Rounds | Turas | Learn](https://learn.nes.nhs.scot/78696) or email nes.ruralremotecredential@nhs.scot.

### 7. New for 2024: eLearning Module on Menstrual Health.

 This module was recently published and is available now on Turas Learn: [Menstrual Health Module](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Flearn.nes.nhs.scot%2F76736&data=05%7C02%7CAnna.Alexander%40nhs.scot%7C99e1acfd33d54c8cea0d08dcef7edb46%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638648575327616032%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=NPYIFOc7ZWHcVU3hT1zqssNnxctfUU8Hau6qaVzV1ek%3D&reserved=0)

This resource is free to access and open to all practitioners in Scotland.

All you need is a Turas Learn account which can be set up [here](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnhsefs.b2clogin.com%2Fnhsefs.onmicrosoft.com%2Fb2c_1a_turas_signup_prd%2Foauth2%2Fv2.0%2Fauthorize%3Fclient_id%3Dc012c0a5-88e3-4681-a9d9-617ba36d2011%26redirect_uri%3Dhttps%253A%252F%252Fturasdashboard.nes.nhs.scot%252F%26response_type%3Did_token%26scope%3Dopenid%26state%3DOpenIdConnect.AuthenticationProperties%253DFonxqJ2R6JCZGwkY6eMprK-kLVNz_OeuOyMz5nW4KhDIiSGMGG8Vyp01QRwTzOqMC2qTNuAvhpuNa0qb_IeurH3VnSCAeRT5yQzJ8A5eKB5SsbLadX6jvuiRgVhR5yCFWsm2Dol6VmScPf_11AEWDeeya5MNjDyamE-L-2OBfodgLs2gIpwuGxhngJf6Inni%26response_mode%3Dform_post%26nonce%3D638646692979910146.YTdmYTM5ZTAtZDk4Yy00OWY0LWFlNDUtM2Y1MjdhNTZkOWFjNWNjYzMwZmEtNzc2OC00YjU4LTg1ZjMtOGY5YzdkZmYzMmNh%26OpenIdApplicationId%3Dc012c0a5-88e3-4681-a9d9-617ba36d2011%26x-client-SKU%3DID_NET461%26x-client-ver%3D5.3.0.0&data=05%7C02%7CAnna.Alexander%40nhs.scot%7C99e1acfd33d54c8cea0d08dcef7edb46%7C10efe0bda0304bca809cb5e6745e499a%7C0%7C0%7C638648575327639029%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=0BjqCYkJqmwwUXs6Nr6le01E8NYQWlWnuB7i5S%2Fc7qg%3D&reserved=0) if you don’t already have one.  Instructions are attached about how to set up an account. Should you experience any issues when registering, please access the Helpdesk located on the right-hand side of the webpage.

If you complete the module, we would be most grateful if you could complete the evaluation as we are keen to hear your thoughts.

Early feedback on the module from an Advanced Primary Care Pharmacist: “**I found the modules very informative and detailed. I liked mix of videos/diagrams to support and how they were set up to allow completion in the individual's preferred order. I completed over several sittings and thought the reflection sections really helped linked how I would use this information in practice. I particularly valued the information on the ethnic and cultural difference in women's health presentations**.”

A complementary module on Menopause is in production, so look out for future communication on this before the end of the year.

**On behalf of CPD Connect**
Professional Development, Medical Directorate
NHS Education for Scotland

### 8. NES Annual Conference 2025 - Learning for Change: Tackling Health Inequity through Education and Workplace Learning

**SAVE THE DATES!**

Thursday 24 and Friday 25 April 2025 Following on the growing success of the 2024 conference, NES is delighted to confirm that it will once again be hosting the conference online over two days in April 2025. This conference is for colleagues from all professional disciplines across health and social care with an interest in education and training, workforce development and digital solutions. There will be a number of plenary and parallel sessions run by all professional groups and an opportunity for joint sessions highlighting interprofessional learning. The closing date for open paper and poster abstract submissions is 9 February 2025. NHS Education for Scotland sponsor the conference, and there will be no charge for participation. Further details on the programme and how to register will follow in early 2025. For any queries please contact [nes.conference@nhs.scot](file:///C%3A%5CUsers%5CNiallM%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CINetCache%5CContent.Outlook%5CYH8QMA2Z%5Cnes.conference%40nhs.scot) or visit [Events](https://www.nes.scot.nhs.uk/events/)

### 10. Valuing Diversity and Promoting Inclusivity



### 11. NES Websites

**The Scotland Deanery Website**[The Scotland Deanery](https://www.scotlanddeanery.nhs.scot/), 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.

**Scottish Medical Training**[This site](https://www.scotmt.scot.nhs.uk/) 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.

**Scottish Online Appraisal Resource (SOAR)**Designed for doctors (in both Primary and Secondary Care) working and training in Scotland, for their Appraisal and Revalidation needs. [SOAR](https://www.appraisal.nes.scot.nhs.uk/) 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.

**Clinical Skills Managed Educational Network (CSMEN)**[This website](https://www.csmen.scot.nhs.uk/) provides information and resources relating to the Clinical Skills Managed Educational Network (CSMEN) which was established in 2007 to support excellence in clinical skills education.

The focus has been on improving patient safety and clinical outcomes by supporting access to high quality, multi-professional skills training and clinical simulation across all geographical areas of Scotland.

CSMEN 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.

We connect people and organisations involved in health and social care to enable collaboration for a "Once for Scotland" approach to skills and simulation-based learning.

### ****12. FAO all trainees****

Please [**contact us**](https://www.scotlanddeanery.nhs.scot/contact/) with information on any initiatives and projects you are involved in that you would like to share with your colleagues across Scotland, or if you have feedback on the Deanery Newsletter or Deanery Websites.