**Guidance for Higher Specialist trainees responsible for organising a regional training day**

**Preparation:**

* Preparing for a regional training day is a management exercise and should be considered to be a significant piece of work needing a total of around 10-15 hours spent on it, including your own lecture if needed.
* The training programme is centred on the RCEM curriculum and the organising trainee’s name is planned well in advance. It is the trainee’s responsibility to check which day they are organising. However, EM school administrator will also remind the trainee.
* The topics are allocated as per the blueprint and you are free to make use of local experts but the session must meet the learning outcomes.
* We would recommend you notify your consultant educational supervisor or your specialty tutor for EM as soon as you know the date – this means your ES can support your preparation and complete the management portfolio section on this.
* You should identify one consultant from your site who will be the local Consultant who can be present all day – the consultant needs to be asked to do this though – do not assume they will be there. They may choose to share the day between a number of them – this is acceptable.
* Appropriate selection of speakers with guidance from your supervisor or your specialty tutor must be sought.
* The speakers should ideally be briefed, aware of attendees’ requirements and arranged well in advance.

**Online conference preparation**

Speaker technical requirements

o Laptop with good internet connection (slow connections can affect quality of sound/video)

o Working microphone

o Working camera (though not essential)

o Ability to access Microsoft teams – this should work on most Trust computers/Trust connections and should work from a home connection.

Trial run - It is strongly advised that you do a Test run with your speakers, to ensure they can share their screen and deliver their presentation on Teams. The same Teams link is used for every teaching session – you can use this link to ‘join’ a meeting at any time to do practice runs.

Please be aware that if you are using your Trust email address for Teams, your Trust’s security settings may affect what you can share, how you can present, etc. If you are not sure please do a trial run as above. Creating a Teams login using an ‘NHS.net’ email may be one way around this.

Please ensure that your speakers have received the link to the Teams meeting and are aware that their session will be recorded. The recording will be stored on a secure database that can be accessed by trainees in the deanery across specialities. It is the organising trainee’s responsibility to ensure timekeeping on the day.

If your speaker cannot attend the training day and can only deliver it online, then please ensure that you can project the Teams on the screen as well as have a good quality speaker and camera for the trainees to hear.

If your speaker is presenting on the day as a face to face, then would need to deliver the presentation via Teams and have a wireless mic so that the event can be recorded. (School shall try to purchase the mic and the speaker)

All presentations (Face to Face or Online) had to be presented via Teams to be recorded and uploaded to Bridge

**Material for Bridge course:**

It is also expected that the trainee collates the following information to enable creation of Bridge courses.

If the 2 speakers’ topics are from different themes (e.g. presentation 1 is on Trauma, and presentation 2 in on paediatric diabetes), a separate Bridge course would be made for each, so the items below need to be provided for each topic

1) Curriculum items – details of curriculum codes and description of content covered by the presentation(s).

2) Additional resources – this can be a mixture of RCEM modules, podcasts, guidelines, SAQ’s and other resources. Please explore the available options with the supervising consultant and speciality speakers, to ensure selection and vetting of high-quality, evidenced-based resources.

3) If the presentations contain references to papers, websites, guidelines, etc. that would be useful to look up, weblinks for these need to be provided.

This information needs to be sent to the HST Online Learning team (Alice Monk, Tabsheer Joyo, Callum Gandolfi, Kirsteen Houston and Alex Gaetos) by the Monday before the teaching session, to allow them adequate time to create the course. You will be credited for the course.

Please review the courses on Bridge from June 2020- July 2020 to see examples of what’s expected from a Bridge course.

**Timeline:**

* Three months – notification of date, approach your ES and specialty tutor and discuss potential timetable.
* two months – confirm speakers and content
* One month – check speakers still ok – send programme to School Administrator [anna.frost@addenbrookes.nhs.uk](mailto:anna.frost@addenbrookes.nhs.uk) for distribution amongst trainees
* One week – Reminder email about the programme sent to [anna.frost@addenbrookes.nhs.uk](mailto:anna.frost@addenbrookes.nhs.uk) for forwarding the reminder to trainees
* Reminder that the online feedback completed by the trainees and the evaluation report will be made available to the organiser, TPD and HoS for quality assurance.

**Presentations:**

* There should be no more than two sessions by non-EM presenters
* One session should ideally be delivered by the organising trainee or a HST to enable an educational portfolio assessment to be completed by the organising site consultant or external consultant
* Local or regional EM consultants can be approached to deliver the curriculum presentation
* Presenters should be given the relevant section of the curriculum topic highlighting learning objectives

**Programme:**

* Programme should start at 9am and finish by 4pm.
* Sample programme ( Appendix A) is attached
* Each session should not be more than 45 mins long, however, two sessions can be combined if that is more appropriate for that topic
* Adequate comfort breaks and lunch break should be built into the programme
* The day should have a total educational time of six hours as a minimum

**Report and Evaluation**

* The day must be evaluated by all trainees via online platform. An online feedback survey will be created by the school and administrator and circulated post event. The summary report will be sent to you 7-10 days thereafter
* The external consultant will also complete an evaluation online if needed by you
* Attendance register will be record through Bridge as well as on paper on the day
* All requests for absence must be sent to School administrator [anna.frost@addenbrookes.nhs.uk](mailto:anna.frost@addenbrookes.nhs.uk)
* After collation of feedback, the management portfolio can be completed as per the RCEM benchmarking criteria (Appendix B) with reflections and evidence.

**Appendix A:**

* Sample Programme ( the additional simulation programme may be different to below, however start and end time stay the same)

09:00 - 09:30 Welcome and Introduction

09:30 - 10:15 Talk / Presentation

10:15 – 11:00 Talk / Presentation

11:00 – 11:30 Coffee break

11:30 – 12:15 Talk / Presentation

12:15 – 12:45 Talk / Presentation

12:45 – 13:45 Lunch and trainees meeting

13:45 – 14:30 Talk / Presentation

14:30 – 15:15 Talk / Presentation

15:15 – 15:30 Coffee break

15:30 – 16:00 Feedback and Questions session

16:00 – 16:30 Closure

**Appendix B:** RCEM Management Portfolio Benchmark Sheet

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Concerns** | **Good practice** | **Trainer Comments** |
| **Development of programme** | |  | | --- | | Random selection of programme more about convenience than requirements. | | Bespoke programme which fits appropriate curricular need and appropriate to level of audience. Variation. Fits training time allocated. |  |
| **Booking appropriate venue and catering** | Late booking, inappropriate size or cost. No thought about catering. | Planning appropriate venue, IT, catering and parking. Well located for attendees |  |
| **Selection and briefing of speakers** | Convenience selection, no particular educational value | Appropriate selection, invitations and briefing. Speakers aware of attendees’ requirements. Use appropriate senior support to signpost. Arranged in advance. |  |
| **Communication with attendees** | Last minute, inadequate information | In advance allowing time to book SL, advice re parking and catering. Programme distributed. |  |
| **Communication with lead consultant** | Last minute, heavy reliance on them to organise | In advance, sensible and with clear understanding of expectations and role |  |
| **Hosting and Introduction of speakers** | Poor time keeping, no introduction doesn’t thank speakers | Clear leadership, time keeping, thanks speakers and able to signpost needs for speakers and attendees |  |
| **Management of any no shows/set backs** | No thought given to this, no contingency plan | Contingency plan, ensures setbacks do not detract from the training or day |  |
| **Management of evaluation process** | No feedback, irrelevant or too late to be of value | Timely collation and dissemination of feedback to attendees, speakers and lead consultant. |  |
| **Reflection** | Has not demonstrated required learning or reflection from process | Demonstrates understanding of organising training event. Aware of challenges and identified personal learning points. |  |

*The assessor is asked to consider the learner’s performance in all of the domains listed in completing this statement:*

**“Based on this WPBA, I would be satisfied that this learner could organise a training event as a newly appointed consultant”**

|  |  |
| --- | --- |
| Yes |  |
| No |  |
| Signature |  |
| GMC |  |
| Date |  |
|  |  |

**If no, these are the reasons and my recommendations for further work:**