Strategy for SAS Doctors Development 2016 - 2017

This document sets out the strategy for the development of SAS Doctors within Health Education England, east of England local office.
1.0 Purpose of Paper

1.1 This document sets out the strategy for the development of SAS Doctors within Health Education England, east of England local office. Whilst it is recognised that individual employers have a responsibility to support the development of their own employees, HEE, east of England, recognises its own role in supporting employers to assist the development of this group of doctors.

1.2 This document sets out the opportunities for employers and heads of school to support and develop this important group of doctors. This strategy supports the delivery of the following HEE Mandate objectives;

Objective 2: Creating the safest, highest quality health and care services
Objective 3: Maintaining and improving performance against core standards while achieving financial balance
Objective 4: Improving efficiency and productivity of the health and care system
Objective 6: Supporting research, innovation and growth
Objective 8: Building and developing the workforce

This document should be seen in the wider context of the on-going work to develop sustainable delivery plans and support workforce development.

2.0 Background

2.1 This important group of senior doctors and dentists is comprised of specialty doctors, associate specialists, staff grades, hospital practitioners, clinical assistants, senior clinical medical officers and clinical medical officers. This group of staff is referred to as the Staff, Associate specialists and Specialty doctors (SAS) group.¹

2.2 Historically, the allocation of funds to support the development of SAS Doctors has been based on the evidence of the previous year’s spend as demonstrated by Trusts in twice annual returns.

2.3 This fund has been traditionally used for the personal development and career progression of SAS Doctors, examples include; PG Certificate courses, funding for top up training for CESR applications, and various courses across leadership, management, training, teaching, and communication skills provided by both in-house trainers and commercial course providers. The funding has been used effectively to benefit a number of individual doctors.

2.4 More recently, there has been a recognition that wider groups of SAS Doctors would benefit from particular skills training. Initiatives such as the Nightsafe programme in Emergency Medicine have been supported along these lines and the feedback has been excellent.

2.5 Finally, it is recognised that some Trusts have used the funding to contribute to the salaries of the administration team within the education centre. Funding has also been provided to support SAS Tutors within some Trusts.

¹ (BMA SAS Charter 2014).
3.0 Issues / Risks with Current Model

3.1 It is recognised that there are issues with the current model for the provision of funding for SAS Doctors within the east of England.

3.2 A review of the funding returns from Trusts in 2015/6 demonstrates £116,000 of unspent funds. There was also a further £219,891 that remained unallocated for 2015/6.

3.3 There is a significant disparity in both the access to and level of engagement with development opportunities by SAS Doctors across the region. Feedback received from SAS Doctors through a survey undertaken in 2015/6 indicated that whilst some individuals are highly motivated and seem to benefit enormously from the fund, the majority seem to be either disengaged or unaware of the opportunities available.

3.4 Courses provided locally within Trusts are often undersubscribed with only small group of doctors in attendance.

3.5 In addition to the level of engagement of individual SAS Doctors, there is also a variety of levels of interest at Trust level. Some Trusts are highly active and able to utilise the funds effectively, whilst in others there has been an inability to use the allocated funds, resulting in a carry over to the next financial year. There was a perception that some of this funding was absorbed for Trust activity when approved educational funding had not been claimed by an individual SAS Doctor.

3.6 There is a variety of input from SAS Tutors.

3.7 The reduction in centrally allocated resource to fund CPD requires local offices to review their current strategy and the model of funding for SAS Doctors. Whilst historically the east of England has been able to retain previous levels of funding for SAS Doctors, this is no longer possible and it is now necessary to align plans to those set out by other HEE local offices.

4.0 Opportunities

4.1 There are a number of opportunities to review current practice and improve the support for SAS Doctor’s development. By focussing on; career progression, local and regional development plans, Trust–wide skills development and Specialty specific training opportunities, it is hoped that there will be increased engagement from SAS Doctors in continuing professional development.

4.2 There is an opportunity to ensure that current funding is used efficiently and effectively, maximising the number of individuals who are able to access professional development and avoiding unnecessary duplication of courses.

5.0 Proposal

A review of the current model for the distribution of funding took place at the SAS Tutors Steering Group on 8 June 2016. The following proposal is a result of this consultation and is intended to ameliorate the issues identified with the existing process. Opportunities for Education and Training for SAS Doctors will be split in to three themes.
5.1 Individual Support for Personal Development (including CESR applications):

Learning opportunities will be identified by the individual SAS Doctor and an application for funding support will be made by the SAS Doctor to the SAS Tutor, based in their employing Trust. Opportunities for development may include; SAS induction and mentorship and access to a variety of courses.

A small number of SAS Doctors may wish to pursue a CESR application. For these doctors, engagement in curriculum skills development through the use of e-portfolios designed by Royal Colleges will be essential. Support may be provided towards a small bursary to support the CESR application process. When considering such requests SAS Tutors must ensure the application is supported by the Lead Specialty SAS Tutor and that a submission for CESR is likely to be less than 12 months from the application for bursary support.

Guidance, application forms and scoring sheets will be issued by HEE to standardise the process across the region.

In addition SAS Doctors thinking of applying for CESR may also take advantage of support from an expert panel who are able to review their educational progress and provide advice with regards to making an application for CESR.

The CESR review panel will constitute the Associate Postgraduate Dean for SAS Doctors, Lead Specialty SAS Tutor and CESR Champion for the relevant specialty if applicable. The panel will meet once per year to facilitate:

- A review of the e-portfolio of a SAS Doctor with the aim of supporting SAS Doctors wishing to achieve structured career progression. (This opportunity is not limited to those doctors pursuing a CESR through Article 14). This would not be considered as the equivalent of an ARCP.
- Review a CESR application prior to submission.
- Facilitate training through secondments where applicable.

5.2 General Skills Based Education and Training:

There is opportunity for Trusts to work either individually or as a group in order to provide a suite of generic skills courses. These may include human factors training, job planning, coaching, career development. (An extensive list of courses is provided in Appendix A).

It is intended that Education Centre Managers and SAS Tutors will work with Trusts in their locality to deliver generic skills training across the patch. Trusts will bid to HEE, east of England for funding to support delivery of these courses, with the intention of attracting a large number of SAS Doctors to attend. Opportunities for networking amongst SAS Doctors could also be encouraged in this way. It is proposed that Trusts work, where sensible, on a county-wide basis, thus reducing duplication of courses and maximising the number of SAS Doctors that are able to attend.

Bidding forms and guidance for this fund will be issued separately by HEE, east of England.
An annual region-wide teaching day for SAS Tutors and SAS Doctors will continue to be organised by HEE, east of England.

5.3 Specialty Specific Education and Training:

There is opportunity for SAS specialty leads to work together with Heads of Specialty Schools in order to provide specialty-specific training and courses. SAS Doctors from the same specialty group, but often working in different Trusts will work together to optimise the use of these funds. Examples may include; specialty specific development days, simulation training, examination preparation courses, specialty specific CESR workshops, facilitation of programmes such as Nightsafe in Emergency Medicine, specialty related multicentre regional research projects.

SAS Specialty Leads will bid to HEE, east of England for funding to support delivery of these courses. Bidding forms and guidance for this fund will be issued separately by HEE, east of England.

6.0 Roles and Responsibilities

6.1 SAS Tutors

The implementation and success of the strategy for the development of SAS Doctors in the east of England 2016/7 will depend on the effectiveness of the SAS Tutors. The role of the SAS Tutor is set out by each Trust, but should include the following in their key aims and objectives:

6.1.1 To improve the quality and consistency of education available to SAS Doctors through:

- The provision of education and training opportunities.
- Effective working with neighbouring Trusts to maximise learning opportunities, ensuring the most effective use of available funding.
- The encouragement of individual SAS Doctors to reach their potential through the effective management of the funding for individual SAS Doctors personal development.

6.1.2 To review and develop the provision of education and training for SAS Doctors to ensure it is aligned to sustainable transformation plans, and takes into account the needs of both the Specialty and individual doctors

6.1.3 To provide opportunities to improve the engagement of a wide group of SAS Doctors in the development opportunities available.

A contribution to the cost of SAS Tutors PA allocation is provided by HEE in the year 2016/7. This funding is non-recurrent and is not expected to continue in 2017/8. Therefore Trusts are encouraged to review the role of SAS Tutor and ensure that sufficient funds are available to sustain the role.

Trusts will be advised of invoicing arrangements for this funding in due course.
6.2 SAS Specialty Lead

In addition to the Trust SAS Tutor, there are also a number of SAS Specialty Leads. The role of the Specialty specific leads is to:

6.2.1 Develop a strategy for the development of SAS Doctors relating to specialty specific learning and development. This will include;

- Working alongside SAS Tutors, Heads of School to develop specialty specific learning and development opportunities.
- Ensuring the effective management of funds to provide opportunities to the widest group of SAS Doctors.

6.2.2 The SAS Specialty Lead will be the point of contact for SAS Doctors in the region with queries specifically related to the relevant specialty.

6.2.3 Provide opportunities for networking within the specialism with facilitation of specialty specific SAS Development Days where appropriate.

6.2.4 Offer support and guidance to help with structured career progression, this may include; the use of e-portfolios, facilitating opportunities for secondments, supporting with CESR applications. (The latter may include participation in a panel to support SAS Doctors in reviewing their competences towards making a CESR application).

Next Steps

To seek approval for implementation of the strategy from the Senior Management Team at HEE, east of England.

To implement the strategy along with a suite of supporting documentation to include:

1. Funding Request Forms
2. Feedback forms
3. Financial instructions
4. Identification of specialty SAS leads
Appendix A

Possible ideas for generic skills courses

- Training the Trainer
- Teaching the teacher
- Appraisal and Revalidation
- Job Planning
- Use of e portfolios
- Coaching and Mentorship
- IT Skills
- Communication skills
- GMC Updates and workshops
- Medico/legal Courses
- Complaints management
- Equality and Diversity
- Cultural competencies
- Leadership and Management
- Interview Skills
- CESR Workshops
- E learning and Webinar courses to aid distant learning.
- Time management skills
- Presentation skills
- Educational and Clinical supervision
- Career Development