

Faculty Development – East of England

Autumn Seminar – Day 1

Jane Sturgess - Associate Dean, HEE EoE



Developing people
for health and
healthcare

Aims of the session

1. Appreciate the need for a faculty development strategy
2. Perform group work with case studies to better understand HEEoE faculty development strategy

Objectives of the session

1. To be able to explain why there is a change in strategy
2. To be able to state the tiered approach to faculty development
3. To be able to identify which tier you (and your colleagues) are on
4. To be able to describe the proposed delivery of the strategy
5. To be able to identify possible uses of the strategy for tiers 4 and 5

Setting the scene

- Why change?
- What's the plan?
- What next?

Why Change?

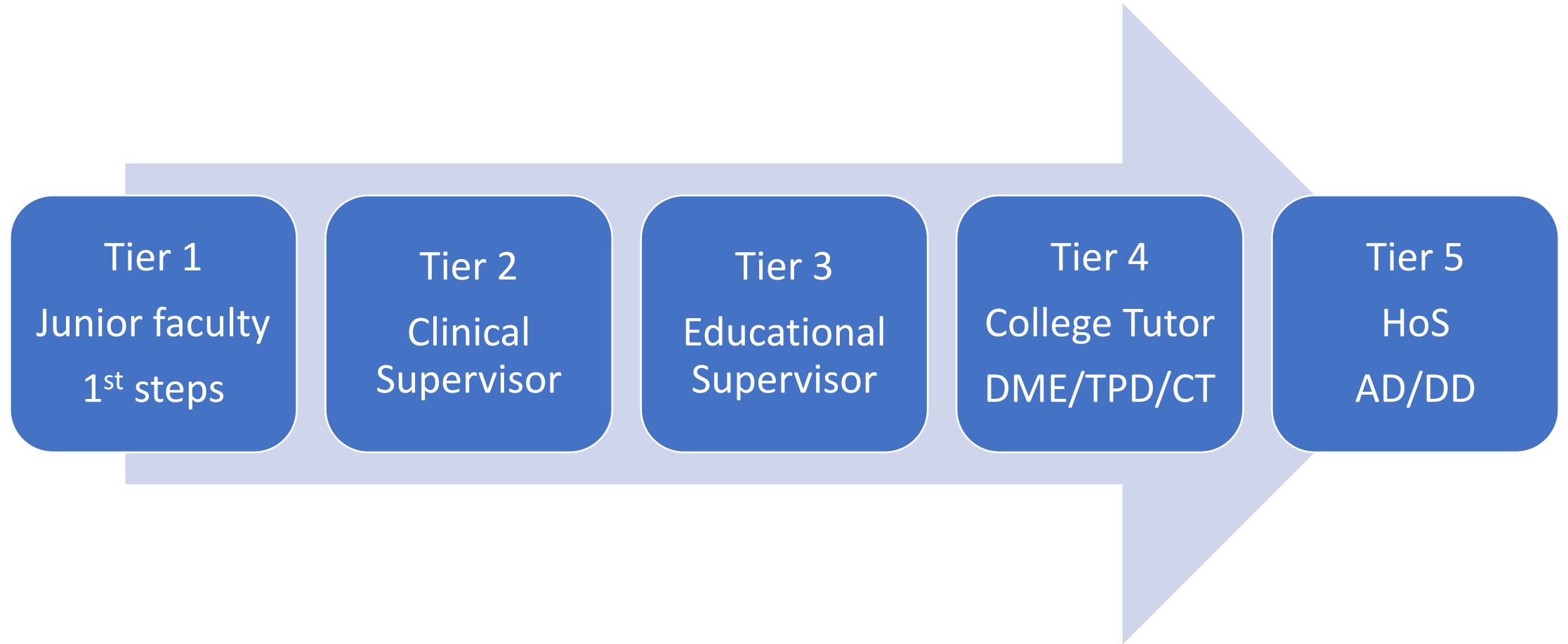
- Silos of educators
- Piecemeal provision of training of educators
- No agreed standard across HEEoE
- No agreed standard across primary and secondary care
- Challenging to access and varied support
- Little collaborative working/sharing of faculty
- No recognition



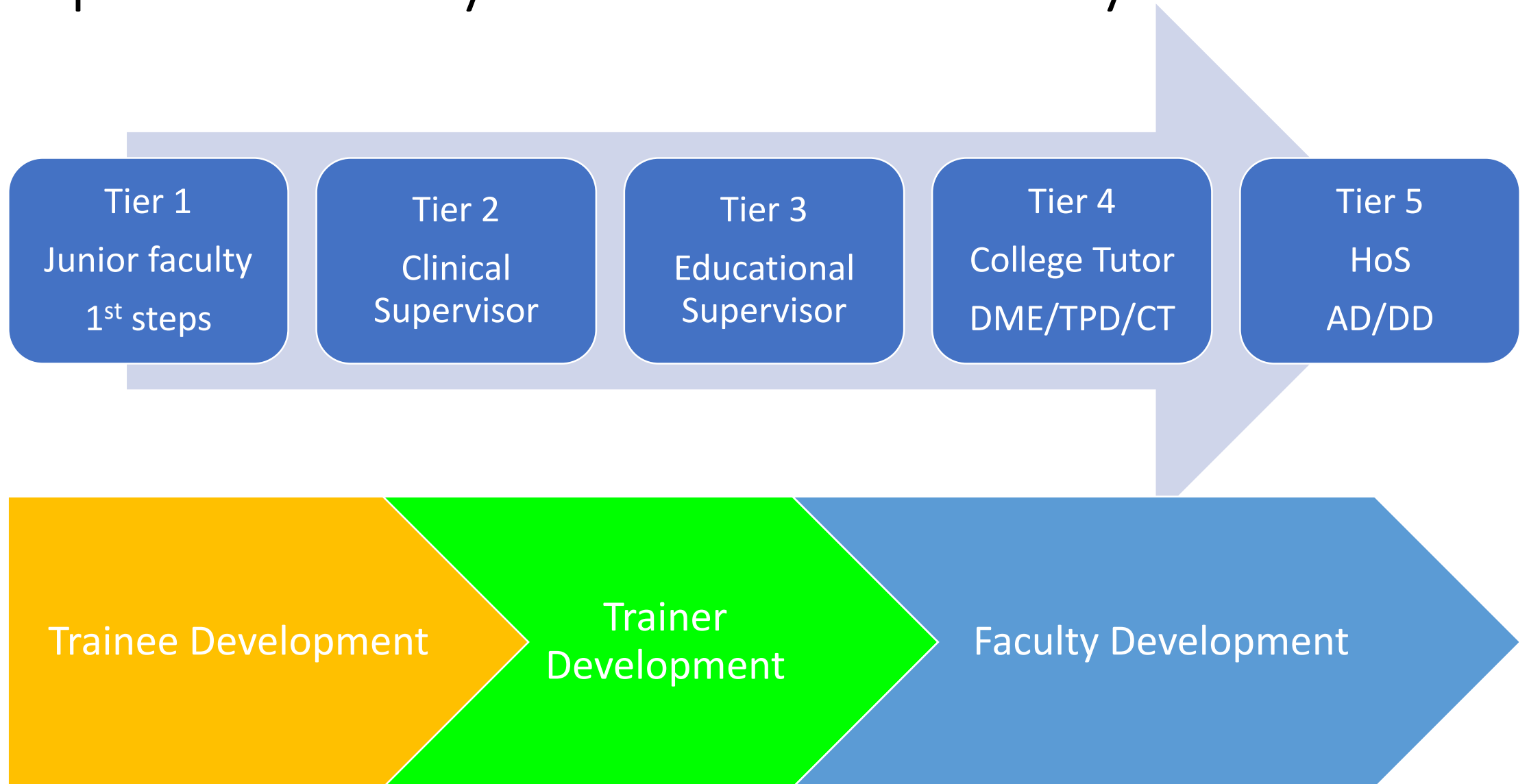


- Unified approach
 - (for all educators across EoE – bringing primary and secondary care together for core educator skills)
- Clarity with a tiered system of educators
 - (recognition of trainee educators)
- Blended learning
 - HEE, HEI, Schools and DMEs
- Independent learning mapped to professional standards
- Face-to-face contact days
- Targeted workshops and masterclasses for specific areas

Proposed Tier system for the Faculty of Educators



Proposed Tier system for the Faculty of Educators



Structure for each tier

Knowledge

e-LfH

Attitudes

face-to-face with HEI and HEE

Actions and Behaviours

reflective practice, feedback and appraisal



Standard mapping for the Strategy

- AoME Professional Standards Framework
- GMC Recognition and Approval of Trainers
- GMC Priorities for trainers
- Committee of General Practitioners Educational Directors (COGPED)

Group work

Explore the
strategy more



3 cases to
consider



Suggestions for
discussion on each
slide



Work in your tables



Aim for 10 minutes
discussion in your
group per case



5 minutes whole
room discussion



Gaining and maintaining

Gaining and maintaining standards for Tier 2 & 3?



Setting

Pace setting



Monitoring

Monitoring and Developing - Appraisal



Monitoring

Monitoring (Quality Assurance) – Approval /
Reapproval



Identifying

Identifying gaps and planning for future trainee
educational needs

Case 1
Planning educational delivery



Case 2a

Planning your own development

- Tier 4/5 – opportunities to develop bespoke HEE face-to-face content
- What do you want?
- What do you need?
- Where will you get it?
- Who will deliver it?



Case 2b

Planning your own development

- Tier 2/3
- What is of utmost importance on contact days?
- Where next in your development?
- Proposals for;
 - simulation faculty, leadership Faculty, QI faculty
- Blended learning from where, what is appropriate at each stage?

Use of tools and strategy for educator performance management – identification and goal setting

Complaints by trainees

Poorly completed ESR or ARCP paperwork – tracking/use

Poor recognition or management of trainee in difficulty (documentation)

Poor feedback – identified on MSF by ES

Recognition of excellence and mentoring for succession planning

Case 3

Recognising & rewarding excellence;
Identifying & targeting poor performance

Summary of cases

1

Planning educational
delivery

2

Planning your own
development

3

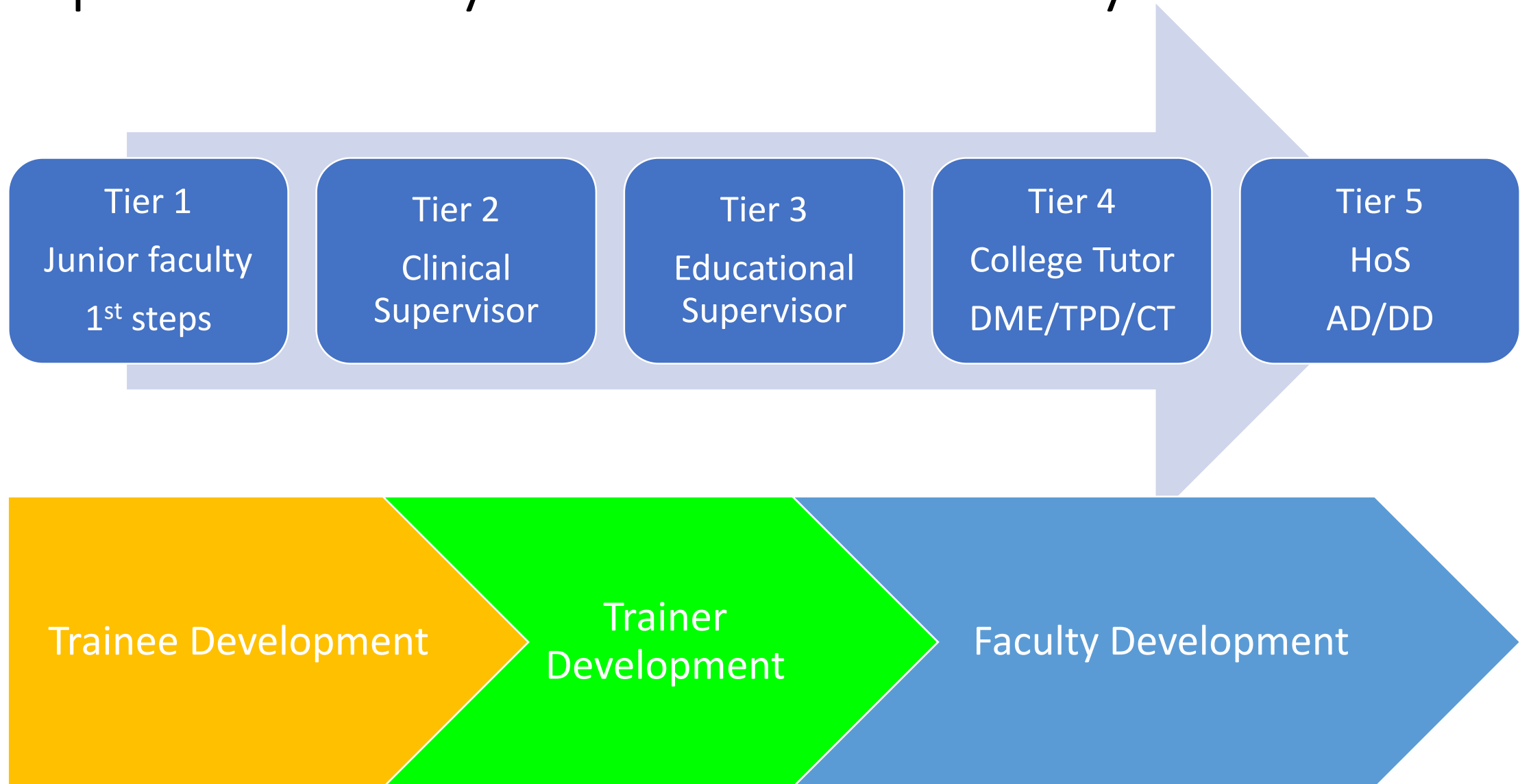
Recognising and
rewarding excellence:
Identifying and
targeting poor
performance



Ok
Ok
What's
Next?

- Tiered approach as a springboard for personal development
- Faculty development in other educational areas
 - Simulation, Quality Improvement, Leadership, Mentoring
- Multi-disciplinary Faculty
- Shared faculty with HEIs

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Thank you

- Jane.Sturgess@hee.nhs.uk
- Educatorsfaculty.eoe@hee.nhs.uk