

Faculty Development – East of England

Autumn Seminar – Day 2

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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

Setting the scene

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

Why Change?

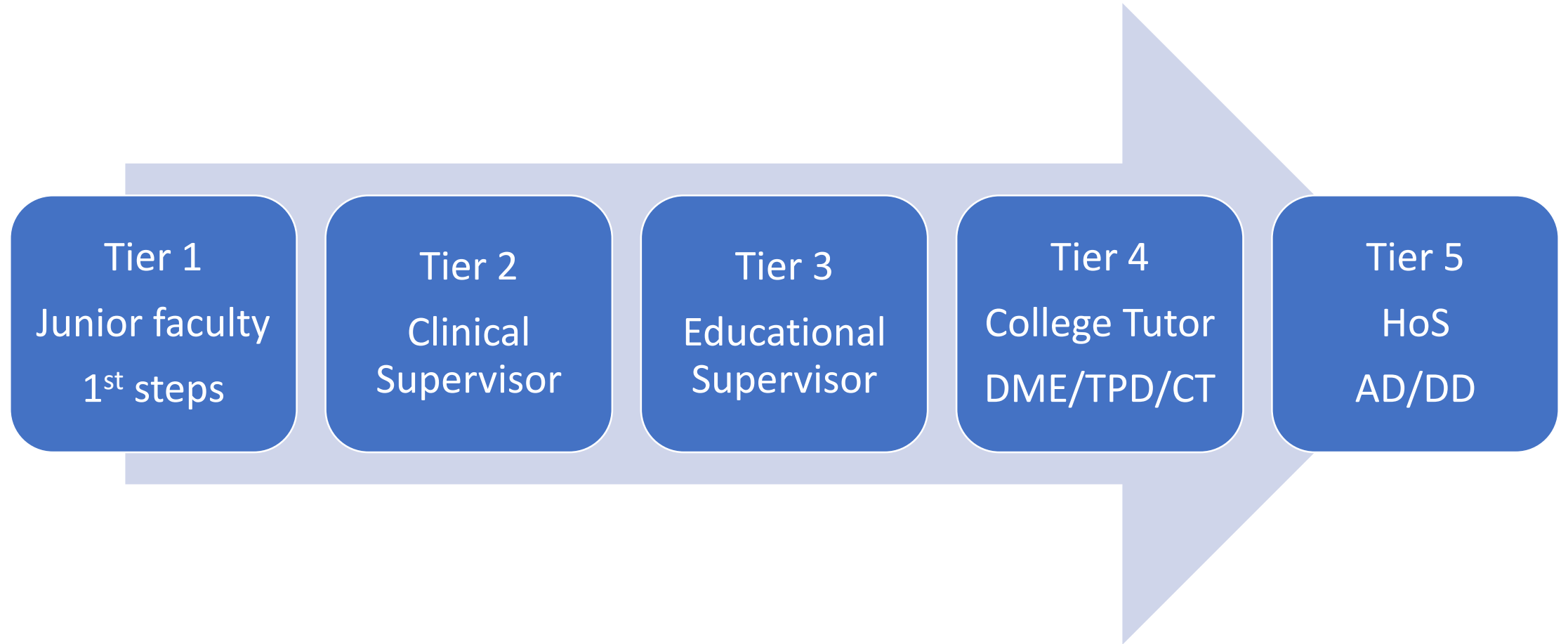
- Silos of educators
- Piecemeal provision of training of educators
- No agreed standard across HEEoE
- No agreed standard across primary and secondary care
- Challenging to access and varied support
- Little collaborative working/sharing of faculty
- No recognition



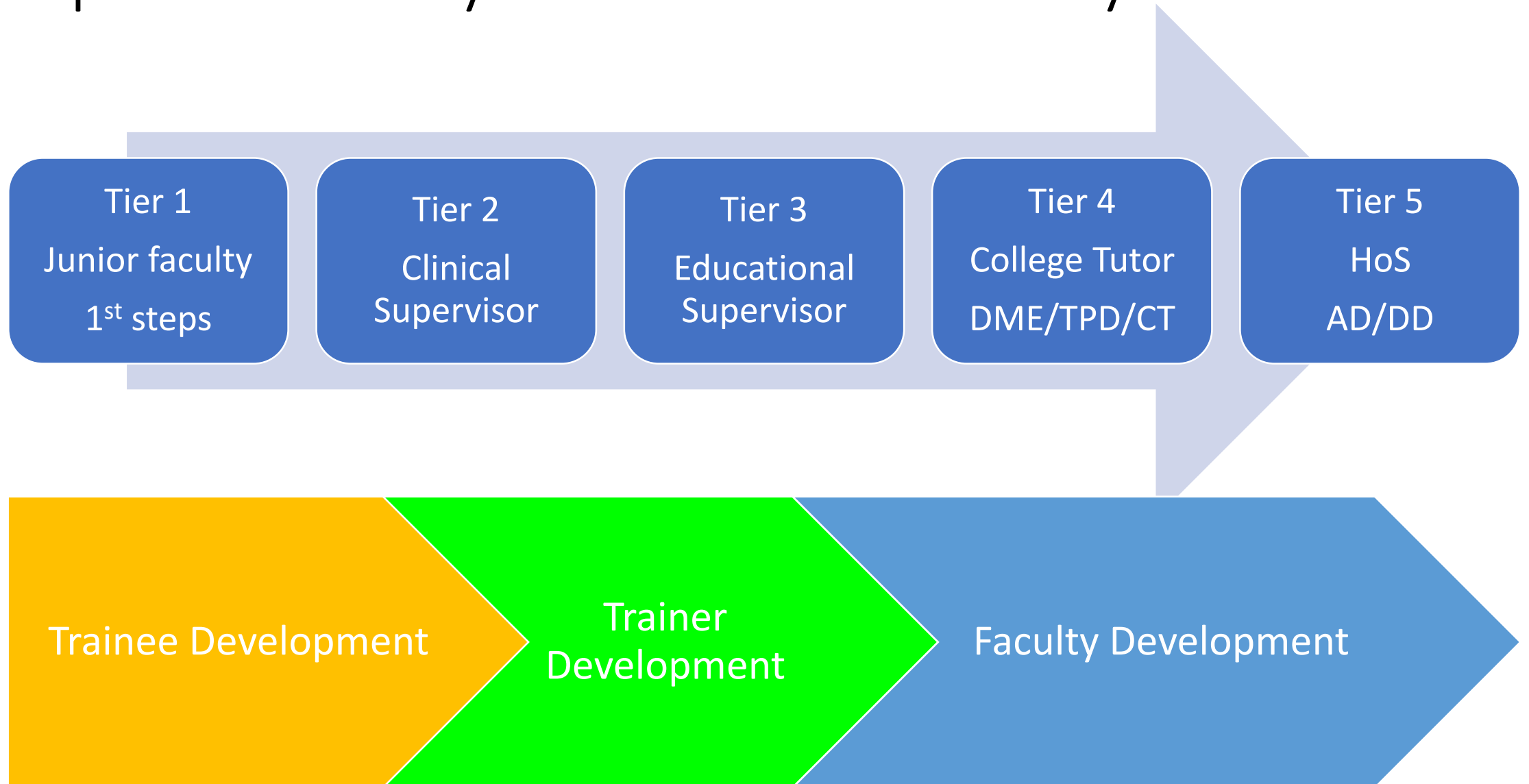


- Unified approach
 - (for all educators across EoE – bringing primary and secondary care together for core educator skills)
- Clarity with a tiered system of educators
 - (recognition of trainee educators)
- Blended learning
 - HEE, HEI, Schools and DMEs
- Independent learning mapped to professional 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

Case 1 - priorities

Priorities for tier 1

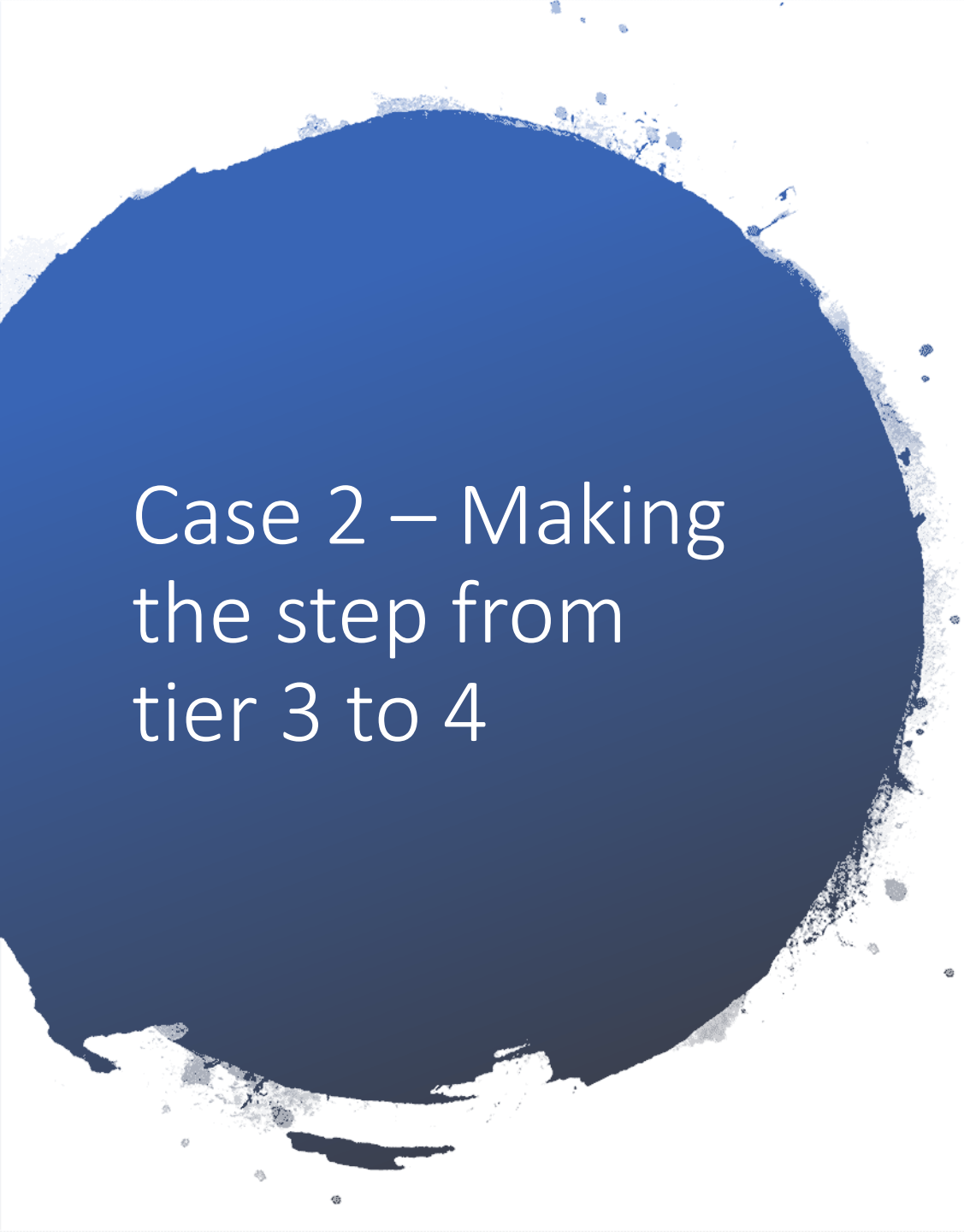
- Engaging the unwilling
- stretching the willing

Priorities for face-to-face tier 2

- From HEI/from HEE

Priorities for face-to-face tier 3

- From HEE/from HEE



Case 2 – Making
the step from
tier 3 to 4

What do you want?

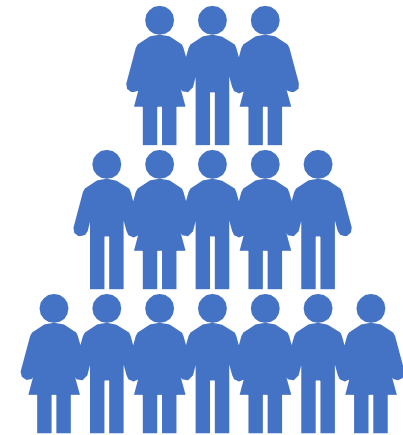
What do you need?

What are the opportunities?

What are the detractors?

Case 3 – developing parallel pathways at tier 2 and 3

- Proposals for simulation
- Proposals for Quality Improvement
- Proposals for leadership and management training
- Proposals for coaching and mentoring
- Proposal for education research



Summary of cases



PRIORITIES
AT TIERS 1,2 & 3



MAKING THE STEP FROM
TIER 3 TO 4



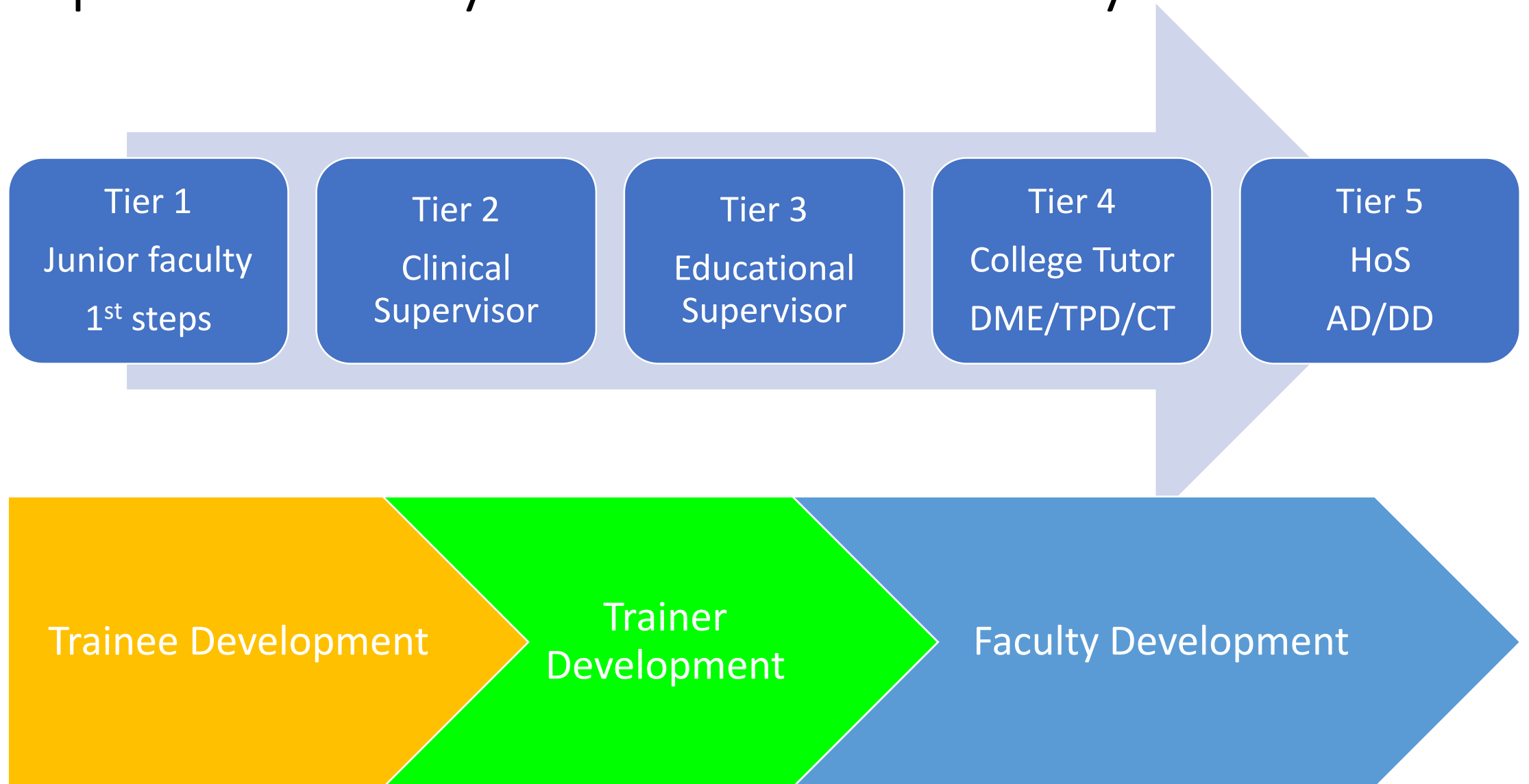
DEVELOPING PARALLEL
PATHWAYS



**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

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