

Teaching Programme for ST6-7 Trainees in Obstetrics and Gynaecology

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This document details the teaching programme for ST6-7 trainees in Obstetrics and Gynaecology.

The education programme has been designed to foster three essential qualities of the “soon- to be Consultant” in Obstetrics and Gynaecology

- Demonstrate advanced competencies and knowledge in Obstetrics and Gynaecology
- Develop management, leadership skills, and an understanding of financial governance in the NHS and responsible stewardship of public money.
- Develop as a Clinical Teacher and Educator to support and train the new generation of doctors.

Demonstrate advanced competencies in Obstetrics and Gynaecology. All three are mandatory requirements

- 1) Completion of at least two ATSM courses, as required by the RCOG
- 2) Attendance to the School/Regional Conference (i.e. EAOGS) and a relevant workshop
- 3) Accepted oral or poster presentation to a Regional, National or International event (i.e. EAOGS, RCOG Scientific meeting or relevant specialist society).

You are no longer required to attend the monthly regional teaching.

Evidence: attendance certificate and ES Report

Develop management, leadership skills and knowledge of finance in healthcare. Complete at least one of the following before CCT

- 1) Management and/or Leadership course (funded with the individual study leave budget)
- 2) HFMA e-learning modules. You are required to complete at least six (out of 21) finance and budget management e-learning modules. The School is in the process of purchasing the training package and the modules would be made available free of charge from October 2017*. Highly recommended are the following introductory modules: how the NHS is financed, budget management, cost improvement programmes, governance and commissioning in the NHS.

*A confirmation email will follow.

Evidence: attendance Certificate, Certificate of completion of e-Learning modules and ES Report

Additionally you may want to consider: attending a Trust Board Meeting, participate in writing a business case or CIP within your Trust.

Develop as a Clinical Teacher and Educator

-ST6 trainees commencing August 1st 2017 are required to complete both before CCT
-ST7 trainees commencing 1st August 2017 are required to complete at least one before CCT

- 1) Training the trainers' course (funded with the individual study leave budget). There are several courses available in the region and some are free of charge

- Addenbrookes Hospital (cam.pgmc-ac.uk)
- Hinchingsbrooke Hospital (margaretann.beck@nhs.net)
- University of Bedfordshire
(<https://www.beds.ac.uk/howtoapply/departments/hcp/courses/tdp/trainin-g-the-trainers.>)

2) To be a faculty member of a regional teaching course (i.e. Robust ST1-2, Laparoscopic skills, basic surgical skills, Ultrasound scan) or a regional teaching session for ST1-ST5 trainees.

Evidence: attendance Certificate, Certificate of completion of e-Learning modules and ES Report.

Additionally, to become an educational supervisor you are required to complete the equality and diversity e-learning module, available online free of charge or on doctors.net.uk.

The following are useful credentials (competencies achieved as part of ST3 to ST5 training), but do NOT count towards “developing as teacher and educator” in ST6-7

- running skills and drills
- departmental or Trust teaching sessions
- presentations at conferences/ meetings

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Appendix A

Additional resources to develop as an educator:

1) e-learning modules free of charge available at www.faculty.londondeanery.ac.uk/courses-and-events

2) Postgraduate Certificate in Medical Education;

<https://www.ice.cam.ac.uk/course/postgraduate-certificate-medical-education>

This can be self-funded or funded through bursary with HEEoE. Trainees should check the website for up to date information. Application usually open in spring and allocation of bursary to successful applicants is communicated in September

3) Integrated Foundations of Medical Education (IFME) programme
Guide for course applicants and participants

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The aim of the part-time Integrated Foundations of Medical Education (IFME) Programme is to enable clinical teachers, who are either relatively new to higher education teaching and are involved in a small range of teaching and learning support activities, or those who have taught for some time, to develop their understanding and skills about medical education.

It is designed to develop the participant's knowledge and understanding of the theoretical basis of teaching and learning, and is also designed to allow participants to put teaching into the context of their role.

The intention of the course is to improve the participant's ability both to deliver their clinical teaching and to accumulate insight into the scholarship, research and professional values required of medical educators.

By the end of the course, participants should:

- have developed and be able to demonstrate awareness of models of teaching;
- have developed and be able to demonstrate learning, professional values and evaluation of teaching practice as appropriate to descriptor 1 of the UK professional standards framework AND
- have developed and be able to make credible links between personal observations, published material and models of teaching and learning.

The programme consists of the following:

- Two half-day core taught seminars to give a grounding in some basic principles
- A choice of shorter taught seminars focussing on different aspects of teaching
- Self-reflection and Peer Reviews
- A written assessment

The sessions are backed up by on-line resources.

Attendance

To complete the taught components of the IFME programme course participants will need to attend:

Core taught seminars:

- Two compulsory 3.5 hour half-day large group facilitated sessions each focussing on the scholarship, research and professional activities associated with teaching and learning in higher education. **You must attend both of the half day sessions which are:**

- Two out of the three 2 hour facilitated shorter interactive sessions focussing on different areas of teaching activity:

Teaching Clinical Examination

Teaching Principles of Medical Interview and Clinical Reasoning

Teaching in Small Groups

(For more information about these sessions please see the 'Session Details' section of this guide).

If you wish to attend all three shorter sessions you can **but you must attend two**. To complete the full IFME programme participants must also:

- Complete the [written reflective assignment](#) (1,500-2000 words)

(For more information about the assignment please see the 'Final Written Assignment' section of this guide).

- Complete a [peer-to-peer review](#) (review another participant teaching and provide feedback to them and be observed providing teaching by another participant). This

must be submitted with the written reflective assignment as an appendix. It does not count as part of the total word count.

- Keep a learning log, which takes the form of a [reflective diary](#) – this need not be submitted and should be used as a self-reflection guide to help you complete the final written assessment (More information about both of these can be found in their own sections in this guide)

Duration of the programme and rules

The whole programme inclusive of final deadline for the assignment runs over one academic year, but the face-to-face sessions are over 6-9 months.

Participants are encouraged to complete the programme within one academic year. However, if this is not possible due to work commitments it is possible to complete the course over a two year period. **However, the course must be completed within two years.**

Please also note that there is only one period in the year when assignment submissions can be made – last Monday in May. Therefore if you are unable to submit your assignment in the first year you will have up to end of May of the following year to submit your assignment.

Additional Resources to develop managerial and leadership skills

- 1) Medico-legal e-learning module: i.e. Medical ethics and the law (MDU) or similar e-learning modules (funded with the individual study leave budget)
- 2) Leadership <http://portal.e-lfh.org.uk>, leadership for Clinicians (Clinical Leadership and Medical Leadership Modules)
- 3) NHS Leadership academy <https://www.leadershipacademy.nhs.uk/programmes>

APPENDIX B

Healthcare Finance Management Prospectus

Introduction to NHS Finance provides an introductory overview to how the NHS is structured and financed. It explains how money moves from the taxpayer via the Treasury to front line healthcare services and also looks at how this funding is spent and safeguarded.

Introduction to NHS Budgeting explains how budgeting works within the NHS. It looks at what budgets are and how you prepare and manage them. It shows you what a typical budget report looks like and how to use it for budgetary control purposes. It also includes an overview of the role and responsibilities of budget holders and explains why this activity is so important.

Introduction to NHS Governance explains what governance is and why it is so important in the NHS. The module sets out what governance is all about and looks at three key elements – culture and values; policies, structures and processes and control frameworks. The module also looks at clinical governance and includes examples of good governance in practice.

Introduction to how NHS services are paid for provides an overview and introduction to how healthcare providers are paid in the NHS in England. It reflects the advent of the national tariff payment framework and the roles of Monitor and NHS England in its development and implementation, as well as looking at how money moves around the NHS and the different approaches the payment mechanism can take.

Introduction to NHS Commissioning explains what commissioning is and how it fits into the NHS. The module also confirms who is responsible for what, what commissioning involves in practice as well as the rules, regulations and constraints that NHS Commissioners have to deal with.

Introduction to NHS provider bodies' financial regime aims to develop an awareness and understanding of the financial and governance regime for provider bodies in the NHS. It starts by exploring the background to NHS trusts and foundation trusts and looks at the differences and similarities between them as well as providing an insight into how they are regulated.

Introduction to NHS Primary Care Finance provides an overview of how primary care is financed in the NHS. It starts by looking at what we mean by primary care, how it fits into the NHS as a whole and who are the main providers. In particular, it looks at contracting in primary care, payments to GPs and the range of services they provide and how dental, ophthalmic and pharmacy services are funded.

Introduction to NHS Business Cases aims to give an introduction to business cases and how they are used in NHS organisations. It provides those preparing a business case with an overview of their use and how one can be structured. The module considers the importance of managing change and option appraisal as well as the key elements needed for success.

Understanding NHS Accounts aims to provide an introduction to understanding and interpreting NHS annual accounts. The module explains why they are important, what is in them, who has a role in their preparation and why different organisations produce slightly different accounts, before moving on to review each of the primary financial statements and highlighting questions you may wish to raise with your finance team. The module concludes by looking at the financial targets for each type of organisation.

Introduction to NHS Costing aims to provide a basic understanding of what costing is, what it involves and how it operates in the NHS. As well as explaining key costing concepts (including cost types, definitions and behaviour), the module looks at the approach to costing followed in the NHS, how costing works in practice and how costing information is used both by organisations and the Department of Health.

Introduction to NHS Cost Improvement Programmes provides an introduction to cost improvement programmes (CIPs) in the NHS. It explains what CIPs are; how organisations identify and plan them; how CIPs are delivered; how their progress is monitored and how they are assessed and evaluated.

Introduction to Internal and External Audit aims to develop a detailed understanding of the role of internal and external audit in the NHS. The sections on internal audit look at standards and scope, how the auditors operate and how they plan and report on their activities.

For external audit, the focus is on the code of practice that they adhere to, how they organise their activities and their reporting regime. The module also looks at

auditors' role in assurance and how they interact with the organisation's governing body/ board and audit committee.

Introduction to Service Line Management provides an introduction to service line management, focussing on how healthcare providers can be managed as individual business units, what needs to be in place to enable this to happen and the information needed to make it work.

Introduction to preparing the NHS annual report and accounts helps learners to understand the importance of the annual report and accounts, how it is prepared and who will be involved in that process. It is intended to provide people outside of the team who prepare the annual report and accounts with the knowledge of what is required and why it is so important to meet the deadlines specialised.

Introduction to Capital Expenditure in the NHS aims to provide an introduction to capital expenditure and accounting in the NHS. This course will help you understand why it is important to understand how assets are managed and the impact acquiring and maintaining these assets has on the financial performance of the NHS body. It will also explain some of the terminology used when assets and capital expenditure are discussed.

* **Introduction to Health Economics** provides an introduction to health economics and its uses within the NHS. Although you may not be directly involved in health economics-based decision-making, it is helpful to understand how the discipline relates to the planning of health services.

* **Introduction to Performance Management** provides an introduction and overview to performance management in the NHS, both within and between organisations. Performance management is a process that enables an organisation to monitor and manage its resources to deliver its plans and ensure ongoing performance and improvement in a changing world.

*Only available to subscribing organisations.

Document control

Title and Author	Version	Date	Approved	Review date
Teaching Programme for ST6-7 Trainees in Obstetrics and Gynaecology	2	July 2017	C. Patient M. Prasad	July 2018
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