



Welcome to the
Professional
Support
Unit

ANNUAL REPORT 1 APRIL 2016 – 31 MARCH 2017

BACKGROUND INFORMATION ON THE PROFESSIONAL SUPPORT UNIT

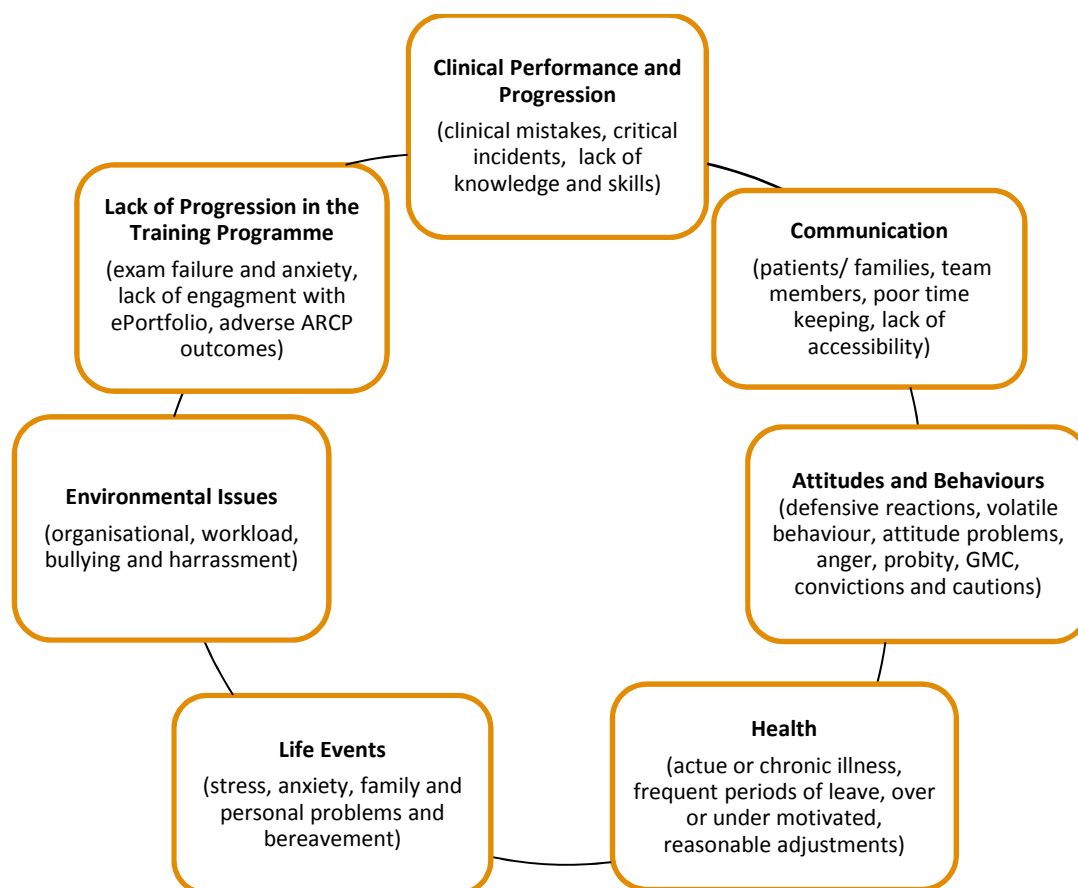
The Professional Support Unit (PSU) supports all doctors in training whose performance has been affected by issues that may arise and prevent progression throughout the training process.

We believe that early intervention is essential. The aim of the support is to ensure that East of England trainee doctors and dentists have access to a professional and confidential occupational health & medical education service.

The PSU provides a confidential, consistent, single point of access to expert advice, guidance and trainee centred service to those involved in the management of medical trainees.

Aims of the PSU	Objectives of the PSU
To offer advice guidance and support to trainees in their professional context	Managing risk, including early identification and timely intervention
To promote early identification of issues which may lead to referral to the Professional Support Unit	Clear standards and a code of practice, with accountability
To provide clinical and educational supervisors with a clear structure for identifying and addressing the issues	Supporting infrastructure
To establish clear lines of responsibility for all trainers involved in managing trainees	Continuity and communication
To provide access to experts who can manage and support specific areas of concern	Identifiable success criteria, including robust audit and evaluation and Quality assurance (internal and external)

Trainees are referred to the PSU for a variety of reasons and will primarily fall into one of the categories below;



PROFESSIONAL SUPPORT UNIT TEAM

Mrs Kate Read
Case Manager



Miss Katie Bradshaw
Professional Support Unit Manager



Miss Rebecca Winchester
Professional Support Unit Officer



Dr Alys Burns
Clinical Case Manager



Dr Vijay Nayar
Clinical Case Manager



Dr Ian Barton
Clinical Case Manager



Dr Francesca Crawley
Clinical Case Manager



Dr Sarah Rann
Clinical Case Manager



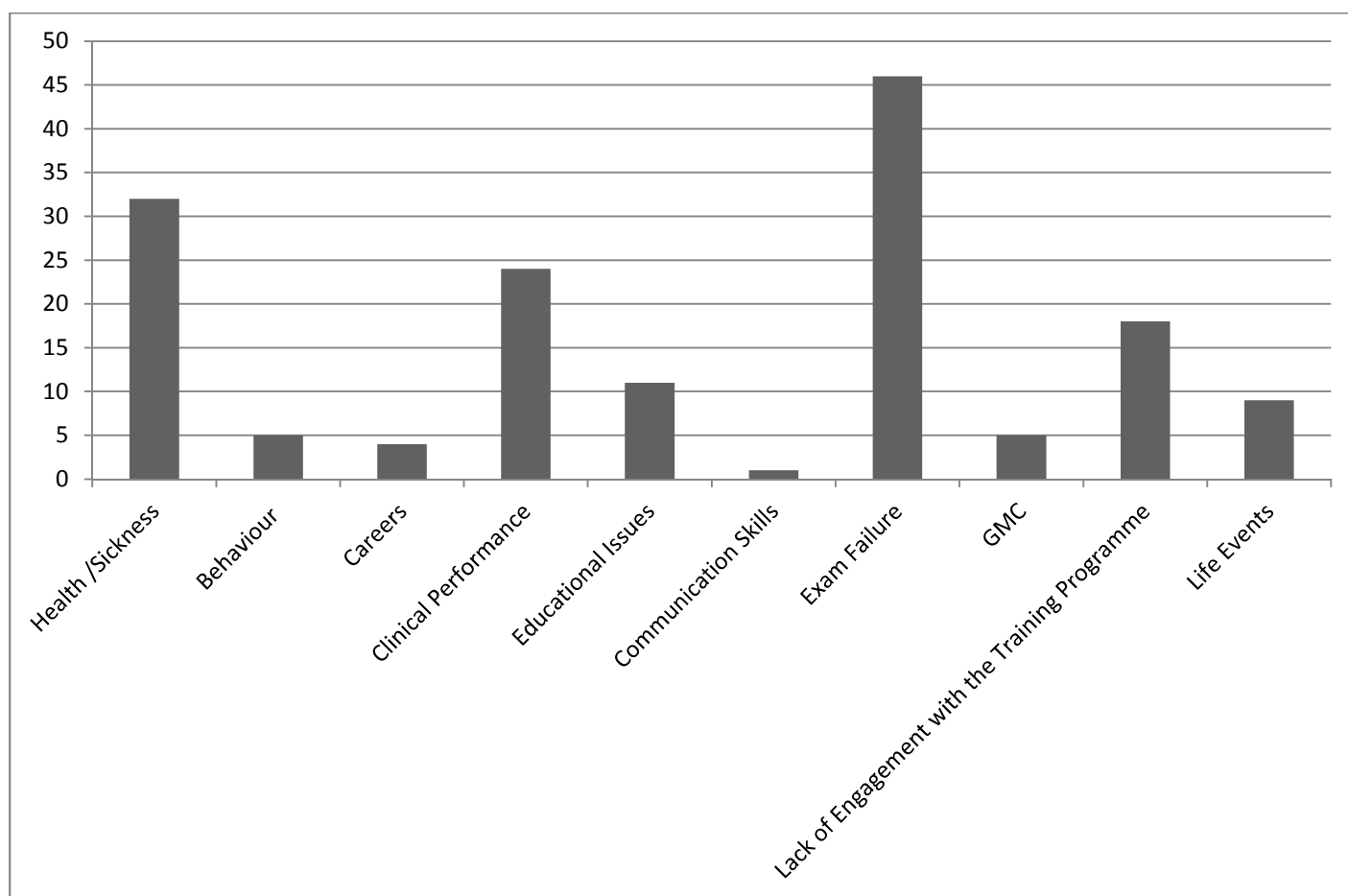
Dr Chris O'Loughlin
Clinical Case Manager



Flexible
Non-Judgmental
Impartial
Advice Supportive
Confidential
Caring Friendly
Private Continuity
Approachable Guidance
Compassionate
Non-Punitive

NUMBER OF TRAINEES REFERRED

During the period from 1st April 2016 – 31st March 2017 the Professional Support Unit has received **155** referrals. The graph below details the reason for referral to the Professional Support Unit.



Referral to the PSU is normally undertaken by the educational supervisor, TPD or Head of School. In January 2017, the Professional Support Unit launched the self-referral policy for exam support, thus allowing trainees to refer themselves for support. Out of the above **45** referrals for exam failure, **14** relate to self-referrals.

Following a referral to the PSU, each trainee will be allocated a Clinical Case Manager (if appropriate). An appointment for a confidential discussion will be offered, usually face to face at our office in Fulbourn, but may be over the phone. We do recommend trainees share action points from the meeting with the referrer to ensure support in the workplace can be provided, as well as provide feedback to the referrer.

NUMBER OF TRAINEE MEETINGS

During the period of 1st April 2016 – 31st March 2017 the Professional Support Unit held **108** trainee meetings. Each trainee met with a Clinical Case Manager and an Administrative member of the Professional Support Unit to offer additional support and record the minutes of the meeting.

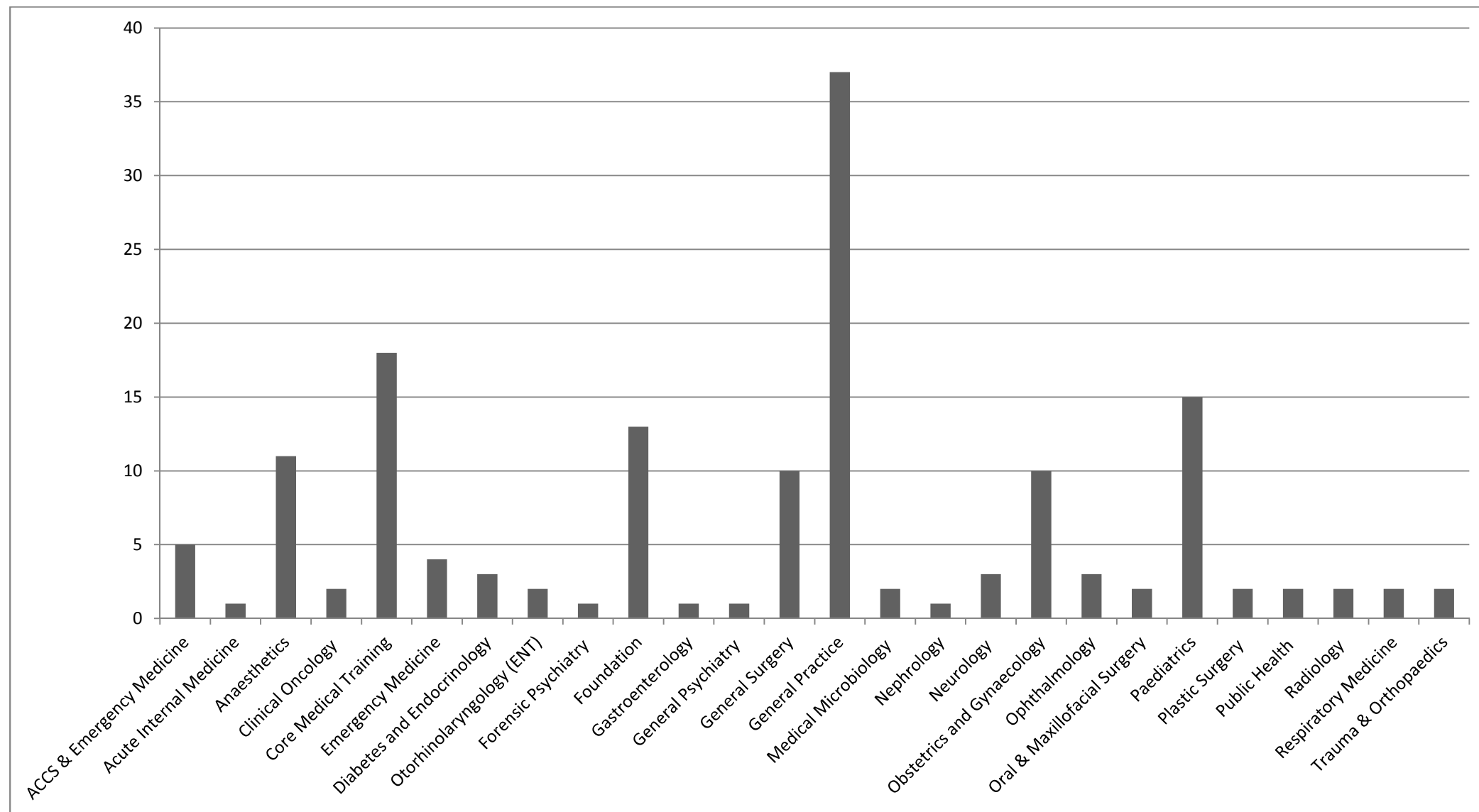
A face to face meeting isn't always necessary and a formal telephone call can take place instead. The Professional Support Unit undertook **15** formal telephone calls.

For some trainees, communications via e-mail is sufficient and support can be put in place via this method.

The above numbers exclude the continued support which is in place for trainees who have previously been referred to the Professional Support Unit. We continue to follow up with all trainees who are referred to the Professional Support Unit until their concerns have been resolved. These follow up appointments take place face to face, via telephone or e-mail.

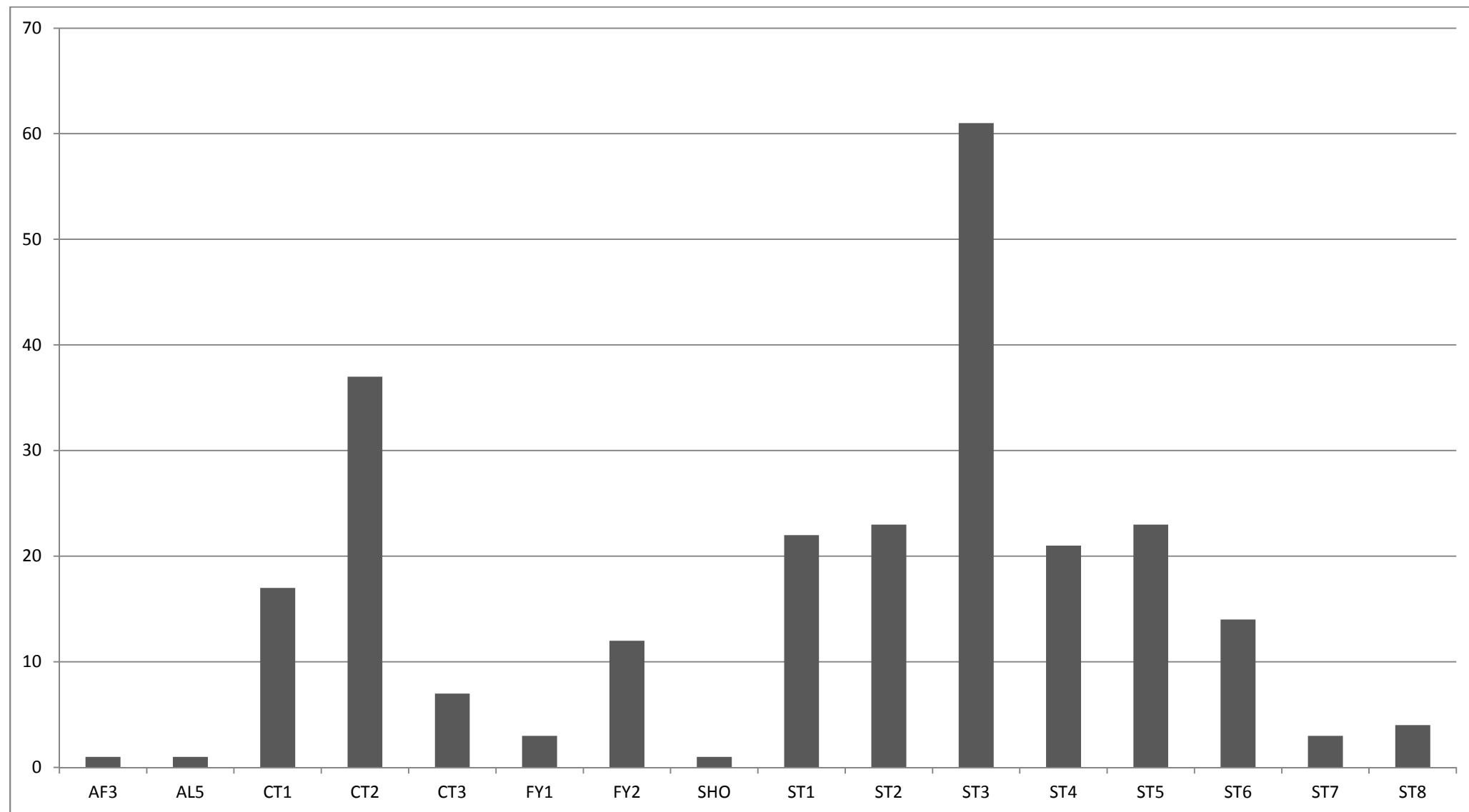
Further to the **155** referrals made to the Professional Support Unit, only **4** trainees did not engage with the Professional Support Unit.

BREAKDOWN OF REFERRALS PER SPECIALITY – ACTUAL NUMBERS



General Practice has the highest number of referrals to the Professional Support Unit. One of the reasons for this is that General Practice is our largest speciality with 994 trainees. Similarly, we would expect the number of referrals to be higher for CMT and Foundation due to the number of trainees within each of these specialities.

BREAKDOWN OF REFERRALS BY LEVEL OF TRAINING 2012 – 2016



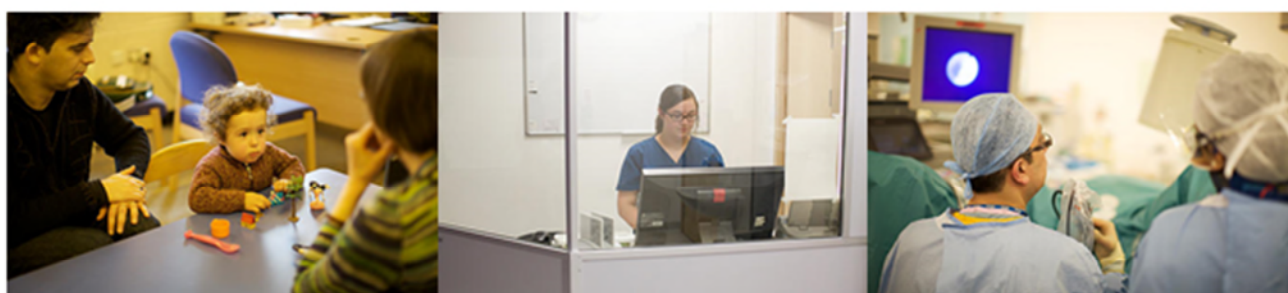
This data has been collated over a four year period demonstrating an increased level of referral at key transition points within training programmes, between foundation and specialty, and between core and higher training with exam requirements mid-way through higher training.

BREAKDOWN OF REFERRALS PER SPECIALITY – PERCENTAGE PER SPECIALITY

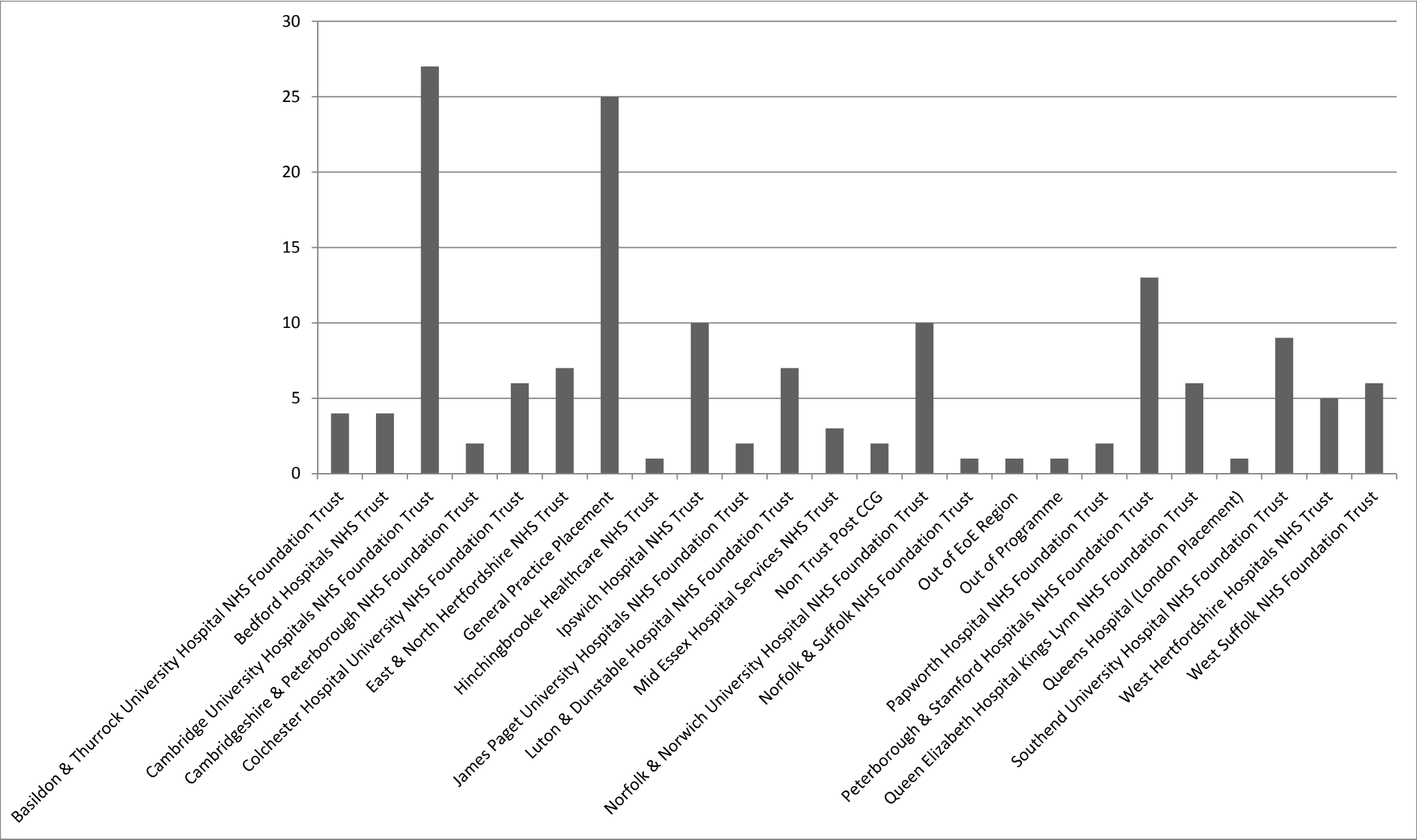
The table below provides the percentage of referrals per training programme. For example; although 37 referrals of General Practice trainees were made to the PSU, which is 24% of the 155 total PSU referrals, the number of referrals for General Practice only relates to 3.72% of the total number of trainees on the programme and is proportionate relative to other specialties.

Those programmes with very small trainee numbers, such as Oral & Maxillofacial Surgery and Forensic Psychiatry, have an apparent high trainee referral rate due to a small denominator.

Training Programme	Total number of Trainees Referred	Total number of Trainees on the Programme	Percentage of Trainees Referred to PSU
ACCS & Emergency Medicine	5	187	2.67%
Acute Internal Medicine	1	25	4.00%
Anaesthetics	11	92	11.96%
Clinical Oncology	2	20	10.00%
Core Medical Training	18	241	7.47%
Diabetes and Endocrinology	3	21	14.29%
Emergency Medicine	4	78	5.13%
Forensic Psychiatry	1	4	25.00%
Foundation	13	599	2.17%
Gastroenterology	1	56	1.79%
General Practice	37	994	3.72%
General Psychiatry	1	50	2.00%
General Surgery	10	74	13.51%
Medical Microbiology	2	14	14.29%
Nephrology	1	26	3.85%
Neurology	3	29	10.34%
Obstetrics and Gynaecology	10	139	7.19%
Ophthalmology	3	36	8.33%
Oral & Maxillofacial Surgery	2	3	66.67%
Otorhinolaryngology (ENT)	2	22	9.09%
Paediatrics	15	276	5.43%
Plastic Surgery	2	26	7.69%
Public Health	2	46	4.35%
Radiology	2	89	2.25%
Respiratory Medicine	2	54	3.70%
Trauma & Orthopaedics	2	63	3.17%



BREAKDOWN OF REFERRALS PER TRUST



As would be anticipated, these data confirm that our larger Trusts and general practice have a higher referral rate to the PSU, although in part this also depends on reasons for referral and the profile and understanding of the PSU amongst educators. This is the first year that the PSU has collected this data set and trend data over time will be of interest in understanding referral patterns.

SUPPORT AVAILABLE TO TRAINEES IN THE EAST OF ENGLAND



Dyslexia Screening

This service is offered to all trainees who are referred or self-refer to the PSU for exam support. The trainee completes an online module of questions which determine a probability of dyslexia. Those with a moderate to high probability score will be referred on to an Educational Psychologist for a full diagnostic assessment.

Exam Workshop

The PSU run an exam workshop in conjunction with a Psychologist from Hammet Street Consultants four times per year. This workshop is specifically for trainees who have had multiple exam failures. The programme covers support for anxiety and stress, self and time management and provides an opportunity for peer support and networking.

1:1 Communication Skills Support

This service is available to trainees who may need support with their communication skills. We are able to provide communication skills coaching via skype to support the improvement of trainee communication with patients, families and colleagues.

1:1 Careers Support

The PSU have access to high level 1:1 careers advice. Trainees are allocated a time slot to meet with our expert careers advisor (1 ½ hours) whereby this discussion remains confidential. The advice given supports the trainee in using a framework on which to make their next career decisions.

Specialist Occupational Health

For trainees who require high level occupational health reviews, the PSU will refer to Cambridge Health at Work. An in depth referral is made with specific questions asked relating to the trainee's health and how this impacts on their progression in the training programme. The report will provide specific recommendations to support the trainee and provide guidance to the employing Trust..

Facilitated LTFT/OOP/Placement Transfer

In some cases, LTFT or time out of programme may provide support for the trainee, or a placement transfer may be required. This may be for example due to health reasons, personal issues or a break down in relationships with the trainee and their educational supervisor. The PSU can make a recommendation and facilitate LTFT, OOP or a placement move, where appropriate.

Educational Psychologist

This service is offered to trainees who receive a moderate or high dyslexia screening result. We have access to three Psychologists who are based in London, Chelmsford and Norwich. Should a trainee receive a positive dyslexia diagnosis, this will provide 25% additional time during their exams. The Psychologist may also make recommendations to the workplace.

1:1 Exam Support

Our provider is able to offer a bespoke package of exam support for each individual trainee. We offer an introductory session, followed by eight sessions which are delivered via skype. The aim of the sessions is to improve self-confidence, manage anxiety, practice exam techniques and to generally improve performance overall.

Group Communication Skills Support (Developing)

The PSU are in the process of developing a generic communication skills course for trainees across all specialities. The course will provide expert advice on communicating, incorporating situational awareness, prioritisation and time management. We plan to run these workshops up to four times per year.

Psychological Support

The PSU can make referrals for psychological support through Hammet Street Consultants. We offer 6 sessions, however we do support additional sessions if recommended by the psychologist. Our provider can offer services which include CBT and counselling. This service can be accessed as soon as 24 hours after a PSU meeting with a trainee, and is geographically situated close to the trainee.

Emotional Intelligence Testing (Developing)

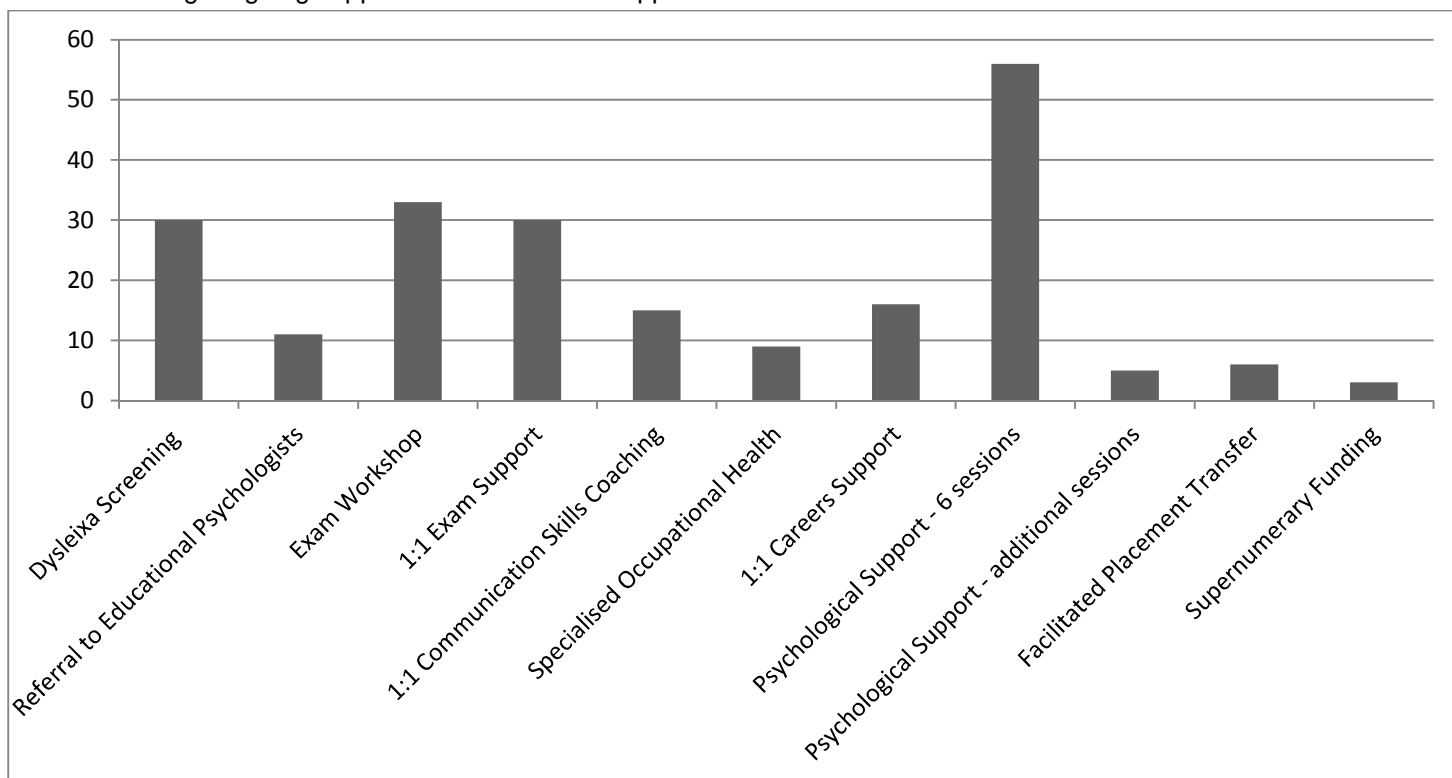
The PSU are able to offer emotional intelligence testing for trainees to gain insight into their personality and behaviour in the workplace. We can review the outcomes with the trainee and look at development areas. This is still very much in the development stages, with PSU staff having undergone a formal training programme as a first step.

Supernumerary Funding

The PSU are able to authorise supernumerary funding for a trainee placement, in order to support the trainee and meet their training needs. In such cases, the trainee will be placed in a post and the Hospital Trust will receive additional funding to support the placement.

SUPPORT ACCESSED BY TRAINEES

The graph below details the support trainees have received during the period 1st April 2016 – 31st March 2017. Please note; these numbers do not include trainees who have previously been referred to the Professional Support Unit and are receiving on-going support or where further support has been offered.



In total **214** onward referrals or support services were put in place for trainees.

In response to feedback from the exam workshop, the PSU also piloted a workshop specifically targeted at supporting trainees with dyslexia and processing disorders. 15 trainees were invited, with 10 trainees due to attend. Unfortunately, only two trainees attended the workshop which proved difficult for group work. Consideration will be given to running this again as we received positive feedback from the two delegates on the course material.

POSITIVE OUTCOMES

Out of the **30** trainees who were screened for dyslexia, **6** received an onwards referral to our Educational Psychologist for a possible diagnosis of dyslexia. **1** trainee was diagnosed with dyslexia and received additional time for the exam, which they passed. **1** trainee received a diagnostic assessment, however did not receive a diagnosis of dyslexia and therefore did not receive any additional time. **1** trainee received a diagnosis, however recommendations were made to support in the workplace, rather than exam support, and this has been of huge support. **1** trainee had already booked to sit the exam and unfortunately was unable to request additional time, exam results are pending.

33 trainees attended an exam workshop, **14** of these trainees also received a referral for 1:1 exam support. **30** trainees were referred for 1:1 exam support. We are continuing to gather our outcome data for exam successes, however at this time, we can report that **10** trainees have successfully passed their exam and a further **7** trainees are either waiting to sit the exam or for their results. We are currently aware that **5** trainees have failed their next attempt at the exam. The PSU will provide an update on this once all data has been received.

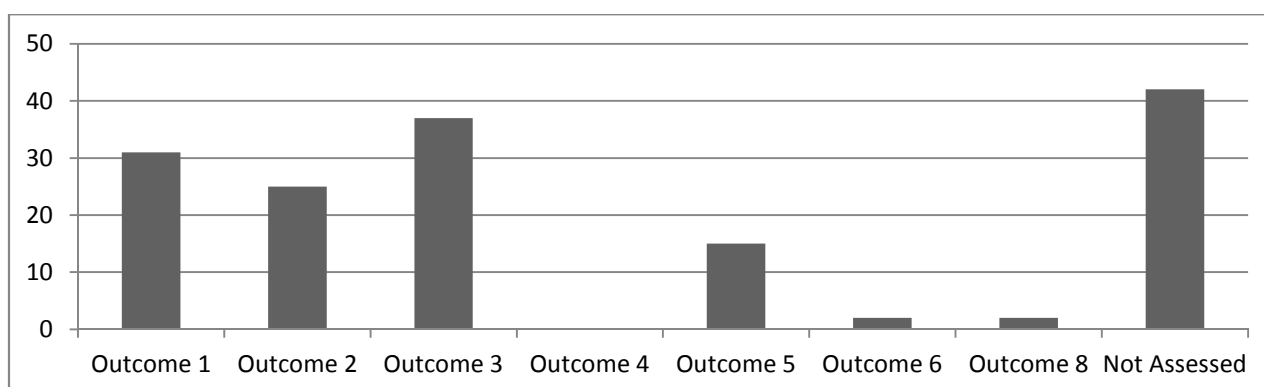
56 trainees were referred to Hammet Street Consultants for psychological support. Further to this, **5** trainees were supported for additional sessions at the request of the psychologist. Therefore, **51** trainees received adequate support and coping strategies within the six sessions provided.

Reasons for referral for psychological support:	Psychological wellbeing	33%
	Exam anxiety	26%
	Assertiveness and confidence	12%
	Trauma and bereavement	10%

The remainder of referrals relate to communication issues, time management and team working.

ARCP DATA OUTCOMES

The graph below relates to the trainee ARCP outcomes prior to their referral to the Professional Support Unit. At this stage, the trainee would have only been receiving support from their training programme and their healthcare professionals (if applicable).



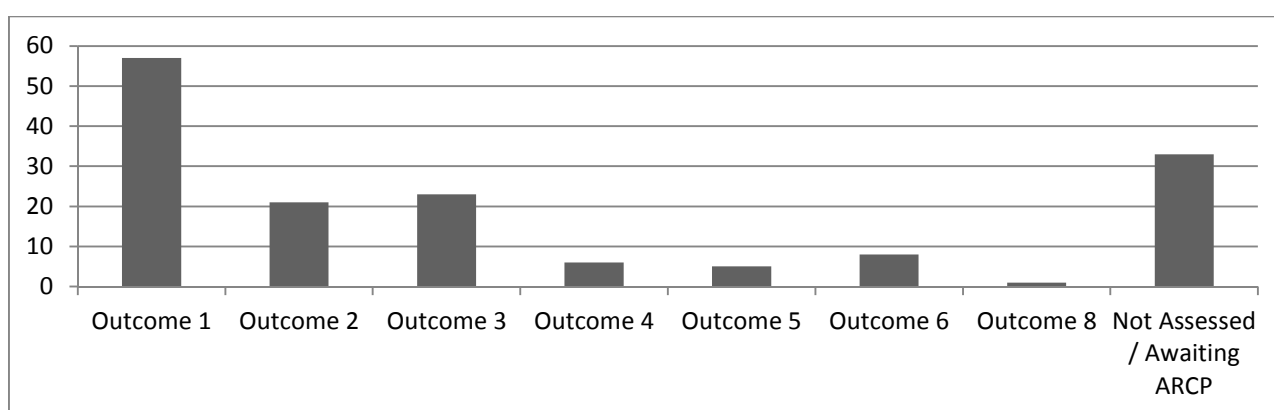
62 trainees had received an adverse outcome prior to their referral to the Professional Support Unit. In **37** cases, this related to an outcome 3 which provided a trainee with an extension to their training programme. **25** trainees received an outcome 2 which allowed them to progress, however they required targeted training to achieve certain competencies.

31 trainees had received an outcome 1 and were progressing well, however for various reasons a referral to the Professional Support Unit was required for additional support. **2** trainees successfully completed the Foundation Training Programme during the referral process to the Professional Support Unit and have since successfully gained entry to Speciality Training. All trainees remained in their training programme during this reporting period with only **2** trainees who were formally out of programme.

Our data states that **42** trainees did not receive an ARCP outcome, we have passed this information on to our ARCP and Assessment Team for further investigation.

The graph below relates to the trainee ARCP outcomes following support from the Professional Support Unit, alongside support from their Training Programme and healthcare professionals (where applicable).

Due to the referral timings, some of these trainees are yet to receive their next ARCP.



Following intervention and support from the Professional Support Unit, **57** trainees received an ARCP outcome 1, this is an increase of **26** trainees prior to any support being put in place. The combined number of ARCP outcome 2 and outcome 3 has reduced by **18**.

8 trainees successfully gained CCT from their Training Programme which is a fantastic achievement.

6 trainees unfortunately received an outcome 4 from their Training Programme. These all relate to continuous exam failure; however each trainee received all possible support available.

DEVELOPING EDUCATORS

Professional Support Unit Development Day

Each year, the Professional Support Unit run a development day which is open to all our Educators who have educational leadership roles and are interesting in developing their skills to ensure they can provide professional support to their trainees; in 2016 workshops included trainees returning to work, difficult conversation, resilience in the workplace and second victim support.

This was an excellent day!

It is great to have specific trainer development workshops.

There was a relaxed atmosphere where I felt comfortable to ask questions and share experiences.

Opportunity to network across specialities.

I learnt life skills!

Excellent quality of facilitators, speakers and presentations.

Really good to listen to trainee stories and their own experiences.

Please can we extend to a wider group and allow for further workshops and presentations.

Careers Support Masterclass

The Professional Support Unit ran four Careers Support Masterclasses in 2016/17 for our Educators. The aim of the Masterclass is to provide Educators with the support required to guide trainees in their career pathway. The programme covers career support tools, practical skills, coaching skills, supporting decision making, career challenge discussions and resilience.

I have more confidence to explain options to trainees and have deeper conversations.

Good group discussion and interactive sessions.

Excellent networking opportunity with a broader group of medics.

I have a renewed interest in progress and conduct of trainees.

I have more confidence to discuss & share resources with colleagues.

I now understand about the PSU. Excellent use of case studies.

Resilience – Train the Trainer

In January 2017, the Professional Support ran its first 'train the trainer' workshop for resilience. The workshop focused on developing training tools to identify 'Resilience Champions' across all specialities which can then be rolled out within the Schools. There have already been sessions held for trainees and trainers in emergency medicine, ACCS, foundation, and as part of the return to work pilot programme run by the school of paediatrics.

The Harlow training programme for General Practice, have confirmed they are rolling out this resilience programme to their trainees and we hope to see this programme and faculty continue to develop through 2017 and 2018.

Good exchange of information and group work.

Excellent level of knowledge and expertise in the room.

Open forum allowing for informal discussion.

New ideas. Very clear on how to deliver the training.

Great presenters, audience and interaction.

Good to have links for further learning and cross speciality discussions.

The workshop was delivered by Doctors for Doctors.

Ad-hoc Advice and Support

The Professional Support Unit are available to provide advice and support to Educators and trainees. We can discuss cases over the telephone and make any recommendations for a referral, or discuss options for support and what may be available within the School.

I just want to say thanks to you and your colleagues in the professional support unit. I really appreciate the help that was provided to me. This help and support ultimately helped me succeed.

The support has been invaluable. It has really helped me through the difficult time I was experiencing. I am so grateful for all the help.

It is so good to know that there are other trainees struggling with the exams just like me. I didn't have to feel like I was the only one – thank you.

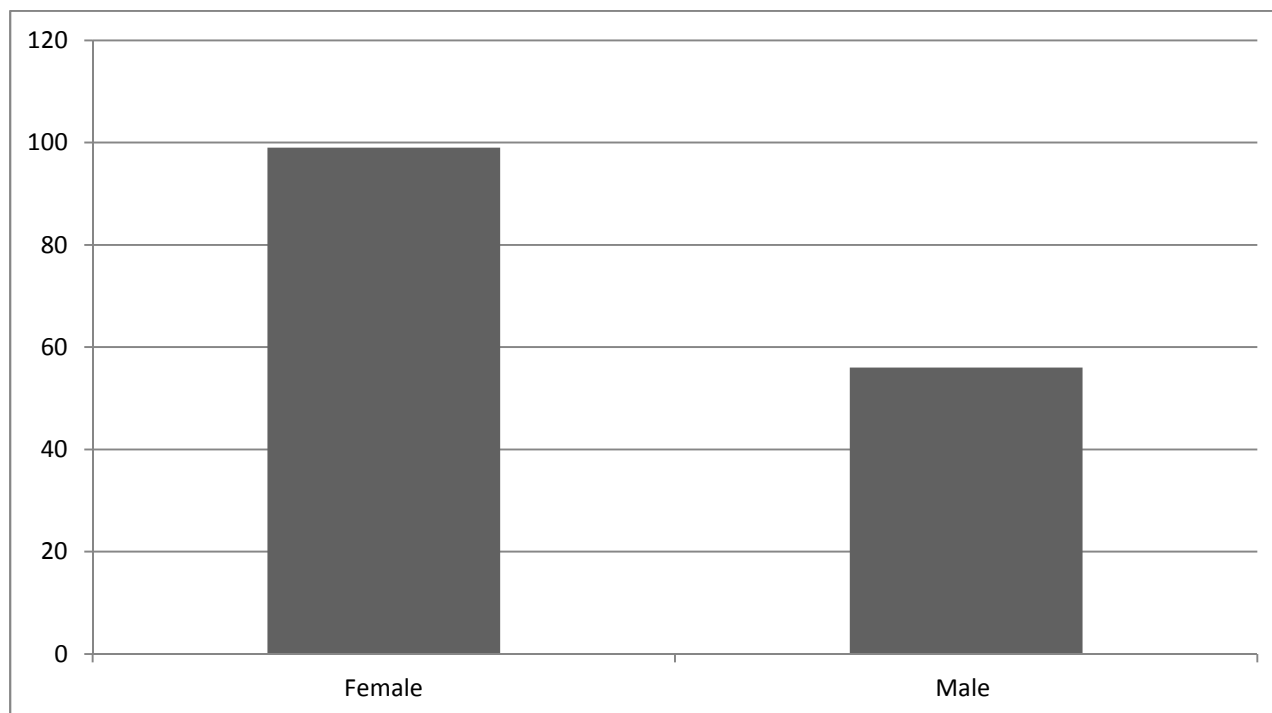
I would like to say thank you for your time yesterday. I really appreciate all support that I have been offered and I am sure it will hugely help me to clear my exam.

The support from the PSU is invaluable.

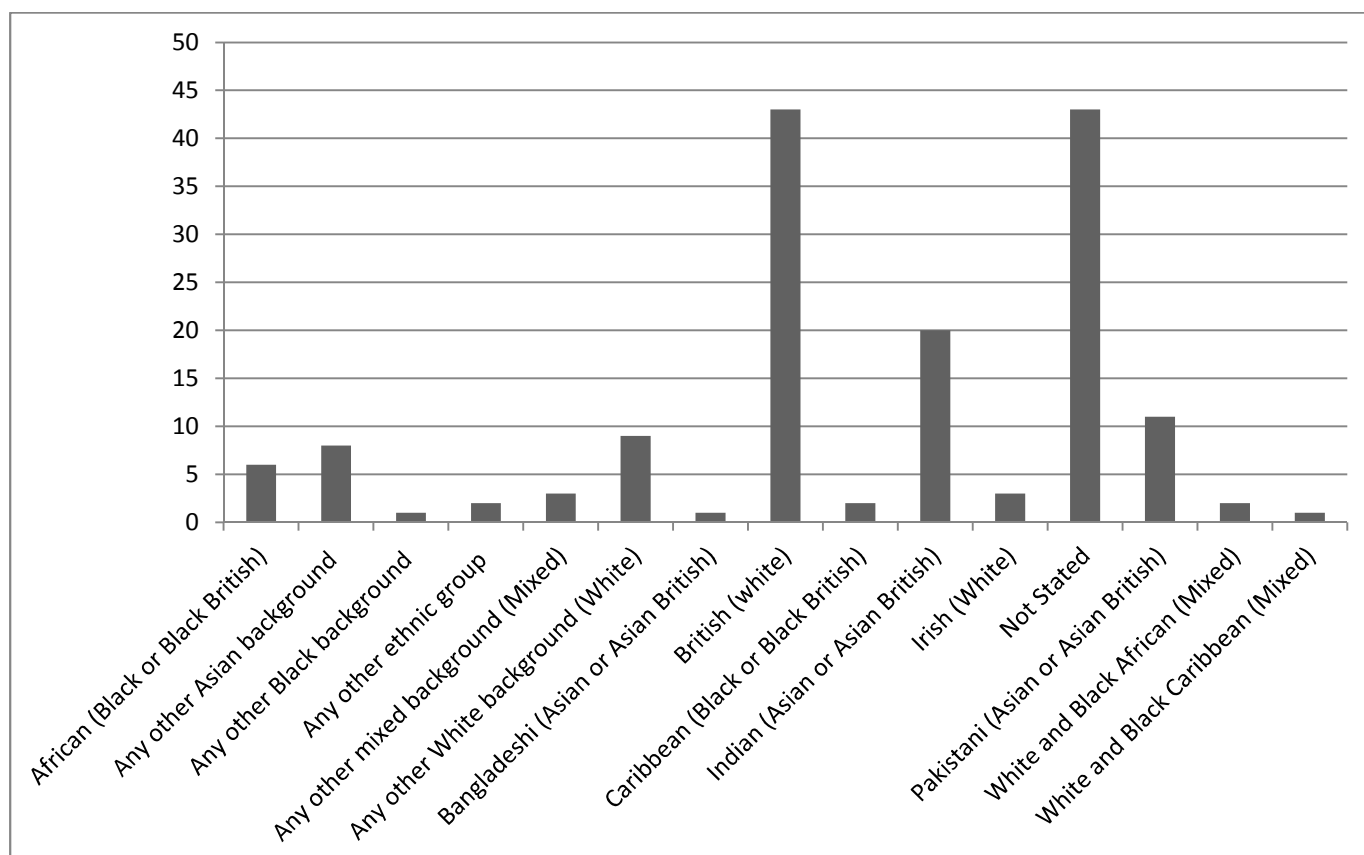


EQUALITY & DIVERSITY INFORMATION

Referrals split by Gender



Referrals split by Ethnicity



The PSU is very mindful of its duties under the Equality Act and is undertaking further analysis of referrals in the context of equality and diversity, to ensure that we are providing support across the breadth of our trainee community and to inform future options for support and educator development.

PLANS FOR 2017 – 2018

❖ The PSU vision for 2017 – 2018 remains focussed on the **trainee** and the **educator**.

❖ The restructuring of HEE provides an opportunity to:

1. Review PSU processes across HEE Midlands and East:
 - sharing good practice
 - developing a consistent approach to trainee support
 - alignment to more regional oversight with local delivery of support
 - enabling the best use of resources, both financial and also expertise
2. Review the opportunities for educators to develop their understanding and skills in supporting trainees and how the PSU may contribute to this.

❖ Whilst this change is in process, the PSU will continue to recognise the need to offer and develop our resources and expertise in specialised support including;

Re-introducing Emotional intelligence testing

Continuing resilience training and support

Expanding communication skills coaching

Introducing cultural competence concepts

Building an understanding of differential attainment (specifically how we may use this to develop resources).

Developing existing careers service to ensure careers guidance is given at key training transition points and prior to CCT

Linking with the development of coaching, mentoring and peer support across training programmes

Developing a programme to support trainees and trainers in the management of serious incidents and the Coroner's inquest, and provide support to the 'second victim'

❖ **Development of the PSU infrastructure**

Recognising the HEE context and the sharing of a more consistent regional model of delivery, there is a need to review the PSU infrastructure and processes. In addition, with changes to key PSU team members there is recognition of a loss of resource and expertise from the PSU. With a year-on-year increase in trainee referrals to the PSU, there is a need to ensure sufficient case manager and administrative support is in place. In order to mitigate this and ensure that trainee and educator support is not affected a number of actions are being implemented:

- Streamlining of administrative processes and developing skills of admin team
- Review and refinement of the referral and triage processes, using clinical case managers to focus on more complex cases
- Case manager recruitment and training / refresher training for current case managers
- Development of a Complex Case Advisory Group
- Establishment of the PSU Reference Group
- Development of expertise within foundation and specialty schools
- Development of processes to support transparent transfer and sharing of confidential information

❖ **Re-development of the PSU data base**

It is recognised that the current Access data base for the PSU is no longer fit for purpose. Further to discussion with East and West Midlands and building on their processes, it is proposed to:

- Transfer the trainee information to the confidential section of the Intrepid Database. Trainee meeting notes and referral forms can be stored confidentially and we will automatically have access to the equality and diversity data.
- Use a password protected spreadsheet to record the support services which are accessed by the trainee.

The timeline to move the data and have active use of the spreadsheet is by December 2017.

THE PSU VISION

