

Spring Symposium

16 March 2021

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Event Handbook

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Information for Delegates

Welcome and thank you for attending Health Education England - East of England's Virtual Spring Symposium 2021.

This pack includes biographies and synopses from the facilitators and will have been sent with the programme for the event.

All our meetings and presentations are being led by colleagues and we hope that the content will be very useful and interesting to you.

To help us with the organisation and planning of the next event; you will be e-mailed a link to provide us with some feedback. The survey will be completed online after the event and a certificate of attendance will be e-mailed to you upon completion of the survey.

We have worked hard to put together what we feel will be an event and hope you agree.

We hope you enjoy!

Faculty Support Team

Keynote

Sustainable Healthcare: From Learning to Practice

The delivery of healthcare is a major contributor to the climate crisis, with the NHS being the largest public sector contributor of carbon emissions in the UK. Physicians have an important role to play in the fight against climate change through the practice of sustainable healthcare. Therefore, integrating this into medical education and clinical practice is crucial.

Currently there is no formal sustainability curriculum in postgraduate education and training. This is vital for enabling clinicians to translate sustainability theory taught at undergraduate level into clinical practice.

This talk will:

- Cover the fundamental principles of sustainable healthcare
- Explore ways we can integrate this into the postgraduate medical curriculum and current educational framework

Vanita Gandhi

Vanita is a Clinical Oncology Specialist Registrar with a passion for sustainable healthcare, medical education and a champion of mental health and wellbeing.

During her time as a National Medical Director's Clinical Fellow 2019-20 at Health Education England (HEE), she helped to shape the narrative for the Climate Change and Sustainable Healthcare theme in HEE's 'Future Doctor Programme'. In addition, she wrote a piece last year for the Future Healthcare Journal on 'Integrating Sustainability into Postgraduate Medical Education'.

In her spare time, Vanita enjoys hiking, board-gaming, animé and all things Star Trek.

Workshop 1

NHS Practitioner Health Update and Career Sustainability

To include: What's new in the PH service, how working environments impact mental health, and what can be done in 2021.

All attendees will be sent a short Survey Monkey at end Feb/early March to help us shape the session to meet your needs.

Lucy Henshall

Dr Lucy Henshall was a GP Partner in Suffolk for 20 years, and now has a Portfolio career. This includes:

her role as East of England Clinical Lead for Practitioner Health, being nationally elected to RCGP Council in 2019, and an innovative support programme available to fully qualified GPs who seek a return to work after time out, (often, though not exclusively, for health reasons). Through her GP work, and her longstanding interest in mental health, HR and employment law, plus 19 years of active LMC Committee membership; she has come across most of the scenarios that impact adversely on doctors mental health and wellbeing.

Lucy is a vocal campaigner for improvements to the individual psychological support, Coaching, Personal Supervision and career guidance that is currently missing from most GP careers.

Martin von Fragstein

Dr Martin von Fragstein is experienced clinician with a varied career that has focused on more complex psycho-social medicine and for 20 years has included roles in senior positions at consultant level.

I have been a principal in primary care in South Derbyshire and Nottinghamshire at the same time holding an academic position in primary care at the University of Nottingham as lecturer and finally as associate professor. My main academic role was in medical education, developing teaching methods and curricular content; areas of special interest were ethics/communication skills/substance misuse and longitudinal themes.

As an academic tutor I supported the pastoral care of medical students and developed a process of monitoring their professional development.

After my academic position I became Clinical Director for Drugs and Alcohol in Derby (Consultant in Substance Misuse). The service provided specialist support and advice for the PCT and local Drug and Alcohol Team. The work included supporting senior professionals in medicine, emergency services and education with an addiction problem.

Following the changes in primary care and for family reasons, I was appointed as Clinical Lead in forensic medicine (including sexual assault) and worked across Nottinghamshire and Leicestershire. This work involved providing expert medicolegal advice to the police and courts and dealing with the sensitive cases that involved medical staff.

My family and I moved to East Anglia and I moved my work at the end of 2020 to return to general practice and provide support for doctors and dentists in the area with NHS Practitioner. NHS Practitioner Health providing assessments and ongoing support for doctors and dentists with mental health problems (including addiction). Assessments have traditionally been “face to face” but the requirement to do remote working has proved to be a valuable medium for many doctors.

Trainees in Difficulty

This workshop is aimed at new/less experienced Educators. Up to 10% of trainees may face some difficulties in their training so it is important to know how to approach supporting them. This workshop will explore how to recognise a trainee in difficulty, the initial management of a trainee in difficulty and what you can do locally to support them, as well as exploring the role of the Professional Support and Well-Being Service when supporting trainees in difficulty.

PSW Team Member

The Health Education England, East of England (HEE EoE) Professional Support & Wellbeing (PSW) aims to promote trainee well-being and personal development by providing support and assistance in tackling any personal or professional challenges to progression.

Francesca Crawley

Francesca Crawley is an Associate Dean and the lead for Supported Return to Training (SupportTT). She is also responsible for less than full time training, out of program and academic training. She is a clinical case manager and clinical lead for the Professional Support and Wellbeing Service. She works clinically as a neurologist at West Suffolk FT.

Teaching to Consult Remotely

Most of us have needed to teach trainees new skills of video and telephone consulting while trying to come to grips with it ourselves. This session explores how to adapt existing communication skills to remote consulting, and how to help trainees to learn the skills of doing so too.

Brendon O'Leary

Brendon O'Leary is an Associate Dean for Faculty at EoE Deanery GP School and a GP at Granta Medial Practices in Cambridge. He's been a Training Programme Director in EoE and in Gloucestershire previously and was awarded Fellowship of the RCGP for his support of hospital-based trainees and support of trainees in difficulty. He oversees the General Practice part of the course to become a GP Educator as part of HEE's Tiered Educator System and is interested in helping trainers to teach communication skills to their trainees.

Managing Burnout and Stress

Stress is a fact of modern life - seemingly everywhere and all the time. There are so many sources of stress both at home and at work. This over the last year has been

amplified with Covid 19 and the added considerations around Covid on us individually and our loved ones. Even the normal social events, seeing friends, holidays etc. that we would use to re-charge our batteries and bounce back have not been possible.

Over time, the cumulative effects of multiple stressors, small and large, can combine to wear you out before you've had a chance to get started.

There is no escaping stress, but we hope in this session to help you to handle some aspects of stress; identify the characteristics of your "emotional resilience" which will help to improve your approach to your well-being and your health in the face of inevitable stress.

The session will include – presentations, stories and working in small groups.

Nisha Nathwani

Nisha Nathwani is a Consultant Paediatrician and Director of Medical Education at Luton and Dunstable Hospital NHS Foundation Trust. She specialises in Children's and Adolescent Services and, works as a Clinical Lead / Clinical Case Manager for the Health Education England, East of England Professional Support and Well-being Service.

What Do We Mean by Leadership? (Part 1 of GP Session)

This workshop is intended as an interactive discussion about leadership. What is it? What is behind the recent emphasis on this in speciality curricula? And does leadership have an impact on the quality of training placements? In preparation for the workshop, please have a think about a phrase or quote that says something to you about leadership. We're looking forward to working with you!

Janet Rutherford

By heart, Janet is a GP from Bury St Edmunds, West Suffolk. Having been a GP tutor, GP Trainer, Training Programme Director, Associate Dean and Head of School, she is now Primary Care Dean for General Practice. As such, Janet works closely with the 6 training hubs in the region on primary care workforce and transformation. One of her interests is how to best support all educators, especially those who are trying to help trainees with complex needs. Janet is firmly committed to listening to all EoE learners and educators so that the team can help develop training within the region together and make it the best possible experience for all concerned.

Liam Loftus

Liam is currently a GP ST2 trainee on the Cambridge programme, alongside which he holds a Leadership Fellowship post with Health Education East of England. After learning a great deal about himself, his teams, and his organisation through his own leadership development training, Liam is passionate about making such training available to all trainees in the East of England. The team are currently developing The Leadership Ladder - a series of interactive programmes within Bridge that cover all core elements of junior doctor leadership, with a strong focus on putting this online learning into practice in the real world.

Liam is thoroughly enjoying his Fellowship role, through which the team are creating a trainee-specific leadership.

Raees Lunat

Raees is currently one of the National Medical Director's Clinical Fellows based at Health Education England and will be joining the deanery next year as a GP trainee. Raees is hugely passionate about increasing accessibility to leadership education for junior doctors. As a result, he has been working closely with the leadership fellows in the deanery to develop the Leadership Ladder.

Workshop 2

Delivering Better Virtual Education

This workshop will consider the issue of equity and fairness in training and in particular differential attainment. We have made little progress in addressing this over 20 years and we need to understand that DA is a symptom not a diagnosis. We also need to get away from our deficit model and negative stereotyping of some groups of trainees. There is fear amongst trainees of being treated less fairly and being discriminated against and the differential impact of Covid-19 on particular groups has increased these anxieties. We will consider what initiatives we need to tackle these complex issues.

Alexander Hannah

Alexander Hannah is a training programme director for Dental Foundation Training, Derbyshire scheme. Prior to this Alex was an educational supervisor.

Alex led the redesign of the DFT study day programme when the East Midlands, West Midlands and East of England regions merged to form the Midlands and East School of Dentistry. Muhammed Jasat and Alex Hannah are currently redesigning the delivery of the study day programme considering the Covid pandemic.

Muhammad Jasat

Muhammad has a keen interest in, and has been involved in, clinical undergraduate postgraduate teaching. He is currently an undergraduate clinical skills tutor at the University of Birmingham, and a Training Programme Director for oversees graduates. Muhammad has a role as a clinical advisor for a group of practices where he works as an associate. He is working towards completing a restorative diploma at the Royal College of Surgeons. In light of the current situation, Muhammad's current project involves developing and implementing plans to deliver better virtual education.

Developing a Hero to Tackle Carbon Net Zero!

In order to make the Healthcare system 'green' we must implement significant change in the way we manage our estates, energy and waste. We must be prepared to review the way we deliver healthcare and configure the patient journey. If we do what we have always done, we will get what we have always got! But in order to be

successful in greening healthcare we need to first inform, inspire and enable our health care professionals to see the world through a greener lens. As educators and supervisors, you can play a pivotal role in the journey to Carbon Net Zero. Learn how you can develop a 'Net Zero Hero' that is unafraid to question, challenge and seek new ways of doing things, creating new norms that will help us to be successful in the battle against Climate Change.

Stella Cockerill

Stella joined Public Health (PHE) England in July 2019 as project lead for 'greenimpact' which aims to encourage and enable the dental practices to be more environmentally sustainable. She began to explore what else was happening in the wider healthcare system and discovered that many professionals, in dentistry and the wider healthcare system were keen to do more but it wasn't always easy to work out where they could make the biggest difference or how to go about it. As programme lead for Sustainability in the East of England, Stella works with NHS Trusts and CCG's to accelerate our progress towards a greener NHS. Her career before PHE has centred around the development of people and the economy working in various public and private sector organisations supporting education, training, economic growth and business support in the East of England, across all industry sectors. Educating and empowering people is a passion of Stella's and enabling organisations to change grow and adapt.

Jan Yates

Jan is Head of the School of Public Health in the east of England. She has held senior management positions within the NHS since 2006 across a range of public health and corporate areas, at local, regional and national level, working successfully with a range of diverse partners. Alongside core service development and delivery work, she is a trained teacher and has focused on education, development and recruitment. Jan teaches widely and is accredited to provide occupation assessment.

Having worked in senior public health leadership positions for around 15 years and remains incredibly frustrated by the inequalities and inequities we struggle against daily. Jan wants to help public health leaders find their own style and learn to trust themselves so they can confidently inspire changes, big and small. She is a Director of Bernache Leadership Ltd.

SupportTT in the Workplace After The Return

This workshop will focus on how we can improve Supported Return to Training (SupportTT) in the workplace after the trainee returns to work and beyond. How to make the most of Enhanced Supervision periods - What level of supervision is actually required? What activities are suitable? How do I use assessments effectively? What alternative options are available? Overcoming difficulties in implementing SupportTT in your area - an opportunity to discuss specific concerns in your trust or speciality, problem solving complex issues and how to utilise SupportTT Champions.

We will use interactive case examples and encourage sharing of best practice, so you can develop new strategies to further enhance the SuppoRTT experience for your trainees.

Mithila D'Souza

Mithila is a Paediatric trainee completing her subspeciality training in intensive care medicine in the East of England and has been the Local SuppoRTT fellow for the last year. Her role has been to help develop the SuppoRTT program in the East of England by working together with the SuppoRTT team, educators and the trainees in the region.

Francesca Crawley

Francesca Crawley is an Associate Dean and the lead for SuppoRTT. She is also responsible for less than full time training, out of program and academic training. She is a clinical case manager and clinical lead for the Professional Support and Wellbeing Service. She works clinically as a neurologist at West Suffolk FT.

Leadership in Educational Settings – Ivory Tower Theory Meets the Real World of PGMDE In the East of England

This session will explore how modern approaches to leadership can be applied in clinical education settings. Some recent thorny local challenges in PGMDE will be explored through these to illustrate the opportunities and limitations of compassionate and inclusive leadership in the real world.

Bill Irish

Bill studied in Cambridge and London, before training as a general practitioner in Bath and pursuing a parallel career in postgraduate medical education. Bill is the Postgraduate Dean for Health Education England, in the East of England. Previously he was Director of GP Education in Health Education South West, chair of COGPED and co-chair of the medical selection quality and standards group for the UK.

Leadership for GP Trainees: Putting It Together for ePortfolio (Part 2 of GP Session)

This is Part 2 of a session about Leadership, and it is very strongly advised you attend Part 1 earlier the same morning in order for this to make sense. This will take the concepts of Leadership explored in Part 1 and explain how we can apply them in practice to GP Trainees we supervise for their ST1/2 Quality Improvement Projects and ST3 Leadership Projects. This will help to meet RCGP criteria for the trainees, but also help them to develop skills for long after their GP Training.

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the RCGP for his support of hospital-based trainees and support of trainees in difficulty. He oversees the General Practice part of the course to become a GP Educator as part of HEE's Tiered Educator System and is interested in helping trainers to teach communication skills to their trainees.

Workshop 3

Educational Supervisors Report

Many specialities are revising their curricula in response to the GMC's "Shape of Training" review. As we move away, hopefully, from a tick box culture to one where educational supervisors will have a vital role in assessing the competency of their trainees their reports will be even more important than they were in the past. In this workshop we will explore why Educational Supervisors reports are so important in assessing trainees' progression. What makes a good report and what should you avoid?

Jane MacDougall

Jane MacDougall is a Consultant Gynaecologist & Subspecialist in Reproductive Medicine at Addenbrookes Hospital with a special interest in paediatric & adolescent gynaecology. She has held a number of leadership roles in education including College Tutor and Director of Postgraduate Medical Education for CUH. From 2003-8 she was Clinical Director for Women's Services in Cambridge. She was Head of School for the new EOE Postgraduate School of Obstetrics & Gynaecology (2008-2017). She has established training courses for trainers locally, for the region and for the RCOG and was faculty development lead at the RCOG. She completed a research based Masters in Education in 2003 and has published in educational journals. She is currently Guardian of Safe Working for CUHFT (2017-) & Associate Postgraduate Dean for HEE EoE.

Feedback and Difficult Conversations

Many of us feel able to give positive feedback, yet are less confident to provide critique. This interactive workshop will consider the function of feedback and some good practice on how to deliver effective feedback, both positive and negative. We will also discuss how to manage difficult conversations and how we can help facilitate them.

Jane Sturgess

Jane is a consultant anaesthetist in West Suffolk Hospital. She is the Associate Dean for Faculty Development HEE EoE, and works on projects to develop skills in medical education for trainees and trainers.

Trainees in Difficulty

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Consultation Observation Tool Assessments (GP)

The consultation observation tool is one of the required workplace-based assessments for GP trainees. As educators we need to ensure that we are benchmarking these assessments, particularly as this is required for re-approval. This session will cover how to undertake a COT and provide an opportunity to compare and contrast marking with colleagues. Comparative scores will be provided following the session for attendees to keep as evidence of benchmarking.

Jonathan Rouse

Dr Jonathan Rouse is a GP Associate Dean for quality and workforce in Mid and South Essex having previously been the patch AD for Harlow and Southend. He has been leading on urgent and unscheduled care for the past 18 months. He is probably most famous for the introduction of a thumbprint scanner that drove up attendance at the weekly half-day release when he was a TPD in Southend and has also been known to electrocute his trainees in the name of education.

Workshop Matrix

Key:

AoME Standards	AoME Domains	GMC Priorities
S1. Safe and Effective Care	D1. Designing and Planning Learning	42.a Safety of patients, students & learning environment
S2. Environment for Learning	D2. Teaching and Facilitating Learning	42.b.i Trainer as a good role model, exhibiting Good Medical Practice
S3. Facilitating Learning	D3. Assessment of Learning	42.b.ii Teaching and Feedback
S4. Monitoring and Supporting Learning	D4. Educational Research and Scholarship	42.b.iii Assessment Decisions
S5. Learning through Assessment	D5. Educational Management and Leadership	42.b.iv Training of and support for trainers
S6. Guiding Personal and Professional Development		
S7. CPD as an Educator		

Workshop 1

NHS Practitioner Health Update and Career Sustainability

AoME Standards	AoME Domains	GMC Priorities
TBC	TBC	TBC

Trainees in Difficulty

AoME Standards	AoME Domains	GMC Priorities
S1, S2, S3, S4, S6	D2, D5	42.a, 42.b.i, 42.b.ii, 42.b.iii, 42.b.iv

Teaching to Consult Remotely

AoME Standards	AoME Domains	GMC Priorities
S1, S2, S3, S4	D1, D2	42a, 42b ii

Managing Burnout and Stress

AoME Standards	AoME Domains	GMC Priorities
S2; S3; S6; S7	D1; D2; D5	42a; 42b iii; 42b iv

What do we mean by leadership?

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S4, S5, S6, S7	D1, D3, D5	42b i, 42b iii

Workshop 2

Delivering Better Virtual Education

AoME Standards	AoME Domains	GMC Priorities
S2, S3	D1, D2	42b

Developing a Hero to Tackle Carbon Net Zero!

AoME Standards	AoME Domains	GMC Priorities
S3, S6	D5	42b

SupportTT in the Workplace After The Return

AoME Standards	AoME Domains	GMC Priorities
S1, S2, S4	D1, D5	42a, 42b iv

Leadership in Educational Settings – Ivory Tower Theory Meets the Real World of PGMDE In the East of England

AoME Standards	AoME Domains	GMC Priorities
S4, S7	D5	42a

Leadership for GP Trainees Part 2: Putting It Together for ePortfolio

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S4, S5, S6, S7	D1, D3, D5	42b i, 42b iii

Workshop 3

Educational Supervisors Report

AoME Standards	AoME Domains	GMC Priorities
S2, S4, S6, S7	D3, D5	42.a, 42.b.iii, 42.b.iv

Feedback and Difficult Conversations

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S4, S6	D2	42.a. 42.b.i. 42.b.ii. 42.b.iv

Trainees in Difficulty

AoME Standards	AoME Domains	GMC Priorities
S1, S2, S3, S4, S6	D2, D5	42.a, 42.b.i, 42.b.ii, 42.b.iii, 42.b.iv

Developing a Hero to Tackle Carbon Net Zero!

AoME Standards	AoME Domains	GMC Priorities
S3, S6	D5	42b

Consultation Observation Tool Assessments (GP)

AoME Standards	AoME Domains	GMC Priorities
S4, S5, S6	D3	42 b ii, 42 b iii

Biographies of HEE EoE Functional Teams

Faculty Support Team

The Faculty Support Team are fully committed to inspiring and supporting enthusiastic educators and trainees with a passion for development, teaching and training.

We work closely with Deputy, Associate Deans and Heads of School to support the development of each training programme and Faculty/School. In addition, the team work closely with Trust based administrators to ensure consistent support across schools.

The recruitment of all medical educators in the East of England is managed within the team. Along with the Faculty of Educator workstreams that include educational courses, educator events, trainer recognition and bursary funding.

We also manage the Study Leave, Simulation, Annual Development Planning, SupportRTT, Mentoring and SAS Doctor initiatives.

Useful team mailboxes below:

General faculty support enquiries (all specialties)	educatorsfaculty.eoe@hee.nhs.uk
Study leave / curriculum delivery enquiries	studyleave.eoe@hee.nhs.uk
SAS Doctors enquiries	sas.eoe@hee.nhs.uk
Community Schools (GP) enquiries	communityschools.eoe@hee.nhs.uk
Bursary programme enquiries	tefunding.eoe@hee.nhs.uk
Supported Return to Training	Supportrtt.eoe@hee.nhs.uk

Programme Management Team

The Programme Management (PM) team are responsible for managing the medical and dental trainee database for approximately 5000 trainees across 27 Trusts and 100 training programmes. Using the data captured, we can also produce a range of national reports and ad-hoc to inform key stakeholders (internal and external) on areas such as occupancy rates per NHS Trust, per specialty.

The PM team support Trainees from the beginning of their training programme until the Trainee achieves Certificate of Completion of Training (CCT). Throughout all training programmes there are many changes to contend with for our trainees, and the PM team manage processes mainly focussed on improving junior doctors working lives such as:

- Less Than Full Time – lfft.eoe@hee.nhs.uk
- OOP – oop.eoe@hee.nhs.uk
- Inter Deanery Transfers – idt.eoe@hee.nhs.uk
- Trainee placement and programme details– edit.eoe@hee.nhs.uk
- Relocation base change requests and appeals – relocation.eoe@hee.nhs.uk
- Academics – academic.eoe@hee.nhs.uk
- GMC Site Approvals - GMCApprovals.eoe@hee.nhs.uk

Quality Team

The Quality and Commissioning Team within the Midlands and East region, are responsible for the continual development and regional implementation of the commissioning for quality strategy and National Quality Framework for HEE. The HEE Quality Framework for education and training sets out the expectations for quality within the work-based learning environment.

Further information and key contacts can be found here:

<https://www.hee.nhs.uk/our-work/quality>.

Recruitment Team

The Recruitment Unit comprises of 6 full time members of staff who cover all the specialties allocated to the EoE team from advert and longlisting to running the Selection Centre/interview days and making offers using Oriel, the national online system. We recruit to specialties locally, regionally and on a national basis.

The Recruitment Unit is responsible for the management and co-ordination of recruitment for Doctors to all hospital specialty and General Practice training programmes, throughout the HEE EoE region. Recruitment into Core and Specialty Training Programmes is undertaken annually between November and June, recruiting approximately 780 Doctors. Training Programme durations range from 2 - 8 years depending on the specialty.

Along with standard training programmes we recruit to Academic Clinical Fellowships over numerous specialties along with opportunities, in certain specialties, to convert standard training to become a Global Health Fellow. This incorporates 12 months OOP in South Africa.

The Recruitment Team can be contacted on: recruitment.eoe@hee.nhs.uk.

Professional Support & Wellbeing (PSW)

The Health Education England, East of England (HEE EoE) Professional Support & Wellbeing (PSW) aims to promote trainee well-being and personal development by providing support and assistance in tackling any personal or professional challenges to progression.

The PSW provides a consistent, single point of access to expert advice, guidance and information regarding concerns to all parties involved in the management of medical trainees.

A referral to the PSW is a non-punitive measure and remains confidential whilst enabling trainees within the East of England to access fully funded external support measures from providers specialising in working with doctors.

The PSW team can be contacted at: PSW.EoE@hee.nhs.uk

The PSW also run coaching and mentoring courses throughout the year and can be contacted at: mentoring.eoe@hee.nhs.uk

For further information, please visit: <https://heeoee.hee.nhs.uk/psw/east-england-professional-support-and-well-being-service>, which includes referral forms, policy documents, contact details, FAQ's and videos.

Revalidation and Assessment Team

The revalidation and assessment team are responsible for the administration of the ARCP (Annual Review of Competency Progression) of all junior doctor and dentists in training for the East of England. All trainees should have an annual ARCP to record their progress in their training programme, if no outcome is awarded a reason is recorded, this information is provided to the GMC on an annual basis.

We also provide a revalidation recommendation to the GMC for all trainees every 5 years and at CCT. We also provide Responsible Officer to Responsible Officer information with regard to trainees where appropriate.

We provide ARCP panel chair training to those who undertake this role; this is a mandatory half day training session and is valid for 3 years. For any queries, please email: assessment.eoe@nhs.uk.

We work with the colleges, GMC, TPDs, HoS, RO to ensure that all trainees receive the correct information within the timeframes set out in the current Gold Guide, Foundation Programme Reference Guide etc.

We also administrate the Appeal process for trainees and provide appropriate training for panel chairs who undertake this work.

Further information and key contacts can be found here:
https://heeoee.hee.nhs.uk/revalidation_assessment_home.

Thank you all very much for attending the Spring Symposium 2021

We hope that you have enjoyed yourselves.

**We will be posting the presentations and recordings of
sessions from the day on our website:**

<https://heeoee.hee.nhs.uk/faculty-educators/development-and-networking-events>

Scan the QR code below using a QR Reader app or your
smartphone camera:



**We will send you a link via email after the day to provide
us with some feedback.**

**Once the survey has been completed online, we will send
you a certificate of attendance.**

**Developing people
for health and
healthcare**

www.hee.nhs.uk