

# Spring Symposium

## 17 March 2021



**Event Handbook**

# Contents

Information for Delegates.....	3
Keynote Presentation.....	4
Workshop and Faciliator Information.....	5
Workshop Matrix.....	16
HEE EoE Functional Team Biographies.....	19

# 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

### **Active Bystanders: On Being an Ally**

An active exploration of how to recognise and respond to micro-aggressions in the workplace.

### **Kay Mohanna**

Professor Mohanna is lead for selection and admissions for the proposed Three Counties Medical School at the University of Worcester where she is Professor of Values Based Healthcare Education. She is the RCGP International Development Advisor for South Asia and a GMC Associate for the PLAB exam. Kay also works with Doctors Worldwide on educational initiatives in Bangladesh. She is a principal in General Practice and remains grateful to her partners for their flexibility and tolerance.

## Workshop 1

### Developing Leadership Skills in Trainees

Outline some challenges faced in delivering Paediatric training across the East of England and attempted solutions focused on trainee leadership projects. Then, describe the positive impact of these on the reputation, recruitment, and retention of trainees with regard to the EoE Paediatric Training Programme.

#### Wilf Kelsall

Wilf continues to work as a Consultant Paediatrician in Cambridge specialising in Neonatal Medicine and Paediatric Cardiology, entering his 27th year in this role in June.

He was HEE EoE Head of School of Paediatrics for 12 years between 2007-2019. Over this period, the paediatric training programme grew steadily and currently has approaching 300 trainees. I previously oversaw the EOE Integrated Academic Training Programme and currently continue as an Associate Dean with a Global Health Interest. Promoting and maintaining engagement with colleagues, trainees, Foundation Schools, and students in Medical Schools - although at times challenging - is critical for a successful training programme. The delivery of high quality training goes hand in hand with providing excellent clinical care.

### 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 20years, 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.

### Support Trainers of Trainees in Difficulty

This will be a practical workshop aimed at supporting trainers and TPDs who manage trainees who have performance concerns. We will base the workshop on three varied case discussions and as such there will be plenty of opportunity for interaction, questions, and answers. The workshop will focus on practical tips for supporting trainees, from recognising early warning signs through to the management of complex cases and challenging outcomes. We will share some of the findings from the work undertaken by the Professional Support and Well-Being Service and also provide a reminder of the services available to support trainees and trainers.

### 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.

### Ian Barton

Having started his consultant career as an intensivist in Whipps Cross Hospital, Ian moved to Basildon Hospital in 1997 as a consultant nephrologist. His educational roles there included Unit Training Director for Medicine, RCP District College Tutor,

Clinical Tutor, Modernising Medical Careers Lead and Foundation Programme Director. He became the Regional Clinical Tutor Lead in 2008 and moved on to become the Head of School of Medicine in 2010. He subsequently became the Deputy Chair of the National Heads of School of Medicine Group and was a member of the JRCPTB's Management and Policy Board. He gave up all these roles in 2017 to become the Deputy Dean for Secondary and Tertiary Care.

### **Bullying and Harassment**

People and the workplace are bloody messy to deal with. This is an evidence based exploration of civility, complexity, teams and misunderstandings with a view to understanding how we might approach all these areas more effectively.

### **Chris Turner (Civility Saves Lives)**

Chris is consultant in emergency medicine at University Hospitals of Coventry and Warwickshire. He is interested in governance and highly performing teams. This has led him on a journey from being blame and process focused to something completely different, Civility Saves Lives, a campaign that aims to raise awareness of the impact of behaviour on performance. The team at Civility Saves Lives have been taken aback by the enthusiasm the message has been taken up with across the NHS. They are proud to be part of the Learning From Excellence movement.

### **SuppoRTT in the Workplace After The Return**

This workshop will focus on how we can improve Supported Return to Training (SuppoRTT) 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 SuppoRTT in your area - an opportunity to discuss specific concerns in your trust or speciality, problem solving complex issues and how to utilise SuppoRTT 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.

## 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.



## Workshop 2

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Outline some challenges faced in delivering Paediatric training across the East of England and attempted solutions focused on trainee leadership projects. Then, describe the positive impact of these on the reputation, recruitment, and retention of trainees with regard to the EoE Paediatric Training Programme.

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### International Recruitment

Doctors have historically been in short supply ever since the NHS was created. In recent years, demand has surged while provision of "UK grown" doctors remains inadequate.

One potential solution has been to recruit doctors who trained overseas. This brings its own set of challenges and ethical dilemmas, not just for the NHS and the doctors coming from abroad, but also their country of origin.

This workshop will aim to generate discussion around the above topics and share learning across the regional Trusts about how we might do things better for everyone involved.

## **Fraz Mir**

Fraz Mir is a Consultant Physician, Cambridge University Hospitals NHS Foundation Trust and Head of School of Postgraduate Medicine and Associate Postgraduate Dean, Health Education East of England. He is also a Fellow of King's College, Cambridge. From June 2013-7 he was Associate International Director for the Royal College of Physicians' International Office and has an ongoing interest in the Academy's Medical Training Initiative.

## **Nam Tong**

Nam Tong is an Emergency Medicine Consultant in Queen Elizabeth Hospital King's Lynn and Head of School of Emergency Medicine. He is clinical lead for the Emergency Medicine International Training programme working with HEE Global and the Royal College of Emergency Medicine.

## **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.

## **NHS Practitioner Health Update and Career Sustainability**

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### **Virtual Education Project**

This session will be focused on how to deliver virtual education at a regional level. The North West School of Anaesthesia developed the Self Isolating Virtual Education (SAVEd) project, in which virtual tutorials were created and delivered by trainees and consultants in the region. We delivered live weekly tutorials, exam preparation courses, regional journal clubs and virtual viva practice virtually

throughout the COVID19 pandemic. We aim to explain how we set this up, the impact it had at a deanery level, what we have learned and provide some practical tips on delivering virtual education.

### **Sarah Thornton**

Sarah is Head of School in HEE North West, responsible for 532 trainees, she was a past higher TPD, college tutor and LTFT Advisor. Sarah is a Consultant in anaesthesia and intensive at Royal Bolton hospital a big district general hospital, North of Bolton. Sarah is also an RCoA final examiner. Her most important achievement is being a mum of 3 children 16, 19 and 21.

### **Danielle Eusuf**

Danielle is an ST7 anaesthetic trainee in the North West, with a specialist interest in obstetrics, enhanced maternal care and education. She is a founder and co-lead of the Self-isolating Virtual Education project and developed the National Training Repository which is a collection of anaesthetic revision tutorials available on the HEE e-learning for healthcare website. Regionally, she is on committees which organise the CRQ FRCA exam preparation course, post finals countdown to CCT study days and maternal enhanced care courses. Danielle is also the Clinical and Scientific Services junior leader and anaesthetics trainee representative for Manchester Foundation Trust.

### **Louise England**

Louise is an ST6 Anaesthetist in the North West Deanery currently based at St Mary's hospital, a tertiary obstetric unit. Her enthusiasm for education was sparked during a simulation fellow year and she became particularly interested in multi-disciplinary teaching and learning. Louise is a co-founder of the Self-isolating Virtual Education project for which led a team of trainees and consultants to produce online anaesthetic tutorials. As a team they have since successfully launched the project on to the national platform, HEE e-learning for health. She has established a deanery wide exam preparation programme for trainees taking the VIVA component of the FRCA and she examines on the regional VIVA and CRQ courses. Destined to be a generalist with a keen interest in education and management, Louise aspires to combine both roles in her future career.

## **Workshop 3**

### **Support Trainers of Trainees in Difficulty**

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### **Supporting and Developing SAS Workforce**

Development of SAS workforce benefits patient, employer and individual doctor. The workshop elucidates SAS doctors' development and career progression. It provides an opportunity to discuss barriers to their development as educators and discuss support they may need to achieve their aspirations.

### **Shahid Khan**

Prof Khan is consultant physician at Lister Hospital Stevenage, Herts and is visiting Professor & Academic Medical Lead School of Medical and Life Sciences,

University of Hertfordshire. As Associate Postgraduate Dean Health Education England East of England, he has been leading on development of SAS workforce in the Region.

### **Remote Simulation**

TBC

### **Georgia Winnett**

Georgia became interested in medical education and especially simulation-based education during her final year as a registrar. As a consultant Georgia was actively involved in establishing the current CMT simulation program and then was appointed as Foundation simulation lead in 2017 to help establish Foundation simulation across the region. Georgia is passionate about providing excellent training opportunities that are equitable across our vast geographical region. She is currently an Associate postgraduate Dean with a vision to align our delivered training within the region to the learning needs of the trainees, maximising the use of simulation-based 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

#### Developing Leadership Skills in Trainees

AoME Standards	AoME Domains	GMC Priorities
S1, S2 S3, S6	D1, D2, D6	42a, 42bi, 42bii, 42b iv

#### NHS Practitioner Health Update and Career Sustainability

AoME Standards	AoME Domains	GMC Priorities
TBC	TBC	TBC

#### Support Trainers of Trainees in Difficulty

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

#### Bullying and Harassment

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S6, S7	D1, D2, D5	42a, 42b i-iv

#### SupportRTT in the Workplace After The Return

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



## Developing a Hero to Tackle Carbon Net Zero!

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

## Workshop 2

### Developing Leadership Skills in Trainees

AoME Standards	AoME Domains	GMC Priorities
S1, S2 S3, S6	D1, D2, D6	42a, 42bi, 42bii, 42b iv

### Bullying and Harassment

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S6, S7	D1, D2, D5	42a, 42b i-iv

### International Recruitment

AoME Standards	AoME Domains	GMC Priorities
S1, S6	D5	42a

### Managing Burnout and Stress

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

### NHS Practitioner Health Update and Career Sustainability

AoME Standards	AoME Domains	GMC Priorities
TBC	TBC	TBC

### Virtual Education Project

AoME Standards	AoME Domains	GMC Priorities
S2/3/4	D1/2/3/5	42b i, ii, iv

## Workshop 3

### Support Trainers of Trainees in Difficulty

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

**Managing Burnout and Stress**

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

**Virtual Education Project**

AoME Standards	AoME Domains	GMC Priorities
S2/3/4	D1/2/3/5	42b i, ii, iv

**Supporting and Developing SAS Workforce**

AoME Standards	AoME Domains	GMC Priorities
S3	D5	42.b.iv

**Remote Simulation**

AoME Standards	AoME Domains	GMC Priorities
TBC	TBC	TBC

## 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)	<a href="mailto:educatorsfaculty.eoe@hee.nhs.uk">educatorsfaculty.eoe@hee.nhs.uk</a>
Study leave / curriculum delivery enquiries	<a href="mailto:studyleave.eoe@hee.nhs.uk">studyleave.eoe@hee.nhs.uk</a>
SAS Doctors enquiries	<a href="mailto:sas.eoe@hee.nhs.uk">sas.eoe@hee.nhs.uk</a>
Community Schools (GP) enquiries	<a href="mailto:communityschools.eoe@hee.nhs.uk">communityschools.eoe@hee.nhs.uk</a>
Bursary programme enquiries	<a href="mailto:tefunding.eoe@hee.nhs.uk">tefunding.eoe@hee.nhs.uk</a>
Supported Return to Training	<a href="mailto:Supportrtt.eoe@hee.nhs.uk">Supportrtt.eoe@hee.nhs.uk</a>

### 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>.

## 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 – [lft.eoe@hee.nhs.uk](mailto:lft.eoe@hee.nhs.uk)
- OOP – [oop.eoe@hee.nhs.uk](mailto:oop.eoe@hee.nhs.uk)
- Inter Deanery Transfers – [idt.eoe@hee.nhs.uk](mailto:idt.eoe@hee.nhs.uk)
- Trainee placement and programme details– [edit.eoe@hee.nhs.uk](mailto:edit.eoe@hee.nhs.uk)
- Relocation base change requests and appeals – [relocation.eoe@hee.nhs.uk](mailto:relocation.eoe@hee.nhs.uk)
- Academics – [academic.eoe@hee.nhs.uk](mailto:academic.eoe@hee.nhs.uk)
- GMC Site Approvals - [GMCApprovals.eoe@hee.nhs.uk](mailto:GMCApprovals.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](mailto: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](mailto:mentoring.eoe@hee.nhs.uk)

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

## 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](mailto:recruitment.eoe@hee.nhs.uk).

## 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](mailto: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](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://heeo.e.hee.nhs.uk/faculty-educators/autumn-seminar>

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.**

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