

# Spring Symposium

## 18 March 2021

A large, thick, orange decorative bracket that spans the width of the page, positioned below the main title and above the subtitle.

**Event Handbook**

# Contents

Information for Delegates.....	3
Keynote Presentation.....	4
Workshop and Faciliator Information.....	5
Workshop Matrix.....	13
HEE EoE Functional Team Biographies.....	16

# 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.

Please be aware, all sessions will be recorded and made available on the website after the event.

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 a great event and hope you agree.

We hope you enjoy!

Faculty Support Team

## Keynote

### How to Be A Survivor and The Hero in A Climate and Ecological Disaster Movie

What have we been expected to learn and teach about the environment, sustainability and planetary health in our medical education and training and what should we be learning and teaching to help us avoid but if needed survive and thrive in any coming climate and ecological disaster? This will be viewed through the lens of 'how to be the hero in a disaster movie'.

#### Terry Kemple

Terry was a full-time GP in Bristol for more than 30 years until he retired. Terry had interests and roles in quality improvement, education, research and management. He was one of the founders of the Green Impact for Health Toolkit and Award in 2014, and he continues to be its lead.

Terry was President of RCGP 2015-2017 and then became the RCGP representative for Sustainability Climate Change and Green Issues.

In the pandemic he returned to work as COVID-19 Emergency Registered Practitioner with NHS 111, as a Training Programme Director in the Bristol GP training scheme and Covid vaccinator.

## Workshop 1

### Differential Attainment

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.

### Vijay Nayar

Vijay has been a GP for over 30 years and was previously the Primary Care Dean in the east of England. He is currently HEE's National Clinical Director for the GP Induction and Return to Practice Schemes and the Primary Care Lead for Differential Attainment. He is interested in how we can promote equity and fairness in education and training through compassionate and inclusive leadership by creating working cultures and practices that recognise, respect, value and harness difference for the benefit of the organisation and individuals.

### 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.

### 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.

## 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 (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.

## Care Assessment Tool (GP)

This session will identify what a CAT is and how it differs to a CBD. It will include looking at the varied types of CAT, looking at requirements the trainees need to fulfil and how to assess them. We will do this using some examples including a video of an assessment with a trainee which will enable us to demonstrate good practice.

## Hannah Cowling

Hannah Cowling is Associate GP Dean for Herts and West Essex and a GP at Bridgewater Surgeries in Watford. Hannah was a Primary Care Tutor for many years before becoming a Training Programme Director for the IGPR scheme (Herts). Although she is no longer in the TPD role she remains actively involved in

Educational Supervision of some of the IGPRs and has a special interest in working with doctors from overseas. She continues to enjoy being an active GP Trainer.

## Workshop 2

### Supporting IMGs; The Transition Project and Beyond

Presentation of the Transition into the Workforce Project for International Medical Graduates (IMG's) within the East of England GP School. This project provides a holistic package of support and interventions for IMGs from the start of training. The workshop will summarise some of the research on differential attainment, there will be discussion from our trainees around the difficulties faced by IMG's, case studies, and group discussion.

### Sally Derrick

Sally is Head of GP School, but as Associate Dean was Clinical Lead for the Transition Project in its first year. She was a GP partner for nearly 30 years, a trainer, TPD, PSW clinical case manager and has worked on various primary care boards over the years including as Prescribing Lead.

### Aamenah Hawash

Amna has been supporting the Transition Project in her role as the BLMK (Bedfordshire, Luton and Milton Keynes) Education Fellow. She has recently been appointed as a Training Programme Director, for the Luton GP scheme. She is a GP Partner in Barton-Le-Clay as well as working to develop a service to look after homeless patients and asylum seekers across Luton.

### 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.

### Support Trainers of Trainees in Difficulty

This will be a practical workshop aimed at supporting Educational Supervisors and Clinical Supervisors 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.

### Running Remote Virtual Teaching Sessions: A Practical Guide for Success

Combination of pre-recorded content and live discussion/Q&A with troubleshooting. This session will aim to cover the following:

- The practical aspects of setting up and running remote teaching sessions via the popular web conferencing platforms (including Zoom and MS Teams) and Panopto.
- How to utilise the full functionality of the platforms including Q&A, Chat, Polling, Break out rooms etc.)
- Methods of pre-recording content to address different learning styles.
- Improving interaction by using different methods within the web conferencing platform and other third party sites such as [www.slido.com](http://www.slido.com), Kahoot, Mentimeter etc.
- How to fit virtual teaching with traditional clinical teaching methods and recognise the limitations.
- Different methods of gathering feedback and attendance registers for remote teaching.

### Preethi Gopinath

Preethi Gopinath is a Consultant Histopathologist and Foundation Programme Training Director at Princess Alexandra Hospital NHS Trust, Harlow, Essex.

- Honorary Senior Lecturer Queen Mary University of London
- Associate Lecturer- Anglia Ruskin University



- Co-organiser of EPassFRCPATH and EOE Pathology (Histopathology courses in the East of England with webinar and interactive virtual teaching)
- Course director of PASS undergraduate and foundation surgical skills course with virtual components
- Specialty Lead for Blended Learning Project (Pathology) - HEEEOE

## Preparing for your Trainee's ARCP

The Workshop will give an overview of the assessment/ARCP process, the recent changes to the ARCP process and will give tips on how best to prepare Trainees for their ARCP. There will be an opportunity to ask questions regarding the process.

### Andrew Wright

Dr Andrew Wright is a GP Educational Supervisor in Huntingdon and the GP Associate Dean for Assessment and for the Cambridgeshire and Peterborough STP. He sits on the Deanery Assessment Reference Group.

## Workshop 3

### Supporting IMGs; The Transition Project and Beyond

Presentation of the Transition into the Workforce Project for International Medical Graduates (IMG's) within the East of England GP School. This project provides a holistic package of support and interventions for IMGs from the start of training. The workshop will summarise some of the research on differential attainment, there will be discussion from our trainees around the difficulties faced by IMG's, case studies, and group discussion.

### Sally Derrick

Sally is Head of GP School, but as Associate Dean was Clinical Lead for the Transition Project in its first year. She was a GP partner for nearly 30 years, a trainer, TPD, PSW clinical case manager and has worked on various primary care boards over the years including as Prescribing Lead.

### Aamenah Hawash

Amna has been supporting the Transition Project in her role as the BLMK (Bedfordshire, Luton and Milton Keynes) Education Fellow. She has recently been appointed as a Training Programme Director, for the Luton GP scheme. She is a GP Partner in Barton-Le-Clay as well as working to develop a service to look after homeless patients and asylum seekers across Luton.

### 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.

### **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 COGED and co-chair of the medical selection quality and standards group for the UK.

### **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.

## 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.

## Preparing your Trainee for the RCA (GP)

This workshop will cover the exam itself and how best to support your trainee in preparing for the RCA. We will cover the tools that are available to support both you and your trainee in their preparation. There will be insights and discussion around what examiners are looking for and some guidance around case submissions.

**Fiona Leckie**

Fiona is an experienced GP and trainer based in Cambridge. She is the Associate GP Dean for Exam Support and Lead for the regional SOX (Support on Extension) programme. Recently she has developed the 'Consulting and Thinking like a GP' course to support trainees on the Transition Project from across the region develop their consultation skills. Fiona is an experienced RCA examiner for the RCGP and coordinates the RCA HEE exam courses.

Recently Fiona has led on the development of the HEE EoE Physician Associate GP Foundation Year programme.

## 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

### Differential Impact of Covid on Trainees

AoME Standards	AoME Domains	GMC Priorities
S2, S3, S4, S7	D1-5	42.a-b.iv

### Bullying and Harassment

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

### Educational Supervisors Report

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

## Care Assessment Tool (GP)

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

## Workshop 2

### Supporting IMGs; The Transition Project and Beyond

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

### Bullying and Harassment

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

### Support Trainers of Trainees in Difficulty

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

### Running Remote Virtual Teaching Sessions: A Practical Guide for Success

AoME Standards	AoME Domains	GMC Priorities
S2,S3,S4,S5,S7	D1,D2,D3	42bii, 42biv

### Preparing for your Trainee's ARCP

AoME Standards	AoME Domains	GMC Priorities
S3, S4, S5, S6	D1, D2, D3	42 b ii, 42 b iii, 42 b iv

## Workshop 3

### Supporting IMGs; The Transition Project and Beyond

AoME Standards	AoME Domains	GMC Priorities
S2, S4, S6	D2	42 b i, 42 b ii, 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

## 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

## 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

## Preparing your Trainee for the RCA (GP)

AoME Standards	AoME Domains	GMC Priorities
S3, S4, S5, S6	D1, D2, D3	42 b ii, 42 b iii, 42 b iv

## 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, SupportTT, 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:Supporttt.eoe@hee.nhs.uk">Supporttt.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 – [ltft.eoe@hee.nhs.uk](mailto:ltft.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 trainee's 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://heeoe.hee.nhs.uk/revalidation\\_assessment\\_home](https://heeoe.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**