

Spring Symposium Event Handbook

Tuesday 28 April 2026



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Information for Delegates

Welcome and thank you for attending the virtual NHS England East of England Spring Symposium. The theme of this year's event is **'Ethics, Empowerment and Excellence – Professionalism in Medical Education'**.

Within this handbook you will find the full programme for the day, alongside biographies and synopses from our facilitators and their sessions.

Key Information

Joining Links

All sessions are taking place virtually via MS Teams. You will receive a separate email with a joining link for each session you have booked onto, **the day before the event**. Please note that you will receive one email per session, so please keep these safe and ready for the day.

Feedback and Certificates

To help us continually improve the organisation and planning of these events, it is important we gain your feedback from the day. After the event, you will be emailed a link to complete a feedback survey. A certificate of attendance will be emailed to you upon completion of this feedback survey.

We have worked hard to put together what we feel will be a great event and we hope you have an enjoyable and informative day.

Programme

Time	Title of Session	Facilitator
09:00 – 09:10	Welcome	Rowan Burnstein
09:10 – 10:15	Keynote: Neighbourhood Teams/Fit for the Future: 10 Year Health Plan	Simon Gregory
10:15 – 10:30	Break	
Workshops 1 10:30 – 11:45	Coaching and Mentoring	Susie Edwards
	SAS Doctors: The Hidden Strength of the NHS Workforce	Waheed Murad
	Embracing neurodivergence - how educators can support resident doctors to thrive	Hannah Hill
	iCode imaging teaching file solution – What it is, what it's for and how you can use it with & within your education practice.	Huw Churchman, Hameed Rafiee
	Structured Learning Placements (GP Workshop)	Rebecca Udeh
11:45 – 12:00	Break	
Workshops 2 12:00 – 13:15	Speaking Up, Standing Together: Sexual Safety and Inclusive Professionalism in Medicine	Malini Prasad Aditi Modi Elizabeth Gonzalez Malaga
	Enhancing Consistencies of Assessor Judgements	Amy Wong
	Can AI transform how we teach communication in healthcare?	Denys Pak, Christophe Mallet, Liz Leggot
	Ethics and Professionalism Education - Challenges & Best Practice	Elizabeth Fistein
	IMG Support & Simulation Enhanced Education (GP Workshop)	Kunal Kothari, Pieter MacKeith
13:15 – 14:00	Lunch	
14:00 – 15:00	Keynote: Widening Participation in Medicine	Leanne Armitage
Workshops 3 15:00 – 16:15	Emotionally Effective Leadership	Becca Winchester Brendon O'Leary
	Building and Engaging a Trainee Faculty	Lizzie Soyode
	How to create an e-learning package on the PGVLE	Sohel Samad Joe Pease Gergana Racheva
	Highs and Lows... ARCPs and the training journey	Chris O'Loughlin
	Identifying the Trainee in Difficulty	Emma Brandon
16:15 – 16:30	Break	
16:30 – 17:00	Senior Leadership Team Update and Q&A Session	Senior Leadership Team

Welcome and Keynote Presentation, 09:00 – 10:15

Neighbourhood Teams/Fit for the Future: 10 Year Health Plan

Simon Gregory

The Neighbourhood Teams/Fit for the Future: 10 Year Health Plan Keynote will give an overview of the vision for Neighbourhoods and what this means for current and future workforce and implications for education and training.

Professor Simon Gregory MBE DL serves as Medical Director for Integrated and Primary Care, Workforce, Training and Education at NHS England. In this capacity, Professor Gregory holds strategic responsibility for General Practice and Primary Care, Dentistry, Neighbourhood Workforce, Innovation and Technology, Digital Learning, and the Educator Workforce Strategy.

Previously, Professor Gregory was Director and Dean of Education and Quality (DEQ) at Health Education England (HEE) for the Midlands and East, and also led HEE's Primary Care initiatives. Earlier roles include Postgraduate Dean for the East of England and GP Dean for the East Midlands.

Originally trained as a General Practitioner and Fellow of the Royal College of General Practitioners and the Royal College of Physicians of Edinburgh, Professor Gregory is also a Visiting Professor at Anglia Ruskin University and a Fellow of Homerton College, Cambridge. In addition, Professor Gregory chairs the University of Cambridge Military Education Committee.

Beyond his professional commitments, Professor Gregory is a Deputy Lord Lieutenant for Northamptonshire. Personal interests include supporting Northampton Saints RFC as a season ticket holder, woodturning, reading, and running.

Workshop Slot 1, 10:30 – 11:45

Coaching and Mentoring

Susie Edwards

Your ability to support others through coaching and mentoring is central to developing confident, reflective practitioners. This session explores how to use coaching techniques to enhance learning, unlock potential, and foster independence whether you're supervising trainees, supporting peers, or navigating your own development. You'll gain practical tools to ask powerful questions, deepen reflective dialogue, and create a learning culture that builds confidence and capability.

Susie Edwards is a leadership coach with over 20 years' experience across healthcare, academia, science, business and education. She supports professionals across health and social care to develop confidence, lead with purpose and navigate their career and leadership journeys with clarity.

She brings particular expertise in leadership coaching, career development and leading through complexity and change, working with senior clinicians, executive leaders, emerging managers and multidisciplinary teams across the NHS. She has partnered with NHS Trusts, ICBs and national organisations, including the British Medical Association, to design and deliver coaching, mentoring and leadership programmes.

Her work is practical, compassionate and action-oriented, creating reflective thinking spaces where individuals and teams feel able to engage in courageous conversations, strengthen collaboration and share best practice. She also designs and delivers leadership programmes exploring the future of healthcare leadership, including AI in Leadership, supporting leaders to understand emerging technologies while developing the human capabilities that remain essential — judgement, ethical thinking, adaptability and collaboration.

SAS Doctors: The Hidden Strength of the NHS Workforce

Waheed Murad

This workshop highlights the vital contribution of Specialist, Associate Specialist, and Specialty (SAS) Doctors to the delivery of high-quality patient care across the NHS. It will explore their evolving roles within multidisciplinary teams, the challenges they face, and the importance of recognising and supporting this experienced workforce. The session will also discuss opportunities for professional development, leadership, and career progression,

while encouraging dialogue on how organisations can better value and empower SAS Doctors within the healthcare system.

Dr Waheed Murad is a Consultant Cardiologist and Training Programme Director – SAS Doctors. He is dedicated to medical education, clinical leadership, and supporting the professional development of doctors across all career grades, particularly SAS Doctors. Dr Murad has a strong interest in workforce development and in strengthening the recognition and contribution of SAS clinicians within the NHS.

Embracing neurodivergence - how educators can support resident doctors to thrive

Hannah Hill

This workshop will guide you through the SPACE framework for supporting autistic and otherwise neurodivergent resident doctors to thrive. Presented with the essential benefit of lived experience, with practical tips and opportunities for questions.

Dr Hannah Hill graduated from King's College London GKT School of Medicine in 2003 and has been a GP Partner in a Deep End practice in Luton since 2013.

Her current portfolio also includes being a GP Tutor for Buckingham School of Medicine, GP Appraiser for NHS East of England, and she delivers workshops on Art & Empathy and e-resources as part of an enhanced induction programme for IMG resident doctors. She also sits on the primary care prescribing committees for Luton and BLMK.

She was widowed by suicide in 2018 and subsequently her child was diagnosed Autistic and ADHD. These experiences led to her own late identification as AuDHD, which has transformed her approach to life and work. She is the GP Lead for Autistic Doctors International and volunteers for a charity supporting neurodivergent children and young people. She firmly believes that being neurodivergent is a difference, not a disorder, and that autistic clinicians are a vital asset to healthcare teams.

When not working, she can be found walking her dog in the Hertfordshire countryside or crocheting under a weighted blanket.

iCode imaging teaching file solution – What it is, what it's for and how you can use it with & within your education practice.

Hameed Rafiee and Huw Churchman

Providing cases for imaging education has historically always been quite tricky, the GDPR requirements for using cases requires the utmost care which results in a long and convoluted process that is ill suited for the contrivances and time constraints of much of our faculty. To circumnavigate these issues the Virtual Imaging Academy set out to source, procure and establish a comprehensive solution to this problem the product of which is the iCode TFS.

iCode is a cloud based PACS solution engineered with ease of use and education in mind, cases can be sent directly from specific Trusts across the East of England straight onto the iCode cloud platform through the click of a button built in to each Trust's PACS, cases are anonymised on route through a special physical sever at each site which effectively bypasses all previous issues in using cases in imaging education satisfying all GDPR requirements. In practice iCode is a robust system that allows us to build databases of anonymised and safe to use teaching cases, these cases can then be used as part of lectures, test sets and assessments, with iCode boasting a flexible assessment building system which further increases the ease in using radiographic images within medical education.

In this seminar we will endeavour to provide an overview of the iCode system covering:

- An in-depth demonstration of what the system is and how the system works
- How to upload cases onto the system
- How to use them when they're up there
- How to integrate iCode with an external system such as PGVLE
- How you can gain access for yourself, fellow educators and trainees.
- Questions and answers

Dr Hameed Rafiee - GI Radiologist NNUH, former TPD at the EoEIA & Academy development lead for the East of England Virtual Imaging Academy

Huw Churchman - Imaging Education Administrator for the EoEIA & the EoEVIA

Structured Learning Placements (GP Workshop)

Rebecca Udeh

Structured Learning Placements (SLPs) offer an opportunity to transform GP training by providing early, focused, and capability-driven learning experiences that build confidence and competence from day one. This session will explore how well-designed SLPs create clarity, reduce trainee overwhelm, and accelerate progression across key capabilities—from clinical reasoning and communication to systems-based practice.

Dr Rebecca Udeh is a GP Partner at Bridge Road Surgery in Lowestoft and the Training Lead at the practice. She is also a Training Programme Director for the Great Yarmouth GP Training Scheme.

Rebecca is actively involved in undergraduate medical education, working as a GP Tutor for Year 1 students at Norwich Medical School and Year 6 students at the University of Cambridge. She is an SCA Examiner for the Royal College of General Practitioners and holds MBBS, MRCGP, DRCOG, FHEA and PGCert qualifications. Alongside her clinical and educational roles, Rebecca has a particular interest in supporting people living with dementia and undertakes voluntary work in this area. Outside of work, she enjoys watching films and is currently working her way through the Couch to 5K programme.

Workshop Slot 2, 12:00 – 13:15

Speaking Up, Standing Together: Sexual Safety and Inclusive Professionalism in Medicine

Malini Prasad, Aditi Modi and Elizabeth Gonzalez Malaga

This interactive workshop explores the critical role of sexual safety within the broader framework of inclusive professionalism in medical education. Grounded in the principles of equity, diversity, and inclusion (EDI), it will examine how power dynamics, cultural norms, and systemic barriers can shape experiences of safety, belonging, and professional identity for learners and educators alike.

Participants will engage with real-world scenarios to identify behaviours that undermine sexual safety and professionalism and consider how these may disproportionately impact individuals from marginalised groups. Through facilitated discussion the session will create space to explore the challenges of speaking up, allyship, and bystander intervention in hierarchical clinical and academic environments.

The workshop will move beyond awareness to action, equipping participants with practical strategies to foster psychologically safe and respectful learning spaces. Attendees will leave with tools to support reporting, respond effectively to concerns, and champion a culture of accountability and inclusion—where professionalism is not only upheld, but actively co-created.

This session is designed for educators, clinicians, and learners committed to advancing ethical practice, empowerment, and excellence in medical education.

Dr Malini Prasad is a Consultant Gynaecologist at the West Suffolk Hospital and the Associate Dean for EDI.

Dr Aditi Modi is a Consultant Anaesthetist at the West Suffolk Hospital, an MTI supervisor and the 'Differential Attainment' TPD, EDI Team.

Dr Elizabeth Gonzalez Malaga is a dentist with a special interest in education and EDI. She leads on the Reciprocal Mentoring Programme.

Enhancing Consistency of Assessor Judgements: Understanding Socio-Cultural Influences in Clinical Assessment

Amy Wong

Assessing clinical performance plays a vital role in making progression decisions and providing meaningful feedback that supports learners' ongoing development. While variation is often attributed to examiner training or assessment design, emerging research highlights a range of socio-cultural factors that influence how assessors interpret performance and make judgements.

In this 75-minute online workshop, I will share insights from my research as we explore how factors such as assessors' beliefs about the purpose of the OSCE, their perceptions of the marking criteria, their expectations of performance and their idiosyncratic practices that could influence decision-making about learner performance.

Through short presentations and small group discussions, we will reflect on how socio-cultural factors within our own contexts influence our judgements, and consider strategies to support more consistent, fair and defensible practices in clinical assessment.

Dr Amy Wong is an internationally experienced health professions educator and researcher. She joined the Norwich Medical School, University of East Anglia, as an Associate Professor in Medical Education in 2023. Amy leads both Faculty Development and Interprofessional Education at the Norwich Medical School and works closely with clinical partners across the region. Amy is also an active member of the Centre for the Advancement of Interprofessional Education (CAIPE), a leading organisation in the UK dedicated to advancing interprofessional education and collaborative practice.

Amy previously worked at Queen's University Belfast and The University of Queensland (UQ) in Australia, contributing to health professions education research, curriculum design and evaluation. Her teaching and research focus is on health professions education with particular interests in interprofessional learning, faculty development, assessment and feedback. Her PhD, completed at UQ, explored the socio-cultural factors that influence assessors' judgements of student performance at the high-stakes final medical OSCEs, and the impact of providing assessors with feedback on enhancing the consistency of their judgements.

Amy has extensive experience in applying co-design methodologies to develop assessor support and quality assurance resources alongside academic and clinical educators across the health professions. Amy is a leader, facilitator and mentor across the medical and health professions education community. She is passionate about supporting colleagues to build a collaborative learning culture that encourages learners and teams to achieve their best.

Can AI transform how we teach communication in healthcare?

Denys Pak, Christophe Mallet and Liz Leggot

This session explores how AI-powered immersive roleplay is reshaping communication skills training in healthcare.

Christophe Mallet, CEO of Bodyswaps, will provide a big-picture view of the opportunities, and risks, of AI-powered simulation.

Liz Leggot, Project Manager at the South Yorkshire Primary Care Workforce Hub and a recognised immersive learning pioneer who has delivered over 1,000 VR sessions, will share her practical experience using Bodyswaps in real-world training. She will cover what works, the benefits for learners, and key lessons for successful implementation.

The session concludes with a live demo of Bodyswaps, showing how simulations can be created, customised, and scaled.

Participants will leave with both strategic insight and actionable guidance to apply in their own programmes.

Dr Denys Pak is an Associate Postgraduate Dean for Clinical Entrepreneurs and Emergent Technologies (AI/XR). In this role, he is responsible for supporting innovators and upskilling our workforce regarding the scope of emerging technologies, their applications, and the challenges around the deployment and adoption of these solutions in practice. Denys has established two regional fellowship programmes in the East of England: the Fellowship in Digital Health and the Fellowship in Clinical Artificial Intelligence to support trainees interested in leading digital transformation within the system. This initiative enabled a recent launch of a 'one stop' resource for clinical entrepreneurs in the EoE called 'Innovate EoE'. You can find more information on how we support future digital health leaders and innovators by visiting www.innovateeoe.com.

Christophe Mallet is the CEO and co-founder of Bodyswaps, an AI-powered immersive training platform used by over 300 institutions to help learners build confidence and competence in high-stakes communication.

In healthcare education, Bodyswaps supports nursing, medical, and allied health programmes with psychologically safe, repeatable practice in scenarios such as difficult conversations, person-centred care, de-escalation, and bias awareness.

Born and raised in Paris, Christophe has worked in immersive technology since 2015 and co-founded Bodyswaps in 2019. He is a techno-optimist when it comes to AI in healthcare education and is a recognised voice in the field, championing AI-powered simulation and feedback as a way to scale human skills training without compromising quality, safety, or empathy.

And he makes a great guacamole.'

Liz Leggot is a Project Manager and Lead for Digital Innovation at the South Yorkshire Primary Care Workforce & Training Hub. Her role has been to test and embed different Technology Enhanced Learning tools into their programmes to try and increase capacity and access to quality training. She has introduced digital simulation to their existing more traditional education delivery style which provides a psychologically safe space for trainees

to practice whilst exploring if/how digital tools could fill further realised gaps in training. Her learning has enabled her to explore the use of AI tools in training and as time saving tools in the wider care setting as she completes her apprenticeship to be an AI Transformation Specialist.

Ethics and Professionalism Education - Challenges & Best Practice

Elizabeth Fistein

Ideas about teaching and learning medical ethics and professionalism have developed enormously over recent decades. In the past, these were treated as skills and attributes that medical students and doctors in training were expected to pick up from more experienced colleagues, whilst focusing on the more explicit task of acquiring clinical knowledge and skills. Whilst there is a lot to be said for this apprenticeship model as a means of inculcating the profession's ideals and values, it carries the risk of simply perpetuating bad habits. As we move from this hidden curriculum to a more explicit programme of teaching and learning, we must confront certain questions: what do we mean by 'ethics' and 'professionalism'; what would an ideal professionalism curriculum contain; how are these subjects best taught and assessed? This workshop will address these questions, drawing on a current national collaborative project to develop consensus guidelines on medical professionalism education, directed by the UK Council for Educators of Medical Professionalism.

Dr Elizabeth Fistein qualified as a doctor in 1996 and has combined her clinical work in psychiatry with teaching and research in medical law, ethics and professionalism throughout her career. She is a Fellow of the Royal College of Psychiatrists and sits as a Medical Member of the First Tier Tribunal (Mental Health).

She leads the Medical Professionalism Education Group at the University of Cambridge School of Clinical Medicine and currently serves on the steering group for the UK Council for Educators of Medical Professionalism's curriculum development project. Dr Fistein is also a member of the Clinical Ethics Advisory Groups for Royal Papworth Hospital and Cambridgeshire and Peterborough NHS Foundation Trust, where she provides clinical ethics expertise. In addition, she is a Fellow of Lucy Cavendish College, University of Cambridge, and acts as Director of Studies in Clinical Medicine.

IMG Support & Simulation Enhanced Education (GP Workshop)

Kunal Kothari and Pieter Mackeith

The expansion in GP recruitment exacerbated by the challenges around existing placement capacity has led to the need for an innovative approach to compliment clinical experience. The GP School are investing in a number of different Extended Reality (XR) resources and

immersive technologies as pilots to both strengthen existing educator capacity and support practices plus training hubs to develop as thriving learning organisations alongside a team of GP Simulation TPDs.

Join us for an interactive combined session between GP Simulation Enhanced Education (SEE) and International Medical Graduate (IMG) Support teams exploring the communication skill support available to all GP resident doctors with a particular focus on IMGs through the Transition Project. This workshop will review current resources, reflect on progress, and discuss future strategies aimed at reducing differential attainment. We will also discuss the next steps to enhance the efficiency and effectiveness of our work.

Dr Pieter MacKeith is the Faculty Associate Postgraduate Dean leading on Tier 1 (trainee) educator development and the biannual multi-disciplinary educator symposia. He is also the Associate Dean for General Practice in Simulation Enhanced Education. He has been a GP scheme, blended learning and central TPD for exam support, as well as an MRCGP SCA examiner. He has a background in research with multiple publications including in medical education and previously held undergraduate lead roles at Norwich Medical School, in addition to teaching internationally on Masters courses in Health Professional Education. He is involved in national clinical guideline development and works as a salaried GP in the Norfolk and Suffolk area, where he enjoys family life plus various linguistic and sports-related hobbies.

Dr Kunal Kothari is the Central Training Programme Director (TPD) for IMG support in the East of England Deanery and co-founder of the SMARTLIFE soft skills programme for IMG trainees. A GP Partner, certified Lifestyle Medicine Physician, trainer and appraiser based in Luton, he brings extensive experience and valuable insight to the development of international medical graduates. He has led multiple initiatives aimed at reducing health inequalities by promoting lifestyle interventions to improve metabolic health and also serves as a Neighbourhood Director within his Primary Care Network.

Afternoon Keynote Presentation, 14:00 – 15:00

Widening Participation in Medicine

Leanne Armitage

For the keynote session - Widening Participation in Medicine - we will hear from Dr Leanne Armitage, GP trainee and co-founder of The Armitage Foundation, an initiative which worked to increase diversity across UK medical schools.

Leanne will share her personal journey, including the challenges she overcame to become a doctor and how these experiences shaped her and sparked her passion for diversity and inclusion, particularly through the lens of socioeconomic and ethnic diversity. She will also discuss why it is vital that people from diverse backgrounds are represented at leadership levels in medicine.

Dr Leanne Armitage is a GP trainee with an interest in lifestyle and preventative medicine, a CBBC children's TV presenter, and author of *The Power of a Dream*, a book encouraging readers to overcome fear and live with purpose.

In 2018 she co-founded The Armitage Foundation, a charity dedicated to increasing diversity across UK medical schools. For this work she received the prestigious Queen's Young Leaders Award from Her Late Majesty The Queen. She has since continued to champion the importance of a diverse medical workforce and has been recognised by organisations including the Black Cultural Archives (2022) as one of 40 Black leaders shaping the future of British society, and Grant Thornton's 2025 Portraits of Power Black History Month Exhibition.

Outside work, Leanne enjoys exercising, dancing and spending time with friends.

Workshop Slot 3, 15:00 – 16:15

Emotionally Effective Leadership

Becca Winchester and Brendon O’Leary

This interactive workshop explores the principles of emotionally effective leadership and the role emotional intelligence (EI) plays in shaping leadership behaviour, relationships, and impact at work.

Through short inputs, facilitated discussion, and structured self-reflection, participants will develop a shared understanding of emotional intelligence and why it matters for effective leadership. The session focuses on how EI shows up in everyday leadership practice, including communication, decision-making, influence, and responding to challenge or uncertainty.

The tools used will enable participants to develop a personal snapshot of their emotional intelligence, reflect on strengths and development areas, and consider how their behaviour may be experienced by others.

Participants will be supported to identify one priority area for development and create a short, focused behavioural plan using a micro-resolution approach, ensuring learning is realistic, relevant, and transferable.

Becca Winchester started working in HEE in 2016. Now working as the Primary Care Senior Manager, Becca has obtained qualifications in coaching and mentoring and emotional intelligence and is currently completing a senior people professional masters.

Dr Brendon O’Leary works as a GP; GP Trainer; an Associate Dean supporting ‘Faculty and Fellowship’ work in the School of Primary Care in EoE; and was appointed as Head of School of the ‘Enhance Programme’ in December 2022. Brendon has interests in education technologies, multiprofessional training and in educator training. He was awarded ‘Fellowship of the Royal College of GPs’ in 2018 for his work in quality assurance of training posts and in supporting GPST doctors through difficulties. He believes that multidisciplinary teams rooted in Generalism skills are the best way to create long term positive changes for patients. Brendon lives in Cambridge with his family - he may be caught absent-mindedly humming the tunes to children’s television shows when he forgets he’s still at work!

Building and Engaging a Trainee Faculty

Lizzie Soyode

How do you build and sustain an engaged trainee faculty when trainees are already stretched by clinical demands? This session draws on insights from a deanery-wide education programme and explores practical strategies to recruit, motivate and retain resident doctors, while fostering a strong and engaged faculty culture.

Dr Lizzie Soyode is an A&E doctor with a strong interest in medical education, leadership and team development. As an East of England Fellow, she has helped design and lead educational courses for the deanery. Outside of work, she enjoys building projects using LLMs (and some “vibe coding”), spending time with friends and family, and baking.

How to create an e-learning package on the PVGLE

Sohel Samad, Joe Pease and Gergana Racheva

How to create e-learning content within the PGVLE and how to use the interactive elements of the platform to make your content engaging and suitable for your learners including background and educational theory on e-learning.

Dr Sohel Samad is the Associate Dean For blended Learning and a consultant Anaesthetist at the Lister Hospital. For the last two years he has been helping to roll out the new PGVLE platform across the East of England. He has been part of the blended learning team in EOE for the last 6 years.

Dr Joe Pease is an ST7 anaesthetic registrar at the Norfolk and Norwich with special interests in Vascular and Thoracic anaesthesia. He is also a Senior Blended Learning fellow after undertaking a Blended Learning Fellowship in the East of England. He’s developed the course templates for the Postgraduate Virtual Learning Environment (PGVLE) for the East of England and am heavily involved with leading its roll out across the region.

Dr Gergana Racheva has been a specialty doctor in paediatric surgery in Addenbrooke’s since 2016. She was employed as the Blended Learning fellow for the 24/25 year and more recently a virtual learning fellow for 25/26 year. She has extensive experience in teaching in undergraduate (Cambridge University) and postgraduate levels regionally and on courses at the Royal College of Surgeons. Her interest is to provide teaching on paediatric surgical topics for non-paediatric surgeons – GP, paediatricians, adults surgeons, adult urologists and emergency medicine physicians. She has completed a PGCert in medical education and aspires to proceed with the next step – Postgraduate Diploma in medical education. Her vision is to create and develop teaching courses/materials which would benefit doctors, nurses and allied healthcare professionals within the region.

Highs and Lows... ARCPs and the training journey

Chris O'Loughlin

This workshop will look at the role of ARCPs in supporting doctors in training through their training journey. It will consider the role of ARCPs, good practice in how they run, and how they can be a positive experience and ensure the best chance of success in training. Common pitfalls and challenges will be considered alongside some wider aspects of ARCPs such as their impact on trainees and how they can be perceived. Come along and share your experience, get questions answered and hear from others.

Dr Chris O'Loughlin is a Deputy Postgraduate Dean in NHS England here in the East of England with a variety of responsibilities including Assessment and Revalidation, Trainee processes (like OOP and Study leave), as well as overseeing some of the Specialty Schools. He continues to work two days a week as a Consultant Adult Psychiatrist in Cambridge. Chris was previously Director of Medical Education in CPFT and then Head of School for Psychiatry in the East of England. Feel free to ask about music, learning a new language and triathlon.

Identifying the Trainee in Difficulty (GP Workshop)

Emma Brandon

Medical educators frequently recognise early signs that a trainee may be struggling but knowing when and how to intervene can be challenging. This interactive online workshop will help supervisors recognise common early indicators that a trainee may be experiencing difficulties and explore practical strategies for providing timely support.

Dr Emma Brandon is a GP Training Programme Director in Norwich, a GP trainer, practising GP and professional coach. She has extensive experience in postgraduate and undergraduate medical education. Prior to becoming a GP, she worked as a mental health nurse and manager, which continues to influence her supportive approach to education and supervision. She holds a PGCert in Medical Clinical Education and has interests in supporting trainees who are struggling, providing exam support and helping others develop their potential.

Senior Leadership Team Update and Q&A Session, 16:30 – 17:00

This will be an opportunity to hear updates from our Senior Leadership Team, as well as ask them any questions you have.

So we can be as prepared as possible for this, if you have a question that you would like to ask the SLT, please either scan the QR code below, or using the link.

Survey will close at 15:00 on the 28th April 2026.



<https://forms.cloud.microsoft/e/rwfuhaFUE5>

For more information on our Senior Leadership Team, please see:
<https://heeo.ee.nhs.uk/medical-training/want-train-east-england/leadership-nhse-ee>

NHS England Team Contacts

Please see below a helpful guide to some of our generic team mailboxes:

Faculty Support	
Faculty Support Team <i>General Faculty enquires for all specialities</i>	england.educatorsfaculty.eoe@nhs.net
Events <i>Symposia, masterclasses & workshops for all specialties</i>	england.eandtevents.eoe@nhs.net
Public Health	england.phschool.eoe@nhs.net
Foundation	england.foundationfaculty.eoe@nhs.net
SAS & LEDs	england.sas.eoe@nhs.net
Dental Foundation Training	england.dft.eoe@nhs.net
Dental Core Training, Dental Workforce Development & Dental Speciality Training	england.dental.eoe@nhs.net
Dental Integrated Care	england.ic.eoe@nhs.net
Blended Learning	england.blendedlearning.eoe@nhs.net
Study Leave	england.studyleave.eoe@nhs.net
Fellowships <i>EoE Trainee Fellowships</i>	england.fellowships.eoe@nhs.net
Bursaries <i>PGCert, PGDip, MSc top-up in Medical Education</i>	england.mededbursaries.eoe@nhs.net
Trainees as Educators	england.traineesfaculty.eoe@nhs.net
Primary Care	
Primary Care	england.primarycare.eoe@nhs.net
Business Support <i>Trainer Grant, ESR and CPD Claims</i>	england.businesssupport.eoe@nhs.net
Indemnity <i>Aviation and Space Medicine, Community and Sexual Reproductive Health, General Practice, Genitourinary Medicine, Occupational Medicine, Palliative Medicine & Public Health</i>	england.indemnity.eoe@nhs.net
Assessment & Revalidation	
Assessment	england.assessments.eoe@nhs.net
GP Assessment	england.gpassessment.eoe@nhs.net
Revalidation	england.revalidation.eoe@nhs.net
Appeals	england.appeals.eoe@nhs.net
Programmes	
Programmes	england.edit.eoe@nhs.net
Foundation Programmes	england.foundationprogrammes.eoe@nhs.net
Less Than Full Time Training	england.ltft.eoe@nhs.net
Out of Programme	england.oop.eoe@nhs.net
Inter-Deanery Transfers	england.idt.eoe@nhs.net
Supernumerary Funding	england.supernumerary.eoe@nhs.net
TIS Access Requests	england.programmeanalysis.eoe@nhs.net
Professional Support & Wellbeing Service	

PSW	england.psw.eoe@nhs.net
Supported Return to Training	england.supportt.eoe@nhs.net
PSW Workshops and Events	england.eventspsw.eoe@nhs.net
Recruitment	
Recruitment Helpdesk	england.recruitment.eoe@nhs.net
Foundation Recruitment Helpdesk	england.foundationrecruitment.eoe@nhs.net
Sponsorship	england.sponsorship@nhs.net
Multiprofessional School	
Multiprofessional School	england.multiprofessionalschool.eoe@nhs.net
Enhance	england.enhance.eoe@nhs.net
Quality	
Quality	england.qualityframework.eoe@nhs.net
Deans Support	
PA Support Team	england.contacts.eoe@nhs.net