A GUIDE TO
MEDICAL EDUCATION
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<th>Specialty</th>
<th>Role</th>
<th>Name</th>
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</thead>
<tbody>
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<td>Emergency Medicine and ACCS</td>
<td>Education Lead</td>
<td>Nigel Kidner</td>
</tr>
<tr>
<td>ICM</td>
<td>Education Lead</td>
<td>Rob Thompson</td>
</tr>
<tr>
<td>Anaesthetics</td>
<td>TSTL</td>
<td>Allan Monks</td>
</tr>
<tr>
<td>Cardiology</td>
<td>TSTL</td>
<td>Prof Chauhan</td>
</tr>
<tr>
<td>Obs &amp; Gynae</td>
<td>TSTL</td>
<td>Uma Chetan</td>
</tr>
<tr>
<td>Paediatrics</td>
<td>TSTL</td>
<td>Rabin Mohanty</td>
</tr>
<tr>
<td>ENT</td>
<td>Education Lead</td>
<td>Vikas Malik</td>
</tr>
<tr>
<td>Core Surgical</td>
<td>Surgical Tutor</td>
<td>Jonathan Barker</td>
</tr>
<tr>
<td>General Surgery (higher)</td>
<td>TSTL</td>
<td>Mr Ravi</td>
</tr>
<tr>
<td>Trauma &amp; Orthopaedics</td>
<td>TSTL</td>
<td>Mr Charalambous</td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>TSTL</td>
<td>Mr Khalil</td>
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<tr>
<td>Cardiothoracic</td>
<td>TSTL</td>
<td>Joe Zacharias</td>
</tr>
<tr>
<td>Histopathology</td>
<td>TSTL</td>
<td>Dr Patankar</td>
</tr>
<tr>
<td>Higher Medicine</td>
<td>TSTL</td>
<td>Venkat Mahesh</td>
</tr>
<tr>
<td>Radiology</td>
<td>TSTL</td>
<td>Martina Paetzel</td>
</tr>
<tr>
<td>CMT</td>
<td>TSTL</td>
<td>Andrew Jeffries</td>
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<tr>
<td>Care of the Older Person</td>
<td>Education Lead</td>
<td>Mark Taylor</td>
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<tr>
<td>Haematology</td>
<td>Education Lead</td>
<td>Paul Cahalin</td>
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<tr>
<td>GUM</td>
<td>Education Lead</td>
<td>John Sweeney</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>Education Lead</td>
<td>Gillian Strachan</td>
</tr>
</tbody>
</table>
An Overview of the Department

There are three main functions within Medical Education: Undergraduate, Postgraduate, and the Trainee Doctor Support Team. The Medical Education department also comprises of Library and Knowledge Services and Clinical Skills and Simulation.

The Undergraduate function oversees the placements of students from the various Higher Education institutions with which we have links. We presently host 4th and 5th year students from the University of Liverpool. We additionally accommodate 3rd and 5th year students from the University of Lancaster, and 1st and 2nd year Medical students and Student Physician Associates from the University of Central Lancashire.

Postgraduate Education is responsible for the education and training of 250 trainee doctors across 30 different specialties within the Trust. Its remit is broad and diverse, including: ensuring that trainers and supervisors are ‘recognised’ for their educational role; overseeing the teaching programme for trainees; facilitating clinical attachments for overseas trainees; and leading on improvements to the design and delivery of education as part of our commitment to quality. Our quality assurance programme underpins all aspects of undergraduate and postgraduate education and comprises of a system of evaluations and feedback in order to identify areas for improvement as well as areas of good practice.

As the designated contact for the Lead Employer, the Trainee Doctor Support Team function provides essential support to trainees. It oversees rota monitoring and manages the medical appraisal and revalidation process – the latter is to ensure compliance with the standards set by the General Medical Council (GMC).

The Library and Knowledge Service and the Clinical Skills and Simulation faculty provide essential support, resources and training for educators and learners alike.

Medical Education is committed to the continual improvement of the quality of education and the learning experience provided by Blackpool Teaching Hospitals. It is our mission to work with trainers and trainees in developing a stimulating and diverse learning experience underpinned by quality and to ensure that trainee doctors are equipped with the necessary skills and behaviours to provide the highest standards of patient care.
The Junior Doctor Training Pathway

**MEDICAL STUDENT**
(5 years)

**FOUNDATION DOCTOR**
(2 Years)

**SPECIALTY TRAINING DOCTOR**
(ST 1-7, GPST, CT, CMT)
(3 -8 Years)

**NON-TRAINING GRADES**
(Trust Grades)

**NON-TRAINING GRADES:**
- Staff Grade
- Clinical Fellow
- Specialty Doctor
- Associate Specialist

**GENERAL PRACTITIONER**

**CONSULTANT**
Funding and the LDA

Funding

The Multi-Professional Education and Training (MPET) levy was introduced in 2001 and is the funding that Health Education England (HEE) receives for medical and non-medical education and training.

There are 3 categories:

- **Medical and Dental Education Levy** (MADEL) for Postgraduate funding
- **Medical Service Increment for Teaching** (SIFT) for Undergraduate funding
- **Non-Medical Education and Training** (NMET) for nursing, AHP etc.

How the money flows:

Department of Health → Health Education England (HEE) → Health Education North West (HENW) → Trust

The Tariff

There are different tariffs for different professions and these will be developed through the inclusion of education within the annual reference cost exercise.

Tariff for 2015-2016

<table>
<thead>
<tr>
<th>Type of Placement</th>
<th>Tariff (for a year’s worth of Placement)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Medical (NMET)</td>
<td>£3,175</td>
</tr>
<tr>
<td>Undergraduate (SIFT)</td>
<td>£33,965</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Postgraduate medical (MADEL)</td>
<td>£12,400 plus 50% of basic salary costs</td>
</tr>
</tbody>
</table>

The tariff covers funding for all direct costs involved in delivering education and training by the Trust, for example:

- Direct staff teaching time with a clinical placement
- Teaching and Student facilities, including access to library services
- Administration costs
- Infrastructure costs
- Education Supervisors
- Pastoral and supervisory support
- Trainee study leave and time for clinical exams
- Health and wellbeing (excluding any occupational health assessments)
- Course fees and expenses (as required to receive professional registration)
- Student/trainee accommodation costs
- In-course feedback and assessment
- Formal examining
- Staff training and development relating to their educational role.

The tariff does not cover

- Tuition costs
- Items funded under Education Support, such as
  - Foundation Programme Directors
  - Foundation Programme administration support staff
  - Heads of Schools
  - Programme Directors
Core Leads
Relocation costs and exceptional travel costs

Directors of Medical Education

How Funding is allocated within the Trust

Medical and Dental Education Levy (MADEL) for Postgraduate funding

Divisions that host a post graduate medical trainee placement receive an expenditure budget of 100% of basic salary plus on costs plus banding. Therefore there is no cost pressure to the division relating to the trainee. The income budget and actual is held in a corporate budget and monitored as a whole, rather than splitting the budgeted and actual income across divisions and specialties.

As the placement fee is intended to cover the additional costs of training and infrastructure such as administration costs, direct teaching, formal exams, course fees and study leave, library services and supervisor costs, these costs should be budgeted for in the appropriate areas.

Medical Service Increment for Teaching (SIFT) for Undergraduate funding

As this income relates to non-salaried medical students, the income is received directly into the Medical Education Team’s budget and is used to offset expenditure incurred related to the provision of training.

There are also a number of posts that are funded in divisional budgets from this funding, including educational lead posts. Further details on the posts that are funded can be obtained by contacting the Medical Education Team.

Non-Medical Education and Training (NMET)

Income for non-medical students is held in a corporate budget. As the placement fee is intended to cover the additional costs of training and infrastructure such as administration costs, direct teaching, formal exams, course fees and study leave, library services and Practice Education Facilitators, these costs should be budgeted for in the appropriate areas.
The Learning and Development team also receive a pre-determined amount of funding relating to CPD modules not covered by SLAs with Universities. More information on these modules can be obtained from the L&D team.

Where non-medical salaried staff go on secondment for training either full or part time, the Trust receives a fixed amount per post in order to assist with backfill. Whilst the income budget and actual is accounted for centrally, a proportion of the basic pay plus on-costs for the seconded student is transferred from the Divisional cost centre to the central budget so that the Division is left with an underspent budget to use to provide a level of cover. It should be noted that the income does not fully cover the cost of the student and is based on an average banding and is not based on the actual student’s salary.

The Learning and Development Agreement

The Learning and Development Agreement (LDA) is a part legal, part funding, and part delivery contract (including resources, facilities, quality standards, and staffing) between parties; namely HENW and the LEP (Trust) or HENW, the University and the LEP (Trust).

HEE has incorporated quality assurance into the LDA to help ensure the delivery of the highest quality healthcare to England’s population through the people we recruit, educate, and train.
Trainees

The Postgraduate Team look after Trainee Doctors who are at different levels of their career. The Team provides pastoral care to the trainees and ensures the Doctors enjoy their training experience at Blackpool. We have 3 main groups of Trainee Doctors: Foundation, GP and Specialty. We also host placements for postgraduate students studying at Buckingham University.

The busiest times of year are February and August when the majority of new trainees start working at the Trust. Some trainees (which we call ‘out of sync’) start outside of these months. The Postgraduate Team is responsible arranging Induction, Teaching and much more.

Foundation Doctors are the most junior doctors in the Trust, and they come onto a 2 year Foundation Training Programme from Medical School. The Foundation Training Programme at Blackpool Teaching Hospitals has 36 FY1 and 36 FY2 doctors. There are 2 Foundation Training Programme Directors (FPD). They are jointly responsible to the NW HEE (North West Health Education England), for the whole 2 years training.

Following the 2 year Foundation Training Programme, the trainees make a decision regarding their career path. They can start GP training or go into a particular specialty.

There are approximately 30 GPSTs at the Trust at all times who come onto a 3 year training programme. In the first two years, they are placed into their 4 six-monthly specialty rotations. Their final year is completed off site in a training general practice. The GPST Training Programme Director and two Educational Facilitators are responsible for the 2 years educational content of the trainees’ scheme and responsible to the NW HEE for successful progression to their final year.
We usually have approximately 100 specialty trainees in post throughout the year in different specialties which include ST1 – 7, Core Trainees and ACCS. These trainees generally rotate to another Hospital every 6-12 months. The Deputy Director of Medical Education (Postgraduate) is responsible for all ST’s.

**Trainers**

All trainees must have an Educational and Clinical Supervisor who support them in their roles. This is usually a Consultant or Senior Doctor. The Postgraduate Team must ensure that Supervisors are trained appropriately and keep a database of all Supervisors working at the Trust. In order to remain as a Supervisor, they must provide a new piece of evidence every year following their appraisal which is checked by the Director of Medical Education. We provide support to the Supervisors by having regular Supervisors Meetings, arranging teaching sessions and ensuring they are aware of any updates.

**SAS Doctors**

The Medical Education department provides development opportunities for Specialist and Associate Specialist (SAS) doctors.

To date, the team have arranged a number of sessions for our SAS Doctors Development Programme for 2017/18 including topics such as Human Factors, Job Planning and Complaints.

We also hold a drop-in evening meeting for SAS Doctors in the Education Centre. SAS Doctors are encouraged to attend to see what development opportunities are available and to give the education team more ideas of what they would like to see.
Undergraduate Students

We work with a number of Universities to provide clinical placements for undergraduate medical students:

- We accommodate medical students from The University of Liverpool. The students are on placement here for the full academic year (September-June) and include 4th and 5th year medical students.
- We also host medical students from Lancaster University. Third year students complete placements in Obstetrics and Gynaecology and Paediatrics, and Year 5 students complete a placement in Cardiothoracic Surgery.
- We now host community-based placements in paediatrics for first and second year students studying at the University of Central Lancashire.

It is our goal to provide the best possible learning experience for our students while on placement at Blackpool. As part of providing a positive experience, various events are arranged to ensure students are supported throughout the academic year, including:

- Student Rep meetings held once a month
- Coffee and cake meetings held quarterly. These are informal meetings with both Year 4 and 5 students and provides a good opportunity for informal feedback, advice and previous experience to be shared within the wider group and team
- Open Days are arranged to promote Blackpool to 3rd and 4th year students at Liverpool University. The event consists of a tour of the Education Centre, student accommodation, and the Simulation and Clinical Skills centre
- The Undergraduate Team has an open door policy and offer pastoral care

In addition, we provide a range of learning opportunities including:

- A simulation programme to both our 4th and 5th year undergraduate medical students from Liverpool University
- Senior Clinician teaching each Wednesday evening for our Medical Students. This teaching is facilitated by Consultants and Senior Clinicians here at the Trust.
• A Bedside Teaching programme which is run by 5th year students and Foundation Year trainees to help prepare 4th year students for their final exams
• Foundation Doctors provide out of hours teaching to the 4th year students on a variety of specialities which are aimed at helping them to pass their final exams

The undergraduate education team also facilitates:

• Work Experience Programme: a three day structured programme for school pupils wishing to pursue Medicine as a career. The programme covers various subjects which are relevant to the application process for medical school, including: the application process, personal statements, interview skills, basic clinical skills, ethical scenarios and time spent on a Medical and Surgical ward
• Cardio-thoracic Residential Course: students are given the opportunity to apply for the five day course held within the Cardiothoracic Department. This is a rare opportunity for students to get this type of experience within surgery specialities. Two students per week are allocated placements over a three week period.
Physician Associates

The Department of Health defines the Physician Associate as: ‘a new healthcare professional who, while not a doctor, works to the medical model with the attitudes, skills and knowledge base to deliver holistic care and treatment within the general medical and/or general practice team under defined levels of supervision.’

Training to become a Physician Associate is a two year post-graduate diploma or masters with a 50:50 split between classroom and clinical placement and is available to students with a science related first degree. While a relatively new role in the UK, Physician Associates will be a valuable part of the multi-professional workforce both as link between nursing and medical teams and in providing continuity of care. Indeed, the appetite for introducing Physician Associate roles is growing steadily across all healthcare sectors in response primarily to the shortage of doctors in a number of specialities e.g. emergency medicine, elderly care/rehabilitation and general practice.

As part of the Workforce Transformation programme in March 2015, Health Education North West (HENW) invited NHS providers across the region to be part of the discussion that would ultimately shape the development of a pilot programme for 160 student Physicians Associates across the North West region.

Blackpool Teaching Hospitals was selected as one of those providers to take part in the pilot programme. The Trust hosts clinical placements for seven students in their first year of study undertaking their Physician Associates qualification at the University of Central Lancashire. The placements are in Surgery, the Acute Medical Unit, Care of the Elderly, Stroke Medicine, Cardiology, Diabetes and Endocrinology, and Respiratory Medicine and last for 8 weeks. The Trust also provides placement opportunities in Obs and Gynae, Paediatrics, and Emergency Medicine for students in their second year.

For more information please visit the OneHR site here.
Additional Placements

Clinical Attachments

The Trust facilitates ad hoc placements for Clinical Attachments/Observerships from oversees doctors wishing to gain a understanding of the NHS system. These placements are for a four week period only and are available only for trainees whom have had no previous NHS experience. A rigorous application process is followed before any placement can be commenced. Agreement from the Head of Department and confirmation of a supervising consultant is required as part of the application process. During the placement the trainee can only observe clinical activity and is not be involved in any clinical care.

Elective Placements

The Trust facilitates placements arranged for medical students from Universities within the UK. Applications are received from individual students requiring placements here at the Trust within varying specialities. Prior to commencement, the following information is required from the Medical School as part of the administrative process:

- A formal request to complete this attachment which includes dates
- ID Check – A letter from the Tutor/Sub Dean to state who they are and the purpose of this attachment
- CRB/DBS
- Occupational Health – Clearance from the University and local clearance too

University of Buckingham Students

The Trusts hosts clinical placements for students from Buckingham University. These are oversees medics studying for the Doctor of Medicine (MD) in Internal Medicine at the University. We facilitate 8 week placements within the following specialties:-

- Cardiology
- AMU
- Gastroenterology
- Stoke/Diabetes
- Respiratory Medicine

We take up to 10 students per rotation within the above areas.

**Cardiothoracic Residential Course**

The Cardiac Department facilitate student placements during the summer period for students interested in a career in Cardiothoracic Surgery. We host two students each week (6 in total) at a cost of £125 per student. This includes accommodation, breakfast, and dinner (all provided on the hospital site).

This course is publicised via our links with Medical schools and has proved to be very popular.

**Pre Med Work Experience Programme**

This programme is held at the Trust for three sessions during the year (Easter and twice during the summer period) and accommodates up to six students per course. It is aimed at students whom are wishing to apply to Medical School. The course is a three day structured programme which covers:

- Ward shadowing
- Basic clinical skills
- Basic Life Support
- Emergency Medicine shadowing
- Application to Medical School, including Personal Statements and Interview preparation
- Ethical scenarios

This course gives the opportunity for us to develop relationships with local students applying to Medical School and has seen previous students return as medical students in later years.
Dr Who?

Do you know the grade of the junior doctor you are talking to? Do you know the correct terminology for trainee doctors? To ensure that multi-professional teams are aware of the different levels of trainee and their competencies, Medical Education has developed a ‘Dr Who?’ campaign to help eliminate outdated terminology (such as ‘SHO’) and to embed the correct terminology, which is as follows:

Correct Terminology for Trainee Doctors

<table>
<thead>
<tr>
<th>DESIGNATION</th>
<th>WHAT THESE DOCTORS DO</th>
<th>CAPABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATION YEARS 1 TRAINEES</td>
<td>A Foundation doctor is in the first or second year post qualification. In FY1 they have provisional registration and in FY2 they have full registration with GMC. Their skills will be those expected of a graduating medical student when they start and their experience will vary. They all work for 4 months in a post and then move to another. All do a 4 month GP attachment in FY2.</td>
<td>Foundation Doctors should be able to clerk a patient, order investigations, formulate a management plan for discussion with a more senior doctor in specialty and prescribe appropriate medication. They are not competent to take consent unless they have had specific training in the consenting process for a procedure.</td>
</tr>
<tr>
<td>FY1 ROTA</td>
<td>Formerly PRHO (FY1)</td>
<td></td>
</tr>
<tr>
<td>FOUNDATION YEAR 2 TRAINEES CORE TRAINEES</td>
<td>An FY2 may be on a rota with Core trainees but have no more than 4 months experience in the specialty – or none. What is expected of them when on call must take this into account.</td>
<td>Core trainees should have all the competencies expected of Foundation Doctors, and as they progress through their 2 or 3 year training programme their expertise will increase, and they will be able to undertake an increasingly wide range of responsibility without immediate senior feedback – but this should always be available to them on a 24/7 basis. Core surgical trainees should have their skills for obtaining consent developed and</td>
</tr>
<tr>
<td>Junior Rota</td>
<td>Some doctors in Core Training programmes will have at the beginning of CT1 very little or</td>
<td></td>
</tr>
<tr>
<td><strong>ST1, ST2</strong></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Formerly 2\textsuperscript{nd} year SHO (CT1, ST1)</td>
<td>Formerly 3\textsuperscript{rd} year SHO (CT2, ST2)</td>
<td>Formerly 4\textsuperscript{th} year SHO (CT3)</td>
</tr>
<tr>
<td>ST1, 2, are in a “run-through” training programme for their specialty (e.g. GP, Paediatric, Obs/Gynae).</td>
<td>no prior experience in specialty. Core Training comprises the first 2-3 years of specialty training in those specialties.</td>
<td>recorded as a part of procedure based assessments (PBAs) in ISCP. When the PBAs have been signed off, they may take consent for those procedures without supervision.</td>
</tr>
</tbody>
</table>

**ST1 & 2 trainees** are unlikely to have a greater array of competences than CT1 & 2 trainees. However, the guiding principle here is that all trainees must at 24/7 access to senior advice.

<table>
<thead>
<tr>
<th><strong>HIGHER TRAINEES</strong>&lt;br&gt;ST3, ST4, ST5, ST6, ST7, ST8</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher trainees are (ST3,4 ...+)</td>
<td>Trainees who have completed core training and successfully entered a higher training programme. Higher training is competitive after successful completion of a core training programme that usually includes achieving a postgraduate qualification e.g. MRCP, MRCS etc. Doctors in some specialties are run-through (i.e. do not have to compete to enter higher training if all competencies met) but relative skill set is comparable.</td>
<td>Trainees who are at ST3 or higher will increasingly be able to work independently as directed by their Clinical and Educational Supervisors. The competence of an ST3+ trainee, especially those who have achieved a postgraduate qualification in the specialty is broadly that which one would have expected from a ‘Registrar’.</td>
</tr>
</tbody>
</table>

**Senior Rota**

Formerly Specialty Registrar (years 1-6 depending on Specialty)
In addition, as part of the Dr Who initiative, trainees wear different coloured badges to signify their level of training.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY1</td>
<td>Light blue</td>
</tr>
<tr>
<td>FY2</td>
<td>Light purple</td>
</tr>
<tr>
<td>GPST1</td>
<td>Pink</td>
</tr>
<tr>
<td>GPST2</td>
<td>Red</td>
</tr>
<tr>
<td>CT1/ST1</td>
<td>Grey</td>
</tr>
<tr>
<td>CT2/ST2</td>
<td>Brown</td>
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Student and Trainee Induction

All students and trainees have a general induction to the Medical Education department as well as a local induction to each specialty in which they undergo their placements. This is to ensure compliance with statutory bodies (Health Education North West) and the Educational Institutions with which we work; but it is also to ensure that our students and trainees are equipped with the essential knowledge required for their placement and that they are effectively integrated into the areas in which they will be working.

For local induction, the Medical Education department has developed a checklist to ensure that all of the mandatory elements are covered and – in terms of quality assurance – to ensure standardisation across all specialties.

Induction for the various student and trainee cohorts occurs throughout the year:

- February: Specialty Trainee doctors
- July: Foundation Year trainees
- August: Specialty Trainee doctors
- September: University of Liverpool undergraduate students

For those students from Buckingham University, the University of Lancaster, and the University of Central Lancashire who join us in smaller cohorts; and for those postgraduate trainees who join us out of sync with the August and February changeover, the department runs an induction programme on a monthly basis.
The Francis, Keogh and Berwick Reports (2013) all place medical education at the heart of the patient safety agenda. It is becoming increasingly necessary to embed robust quality assurance processes in all areas of education and staff development to ensure a more fully skilled workforce and to enhance patient outcomes.

The General Medical Council (GMC), Health Education North West (HENW), and the Local Education Provider (LEP) fulfil a Quality Assurance, Quality Management, and Quality Control function respectively. As the LEP for Blackpool Teaching Hospitals, Medical Education Services fulfils a statutory role in Quality Control, namely ensuring that medical students and postgraduate medical trainees receive education and training that meets the local, national, and professional standards set by the GMC. The fulfilment of these standards is overseen by HENW. The formal relationship between the GMC, HENW, and the Medical Education Department as an LEP is illustrated below:
The Medical Education department has developed a robust programme for monitoring the quality output of education and training that aligns internal processes with the quality standards stipulated by the GMC in *Promoting Excellence: standards for medical education and training* (2016). The quality standards are grouped under the following themes:

- Learning Environment and Culture
- Educational Governance and Leadership
- Supporting Learners
- Supporting Educators
- Developing and Implementing Curricula and Assessments

There are three key internal feedback mechanisms which underpin the Quality Assurance Programme at Blackpool Teaching Hospitals:

- **Focus groups**, held twice yearly for each trainee group, provide rich data to identify areas of good practice as well as areas of concern where action plans will be developed to improve the quality and standards of medical education
- **End of placement surveys**, undertaken quarterly, provide a benchmark across the organisation around areas of compliance and non-compliance in order to target areas for improvement
- **A general survey**, undertaken annually, informs us of the trainees’ overall experience and helps us to understand why trainees have chosen Blackpool Teaching Hospitals to undergo their training. The insights from this survey help to improve the Department’s recruitment and retention strategy

The outcomes from these various feedback mechanisms are shared with the Training Leads from each specialty to implement and monitor improvement plans in order to enhance the quality of medical education.

For more information please visit the OneHR site [here](#).
Medical Appraisal and Revalidation

The Trainee Doctor Support Team facilitate the management of medical annual appraisals and in turn Revalidation recommendations which are made to the GMC once every five years.

Medical Revalidation was launched in 2012 to strengthen the way in which doctors are regulated. The aim is to improve the quality of care delivered to patients, improve patient safety, and increase trust and confidence in the medical system by ensuring that doctors remain up to date and fit to practice.

The Trust has approximately 300 doctors with a prescribed connection to the organisation. The revalidation of doctors is a key component of a range of measures to improve the quality of patient care and is the process by which the General Medical Council (GMC) confirms the continuation of a doctor’s license to practice.

All doctors are required to undergo an annual appraisal which is based upon the GMCs Good Medical Practice. When new doctors commence with the Trust the Revalidation Team make a link with them to ensure they have full access to undertake an annual appraisal via the Trust’s electronic system (Allocate).

The team provide reminders to doctors ahead of their appraisal meeting to ensure they have enough time to prepare documentation for an effective appraisal meeting which is underpinned by continuing professional development and an opportunity for reflection.

Multi-source feedback exercises are required once in every Revalidation cycle. Colleague feedback is managed by the doctor who invites both medical and non-medical colleagues to complete feedback directly via Allocate. However, patient feedback is supported and facilitated by the Revalidation Team who will link in with the relevant doctor for details of activity to enable the process to be completed.

The team support data gathering and will provide the RO with an information pack prior to each doctors personal Revalidation Submission date. The evidence collected includes clinical activity, clinical governance, annual appraisals and multi-source feedback information to ensure the RO has all relevant information to make a recommendation to the GMC.
The team provide full support in relation to the annual appraisal and revalidation processes including managing a list of authorised Trust appraisers, support for appraisees around the completion of appraisal documentation, management of training for appraisers and appraisees, updating the Trust with appraisal statistics/data, reporting data to NHS England North and ensuring that appraisal standards are maintained via quality analysis of appraisals undertaken.

The team provide bi-annual reports to the Trust Board to ensure the organisation is appraised of activity.

For more information please visit the OneHR site here.
The Trainee Doctor Support Team (TDST) works closely with Divisions to ensure all Trust rota templates are compliant with Junior Doctor 2002 New Deal Terms & Conditions and with European Working Time Directive (EWTD). For more information on the TDST please visit the OneHR site [here](#).

The team hold a template for all junior doctor rotas within the Trust; rota templates are held within the DRS (Doctors Rostering System). The Trust currently holds 34 full time rota templates and each rota is automatically matched against New Deal and EWTD within DRS. The system will then provide a banding of each rota template which will enable correct payment for unsocial hours.

In addition the team support Less than Full Time trainees (LTFT) by producing a bespoke rota template in conjunction with the Division and Trainee to ensure the rota template meets the needs of the service and the circumstance of the trainee.

In line with New Deal all rotas are monitored twice yearly via diary card exercises, this is not only a contractual obligation for Trusts but it is also a contractual requirement for junior doctors.

The Trainee Doctor Support Team facilitate the compliance and monitoring of rota templates by:

- ✔️ Provision of a clearly planned monitoring timetable at August induction
- ✔️ Facilitating monitoring exercises for all Trust rotas (including LTFT)
- ✔️ Communicating outcomes to Trainees
- ✔️ Communicating outcomes to Divisions
- ✔️ Reviewing Data and Themes provided around actual working hours, requesting narratives for doctors who have worked additional hours
- ✔️ Liaising with and supporting Divisions to review narratives from doctors
- ✔️ Ensure themes, concerns, comments, EWTD breaches and New Deal breaches are raised to the Division
If a banding outcome does not match the template being paid, the team support trainees and divisions at informal meetings to discuss an agreed outcome.

Concerns are escalated appropriately, for example, to the Director of Medical Education.

Notifications of the intention to monitor a rota template will be provided one month in advance to Divisions and two weeks in advance to each trainee. A robust suite of notifications are undertaken by the team throughout the monitoring period to encourage a 100% return rate. A 75% return rate (as a minimum) is required from Junior Doctors to ensure a valid monitoring exercise. Ideally a 100% return rate can be achieved to ensure a valid monitoring process.

The team will proactively identify any concerns of junior doctors with their rota templates and monitoring is an opportunity to ensure that the actual number of hours worked is compliant with the rota template.

The team meet on a monthly basis with Trust rota coordinators and have strong links with Directorate Managers to ensure communication around the management of Trust rota templates. The team are available to discuss any concerns junior doctors may have and provide full support around concerns by linking in with senior management and consultants as required to facilitate a resolution to concerns.

**2016 Junior Doctor Contract**

Junior doctor monitoring as described above with diary card exercises will be replaced in the new contract with exception reporting. Exceptions can be produced at any time and raised in relation to hours of work and training issues.

The new system is designed to ensure a prompt resolution and or remedial action to ensure that safe working hours and training requirements are met. Each trainee will be provided with a generic work schedule upon appointment and when the role commences a meeting with their Education Supervisor will take place to personalise the schedule.

Exception reports provide the opportunity to address issues timely and if necessary carry out a work schedule review. However in the first instance exception reports will be reviewed by the Education Supervisor and resolved locally with an agreed outcome set out. All exception reports will be accessible to either the Guardian of Safe Working Hours (in relation to safe working patterns and practices) or the Director of Medical Education in relation to training issues (or both).
Disputes around outcomes will ultimately follow the Trust’s local grievance procedure.

If an exception report identifies a breach which incurs a financial penalty (four times the hourly rate) the doctor will receive 1.5x the hourly rate and 2.5x the hourly rate will be distributed in fines for the benefit of education, training and the working environment of trainees. The Guardian of Safe Working Hours will devise the allocation of funds in collaboration with the Trust’s Junior Doctor Forum.

For more information, please visit the NHS Employer link as enclosed

http://www.nhsemployers.org/your-workforce/need-to-know/junior-doctors-2016-contract

More information is also available on the OneHR site which you can access here.

Alternatively contact the Trainee Doctor Support Team on 01253 953288 or via email on GOSW@bfwhospitals.nhs.uk.
Library and Knowledge Services

As part of a learning organisation you need to be able to keep up to date with the evidence, research and best practice in your field. The Library can help you do that by providing:

24 hour access and quiet study rooms:

The library is situated in the Education Centre - bring your ID badge and fill in a registration form. Your ID Badge will act as a swipe card for 24 hour access. You can borrow up to 10 books for a period of four weeks and can renew these by phone or online thorough the library catalogue:


Information Skills Training:

Don’t struggle trying to do a Medline or CINAHL search for your assignments, audit or research project. Our skilled information specialists will help you devise a search strategy and carry out a search to locate the information you need. We also offer critical appraisal training sessions to help you assess the validity and reliability of research papers. You can see more details of our training courses here:

http://www.bfwh.nhs.uk/our-services/hospital-services/library/information-skills-training/

Online Resources:

We have a wide range of journals, books and educational resources which you can access online. See the library webpage for more details of:

- **UpToDate** - an evidence-based clinical decision support resource which provides point of care information in an easily digested format. Have a look at the ‘What’s new’ and ‘Practice Changing Updates’ to see new, important research recommendations.
- **ClinicalKey** – the latest educational and point of care resource from Elsevier – it contains many of the world’s leading medical journals and core textbooks, including The Lancet, Intensive Care Medicine, Goldman-Cecil Medicine, Ferri’s Clinical Advisor, Braunwald’s Heart Disease, Davidson’s Principles and Practice of Medicine. In total there are over 600 journals and 1200 books, plus images, videos and presentation slides.
• **Medical Masterclass** – an online revision resource for those studying for MRCP exams. Ask in the library for a password.
• **Royal Marsden Manual online** – access to the latest edition of this classic procedural resource which is invaluable to nursing and clinical procedures.
• **ClinicalSkills** – Illustrated clinical procedures that are updated regularly and presented in an easy to use step-by-step format.
• **Medline, CINAHL, Psycinfo** and a range of other bibliographic databases to help you find the research evidence you need.

Other library services include:

• Alerting services – current awareness bulletins on a range of clinical and managerial topics to help you stay informed of the latest developments in healthcare, NHS reform and healthcare management.
• Document supply – for articles you can’t easily access online
• Enquiry services – for everything else!

For more information and to access services you can visit the Library website [here](#).
Simulation and Clinical Skills

The simulation and clinical skills unit is located on the second floor of the main hospital at Blackpool Victoria Hospital. It is a Health Education England accredited training unit and is available for all grades of staff to access.

The clinical skills team is drawn from experienced multidisciplinary personnel who deliver training to all grades of medical, nursing and allied health professionals from within the Trust and wider afield and are always available to offer advice on how best to achieve your individual or teams learning objectives.

Basic skills can be practiced and refined in our skills labs using part trainers when necessary. A bespoke FY1 and FY2 training program is delivered by the team in conjunction with senior clinical staff drawn from various specialities. In addition to this our undergraduate medical students get regular access to the unit and all its equipment. The unit operates an open door policy for all our undergraduate trainees. A full rolling program of sessions can be viewed via the intranet.

The trust in conjunction with the Blue Skies charity has invested heavily in developing a state of the art simulation unit complete with audio-visual feedback and debriefing capabilities. It houses some of the latest high fidelity training manikins that enable both teams and individuals to practice clinical skills in a safe environment. We are currently devising a faculty development course for anyone interested in utilising simulated based medical education (SBME) as part of their training methodologies or for anyone who feels that that need to gain more experience of using simulation. Access to this course will be free to all trust staff.

The unit is also taking the lead in delivering training around non clinical factors (Human Factors) that may influence patient safety. This training is multi – faceted in its approach ranging from interactive presentations that can be delivered to your team in your own divisions, to a full Human Factors training day encompassing SBME scenarios and debriefing.

The unit is a resource for YOU. Please feel free to contact us to discuss your training needs or ideas.
The Education Centre

The Education Centre is located opposite the Women’s Unit and includes facilitates for teaching and training, including the Library and Knowledge Management Services. Access to the Education is available 8am to 6pm. All the Education staff are based within the Centre and are available between 8am and 5pm.

Centre Facilities

The Education Centre provides a number of teaching rooms with full audio-visual equipment and wi-fi access. For more information please visit the OneHR site here.

Room Bookings

Rooms can be booked within the Centre for educational purposes. For more information on the booking process, visit the OneHR site here.

Catering

Catering can be provided for meetings and teaching sessions. This includes a cold lunch and hot and cold refreshments. For more information on how to book catering, please visit the OneHR site here.

Regular Events

The Centre hosts Grand Round on Wednesdays at 12:30pm. A cold lunch is available to attendees.
OneHR: Your Gateway to Everything You Need to Know About Medical Education

The OneHR website, which is accessible via the Trust intranet, is your gateway to everything you need to know about Medical Education, including undergraduate and postgraduate education, the Trainee Doctor Support Team, medical appraisal and revalidation, quality assurance and more.
How Can We Help You?

There are various ways in which Medical Education can support your Department/specialty.

**Divisional Meetings**

Representatives from the Medical Education team would be happy to attend your divisional/directorate (or any relevant) meetings to offer support and guidance in an educational capacity. We want to form sustainable links with each area so that the delivery of quality education is a part of the day to day operations of the hospital. By linking in to your key meetings, this is one way in which can do this, and better support the delivery of education in your area.

**Library Services**

If you need the latest evidence to support a clinical decision, or the latest research on a topic of interest, or evidence to support a service redesign initiative, then the Library offers a literature search service which can assist you.

The Library also offers a range of information skills training courses to help you proactively search for and appraise the latest research/evidence base.

**Clinical Skills and Simulation Training**

The Clinical Skills and Simulation Training team currently offers a variety of rolling and bespoke programmes throughout the Trust for students, trainees, and staff. The team is continually looking to expand its services throughout the Trust and would be happy to discuss developing clinical skills and simulation programmes in your area.
Who’s Who

The Medical Education can send to those trainees working in your specialty a list of Consultant staff, together with a photograph, to help them identify the key senior colleagues with which they will be training.

Likewise, we can send to Departments/Specialties a list of those trainees (with a photograph) who will be working in your area to enable you to inform your wider teams of the training grade doctors you will be working with.

Department Handbook

If your Department does not currently have a departmental handbook for new trainees (issued as part of their induction), or is looking to review its existing handbook, then Medical Education can help advise in terms of the content and format based on ‘best practice’ examples we have seen throughout the Trust.

Advice on the Educational Contract

If you would like more information on the Learning and Development Agreement – the educational contract we have with Health Education North West – then we would be happy to advise you and your teams.

For help with any of the above, please contact a member of the Medical Education team. Alternatively, if there is any way Medical Education can support your Division or specialty, then we would be delighted to hear from you.