

Medical Education Committee

NOTES OF MEETING 18th January 2024 via MsTeams

ATTENDEES		
Members	Designation	Initials
Luci Etheridge	Chief Medical Officer & Co-Chair of meeting	LE
Indranil Chakravorty	Director of Medical Education & Co-Chair of meeting	JP
Jonathan Head	Director of Culture and OD/DCPO	JH
Nicholas Gosling	Associate Director of Education (Interim) & Head of GAPS	NG
Robert Bramwell	Medical Education Manager	RB
Joyce Popoola	Clinical Sub-Dean	JP
Robert Nagaj	Deputy course director for MBBS	RN
Philippa Tostevin	Professor of Practice - Surgical Education	PT
Jane Runnacles	Clinical Directors of Undergraduate Education (CWDT)	JR
Annabel Little	Education Business Manager	AL
Navneet Singh	MedCard ADME	NS
Elwina Timehin	SAS/LED/IMG Lead	ET
Helen Jones	IMT TPD	HJ
Charlotte Huddy	FY1sTPD	CH
Sarah Tang	CST TPD	ST
Sue David	NHS and Liaison Manager	SD
Mikaela Carey	Physician Associates Lead	MC
Katarzyna Lukomska	PGME Team Leader	KL
Sree Kondapally	Educational Lead	SK
Elsbeth Bird	Educational Lead	EB
Camilla Blain	Educational Lead	CB
Yasser Iqbal	Educational Lead	YI
Raj Lakhani	Educational Lead	RL
Pouya Youssefi	Educational Lead	PY
Kostas Tsioulos	Educational Lead	KT
Lida Alarcon	Educational Lead	LA
Lawrence Hayes	Educational Lead	LH
Gaggandeep Alg	Educational Lead	GA
Nisha De Silva	Educational Lead	NDS
Anthony Pereira	Educational Lead	AP
Laura Byrne	Educational Lead	LB
Sarah Clark	Educational Lead	SC
Charlotte Stockley	Educational Lead	CS
Katia Prime	Educational Lead	KP
Apologies		
Sophie Vaughan	Atefa Hossain	Ewa Zatyka
Nidhi Sofat	Rosy Wells	Robin Sunderland
Michelle de Souza	Bernard Ho	Robert Hagger
Malika Mohabeer	Catherine Ann Cox	Alex Frick
Sachelle Ruickbie	Mark Cottee	Alex Trompeter
Amy Reid	Hannah C_ck	Asanga Fernando
Mital Desai		

Quorum	<i>The quorum of this meeting shall be a minimum of the Chair, Deputy and a representative of each of the staff groups</i>
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1	OPENING ADMINISTRATION	
1.1	Apologies for Absence Apologies noted.	
1.2	Notes from Last Meeting Approved.	

2	AGENDA ITEMS	ACTIONS
2.1	Indranil Chakravorty (DME) update: <ul style="list-style-type: none"> - The integration of the educational team across the organization was discussed, with a delay in the process. JH was asked for an update on the timelines, but details were not immediately available. - The HEE have transitioned into NHSE as the NHS workforce training and education directorate, bringing service provision, finance, quality, and education, and training closer together. NHSE may be looking to shrink their footprint substantially. - Changes in leadership roles within the South London Deanery were discussed, with Gary Wares becoming the regional Dean for London. Geeta Menon moved to a national role as the Lead for LEDs and SAS doctors. - Other leadership changes were mentioned, including the movement of Richard Bogle to the North London and Bhanu Williams to become the Dy Dean for SW London from 1 Feb'24. - The meeting emphasized the shift from using the term "Deanery" to the new title, "NHS Workforce Training and Education directorate." 	Actions:
2.2	The Governance Structure and Terms of Reference documents: <ul style="list-style-type: none"> - The terms of reference for the committee were presented, emphasizing changes in the structure, reporting lines, and committee meetings. - The governance structure document is considered a work in progress, with the understanding that the structure may evolve in the coming months. The importance of shared resources and expertise across teams is highlighted for effective collaboration in medical education across GESH. - The Undergraduate and PG Medical administrative team has been amalgamated into a structured Education team led by Robert Bramwell (MEM). There are separate administration teams for postgraduate and undergraduate education. - Governance lines currently report to the Director of Medical Education (DME) and the site Chief Medical Officer (sCMO). - Corporate Nursing has moved out of the People Directorate, leaving Medical Education, the Education Centre, Business Manager and staff, and the Simulation and Skills Centre under the People Directorate. - Corporate Medical remains in its own category. - Monthly Committee meetings, including Joint Undergraduate and Postgraduate meetings, are arranged to report to quarterly Education Committee meetings. - Reporting lines go through site CMO to People Committee and Trust Board. - UG committee will also liaise with a quarterly Joint Undergraduate Committee with SGUL - RN, deputy course director for MBBS, acknowledged the clarity provided by the 'educational governance structure' document. The structure, though complex, is appreciated as it offers more transparency compared to the previous arrangement. 	Actions: 2.2a Urged participants to read and comment on the Governance Document to ensure it meets organization's standards.
2.3	The funding structure and accountability related to education at SGH:	

	<ul style="list-style-type: none"> - AL emphasized the importance of improving transparency and accountability for the large income received for education at SGH. - The education income is approximately £36 million, including £11 million received for undergraduate education, representing almost one-third of the overall income. - AL discussed the ongoing work to explore the utilisation of the educational tariff income in more detail, working closely with departments. Challenges include categorising funding based on student activity, working with departmental categories, and aligning with NHS England categories. - The discussion emphasised the need for detailed dialogues with teams to understand how money is being used, including activities traditionally not recorded in job planning e.g. all teaching-related activities. Various suggestions were discussed, including involving the university's senior lecturers' assessments for triangulation. 	<p>Actions: IC and LE to present Educational Tariff utilisation paper for discussion</p>
<p>2.4</p>	<p>SGUL Leads Update - Robert Nagaj</p>	
	<ul style="list-style-type: none"> - Appreciation for the clarity in the presented governance structure. The committee acknowledged the complexity but highlighted the need for transparency and accountability in the evolving system. - The meeting also touched upon the University's potential merger with City University which is exciting due to their expertise in nursing and allied health. - The agreement for the merger is expected to be signed at the end of the month, with the merger potentially starting in August. - The new merged institution is to be named City St. Georges. No major practical changes are anticipated in undergraduate medical education. - PT provided an overview from the medical school's perspective and emphasized that there might not be significant changes for undergraduate medical education. - RN mentioned the preparation for a periodic review, which is a review of the undergraduate curriculum that occurs every four years. All educational leads will be involved, and there will be surveys and questions to gather feedback on what is working and what needs changes. RN Robert encouraged everyone to share thoughts and experiences for the upcoming periodic review. - RN expressed gratitude for the support during the difficult time of doctor strikes. 	<p>Actions:</p>
<p>2.5</p>	<p>Joyce Popoola (UG Sub-Dean) update:</p>	
	<ul style="list-style-type: none"> - The university has introduced roles like Core Specialty Leads and Academically Lead positions to support education. These roles are funded by the university and are open for application by individuals interested in education. LE emphasized the need for clear communication on the source of funding for these roles. It was highlighted that this funding is not part of SPA time but is an additional funded PA role. - JP urged attendees to encourage colleagues involved in governance, leadership, and organization of teaching to apply for these roles. These positions can contribute to managing the overall education workload at SGH. JP encouraged offline discussions with interested individuals to address recruitment concerns. - JP highlighted the importance of documenting undergraduate education activities in the "brown box" to facilitate interpretation by the university. This information is crucial for the appraisal process. - JP emphasized the importance of considering student feedback in education funding decisions. The quality of education and student experience will influence funding allocation. - A survey is being conducted to identify barriers consultants face in delivering education. Consultants are encouraged to provide feedback on obstacles, helping inform decisions on resource allocation and job planning. 	<p>Actions: All Trust and SGUL educational roles will be advertised in the Trust Education pages with JD and funding clarity</p>
<p>2.6</p>	<p>Supporting learners with disabilities and other challenges:</p>	

	<ul style="list-style-type: none"> - HJ shared insights from a trainee's experience, highlighting areas where improvements can be made. - Emphasis was placed on the need to streamline the process for trainees with disabilities, ensuring that the Wellness Action Plan is initiated in advance. The goal is to avoid delays and make necessary arrangements before the trainee starts. - A central fund for reasonable adjustments is available, managed by the Diversity and Inclusion team. Efforts will be made to raise awareness of this fund among management teams and ensure a smoother process for requesting adjustments. - The importance of Wellness Action Plans, which include details of previous occupational health reports and reasonable adjustments, was highlighted. Efforts will be made to educate educational supervisors and service management teams on the relevance of these plans. - LE discussed the need for a standardized information package sent to trainees upon onboarding, providing details about available support systems and networks within the trust. - JH mentioned the newly established disability advice line, emphasizing the need for increased promotion to ensure trainees are aware of the available support. - The suggestion to create an online resource accessible to all trainees, containing information about disabilities, LGBTQ+ groups, and other support networks, was discussed. This resource is in progress and will be updated. - Training sessions for staff on using accessible technology, audio-visual equipment, and effective use of virtual platforms like Teams were proposed. This aims to make educational content more accessible to all trainees. - The importance of fostering a culture where staff understand that not all disabilities are visible, and an individualized approach to sharing information is respected, was emphasized. 	<p>Actions:</p> <p>2.6a Better communication between HEE, Postgraduate, and Deanery.</p> <p>2.6b Promotion of newly established Disability Advice Line</p> <p>2.6c Establishing clear processes and tools for supervisors to manage and support trainees with disabilities.</p> <p>2.6d Enhance accessibility in Lecture Theatres and training sessions, such as loop systems, training for staff, and use of audio-visual equipment.</p>
2.7	Governance structure for Physician Associates: Mikaela Carey	
	<ul style="list-style-type: none"> - IC initiated a discussion on the governance structure for Physician Associates and acknowledged the challenges and controversies surrounding the PA role in the health system. - MC discussed the governance framework for PAs and recognized the importance of setting standards as a large PAs employer as this is organization's opportunity to set its own standards and be a leader in the field. - The governance document has been in development for years, involving PA supervisors, chief pharmacist, and radiation protection officer. Addressed issues related to prescribing, ordering ionizing radiation, employment, and extended skills and competencies. - MC emphasized the urgency to address issues related to study leave, cross-site teaching, employment, and extended skills supervision. - HJ raised concerns about the parity of study leave for SAS colleagues and the absence of provisions for PA supervision in job plans. 	<p>Actions:</p> <p>2.7a Urgent need for a Chief PA to drive forward initiatives.</p> <p>2.7b Urged all Care Groups and Education Leads to carefully review and contribute to the document.</p>
2.8	Educational Leads reports/update	
	<ul style="list-style-type: none"> - 16 Educational Lead reports have been distributed prior this meeting for review and discussion. 	Please see link to reports on the education website
3	ANY OTHER BUSINESS	
	<ul style="list-style-type: none"> - Acknowledgment of Education Leads receiving awards for their outstanding work in Vascular Surgery, Haematology, Simulation, and IMG Induction. Request to share information with the communications team and provide a summary for acknowledgment. 	

4	DATE OF NEXT MEETING	
	- TBA via MsTeams	