Education Initiatives for SAS Doctors
Past, Present and Future

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Associate Postgraduate Dean for SAS Doctors
COPMeD Lead Associate Dean
History of SAS Doctors
Non-Consultant Career Grade (NCCG) Doctors

Associate Specialist Grade

• Associate Specialist Grade (Medical Assistant Grade) was introduced as a permanent career grade in 1964, following recommendations made in the Platt Report (1961)

• The title of Associate Specialist was introduced later (1981)
History of SAS Doctors

Non-Consultant Career Grade (NCCG) Doctors

Staff Grade

- Staff Grade was introduced in 1988 as one of the many measures implemented to help resolve the problems of the existing hospital medical staff career structure.

- The intention was that Staff Grades would be doctors who helped meet service requirements, while bridging the gap between consultant-level staff and junior doctors in training.
History of SAS Doctors

Non-Consultant Career Grade (NCCG) Doctors

Associate Specialist Grade & Staff Grade

• During the latter part of the 1990s, there was a rapid expansion in the number of both Staff Grades and Associate Specialists in many specialities

• No exact figures exist as to how many SAS Doctors work in the UK
History of SAS Doctors

Non-Consultant Career Grade (NCCG) Doctors

• Many posts were created to fulfil specific service requirements, and sometimes to suit individual doctors’ circumstances

• No universal minimum entry requirement

• No provisional or strategy for postgraduate medical education and training for SAS Doctors

• Professional cul-de-sac

• Achieving Consultant status has been seen as the only proper pathway for a career in hospital medicine
History of SAS Doctors

- NCCG Doctors
- SAS Doctors
- Career Doctors
History of SAS Doctors

DoH in 2003 in the “Choice & Opportunity” document recognised:

• Contributions made by SAS Doctors to patient care
• Lack of career structure, professional development and satisfaction in the grade
History of SAS Doctors

DoH in 2003 in the “Choice & Opportunity” document emphasised:

“Everyone delivering patient care should be assessed and develop in their role”
History of SAS Doctors

15 key recommendations by DoH

• Need for regular annual appraisals
• Continuing professional development
• Role of the Deanery in supporting opportunities for training and professional development
• Introduction of a unified grade renamed the SAS Grade with a new incremental pay scale
History of SAS Doctors

Response by DoH

Introduction of a unified grade renamed the SAS Grade with a new incremental pay scale
History of SAS Doctors

Drivers of Change

• Safe working
• Quality standards
• Public expectation
• Career satisfaction
• International equivalence
• Economic – best use of medical workforce
Modernising Medical Careers (MMC)

- NHS/Department of Health Organisation
- Established in 2004
- Responsible for a radical overhaul of postgraduate medical training in the UK
Modernising Medical Careers (MMC)

Aims

• Ensure more patient care is delivered by trained doctors rather than doctors in training
• Develop streamlined postgraduate medical training focused on the services required by the NHS
• Develop a workforce of demonstrably competent doctors working within clinical teams who provide the majority of front-line patient care
MMC Career Framework

Career Post

• Created to fulfil specific service requirement
• Service delivery posts with no formal specialty training elements
• Appraisal and professional development opportunities are an essential part of these doctors’ careers
• Career post doctors will be able to compete for opportunities in specialty training and vice versa
New Specialty Doctor

Expectation

• Early stages in their career
• Competent doctor with experience in a defined speciality
• Rising up to become a highly competent doctor with specialised area of expertise
• Level of responsibility delegated will depend on experience and capability and will be part of the joint planning process
• Expected to develop new skills with the support of their employer
New Specialty Doctor

Contribution

• Service delivery
• Patient care within a defined speciality
• Member of a multidisciplinary team
• Continued professional development (CPD) and acquisition of skills will be supported by a new career structure
New Specialty Doctor

Entry into the grade

Minimum entry requirements are:

• Full registration with GMC
• Minimum of four years postgraduate training, two of which must have been in a relevant speciality
• Evidence of achievement of Foundation competencies
• Evidence of achievement of ST1/CT1 and ST2/CT2 competences in a relevant specialty
New Specialty Doctor

Clinical Skills Requirements

• Acute care safe:
  - up-to-date ALS
  - Hospital at night team working/experience
  - Out of hours experience relevant to the job

• Relevant specialty clinical knowledge: capacity to apply sound clinical knowledge relevant to the job, *specialty knowledge exam*. 
New Specialty Doctor

**Clinical Skills Requirements**

- **Clinical judgment**: experience in making clinical decisions and managing risk. Knows when to seek help, able to prioritize clinical need
- **Practical skills**: shows aptitude for practical skills
- **Proven ability to work effectively in different clinical settings**
New Specialty Doctor

New Contract Pay Scale

• There is a defined salary scale with clear progression criteria and a right of appeal if incremental pay progression is not granted

• There are **11 pay points pay scale**

• The new Specialty Doctor grade earn between **£36,807** and **£68,948**

• The minimum length of time to progress from the bottom to the top of each grade is **17 years** subject to meeting incremental and threshold criteria
Who are the current SAS Doctors

It is a fair assumption that no one has started medical school or foundation training aspiring to a career post

So who are these doctors?

How do you end up in these jobs?
Who are the current SAS Doctors

• SAS Doctors are so diverse group with regard their level of knowledge, training, performance and need

• SAS Doctors are heterogeneous group from the level of beginner trainees to senior clinicians operating independently and eligible to take up consultant posts

• SAS Doctors’ roles are seen as providing a high service component

• The need for professional development and lack of a structure for educational process is hampering appropriate training and individual development

• The stage is set for the creation of a new “Lost Tribe”
Who are the current SAS Doctors

• Form a significant hospital Workforce in NHS (20%)
• They have postgraduate qualifications
• Fellows and Members of Royal colleges
• A significant number are working at a very senior level independently with increasing responsibilities and autonomy
• New Specialty Doctor in early stages of their career
Who currently Joins SAS Grade

• By choice
• Family Life (women who need flexibility to look after children)
• Work/life balance (working hours are usually more regular)
• Setting up business
• Pursuing study outside medicine
• Overseas doctors unable to acquire a training post
Who currently Joins SAS
Grade

- Gap in service
- No jobs
- Not Keen on Consultant responsibilities
- Clinical no management
- 9 – 5 hours work, no on-calls
- Not keen on post-graduate exams or failed to get through
Who currently Joins SAS Grade

• Committed to the speciality and have experience and failed to go through training programme for various reasons
• Too old and too experienced to join the SpR grade
• Not short listed
• Other interests in life and family commitments
New Specialty Doctor
Is it the future?

- Increased demands for SAS Doctors
- Phasing out of SHO jobs
- Introduction of Foundation years training
- Trainee hours are cut (EWTD)
- Trainee numbers are cut
- Foundation doctors fail to get on to the run through the grade with MMC
- Need for SAS doctors in NHS to fulfill service needs
- Many departments need experienced doctors to carry out the day to day running hospital e.g. Clinics, theatre and on-call
Current Challenges Facing SAS Doctors

- SAS doctors are hardworking but often incompletely trained doctors
- Carrying out independent work but no independence
- Posts without postgraduate Dean’s approval
- Wide variation in job plans with no guidelines for session allocation
- Non-standard posts may have disadvantages terms and conditions of services, which have not been negotiated nationally
- No pathway for career progression
Current Challenges Facing SAS Doctors

• Educational and developmental needs have not been met over the past decade
• Great changes have taken place in the training Junior Doctors and in the appraisal and professional development of Consultants
• To deliver best patient care, SAS Doctors need to address the educational and developmental priorities as other two groups
Current Challenges Facing SAS Doctors

- **EWTD**: Junior Doctors Committee
  
  “Service tasks need to be redistributed to other staff to allow juniors time to train in a shorter working week”

- **Tooke Report** states:
  
  “SAS doctors should have access to training overseen by deaneries and CPD opportunities”
Current Barriers to Career Progression

• Service versus personal development
• Inflexibility of job
• Limited supervision (time, opportunity)
• Culture that only consultants can become leaders
• Hierarchy in clinical departments
• SAS doctors needs have lower priority compared with consultants and trainees
• The environment is not encouraging
• Lack of support by Trusts, Lead Clinicians and Managers
Where Are We

- Modernising Medical Career (MMC) is introducing major changes to speciality training programme
- New group of SAS Doctors only four years out of medical school
- Training time has been reduced by introduction of EWTD
- Repeated calls for increasing evidence of Continuing Professional Development (CPD)
Where Are We

• General Medical Council Revalidation
• Public awareness of poor doctor performance
• All doctors should be as highly trained as possible
• Minimal opportunities for training and career progression for SAS Doctors
• SAS Doctors are Often:
  - Incompletely trained doctors
  - Fallen outside training programme
  - Fallen outside CPD programme
Benefits of SAS development funding (BMA Guidance)

SAS development can be summarised into six main positive themes:

- The acquisition of new skills, both clinical and non-clinical
- Maintenance and enhancement of previous skills
- Gaining higher qualifications or posts
- **Increased morale**
  - Increase in take up of management, development, leadership and teaching roles
  - Improved understanding and knowledge of processes leading to efficiency and positive patient journeys as well as increased innovation
West Midlands Workforce Deanery
West Midlands Workforce Deanery

SAS Doctors Workforce in the West Midlands:

Total: **1154** SAS Doctors

- **439** – Associate Specialists
- **369** – Speciality Doctors
- **346** – Staff Grade
Our Mission in the Deanery

“To promote a strategic and professional approach to ensure all postgraduate education results in better patient care and service”
Clear Strategic Vision

- Strategic role in the development of SAS doctors and other doctors in service grade posts
- Identify the training, educational and development needs of SAS doctors
- Provide guidance to employers to achieve educational activity for SAS doctors
- Produce and maintain a database on SAS doctors
Clear Strategic Vision

• Ensure that each hospital has a nominated individual as Trust Clinical Lead for SAS Doctors and establish link

• Ensure mentoring programme is available for all SAS doctors

• Effective communication within the deanery and other stakeholder
It is no longer acceptable that trainee and consultants get their educational need addressed while the SAS doctors solely get the work done (service doctors) without educational progress.
Deanery Strategy for Development and Education of SAS Doctors

• All doctors need to have a lifelong approach to learning to be able to perform at their best.
• NHS has not always recognised the need for on-going education and training for SAS doctors.
• Some SAS doctors aspire to further career progression.
• Other wish to remain in the grade, but still require CPD and updating of their skills and knowledge base.
Deanery Strategy for Development and Education of SAS Doctors

• We need to develop and establish a strategic framework for SAS doctors to facilitate individual professional and educational development

• Identifying and linking with the Educational lead in each Trust across the Deanery
Components of Educational Process

1- Annual Appraisal:
   Developmental plan
   Implementing the educational plan

2- Job Planning:
   Supporting Professional Activity (SPA) for educational activity and session allocation

3- Portfolio:
   Personal Portfolio on activity (Audit & Research) and experience (e.g. Logbook)
Components of Educational Process

4- Educational Activities:

- In-house educational programmes
- Use of SPA time
- Study Leave
- Teaching
- Educational Supervision and Appraisal
- Service Development (Sub-speciality Clinics)

5- SAS Doctor educational activity to be incorporated into the assessment of PMETB and College
Trust Framework for SAS Doctor Educational and Development

- College/Speciality Tutor
- Trust Clinical Lead for SAS Doctors
- Departmental Educational Lead
- Educational Supervisor (Mentor)
- Individual SAS Doctor
How to Transform SAS Doctors?

- Change a “non-training doctor” to “professional developing doctor”
- Career progression easier
- Increased morale
- Each SAS doctor is a practitioner, partner and leader
- SAS doctor not only delivering service but leading the changes in NHS healthcare
Transforming the Forgotten Tribe

How to Motivate SAS Doctor?

- SAS doctors should have leadership and assertive communication in the workplace
- Better reward for skilled work
- Introducing “Clinical Excellence Awards” for SAS doctors who worked hard for number of years and contribute to the NHS
Transforming the Forgotten Tribe

Opportunities

• Now is the time of change in SAS doctors group
• There is need and demand for SAS doctors
• The numbers will definitely increase
• There is a need for incentive and recognition of work done by SAS doctors
• The Department of Health is at last acknowledging their important roles
Transforming the Forgotten Tribe

Opportunities

• Improving of working conditions (New Contract)
• Training and educational needs a more supportive environment from clear departmental, trust and deanery structure
Transforming the Forgotten Tribe

Opportunities

• Re-organisation of:
  - Job plan
  - Appraisal
  - Educational opportunities
  - Portfolio of educational activity
  - Educational Supervision
  - Support for doctors in difficulty
SAS Career and Professional Development Funding

• In 2008 Department of Health allocated funds to support SAS development nationally
• £12 million recurrent funding
• The fund distributed to each Deanery
• Approximately £1 million for West Midlands Workforce Deanery
• The Deanery opted to develop fund to each Trust on a per capita basis (based on census data)
SAS Career and Professional Development Funding

Aim of the Fund:

• To provide SAS Doctors with funding to support their career and professional development

• Directed towards activities that enable the SAS Doctor to potentially advance their careers or prepare them for different or additional responsibilities:
  - Management
  - Education
  - Extension of current clinical practice
Examples of using the Fund:

- Top-up training to meet requirement for an Article 14.
- Time limited post/secondment for specific training opportunities.
- Generic courses:
  - Leadership development/management training.
  - Appraisal and Revalidation.
  - Presentation, negotiation and effective communication skills.
- Speciality specific courses.
- Specialist clinic or theatre placement.
- Post-graduate qualifications.
SAS Career and Professional Development Funding

Irregularities in using the Fund:

• Hospital Trusts did not distribute the funding and consequently, such money within the Trust’s financial system.

• Hospital Trusts claimed to have used funds for SAS Doctors’ educational courses, which had already funded by their trust study leave budget allowance.

• Some hospital Trusts claimed to have used the funding for CPD Education sessions, which were already part of the department educational activities and had been for years.
SAS Career and Professional Development Funding

Managing the Fund:

• Health Education West Midlands is required to undertake various steps to ensure that SAS Doctors Funding will be used appropriately

• Each SAS Doctor should have access to the fund and should use the money for career development
How the WM Health Education Values SAS Doctors

We see SAS Doctors as:

• Leaders
• Educational Supervisors
• Appraisers
• Team Players
• Deanery Representatives and Members
• Provide SAS doctors with further training opportunities
How the WM Health Education Values SAS Doctors

SAS Doctors as a Leader

- Clinical Management and Leadership courses for SAS Doctors (Keele University)
  
  238 SAS Doctors

- Postgraduate Certificate in Leadership and Management for SAS Doctors (Keele University)

First 25 SAS Doctors as Qualified Leaders in the region
How the WM Health Education Values SAS Doctors

SAS Doctors as an **Educational Supervisor**

- Blended E-Learning Course with a workshop for SAS Doctors (Miad)

200 SAS Doctors have a licence
How the WM Health Education Values SAS Doctors

SAS Doctors as an **Appraiser**

- Appraiser Course to prepare the SAS doctor as a high quality appraiser to participate in the appraisal and revalidation process

90 SAS Doctors as appraiser

(to appraise SAS doctors and Consultants)
How the WM Health Education Values SAS Doctors

SAS Doctors as a Team Player

They need to know their rights

- Equality and Diversity Course for SAS Doctors

175 SAS Doctors attend this course
How the WM Health Education Values SAS Doctors

SAS Doctors as a Team Player

They need to know how to deal with human errors in clinical settings

- Human Factor Awareness Course for SAS Doctors

180 SAS Doctors attend this course
How the WM Health Education Values SAS Doctors

SAS Doctors as a **Deanery Representative**

In every Trust in the region there is an SAS doctor as deanery representative

- **SAS Clinical Tutor** (> 30 SAS Doctors)
- **SAS Lead** (< 30 SAS Doctors)
How the WM Health Education Values SAS Doctors

Provides SAS Doctors with Training Opportunities

- SAS Doctors in Emergency Medicine
  
  SAS Doctor Fellowships
  Individually Tailored Regional Training Opportunities

- Secondment placement for SAS doctors
  CESR Application
Medical Director
Director of Medical Education/ Clinical Tutor

Dear Colleagues,

Re: SAS Clinical Tutor Appointments

As you know the recent changes in the SAS (Staff Grade, Associate Specialist and Specialty) Doctors’ contract and its associated funding has increased the educational requirements for this group of doctors within the West Midlands region.

Consequently in order to deliver these increased educational outcomes if there are significant numbers of doctors within a Trust (more than 30), there will be a need for a SAS Clinical Tutor (preferably a Senior SAS Doctor) to be appointed. In doing this, I would like to advise you that there is a formal process to follow. The post should be widely advertised within the local Trust and there should be a formal interview process at which our Associate Dean for SAS doctors, Mr Mamdouh Morgan should be present. I enclose a job description for the post of SAS Clinical Tutor which should be used for the appointment process with local additions as necessary.

If you have any questions or require any further information, please do not hesitate to contact me.

With Best Wishes
Yours sincerely

Dr Elizabeth Hughes
Postgraduate Medical Dean

Mr Mamdouh Morgan
MBBCh (Hons), MSc (Orth), MSc (Surgery of Trauma), MSc (Orth. Eng), MCh (Orth), FRCS
Associate Postgraduate Dean for SAS Doctors

Enc
ASSOCIATE TUTOR FOR ASSOCIATE SPECIALISTS, STAFF GRADES AND SPECIALITY DOCTORS

Purpose

To provide:

- Support and guidance to non-Consultant career grade (Associate Specialists, Staff Grades and Speciality Doctors (SAS)) doctors in the Trusts, in collaboration with their Lead Clinicians and the Director of Medical Education (DME).
- Leadership in both the professional development of SAS doctors and the contribution of SAS doctors to education and training of trainees in relevant specialties.

Accountability

Jointly to the Director of Medical Education and Medical Director.

Responsibilities of Post

To provide support to SAS doctors in relation to their development needs where required.

- Lead on the implementation of the SAS appraisal system, including 360 degree appraisal with support from HR and to monitor the quality of SAS appraisals on a regular basis.
- Provide each SAS doctor with at least one opportunity per annum to review their experience, developmental objectives, and needs and where necessary provide or arrange appropriate further support as part of ongoing appraisal.
- Identify SAS doctors who require further support to obtain their development needs and ensure that appropriate support is provided in collaboration as necessary with the DME and Deanery agencies.
- Support SAS doctors wishing to apply for specialist registration with PMETB.
- Review of the induction processes for new SAS doctors.
- Approve and monitor SAS study leave.

To identify specialities where SAS development requires improvement.

- Work with the DME, Clinical Tutors and Medical Education Managers in producing, implementing and monitoring a strategy for the provision of the development of SAS doctors across the Trusts.
- Using SAS doctor feedback to identify specialities within the Trusts where more structured development for SAS doctors is required.
- Work with the DME, Lead Clinicians, Medical Director and the Human Resources Department to assist specialities to address areas that require improvement.
Roles of SAS Clinical Tutor

- *Develop new educational opportunities* for SAS Doctors (in-house or by outside providers)

- **Annual Appraisal:**
  - Personal development plane
  - Show the extent of knowledge and skills
  - It will form part of revalidation
Roles of SAS Clinical Tutor

• **Job Planning**
  - New contract
  - SPA for education
  - Session allocation

• **Portfolio:**
  - Personal development portfolio
  - Help with appraisal process
  - Assess your educational needs
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

Medical Directors
Directors of Medical Education/Clinical Tutors
SAS Clinical Tutors/Trust Leads
HR Directors

Dear Colleagues,

Re: SAS Career and Professional Development Funding 2010/2011

I am writing to advise you of the 2010/2011 financial allocation for SAS Doctors Career and Professional Development Funding, and to clarify how this should be accessed and monitored.

As you are aware, the aim of the allocation is to provide SAS Doctors with funding to support their career and professional development. The funding should therefore, be directed towards activities that enable the SAS Doctors to potentially advance their careers or prepare them for different or additional responsibilities i.e. in management, education or an extension of their current clinical practice.

Examples may include:

- Top-up training to meet requirement for an Article 14.
- Time limited post/secondment for specific training opportunities.
- Generic courses:
  - Leadership development/management training,
  - Appraisal and Revalidation,
  - Presentation, negotiation and effective communication skills.
- Specialty specific courses.
- Specialist clinic or theatre placement.
- Post-graduate qualifications.

The SAS Doctors Career and Professional Development Funding is in addition to the study leave allowance budget set by each trust for these doctors. Therefore, SAS Funding is not a substitute for the trust study budget and should only be used after SAS Doctors have used their study leave allowance.

After close monitoring and reviewing, the SAS Doctors Funding used by all the Trusts in previous years, we identified significant irregularities in its use:

Chairman: Elizabeth Buggins CBE DL
Chief Executive: Ian Cumming CBE
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

- Used by SAS Doctors registered with the Deanery
- For funding opportunities not normally funded by trust study leave budget
- SAS funds should be used after and above the study leave budget and not as a substitute
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

• SAS Funds usage will be a combination of deanery-based and trust-based activities
• SAS Funds will be released to each Trust as two instalments of 50% of the total annual allocated funds
• It is the responsibility of each Trust or PCT to give an account of their use of SAS Funds every 6 months to receive the next instalment of funding
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

• SAS Clinical Tutors /Trust Leads of every Trust has the full responsibility to ensure the Funds used is done with:
  - Transparency
  - Equality and responsibility
  - Document its usage
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

• SAS Clinical Tutors /Trust Leads of every Trust should seek agreement with SAS doctors in their Trust and PCT with regards the priorities for the allocation of funding
Principles and Policy for the use of SAS Doctors Career and Professional Development Funding

• It is the responsibility of the Health Education West Midlands (Postgraduate Medical Dean & Associate Postgraduate Dean for SAS Doctors) to ensure:
  - Fair distribution
  - Monitoring
  - Audit
  - Recommending priorities
  - Apply regular scrutiny measures
How the WM Health Education Values SAS Doctors

SAS Doctors as a Deanery Member

• Registration Scheme
• Deanery Inspection Visit
• Deanery Meetings
Registration Scheme

• It is obligatory for every SAS doctor in the region
• Every SAS doctor will issue a unique SAS Number
• Without SAS Number you will not able to claim or access the SAS Doctors Career and Professional Central Funding
• It is the Responsibility of SAS Clinical Tutors/SAS leads to encourage and ensure that every SAS doctors register with the Deanery
Registration Scheme

Click on Registration 2013
Only completed questionnaires will be accepted.

Certificates with registration numbers to be used for course booking will be issued. Sample on next page
Currently **972** SAS Doctors registered out of **1154** doctors

**84% Registered**
Therefore, your SAS ID Number is: **R J 002 - 3428**
Registration Scheme

A Certificate will be emailed to the address you give on the registration form which shows you SAS Reference Number to be used for course booking

<< Name >>

<< Job Title >> in << Speciality >> at << Trust >>

Has registered as an SAS Doctor with West Midlands Deanery

SAS Reference Number: ........................

Professor Elizabeth Hughes
Postgraduate Dean

Mr Mamdouh Morgan
Associate Dean
# SAS Doctors Review Findings Report Summary

## SECTION 1: Visit Overview and Executive Summary

<table>
<thead>
<tr>
<th>Type of Visit:</th>
<th>Scheduled Review</th>
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<tr>
<td>LEP Visited:</td>
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<tr>
<td>Site and Address:</td>
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<tr>
<td>SAS Clinical Tutor:</td>
<td></td>
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<tr>
<td>Postgraduate Medical Education Director:</td>
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<td>Review Date:</td>
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### Name | Title | Organisation
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<th>LEP Feedback Attendance: (Name, Title)</th>
<th>Name</th>
<th>Title</th>
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### Executive Summary:

- **Notable Practice:**
- **Areas for Improvement or Enhancement:**

### Recommendations

### Follow up arrangements:

- **Action plan** to address concerns required: Not Required
- **Progress report** against action plan required to be submitted to Associate Postgraduate Dean for SAS Doctors: Not Required
- **Follow up review visit** required: Not Required
- **Patient safety issues and/or serious concerns highlighted:** Yes / Potential / No

### Further Comments:
Deanery Inspection Visit

Aims

• Supportive to the SAS Doctors
• Listen and liaise with the SAS Doctors
• Monitoring the Educational Plan
• To ensure that the SAS Fund is used appropriately and reporting any irregularities
• Send a message to the Trust that SAS doctors are valuable members of the staff
Deanery Meetings

• “Deanery SAS Doctors Leads Meeting”
  Meeting every 6 months with the Associate Postgraduate Dean

• “Advisory Session for Individual SAS Doctors”
  Every Friday afternoon from 2:00 pm
Deanery Activities

• *Educational Activities:*
  - Clinical Management and Leadership courses for SAS Doctors (Keele University)
  - Effective Teaching Skills for SAS Doctors
  - Workplace-based assessment for SAS Doctors
  - On-the-Job Teaching for SAS Doctors
  - Train the Trainers specific for SAS Doctors
  - Development and maintaining portfolio for SAS Doctors
  - Appraisal and Revalidation
  - Presentation, negotiation and effective communication skills
What Can You Do to become a Valued Member of Staff?

• Demonstrate your passion and commitment to your speciality and directorate
• Show interest in leadership and management issues
• Be a keen member of your group
• Take part in teaching, research and audit
• Skill yourself up
• Don’t let your anger get in the way
• You need self-belief, resilience and persistence