

**Thursday 23 April 2026**

<b>10:15 – 11:15</b>	<p><b>What Good Looks Like: Improve oral health through education across multi professional groups</b></p> <p><b>Speaker:</b> Roseann Gorman, Specialist Lead, Reducing Inequalities, Dental Workforce Development, Dental Directorate, NHS Education for Scotland</p> <p><b>Description:</b> This session explores how different parts of the workforce can work together to deliver long-term and meaningful improvements in oral health.</p> <p>Dental Education - 1 hour V CPD (B)</p>
<b>10:15 – 11:15</b>	<p><b>The Landscape of Widening Participation in Scotland: What do we know and where are we headed?</b></p> <p><b>Speakers:</b> Dr Kathrine Gibson Smith, Senior Lecturer, Centre for Healthcare Education, Research and Innovation; Professor Colin Lumsden, Professor of Medical Education and Honorary Consultant Paediatrician / Director of the Institute of Education in Healthcare and Medical Sciences / Director of Education for the School of Medicine, Medical Sciences and Nutrition and Dr Ching-Wa Chung, Senior Clinical Lecturer, University of Aberdeen; Dr Luc Cummings, You Can Be A Doctor and Dr Ashley Simpson, Medical Education Fellow, NHS Lothian</p> <p><b>Description:</b> The Scottish Government has invested in widening access/participation (WA/WP) to get students from socio-economically deprived and care-experienced backgrounds into medicine. Whilst there is significant research activity undertaken across Scotland in relation to WA/WP to medicine, there are no established formal information sharing networks.</p> <p>To address this fragmentation of evidence, we have established the Scottish Widening Access to Medicine Research Network (SWAM-RN), with the aim of promoting cross-institutional information-sharing. SWAM-RN is in its infancy however, we commenced preliminary work across each of the five Scottish Medical Schools, NES, MSC, and You Can Be A Doctor.</p> <p>In this session we will present an overview of the research being undertaken across Scotland in relation to WA/WP in medicine. Attendees will assist in helping us identify where there may be gaps for future work and for the direction of SWAM-RN. This will be a chance to contribute to the future of WP in Scotland.</p> <p>Medical Education</p>
<b>10:15 – 11:15</b>	<p><b>Paid Placements for Medical Students. Barriers and Enablers to Success</b></p> <p><b>Speakers:</b> Thyla Viswanathan, Medical Student, University of Dundee, NHS Tayside; Dr Lynn Urquhart, Consultant, Acute Medicine Unit, University of Dundee, NHS Tayside and Dr Kevin McConville, Associate Dean for Education and Student Experience, Head of Undergraduate General Practice, Clinical Reader, School of Medicine, University of Dundee</p> <p><b>Description:</b> This seminar presents new qualitative research exploring final-year medical students' experiences of undertaking paid support-worker roles within an Acute Medical Unit at the University of Dundee (UoD). Through interviews with students who participated in the</p>

	<p>scheme, and those who considered but did not pursue it, the study identifies key enablers such as flexibility, peer recommendation and practical skill development, alongside barriers including administrative challenges, shift availability, geography and timetable unpredictability.</p> <p>Participants will gain insight into how collaborative working between Universities, NHS Boards and clinical teams can optimise these roles to support both workforce sustainability and student learning. The session will highlight practical, scalable changes to improve inclusivity, streamline processes and enhance communication, offering innovative approaches to integrating paid employment within medical education.</p> <p>Medical Education</p>
10:15 – 11:15	<p><b>‘Dragon’s Den’; Gamifying Handover Skills Teaching</b></p> <p><b>Speakers:</b> Dr Mary Catherine Mina; Dr Mu’Azzamah Ahmad; Emma Hearn, Clinical Skills Facilitators; Janet Skinner, Director of Clinical Skills and Emergency Medicine Consultant, NHS Lothian, University of Edinburgh</p> <p><b>Description:</b> This interactive seminar will showcase a gamified clinical simulation designed to improve handover and referral skills. Using a dynamic ‘Dragon’s Den’ style format, attendees will learn how to create engaging, peer-led workshops that boost learner confidence and preparedness while minimising faculty resources. We’ll share practical tips and strategies to make handover sessions more interactive and effective for interprofessional audiences. Developed by two near-peer healthcare professionals, the session explores gamifying medical education through video scenarios, structured checklists, and peer feedback to promote active, experiential learning. This scalable, low-resource approach aligns with modern curriculum demands and offers valuable insights for educators seeking to enhance engagement and teaching outcomes. Join us to learn how to make your handover teaching sessions more fun!</p> <p>Multi Professional</p>
10:15 – 11:15	<p><b>20 Years of Physician Associates in Scotland: Insights into role development and workforce impact</b></p> <p><b>Speakers:</b> Liam Allan, Physician Associate, NHS Highland; Sophie MacDonald, Physician Associate, NHS Grampian; Heather Reid, Physician Associate Teaching Fellow, University of Aberdeen and Alastair Murray, Deputy Postgraduate Dean, NHS Education for Scotland</p> <p><b>Description:</b> Physician Associates (PAs) have featured among multi-disciplinary teams in the Scottish healthcare system for 20 years, contributing to multidisciplinary healthcare across acute and community settings. As this profession matures; training, employment, and career development opportunities become increasingly relevant. This seminar will explore the current landscape of PA education and deployment in Scotland, drawing on recent insights into their career aspirations and perceptions. We will examine how PAs are integrated into clinical teams, challenges faced, and how their experiences reflect broader themes in diversification of the Scottish healthcare workforce. This session will highlight good practice in supervision, postgraduate development and interprofessional collaboration. Attendees will benefit from a clearer understanding of the PA role in Scotland and an opportunity to consider how this professional group can be best utilised to support sustainable, person-centred care across NHS Scotland.</p> <p>Multi Professional</p>

<b>10:15 – 11:15</b>	<p><b>Community Led Support in Practice in Scottish Borders</b></p> <p><b>Speakers:</b> Chris Myers, Director of Adult Social Work and Care; Shirley Cumming, Community Led Support Co-ordinator, Scottish Borders Council and Elaine Torrance, Associate, National Development Team for Inclusion</p> <p><b>Description:</b> This session will examine the principles and evidence underpinning Community Led Support and demonstrate how the approach is being implemented and applied in practice across the Scottish Borders.</p> <p>Multi Professional</p>
<b>10:15 – 11:15</b>	<p><b>Building Resilience Through Relationships: Online pathways for healthy development and family wellbeing</b></p> <p><b>Speakers:</b> Joy Nisbet, Head of Programme and Lauren Corlett, Principal Educator, Parenting Workstream, NHS Education for Scotland</p> <p><b>Description:</b> This seminar introduces the importance of early child development, including how brain growth in the early years shapes emotional and behavioural outcomes. It touches on the role of early relationships and how parents or caregivers help children regulate emotions through containment and responsive interactions. Key concepts from our Togetherness Foundation Training - containment, reciprocity, and behaviour management, will be outlined. A major focus will be on one of our core Parenting offers - <b>Togetherness Online</b>. These resources offer a wide range of learning pathways, freely available to everyone in Scotland. They provide accessible, evidence-based resources to help parents build strong relationships and develop a better understanding of their child's behaviour. Professionals will be supported to learn how to access the wide range of resources, use them for their own CPD and there will be opportunities to discuss how best to promote them and support parents' access of them.</p> <p>Multi Professional</p>
<b>10:15 – 11:15</b>	<p><b>The Role of Allied Health Professions in Public Health</b></p> <p><b>Speakers:</b> Dan Thompson and Joanna Teece, Allied Health Professions (AHPs) Public Health Senior Educators, NHS Education for Scotland</p> <p><b>Description:</b> Since the launch of Scotland's AHP Public Health Strategic Implementation Plan in 2022, NHS Education for Scotland (NES) has developed learning resources to support Allied Health Professionals (AHPs) integrate public health into their practice. This session will highlight key achievements, such as the AHP Public Health webinar series, the National AHP Public Health Community of Practice, Public Health e-learning modules and practice based learning (PrBl) support. Delegates will be introduced to the dedicated AHP Public Health Turas site, which serves as a central hub and showcases AHPs' roles in public health. This work has enabled AHPs across Scotland to build capability through increasing their knowledge of public health and shared innovation that aligns with national public health policy. This session will provide practical insights on how NES is supporting the workforce to lead and deliver on the public health objective for Scotland, and how AHP's can get involved.</p> <p>NMAHP</p>
<b>10:15 – 11:15</b>	<p><b>The National Pharmacy Workforce Forum - Collaborating to Transform Pharmacy Services in Scotland</b></p>

	<p><b>Speakers:</b> Alison Strath, Chief Pharmaceutical Officer, Scottish Government; Alexa Wall, Principal Pharmaceutical Officer (Workforce Planning), Pharmacy and Medicines Division, Scottish Government; Leon Zlotos, National Pharmacy Workforce Data Group Chair; Sarah Buchan, National Pharmacy Workforce Advisory Group Chair; Christine Gilmour, National Pharmacy Workforce Forum Commission 1 Lead; Hazel Jamieson, National Pharmacy Technician Group Scotland Chair; Angela Cannon, Lead Pharmacy Technician, NHS Greater Glasgow and Clyde and Fiona Woodley, Associate Postgraduate Pharmacy Dean, NHS Education for Scotland</p> <p><b>Description:</b> This seminar is relevant to pharmacy support staff, pharmacy technicians and pharmacists. It will provide an overview of the current work of the National Pharmacy Workforce Forum (NPWF) and its subgroups - the NPWF advisory group and the NPWF data group. The purpose of the NPWF is to:</p> <ul style="list-style-type: none"> <li>• address prioritised pharmacy workforce gaps.</li> <li>• collaboratively develop and agree a national pharmacy strategic workforce plan.</li> <li>• identify necessary support and resources to implement initial actions within the workforce plan.</li> </ul> <p>This seminar will highlight, the NPWF commissioned ‘Transforming Pharmacy Roles’ paper which sets the direction for transformation of pharmacy career development pathways to enable implementation of key Scottish Government policies, professional plans, and regulatory requirements. In addition, learn of the progress on innovative workforce priority commissions relating to pharmacy technicians, pharmacy support staff, student and trainee pharmacists and the anticipated impact on these roles in future in Scotland.</p> <p>Pharmacy</p>
10:15 – 11:15	<p><b>Scottish Practice Management Development Network Plenary – The Art of Being Brilliant</b></p> <p><b>Speaker:</b> Dr Andy Cope, The Art of Being Brilliant</p> <p><b>Description:</b> Our guest speaker, Dr Andy Cope, will share ideas from <i>The Art of Being Brilliant</i>. Andy specialises in positive psychology and the science of human flourishing. The reward for grinding out his Loughborough PhD is that he gets to call himself a Dr of Happiness. He will show simple ways to stay positive, build resilience, and support teams during everyday pressures. His style is practical and down-to-earth, with tips that managers can use straight away in their own workplaces.</p> <p>Practice Managers</p>
11:35 – 12:35	<p><b>Audit and Feedback With or Without Training in-Practice Targeting Antibiotic Prescribing (TiPTAP): A cluster randomised trial in dental primary care</b></p> <p><b>Speakers:</b> Dr Beatriz Goulao, Senior Research Fellow, University of Glasgow; Lee McArthur, Lead Dental Tutor; Professor Craig Ramsay, Principal Research Lead and Claire Scott, Specialist Research Lead, NHS Education for Scotland</p>

	<p><b>Description:</b> The Training in Practice Targeting Antibiotic Prescribing (TiPTAP) trial is a cluster randomised trial conducted in dental primary care within Scotland that built on the success of the RAPiD trial. It aimed to compare the effectiveness of TiPTAP training (including audit and feedback) compared with audit and feedback only for reducing antibiotic prescribing in NHS primary care dental practices in Scotland.</p> <p>In this session we will discuss the development, design, methodology and results of the trial and accompanying process evaluation. We will also reflect on our experiences working as a collaborative team both within NES and with University partners.</p> <p><b>Dental Education - 1 hour V CPD (A &amp; B)</b></p>
<b>11:35 – 12:35</b>	<p><b>Optimising Support for Doctors in Training: The Development and Wellbeing Service</b></p> <p><b>Speakers:</b> Dr Holly Melcalfe, Associate Postgraduate Dean, Trainee Development and Wellbeing Service and Dr Anna Dover, Associate Postgraduate Dean / Chair, Trainee Development and Wellbeing Service, NHS Education for Scotland</p> <p><b>Description:</b> The Development and Wellbeing Service offers confidential support to doctors in training who are experiencing difficulties that may be affecting their training progression or wellbeing. We offer support and guidance on a wide range of challenges including wellbeing and health, returning to training after an absence, exam support, neurodiversity and reasonable adjustments, professionalism and careers advice.</p> <p>During this seminar, the team will present an overview of our service: who we are, what we offer, and how to access our services. Using anonymous cases to highlight common presentations, we will discuss some early interventions that can be beneficial, and some of the more complex areas that may require a wider collaborative approach to holistic support.</p> <p><b>Medical Education</b></p>
<b>11:35 – 12:35</b>	<p><b>The Emotions Toolkit: Learning to work with emotions in health professions education</b></p> <p><b>Speakers:</b> Dr Emma Claire Phillips and Dr Joshua Hughes, Medical Education Fellows; Dr Vicky Tallentire, Associate Director of Medical Education (Scholarship), Medical Education Directorate, NHS Lothian and Dr Timothy Collins, Scottish Clinical Leadership Fellow, NHS Education for Scotland</p> <p><b>Description:</b> Emotions are ubiquitous in healthcare. They shape both individual and interpersonal responses and influence learning and performance.<sup>1</sup> As educators, our aim is not to suppress emotion, but to work with it to support learners. This requires understanding how emotions are triggered, recognising key emotional states and their variability, and using practical tools to regulate challenging states when necessary.<sup>2</sup> In this seminar, we will explore the art and science of emotion across diverse fields of health professions education and introduce a practical ‘toolkit’ to support learners’ goals.</p> <p>This interactive seminar is aimed at delegates from all backgrounds. We will introduce the concept of emotions in health professions education, encouraging participants to reflect on their own experiences. We will discuss identifying emotions and consider their impact on learning and performance. Finally, we will explore a range of emotional regulation strategies, with practical examples that can be employed by participants.</p>

	<p>References:</p> <p>1. McConnell M, Eva K. Emotions and learning: cognitive theoretical and methodological approaches to studying the influence of emotions on learning. In: Cleland J, Durning S, eds. <i>Researching Medical Education</i>. First Edition. John Wiley &amp; Sons; 2015:181-191.</p> <p>2. LeBlanc V, Brazil V, Posner G. More than a feeling: emotional regulation strategies for simulation-based education. <i>Adv Simul (Lond)</i>. 2024;9:53. doi:10.1186/s41077-024-00325-z.</p> <p>Multi Professional</p>
11:35 – 12:35	<p><b>Building an Inclusive Future: Transforming health and care education and workplaces through collaboration and innovation</b></p> <p><b>Speakers:</b> Helen Clark, Clinical Facilitator and Dr Wendy Watson, MBChB Programme Lead, University of Aberdeen, NHS Grampian and Ashley Meldrum, Senior Clinical Educator, University of Aberdeen</p> <p><b>Description:</b> This seminar explores how collaboration, innovation, and transformation can drive meaningful change in accessibility within clinical education and clinical workplaces across Scotland’s health and social care sectors. Participants will have the opportunity to review and discuss issues surrounding physical, auditory, and visual accessibility - examining how current practices have evolved and where gaps remain. Together, we will identify key challenges and consider practical steps to foster inclusive learning and working environments. By embracing diversity and designing systems that enable all individuals to thrive, we can build a healthcare workforce that truly reflects the communities it serves. Through shared experiences and forward-thinking dialogue, this session aims to inspire collective action towards a future where accessibility is embedded in every aspect of education and practice - ensuring that no one feels excluded or burdensome, and where improving inclusion directly enhances patient care and service delivery.</p> <p>Multi Professional</p>

<b>11:35 – 12:35</b>	<p><b>Transforming Health and Social Care Education Through Health Equity and Intersectional Approaches</b></p> <p><b>Speaker:</b> Cristina Fernandez-Garcia, Specialist Lead Health Inequalities, NHS Education for Scotland</p> <p><b>Description:</b> Health inequalities remain a persistent and deeply rooted challenge across Scotland, shaped by the social determinants of health and the unequal distribution of wealth and power. Reducing health inequalities demands approaches that recognise complexity, embrace collaboration, and meaningfully consider the lived experiences of the people and communities most affected.</p> <p>This session will explore how collective leadership can help address some of the challenges associated with driving meaningful social change, and why integrating diverse perspectives – including lived and living experience - is essential for developing equitable and impactful learning and services.</p> <p>Using a current programme of work as a case study, we will showcase how health equity principles and intersectionality can be embedded throughout the design process of learning resources - from the initial stages of identifying and appraising evidence, through content creation, to decisions about format, accessibility, and learner experience. This example will illustrate both the opportunities and challenges of transforming education for the health and social care workforce, and will show how collaborative processes can enhance the quality, relevance, and impact of learning materials.</p> <p>Multi Professional</p>
<b>11:35 – 12:35</b>	<p><b>From Justice to Recovery: How an innovative new Bairns’ Hoose Speech and Language Therapy Service upholds children’s rights at every stage of their journey</b></p> <p><b>Speaker:</b> Rhona Sangster, Highly Specialist Speech and Language Therapist, NHS Grampian</p> <p><b>Description:</b> The Bairns’ Hoose brings together child protection, health, justice and recovery under one roof to provide holistic, child centred and trauma informed support for children and young people who have been victims or witnesses of abuse and those under the age of criminal responsibility whose behaviour has caused harm.</p> <p>Key to this is a rights based approach based on the UN Convention on the Rights of the Child. Children with communication needs are more vulnerable to harm and this seminar will share how an innovative Speech and Language Therapy service has been embedded into the multidisciplinary Bairns’ Hoose team in Aberdeen and Aberdeenshire to ensure that the rights of the child are upheld throughout their journey.</p> <p>This seminar will share our achievements, reflections and learning from setting up a new service in an innovative area of practice.</p> <p>NMAHP</p>
<b>11:35 – 12:35</b>	<p><b>Transforming the Workforce. How Can We Enable Newly Qualified Pharmacist Prescribers to Deliver Patient Focussed Care at a Recognised Enhanced Level of Practice?</b></p>

	<p><b>Speakers:</b> Fiona McMillan, Principal Lead; Nanette Brown; Christine Pender; Julie Halliday; Heather Black and Hazel Petrie, Senior Educators and Sasha MacDonald, Practice Educator, NHS Education for Scotland</p> <p><b>Description:</b> The Post Registration Foundation programme (Scotland) currently has &gt; 500 pharmacists early in their career on the current programme who are supported by 500 Educational Supervisors.</p> <p>The Royal Pharmaceutical Society curriculum and the NES Post Registration Foundation programme (Scotland) are being refreshed, to support pharmacists early in their career who will from June 2026, be pharmacy prescribers. The aim of the session is to; share progress to date of the work to refresh the current programme, consult with the audience as to the role of pharmacists who are early in their career and newly qualified as a prescriber, collaborate re the development of activities in practice that aim to aid development of evidence related to daily practice. The workshop will consist of a short presentation highlighting progress to date of the Task and Finish Group and will be followed by discussion with members of the audience around the role of newly qualified pharmacist prescribers after which the proposed activities from daily practice will be shared to validate the activities as being undertaken routinely in pharmacy practice.</p> <p>Pharmacy</p>
11:35 – 12:35	<p><b>Scottish Public Pension Agency (SPPA) Update for Practice Managers</b></p> <p><b>Speaker:</b> Michael Riddell, Employer Relationship Team Leader, Scottish Public Pensions Agency</p> <p><b>Description:</b> This session gives Practice Managers an up-to-date overview of key developments from the Scottish Public Pensions Agency. It will help managers understand their responsibilities, handle pension queries with more confidence, and stay aligned with SPPA requirements. The session also aims to build confidence in navigating SPPA processes and knowing where to go for support when issues arise.</p> <p>Practice Managers</p>
11:35 – 12:35	<p><b>The Enhanced Psychology Practice – CYP: Delivering psychological interventions in remote areas of Scotland</b></p> <p><b>Speakers:</b> Helen Bradford, Head of Programme and Naomi Harding, Principal Educator, NHS Education for Scotland and additional speakers to be confirmed</p> <p><b>Description:</b> Recent trainees from the Enhanced Psychology Practice – Children and Young People programme will present their work on exploring the access to psychological interventions in remote and rural areas, and their experiences of delivering psychological interventions in remote and rural health settings.</p> <p>Psychology</p>
13:30 – 17:00	<p><b>Four Nations Conference - AI in Educational Assessment: Reforming, redesigning and reshaping</b></p> <p><b>Speakers:</b> Speakers to be confirmed</p>



	<p><b>Themes:</b></p> <ul style="list-style-type: none"> <li>• <b>1. Responsible AI in assessment policies, principles and good practice to protect assessment integrity</b> <ul style="list-style-type: none"> <li>○ This theme focuses on how we use AI safely and ethically in assessments, making sure assessments stay fair, trustworthy, and aligned with professional standards.</li> </ul> </li> <li>• <b>2. Keeping people at the centre of AI-enhanced assessments</b> <ul style="list-style-type: none"> <li>○ This theme highlights the continued importance of human judgement as we adopt AI into various parts of assessment activity. Even when AI is involved, educators and assessors remain responsible for decisions, fairness, and supporting learners.</li> </ul> </li> <li>• <b>3. Developing staff and student confidence to use AI in assessment</b> <ul style="list-style-type: none"> <li>○ This theme is about building the understanding and skills needed to work with AI in assessments - practically, ethically, and in ways that improve learning.</li> </ul> </li> </ul> <p><b>Description:</b> This session will explore how AI is reshaping educational assessment, examining where AI should be integrated, limited, or reconsidered across learning and professional contexts. We consider AI assessment to include a broad range of activities that aim to understand what a candidate knows, thinks and can do, both summative and formative. Through real examples and current practice, we will showcase what AI-enhanced assessment can look like in practice. We will also focus on building capability and confidence for educators and learners, including responsible use, integrity, and detection.</p> <p>Multi Professional</p>
13:30 – 14:30	<p><b>Leading an Empowered Organisation in NHS Grampian</b></p> <p><b>Speaker:</b> Jill Ferbrache and Wendy Walker, Facilitators, Culture and Wellbeing, NHS Grampian</p> <p><b>Description:</b> This session will explore the evolution of Leading an Empowered Organisation (LEO) programme within NHS Grampian. It will consider introduction, delivery and evaluation which continually demonstrates engagement and the impact of delivery. The session will explore the LEO framework considering the importance of collaborative working with a variety of professions/healthcare workers to create learning which results in sustainable change.</p> <p>At the heart of the programme is a transformative definition of leadership: Leadership is the act of taking responsibility for what matters to you. This definition reframes leadership as a relational and responsibly – based practice, encouraging individuals, regardless of role or title, to lead from where they are. It strongly aligns with NHS Grampian’s values of person-centred care, shared accountability and continuous improvement.</p> <p>Multi Professional</p>
13:30 – 14:30	<p><b>Enhancing Placement Readiness for Neurodivergent Healthcare Students</b></p> <p><b>Speakers:</b> Jennifer Turnbull, Lecturer in Radiotherapy and Oncology and Louise McKendrick, Lecturer in Diagnostic Imaging, Glasgow Caledonian University</p> <p><b>Description:</b> This seminar will share a comprehensive neuro-inclusive placement preparation programme developed for healthcare students. The model was co-designed and delivered in partnership with professionals who have lived neurodivergent experience. Key interventions</p>

	<p>include: neurodiversity-specific training for clinical staff; bespoke reasonable-adjustment processes designed for neurodivergence rather than generic disability; debrief sessions facilitated by neurodivergent practitioners; clear ‘how-to’ placement documentation outlining expectations and supports; and establishing peer-support student associations. Though originally implemented in a radiography context, the seminar will explore how these strategies can be scaled across healthcare education. Attendees will consider how adopting these approaches can lead to better-prepared students, reduced placement anxiety, stronger self-advocacy and more inclusive clinical learning environments that recognise and harness the strengths of neurodivergent learners.</p> <p><b>Multi Professional</b></p>
<b>13:30 – 14:30</b>	<p><b>Enabling Rural Equity – Building Capacity in Remote Rural Schools</b></p> <p><b>Speakers:</b> Joanne Haddrick, Senior Specialist Lead, NHS Education for Scotland and Dr Sam Holmes, CEO, Causeway</p> <p><b>Description:</b> The session will examine how tailored educator training, Causeway’s OSCAR platform, and peer support networks can widen access to medicine in remote communities through scalable, technology-enabled models.</p> <p>Early findings from the Enabling Rural Equity (ERE) Pilot—a collaboration between the Enhancing Medical Attraction (EMA) Team in NHS Education for Scotland and Causeway Education—will be shared. The project addresses geographic and digital exclusion for rural students aspiring to study medicine by equipping educators from remote Scottish secondary schools with digital guidance tools, training, and support. This builds capacity to advise UCAS applicants and inspire future doctors. The ERE programme will also introduce mentor support from trained GPs in several schools, evaluating whether clinical mentorship adds value as students complete UCAS applications and prepare for interviews. The expected impact is greater educator confidence in supporting aspiring medical students and stronger partnerships between schools and healthcare professionals where mentoring is added to the model.</p> <p><b>Multi Professional</b></p>
<b>13:30 – 14:30</b>	<p><b>Beyond Bystander: A Scotland wide collaboration - transforming workplace culture by addressing microaggressions</b></p> <p><b>Speakers:</b> Dr Catherine Stretton, Consultant Anaesthetist, Lead for Team Culture and Workplace Experience; Dr Jocelyne Velupillai and Dr Emma Phillips, Medical Education Fellows, NHS Lothian</p> <p><b>Description:</b> The presence of microaggressions in the workplace negatively impacts the wellbeing of individuals who experience them. These behaviours - slights, snubs or insults which target an individual’s protected characteristics – also undermine the psychological safety of our workplace.</p> <p>Using a bystander intervention to challenge micro-aggressions shows that they are unacceptable and promotes a safe and inclusive workplace culture, where healthcare teams are supported to deliver excellent care to patients.</p> <p>In this seminar, we aim to share our experiences of using novel simulation techniques to train staff to counteract workplace microaggressions. Delegates will have the opportunity to view these learning materials and reflect upon their potential impact, considering how they could</p>

	<p>translate learning to their own contexts. We will also share feedback from our workshop to highlight the potential for this innovative technique to change workplace culture, with the aim to build a Scotland-wide collaboration committed to eliminating workplace microaggressions.</p> <p>Multi Professional</p>
13:30 – 14:30	<p><b>Co-Designing Person-Centred Care: From concept to practice in NHS Greater Glasgow and Clyde</b></p> <p><b>Speakers:</b> Aimie Holland, Lead Clinical Improvement Co-ordinator; Ann McLinton, Programme Manager, Person-Centred Health and Care; Emma Henderson, Lead Nurse, Excellence in Care; Amanda Law, Acute Clinical Nurse Educator, Paediatrics and Samantha Flower, Occupational Therapy Professional Lead for Partnerships, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> This session explores the collaborative journey behind the co-design, development, testing and launch of the NHS Greater Glasgow and Clyde Person-Centred Care Standard and Measurement Framework. Delegates will gain insight into how frontline staff, patients, carers and improvement leads worked together to shape a framework that reflects what matters most to people receiving care. The seminar will showcase the innovative testing methodology used across diverse clinical settings, and how feedback loops informed iterative improvements. Participants will leave with practical tools and strategies to support person-centred care in their own services, aligned with national standards and the Quality Everyone Everywhere strategy.</p> <p>NMAHP</p>
13:30 – 14:30	<p><b>Building Sustainable Experiential Learning for Future Pharmacists: A collaborative approach to transitional activities in Scottish MPharm education</b></p> <p><b>Speakers:</b> Craig McDonald, Lecturer in Pharmacy Practice and MPharm Placement Officer; Aly Brown, Regional Tutor (West Region), School of Pharmacy and Life Sciences, Robert Gordon University; Morven McDonald, Teaching Associate, MPharm Deputy Director and Paul Kearns, Teaching Fellow, Strathclyde Institute of Pharmacy and Biomedical Sciences</p> <p><b>Description:</b> The transition towards delivering eleven weeks of Experiential Learning (EL) in Scottish MPharm programmes represents a response to changing conditions around the initial education and training for pharmacists. Robert Gordon University and the University of Strathclyde are working collaboratively with colleagues from a range of practice settings and NHS Education for Scotland to design and implement a suite of learning activities to enhance the development of student pharmacists' professional skills.</p> <p>Pharmacy</p>
13:30 – 14:30	<p><b>Financial Controls</b></p> <p><b>Speakers:</b> Stephen Bargh, Dains Accountants</p> <p><b>Description:</b> Strong financial controls are the backbone of a well-run practice. This session frames financial controls as essential, everyday tools that protect your practice and support good decision-making. Through real-world examples from general practice, we'll explore how clear processes, smart delegation, and simple checks can prevent errors, reduce risk, and create a culture of transparency. Whether you're a</p>

	<p>new manager or an experienced leader looking to refine your systems, this session offers practical, actionable insights you can take back to your practice.</p> <p><b>Practice Managers</b></p>
<b>13:30 – 14:30</b>	<p><b>The Centre for Workforce Supply (Social Care) – Recruitment and Support of New Scots into Adult Social Care</b></p> <p><b>Speakers:</b> Alan Povey, Senior Specialist Lead and Brian Ewington, Project Officer, Centre for Workforce Supply, NHS Education for Scotland</p> <p><b>Description:</b> Scotland’s adult social care system is under sustained pressure, with 44% of registered care services reporting staff vacancies. These shortages - driven by low applicant numbers and limited candidate experience - are straining service quality and continuity. Ongoing progress to strengthen recruitment pathways for New Scots and improve safeguarding through multi-agency collaboration to reduce the risk of exploitation and human trafficking is a key component of work to increase the workforce. This session offers an opportunity to reflect on current work and build momentum toward a more resilient, ethical and inclusive social care workforce in 2026 and beyond.</p> <p>Scotland’s adult social care system continues to face major workforce pressures, making the role of CWSS increasingly critical. The sector represents around 8.1% of national employment, yet 44% of registered services report vacancies, with some areas reaching 50% or more. Too few applicants, limited experience among candidates and ongoing challenges in filling frontline roles are placing strain on service quality and continuity. Concurrently, rising risks of exploitation and human trafficking mean employers and practitioners must be equipped to recognise and respond effectively.</p> <p>Against this backdrop, the collaborative progress made in 2025 to strengthen recruitment pathways for New Scots, alongside multi-agency efforts to improve safeguarding, has been essential. This session will reflect on that work and build momentum toward a more resilient, ethical and inclusive workforce in 2026. CWSS will also outline future plans and report on activity to raise awareness of trafficking and exploitation within the sector.</p> <p><b>Social Care</b></p>
<b>14:50 – 15:50</b>	<p><b>Education and Training to Change Practice</b></p> <p><b>Speaker:</b> Professor Jo Hart, Professor of Health Professional Education and Head of Division of Medical Education, University of Manchester</p> <p><b>Description:</b> Traditionally in health professional education and training, there is a perception that if people can do something that they will do it in practice. In this session, I will explore the underpinning of education and training, and how we can enhance it to make it more likely to change practice.</p> <p>With a focus on educational development and delivery, I will present underpinning frameworks that can help us explore the intended behavioural outcomes of education and training, and how we can enhance education and training to change professional practice. I will give some examples of work to change practice in health professional education.</p> <p><b>Dental Education - 1 hour V CPD (A, B &amp; D)</b></p>

<p><b>14:50 – 15:50</b></p>	<p><b>Beyond the Glass Ceiling: Advancing gender equity in academic medicine in Scotland</b></p> <p><b>Speakers:</b> Professor Lindsey Pope, Associate Postgraduate Dean in Academic Medicine, NHS Education for Scotland; Dr Samira Bell, Clinical Reader, University of Dundee and Dr Marina Politis, Academic Foundation Doctor</p> <p><b>Description:</b> Achieving gender equity in academic medicine requires more than policy - it demands collaboration, reflection, and sustained cultural change. This seminar invites educators, researchers, and leaders from across Scotland to explore practical ways of breaking down the barriers that limit women’s progression in academia. Drawing on national data, local experiences, and examples of promising initiatives, we will identify the structural and cultural factors that shape career trajectories and opportunities. Participants will be encouraged to share their own insights and challenges through facilitated discussion, working together to co-create realistic strategies for change - from mentorship and leadership development to inclusive recruitment and promotion processes. The session aims to foster a supportive network of colleagues committed to advancing equity across institutions, turning shared understanding into collective action. Together, we can build a more inclusive and representative future for academic medicine in Scotland.</p> <p>Medical Education</p>
<p><b>14:50 – 15:50</b></p>	<p><b>From Concept to Practice: Using growth mindset authentically in health professions education</b></p> <p><b>Speakers:</b> Dr Maggie Frej, Clinical Fellow in Simulation and Dr Janet Skinner, Director of Clinical Skills and Emergency Medicine Consultant, University of Edinburgh, NHS Lothian; Elsbeth Dewhirst and Barbara Findlay, Clinical Skills Facilitators, Edinburgh Medical School, University of Edinburgh</p> <p><b>Description:</b> Embedding growth mindset theory into teaching can be powerful, but in health professions education it must be applied with authenticity and sensitivity to learners’ lived realities. This interactive seminar explores practical, non-formulaic ways to integrate growth mindset principles into your teaching without falling into overly simplistic or ‘cringe-worthy’ messaging. We will begin by unpacking participants’ own understandings of growth mindset and examining how the theory has been used - and misused - in educational contexts. Through guided activities, you will practise reframing feedback and learning conversations to support learner development while maintaining credibility and psychological safety. We will also identify specific clinical and classroom settings where growth mindset approaches add genuine value. By the end of the session, participants will leave with context-specific strategies to introduce growth mindset theory in a way that aligns with their teaching style, professional identity, and educational environment.</p> <p>Multi Professional</p>
<p><b>14:50 – 15:50</b></p>	<p><b>Bridge Builders: Adapting a Danish volunteer model to improve access to healthcare for people experiencing vulnerability in Scotland</b></p> <p><b>Speakers:</b> Professor Simon Edgar, Director of Medical Education; Dr Ashley Simpson, Medical Education Fellow; Ms Sheona Dorrian, Voluntary Services Manager and Aaya Chamat, Bridge Builder Volunteer, NHS Lothian</p> <p><b>Description:</b> Bridge Builders is a new voluntary programme in NHS Lothian designed to reduce barriers to healthcare for people experiencing vulnerability. Modelled on a well-established Danish initiative, delivered by Social Sundhed, the programme recruits and trains healthcare</p>

	<p>students to accompany citizens to healthcare appointments, aiming to reduce ‘missingness’ while fostering empathy, compassion and person-centred practice among volunteers.</p> <p>This seminar will share a decade of learning from Denmark and describe how the model has been adapted and implemented in Scotland. We will outline how NHS Lothian’s Voluntary Services and Medical Education Directorate, together with external partners, collaborated to develop the programme, train the first cohort of 20 volunteers, and supported the first citizen-volunteer interactions, alongside plans for future growth.</p> <p>Participants will gain early insights into the programme’s impact, challenges and lessons learned. The seminar will include a Q&amp;A with programme leads and current volunteers and aims to inspire wider adoption across Scottish Health Boards and educational settings.</p> <p><b>Multi Professional</b></p>
<b>14:50 – 15:50</b>	<p><b>The Human Library – Learning How to Unjudge</b></p> <p><b>Speakers:</b> Dr Lynsay Crawford, GP and Senior Lecturer and Professor Julie Langan Martin, Professor of Psychiatry and Honorary Consultant Psychiatrist, University of Glasgow and Katy Jon Went, Head of Methodology, The Human Library</p> <p><b>Description:</b> <a href="#">The Human Library</a> runs reading events with people as human ‘books’, which enable authentic encounters with a diverse population, including those traditionally subjected to prejudice or who have lacked a voice. The events create a safe space for open dialogue between the ‘books’ and their readers.</p> <p>In 2022, The University of Glasgow’s Undergraduate Medical School welcomed The Human Library for its first online reading event. Later that year, the Masters in Global Mental Health hosted an in-person reading. Since then over 1000 students have participated in these unique sessions where they talk with, listen to, and connect with the human books.....and most importantly learn how to ‘unjudge’.</p> <p>This session will highlight how Human Library reading events have been implemented within these two degree programmes; it will explore the impact of these events; and session attendees can have a ‘taster’ of a reading with one of the library’s books.</p> <p><b>Multi Professional</b></p>
<b>14:50 – 15:50</b>	<p><b>From Insight to Action: Embedding trauma-informed approaches in health and social care education</b></p> <p><b>Speakers:</b> Lesley O’Donnell and Marion McPhillips, Principal Educators and Heather Membride, Senior Educator, NHS Education for Scotland</p> <p><b>Description:</b> This seminar aims to equip participants - particularly those involved in the facilitation of learning - with the knowledge and skills to recognise the potential for vicarious trauma in professional practice. The session introduces some trauma-informed pedagogical strategies designed to foster nurse resilience, including practical examples from FNP education. Participants will engage with current developments in trauma-informed classrooms and reflect on real-world experiences, drawing lessons from the FNP Scotland education service evaluation. Group discussions will encourage interpretation of findings and their application to multi-professional educational settings. The seminar also</p>

	<p>focuses on developing actionable plans for implementing trauma-responsive education, highlighting techniques such as mindfulness, guided imagery, and reflective journalling. Finally, participants will collaborate to share insights and strategies for building resilience among healthcare professionals, considering the impact on both personal and organisational practice.</p> <p>NMAHP</p>
<p><b>14:50 – 15:50</b></p>	<p><b>Artificial Intelligence in General Practice</b></p> <p><b>Speakers:</b> Dr Chris Weatherburn, GP Lead Dundee Health and Social Care Partnership; Primary Care Informatics Member, NSS; University of Dundee, Honorary Clinical Lecturer; General Practitioner, Lochee Medical Practice</p> <p><b>Description:</b> Artificial Intelligence is becoming part of everyday work in primary care. This session gives Practice Managers a look at what AI can do now, what is coming next, and what it means for the running of a modern general practice.</p> <p>Practice Manager</p>

<b>14:50 – 15:50</b>	<p><b>Making Training Stick Using Implementation Science</b></p> <p><b>Speakers:</b> Catriona Kent and Laura Freeman, Principal Educators, NHS Education for Scotland</p> <p><b>Description:</b> This presentation will detail how NHS Education for Scotland (NES) supports national priorities by ensuring people receive appropriate information, support, and evidence-based interventions. NES Psychology has developed a multidisciplinary training programme aimed at increasing access to psychological therapies for adults across Scotland. The programme is grounded in the principles of Implementation Science and involves collaboration with NHS Boards, third sector partners, and individuals with lived experience.</p> <p>Psychology</p>
<b>14:50 – 15:50</b>	<p><b>The NIF, The SCCOT and Repurposing: Innovation and evaluation</b></p> <p><b>Speakers:</b> John Eden, Specialist Lead; Fiona Roberts, Senior Educator; John Burns, Head of Programme, NHS Education for Scotland and additional speakers to be confirmed</p> <p><b>Description:</b> Recruitment and retention to the social care workforce are recognised as challenging with high vacancy rates (43%) and high staff turnover annually (25%): Facilitating recruitment and retention to this workforce is therefore crucial. Since 2024 the Social Care and Communities directorate has been undertaking work on behalf of Scottish Government on innovative ways to support recruitment to the workforce through the development of the Social Care Careers Option Tool (SCCOT) and retention to this workforce by enhancing the learning opportunities via the National Induction Framework (NIF) and Repurposing Turas Learn project. The SCCOT and NIF have been live since May 2025 and outputs from the Turas Learn Repurposing project are also now available to the workforce. In this session we will highlight the innovative nature of these projects, and share evaluation data and also user experiences to highlight the early impact from these projects.</p> <p>Social Care</p>
<b>16:10 – 17:10</b>	<p><b>Embedding New Standards of Education and a Safe Practitioner Framework and Measuring Equality, Diversity and Inclusion at the Heart of the Work</b></p> <p><b>Speakers:</b> Gordon Matheson CBE, Head of Scottish Affairs; Manjula Das, Head of Education Quality Assurance and Ross Scales, Head of Upstream Policy, General Dental Council</p> <p><b>Description:</b> Every year, around 7,000 students take up places in the UK to train to become dental professionals. We set the standards for undergraduate and specialty training and quality assure education providers against these standards. This means students are well prepared for their future careers in dentistry and patients can be confident they will receive the highest level of dental care.</p> <p>As part of the GDC’s strategy for 2026-2028, we will ensure education and training continue to produce safe professionals and meet patient needs.</p>



	<p>In this session we will share our learning from embedding new standards of education and a Safe Practitioner framework into dental education across the UK. As part of our commitment to put Equality, Diversity and Inclusion (EDI) at the heart of what we do, we will share our thinking on an approach to measure and report on EDI as part of our education quality assurance programme.</p> <p><b>Dental Education - 1 hour V CPD (A, B &amp; D)</b></p>
<p><b>16:10 – 17:10</b></p>	<p><b>Supporting Scotland’s GP Workforce Together</b></p> <p><b>Speakers:</b> Dr Monica Milne, Assistant Director of Postgraduate General Practice Education; Dr Karine Newlands, GP Principal, Appraiser and Assistant Director for GP Specialist Training in the West of Scotland; Martin Bryce, Lead Business Partner, Workforce Infrastructure Team, Sally Peacock, Project Officer, Centre for Workforce Supply, NHS Education for Scotland and Dr Greg Logan, GP Medical Education Fellow 2024-25, NHS Forth Valley</p> <p><b>Description:</b> Join us for an engaging session showcasing how NHS Education for Scotland (NES) has delivered towards the Scottish Government’s General Practitioner Recruitment and Retention Action Plan 2024–2026.</p> <p>Discover how collaboration and innovation are shaping transformative solutions for Scotland’s GP workforce. Learn about the ScotGP Retain and Sustain programme, which empowers GPs to thrive in their roles, and the Returners Programme, enabling experienced professionals to re-enter practice with confidence. We will explore NHS Scotland’s new online GP Workforce Centre, designed to support practitioners and employers alike. Additionally, we will share the development of the new ‘My GP Career’ website pages, offering clear pathways, support, and guidance for future and current GPs across Scotland.</p> <p>This session is an opportunity to understand how strategic initiatives and digital tools are driving sustainable change in primary care.</p> <p><b>Medical Education</b></p>
<p><b>16:10 – 17:10</b></p>	<p><b>Taking an Inclusive Approach: The use of the inclusivity checkpoint tool</b></p> <p><b>Speakers:</b> Dr Elaine Taylor, GP Associate Advisor and Dr Sarah Luty, Assistant Director GP CPD, NHS Education for Scotland</p> <p><b>Description:</b> This session will describe the development of the Inclusivity Checkpoint Tool which was adapted for use in PBSGL (Practice Based Small Group Learning) modules.</p> <p>This tool has been used to promote critical thinking about diversity and inclusivity at every stage of module production, and its use has been expanded to other areas of CPD provision for GPs in Scotland.</p> <p>The session will detail its initial evaluation and subsequent evolution, will stimulate thinking and provide delegates with a practical approach which can be taken into their own context.</p> <p>There will be an opportunity for delegates to work in small groups to create educational content for a specific topic using this tool as we simulate a PBSGL learning needs assessment focus group.</p>

	<b>Medical Education</b>
<b>16:10 – 17:10</b>	<p><b>It's Simulation, But Not As You Know It. Using Transformative Simulation to Improve Systems and Safety</b></p> <p><b>Speakers:</b> Dr Jemma Pringle, Educational Co-ordinator and Dr Julie Mardon, Clinical Director, Scottish Centre for Simulation and Clinical Human Factors, NHS Forth Valley</p> <p><b>Description:</b> In this interactive workshop you will have the opportunity to learn about transformative simulation; how simulation can be used not to educate individuals but instead to create more effective and safe systems. You will learn about the CSAT framework and how you might apply this to explore an issue within your own workplace. This workshop would be of interest to all health and social care professionals at all levels, particularly those with an interest in simulation, patient safety, system improvement or those in management roles.</p> <p><b>Multi Professional</b></p>
<b>16:10 – 17:10</b>	<p><b>Teach, Talk, Transform: Building better conversations for active lives</b></p> <p><b>Speakers:</b> Lynne Mann, Lead AHP and Chris Topping, Public Health Practitioner, Dumfries and Galloway Community Health and Social Care; Katie Begg, Team Lead OT/PT, Community Rehabilitation Dumfries and Galloway; Erin Archibald and Shirley Paterson, Advanced Practice Physiotherapists (APP), Primary Care, NHS Dumfries and Galloway</p> <p><b>Description:</b> This session explores Scotland's Public Health Priority Six: enabling people to eat well, maintain a healthy weight, and stay physically active. These behaviours are essential for reducing disease risk, tackling health inequalities, and improving community wellbeing. The focus will be on physical activity, including national guidelines and strategies for brief, impactful conversations with patients. It will highlight the importance of muscle-strengthening - an often-overlooked component critical for independence and fall prevention. Attendees will learn how Dumfries and Galloway is embedding physical activity conversations into routine practice, supported by academic research to ensure effective messaging. Practical examples will showcase collaboration with organisations such as Parkinson's UK and SAMH, demonstrating a whole-system approach across health, social care, and local authority partners to create sustainable, positive change.</p> <p><b>Multi Professional</b></p>
<b>16:10 – 17:10</b>	<p><b>Empowering Lives Through Collaboration: Co-producing supported self-management, shared care, and education for people with chest, heart and stroke conditions</b></p> <p><b>Speakers:</b> Claire Bennett, Head of Community and Prevention Services; Lynsey Duncan, Head of Clinical Services; Amanda Johnson, Head of Professional Engagement; Cat Thomson, Head of External Engagement, Peer and Participation, CHSS and additional speakers to be confirmed</p> <p><b>Description:</b> This seminar explores how embedding supported self-management empowers people living with chronic conditions while strengthening shared care between CHSS and the NHS. Drawing on the CHSS Chronic Disease Self-Management Programme, we will highlight practical approaches that enable individuals to take an active role in their health. We will examine insights from the Lothian COPD Pilot, demonstrating how collaborative models can improve outcomes and reduce health inequalities. Our education resources and health resources underpin and enhance the wider CHSS services delivered to people living with chest, heart, and stroke conditions. These are</p>

	<p>developed by CHSS in close collaboration with NHS colleagues, researchers, and academic experts. This co-produced approach ensures that our content is evidence-based, practical, and shaped by the insights of those working across healthcare and research.</p> <p>Together, these initiatives illustrate how shared care can be strengthened through education, empowerment, and partnership, offering a blueprint for sustainable, patient-centred services.</p> <p><b>NMAHP</b></p>
<b>16:10 – 17:10</b>	<p><b>Clinical Supervision in Pharmacy: Building confidence, capability and career pathways</b></p> <p><b>Speakers:</b> Rocio Toribio, Scottish Clinical Pharmacy Leadership Fellow, NHS Education for Scotland; Mairi-Anne McLean, Senior Prescribing Advisor and Jane Hall, Deputy Director of Pharmacy, Primary Care, NHS Greater Glasgow and Clyde and Paul Forsyth, Consultant Pharmacist in Cardiology, NHS Golden Jubilee</p> <p><b>Description:</b> As pharmacy roles expand across health and social care, clinical supervision is emerging as a vital enabler of professional development, workforce sustainability, and service transformation. This seminar explores how structured clinical supervision can build confidence, enhance capability, and support career progression across all sectors of pharmacy practice.</p> <p>Led by a team of pharmacists with expertise in leadership, education, and organisational development, the session will explore the evidence base for supervision, share insights from a national leadership fellowship project, and present real-world examples of implementation across NHS Scotland.</p> <p>Participants will engage in a short interactive workshop to reflect on what good clinical supervision looks like in their own settings, and leave with practical ideas to support local implementation.</p> <p>This session exemplifies how collaborative, evidence-informed approaches to clinical supervision can drive innovation in pharmacy education and workforce development. By sharing practical models and implementation strategies, we aim to inspire transformation in how supervision is valued, structured, and embedded across health and social care systems - ultimately contributing to safer, more supportive, and sustainable services.</p> <p><b>Pharmacy</b></p>
<b>16:10 – 17:10</b>	<p><b>Enhanced Psychological Practice Programme – Adult Mental Health – A New Workforce for Scotland</b></p> <p><b>Speakers:</b> Catriona Kent and Amanda Waters, Principal Educators, NHS Education for Scotland and Doug Hutchison, Consultant Clinical Psychologist, NHS Highland</p> <p><b>Description:</b> The EPP-A programme is a postgraduate certificate level education initiative delivered by NHS Education for Scotland (NES). It empowers staff to provide high-quality, evidence-based psychological interventions for adults with mental health problems. Psychology honours graduates from accredited degree programmes are recruited by local NHS Boards as Psychological Interventions Assistant Trainees.</p>

	<p>This programme is also accessible to current NHS Scotland employees, and has included midwives and NHS 24 staff, who can utilise these skills in their existing roles.</p> <p>The EPP-A programme addresses the growing mental health needs in NHS Scotland by equipping practitioners with the necessary skills to provide evidence-based interventions. This initiative improves access to mental health support without always requiring specialist therapists. Jointly accredited with the Scottish Qualifications Authority (SQA) and delivered via NES, the programme ensures consistent training quality across NHS Scotland and aligns with workforce strategies to expand and integrate primary care mental health services.</p> <p>Psychology</p>
16:10 – 17:10	<p><b>Professional Curiosity Across Levels of Practice, Building the Picture of What Good Looks Like</b></p> <p><b>Speakers:</b> Grace Robertson and Jeanette Sutton, Development Leads, Iriss</p> <p><b>Description:</b> Professional Curiosity describes an essential way of working in effective and values-based ways. Despite its relevance across a wide range of public services, it is a broad and ever-changing concept without a clear and consistent definition. In the past 9 months Iriss have worked with over 100 social work, health and social care colleagues across Scotland, to understand the context for Scottish practitioners. We have reviewed literature on the topic from across the UK and beyond to understand the origins of the term and the barriers to professionally curious practice. In this interactive session we will present our key findings along with an approach to understanding the topic at 3 levels - the individual, team, and system. We will share the latest developments in our project including our progress towards a meaningful definition for practitioners across disciplines in Scotland.</p> <p>Social Care</p>

**Friday 24 April 2026**

**09:00 –  
10:00**

**Simulate Hundreds, Master One, Empower All**

**Speaker:** Dr Iain Livingstone, NHS Forth Valley and Dr Lewis Potter BEM, Chief Executive Officer, SimChat and General Practitioner

**Description:** Simulation is rapidly reshaping how clinicians learn, practise, and maintain confidence in complex decision-making. In this session, Dr Iain Livingstone shares a practical, future-facing model for scalable clinical education built from his work across NHS Forth Valley and NHS Education for Scotland.

Drawing on experience leading the development of hybrid simulated clinics that blend asynchronous case-based learning with live, tutor-facilitated virtual sessions, the session showcases how structured simulated patient journeys - complete with video-based examinations, 2D and 3D slit-lamp footage, OCT imaging, and embedded management planning - can strengthen clinical reasoning even when traditional face-to-face teaching is limited.

Participants will gain insight into innovative digital approaches including:

- Virtualised simulated clinics using OpenEyes as a teaching EPR, enabling candidates to complete structured histories, prescriptions, and treatment plans before group review.
- Live, multi-feed teaching using slit-lamp video, 3D-capable recording pipelines, streamed examinations, and headset-enabled immersive experiences. These techniques support rich group discussions, remote skill development, and new ways of sharing cases across Scotland's community and hospital eye-care settings.
- Scalable simulation ecosystems incorporating asynchronous case preparation, synchronous virtual review, and 3D or VR-based enhancements. The format supports spiral learning: foundational case walkthroughs, successive layers of complexity, and group-based CPD opportunities for independent prescribers and optometrists.
- Clinician-led innovation in practice, including pragmatic digital tool development, AI-assisted training concepts, and collaborative models with academic partners at the University of Stirling and University of Dundee to evaluate learning impact, user experience, and system resilience.

The session illustrates how simple, well-designed simulation workflows - co-produced with frontline clinicians - can dramatically enhance access to high-quality training, support workforce preparedness, and generate real-world evidence for future national models of clinical education

**Dental Education - 1 hour V CPD (A,B,C & D)**

<b>09:00 – 10:00</b>	<p><b>The Whole Story - The Creation of a Podcast Which Delivers Holistic Professional Development for Primary Care Practitioners</b></p> <p><b>Speakers:</b> Dr Elaine Taylor, GP Associate Advisor and creator and host of The Whole Story podcast and Dr Sarah Luty, Assistant Director GP CPD, NHS Education for Scotland</p> <p><b>Description:</b> This session will detail the development of NHS Education Scotland's 'The Whole Story' podcast as method of providing education. The aim of the podcast was to share wisdom and insights on a range of topics to help people working in Primary Care expand their thinking, be happier at work, and deliver great care. Delegates will have the opportunity to hear how the podcast was developed and consider the notion of 'holistic' or 'whole person' CPD. There will be an opportunity for attendees to have a go at creating their own episode.</p> <p>Medical Education</p>
<b>09:00 – 10:00</b>	<p><b>Community Orientation - Public Engagement in Medical Education</b></p> <p><b>Speakers:</b> Dr Kim Steel, Associate Director of Medical Education and Dr Farhana Badshah, ScotCOM Lead for Cameron Hospital Hub, NHS Fife and Dr Kathryn Stevens, MBChB Deputy Phase 2 Programme Director, St Andrews School of Medicine</p> <p><b>Description:</b> NHS Fife is committed to promoting public participation and engagement as part of its strategy. In 2025, it gained teaching health board status and partnered with the University of St Andrews to deliver ScotCOM, a community-orientated medical programme. Through ScotCOM, NHS Fife has strengthened patient and community partnership by gathering public views on medical training and involving them in teaching and formative assessment. A consultation in March 2024 received 187 responses, including input from minority ethnic groups and people with disabilities. Compassion and empathy (82%) and listening and understanding (75%) were the most valued attributes, with key behaviours including plain language, clear explanations, and professionalism. A co-design event in November 2025 highlighted strong interest in meaningful participation, calling for clearer roles and inclusion of under-represented groups. The term 'Community Education Partners' was adopted, and future plans include co-designed teaching on values, communication, and equality, alongside patient involvement in formative assessment.</p> <p>Medical Education</p>
<b>09:00 – 10:00</b>	<p><b>What Makes Work Meaningful and Why Should We Care?</b></p> <p><b>Speakers:</b> Dr Stephen Waite, Medical Education Fellow; Ms Cheryl Tudor, Quality Improvement Lead; Professor Simon Edgar, Director of Medical Education and Dr Vicky Tallentire, Associate Director of Medical Education (Scholarship), Medical Education Directorate, NHS Lothian and Dr Michael Dodson, Director of Medical Education and Support, Mercy Health Australia</p> <p><b>Description:</b> Our workforce remains the backbone of high-quality health and social care, our highest expenditure and our greatest asset. Despite this, we are facing unprecedented workforce crises, including strikes, rising staff vacancies and escalating levels of burnout.</p> <p>Meaningful work is emerging as a possibility to offset these challenges. Defined as work that is personally significant and worthwhile, meaningfulness is highly motivational and protective of burnout. It leads to enhanced performance, commitment, and work satisfaction.</p>

	<p>Moreover, research demonstrates that finding meaning in work is more important to employees than pay, opportunities for promotion, or working conditions.</p> <p>In this interactive seminar, our international, multidisciplinary faculty will explore the potential benefits of meaningful work for NHS staff, and will present our own research with doctors-in-training in Scotland. Participants will learn about meaningful work, understand why this is important for individuals and organisations, and explore how they might better foster meaningfulness in their own workplaces.</p> <p><b>Multi Professional</b></p>
<b>09:00 – 10:00</b>	<p><b>Brilliant Basics: Getting to grips with understanding and teaching Human Factors in healthcare</b></p> <p><b>Speakers:</b> Professor Paul Bowie, Programme Director (Safety and Improvement), Chartered Ergonomist and Human Factors Specialist and Suzanne Anderson-Stirling, Senior Education Specialist, NHS Education for Scotland; Catherine Paton, CSMEN Clinical Lead, NHS Education for Scotland / Associate Director of Medical Education, NHS Lanarkshire and Dr Helen Vosper, Senior Lecturer and Patient Safety Lead, University of Aberdeen, Chartered Ergonomist and Human Factors Specialist</p> <p><b>Description:</b> In global healthcare there is strong interest in the largely untapped benefits of the Human Factors (HF) discipline from, amongst others, the WHO, Royal Colleges, professional bodies, healthcare regulators and undergraduate and postgraduate educators. However, the standard of HF knowledge, understanding and practice remains variable. This is problematic in that it leads to common mistranslations, misunderstandings, incorrect application and confusion about the discipline. This presents as a clear and important educational challenge.</p> <p>In this interactive seminar we introduce and discuss a novel solution to this issue in the form of our ‘Brilliant Basics HF Teaching Packs’. Phase 1 consists of six supportive Teaching Packs (eg Introduction to HF, Designing for People, Exploring Human Work) which include facilitation guides with lesson plans, objectives, PowerPoint slide decks with instructional notes and suggested activities and tools – all aimed at educators in undergraduate, postgraduate and service roles. This innovative development was by NES in collaboration with UK and international partners.</p> <p><b>Multi Professional</b></p>
<b>09:00 – 10:00</b>	<p><b>The Third Sector – A Catalyst for Change in our Health and Communities</b></p> <p><b>Speaker:</b> To be confirmed</p> <p><b>Description:</b> Two asks in Voluntary Health Scotland’s (VHS) recently launched <a href="#">Manifesto for Health Creation</a> are around creating a prevention-centred health system, and, parity for the third sector as equal contributors in the delivery of health creation in Scotland. Third sector health organisations are a vital part of the health system – they help reach those people who find it hardest to access support when they need it most. Our seminar will hear examples from several of VHS’s member organisations about what a prevention-led approach looks like. They will showcase how they empower people to live well and navigate a range of health conditions as well as how they influence decision-making and health-related policy. Our seminar will also touch on VHS’s role within the health creation movement, including collaborating with Scottish</p>

	<p>Government, the NHS and Public Health Scotland to ensure the third sector's role is reflected in relevant frameworks including the Population Health Framework.</p> <p><b>Multi Professional</b></p>
09:00 – 10:00	<p><b>Occupational Therapy: A valued workforce meeting the needs of our population within GP practice multi-disciplinary teams</b></p> <p><b>Speakers:</b> Claire Muir, Co-chair, Occupational Therapy in Primary Care Network, NHS Ayrshire and Arran and Kate Lowson, Co-chair, Occupational Therapy in Primary Care Network, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> Occupational Therapists working in GP practices is a growing workforce across Scotland. The consolidation and continual renewal of the Scottish National Occupational Therapy in Primary Care Network has supported this workforce to generate a 200% rise since 2021.</p> <p>Through listening to primary care colleagues it is clear that occupational therapy has an essential and valued role within general practice MDTs. This is further evidenced in the interpretation of examples of outcome data, across Scotland, demonstrating improved patient outcomes and positive economic impact to meet population needs.</p> <p>The members of the network continue to deliver examples of innovative practice in public health i.e. falls prevention and frailty, mental health and vocational rehabilitation.</p> <p>This session will demonstrate the power of collaborative networks and partnered alliances in the transformation of a modern workforce.</p> <p><b>NMAHP</b></p>
09:00 – 10:00	<p><b>Insights From a Longitudinal Ward Placement for Foundation Trainee Pharmacists</b></p> <p><b>Speakers:</b> Dr Elaine Sharp, Education and Training Lead Pharmacist; Amy Hannah, Surgical and Critical Care Lead Pharmacist and Kirsty Young, Medicine Lead Pharmacist, NHS Forth Valley</p> <p><b>Description:</b> In this session, pharmacy colleagues from NHS Forth Valley will share findings from a pilot project conducted in 24/25, where Foundation Trainee Pharmacists undertook an longitudinal ward placement (LWP) at Forth Valley Royal Hospital. This pilot aimed to explore whether a LWP could provide a feasible learning environment for trainees to develop capabilities related to prescribing. In collaboration with multidisciplinary colleagues, trainees were placed as part of the ward team for an 8-week period. An evaluation was carried out using the 4-level Kirkpatrick model: reactions, learning, behaviours and results. The panel will talk through findings showing a positive impact on trainees' development, on the multidisciplinary team and finally on pharmacy service delivery. Results will be discussed in the context of current reforms to the initial education and training of pharmacists, where new registrants will be independent prescribers from Summer 2026.</p> <p><b>Pharmacy</b></p>



<b>09:00 – 10:00</b>	<p><b>Scottish Practice Management Development Network Update - Collaborative Leadership That Sticks: Practical tools for teams</b></p> <p><b>Speakers:</b> Tracey Crickett, National Co-ordinator Scottish Practice Management Development Network, NHS Education for Scotland</p> <p><b>Description:</b> This session gives an update on the work of the Scottish Practice Management Development Network and the priorities shaping the year ahead. Tracey Crickett will share progress, upcoming plans, and the areas where the network is focusing its support for practice teams.</p> <p>The session also includes ‘Collaborative leadership that sticks: practical tools for teams’. This part of the hour looks at simple, workable approaches that help teams lead together. It will introduce practical tools that support shared decision-making, strengthen communication, and build a more resilient team culture. The focus is on everyday actions that managers can use straight away, even in busy practice environments.</p> <p>Practice Managers</p>
<b>10:20 – 11:20</b>	<p><b>Addressing the Mental Health and Wellbeing of the Dental Healthcare Workforce: Empirical approaches</b></p> <p><b>Speakers:</b> Professor Tim Newton, Professor of Psychology as Applied to Dentistry, King's College London; Dr Jennifer Knights, Specialist Research Lead and Dr Linda Young, Assistant Postgraduate Dental Dean, NHS Education for Scotland; Fiona Ellwood, Associate Professor and Director of Dental Education, University of Lincoln and Dr Martha Paisi, Research Lead, Peninsula Dental Social Enterprise</p> <p><b>Description:</b> This seminar will seek to provide evidence-informed solutions to the crisis of burnout and poor mental health amongst the healthcare workforce working in dental care settings. Building upon the findings of the MINDSET UK study which explored the mental health and wellbeing of dental healthcare team members across the United Kingdom, the seminar will focus on addressing the meso- (healthcare setting) and macro - level (system change) interventions which can address this crisis. The interventions described are informed by evidence from empirical studies in both dental and wider healthcare settings, as well as the experience of members of the UK dental team mental health research and implementation group.</p> <p>Dental Education - 1 hour V CPD (B, C &amp; D)</p>

<p><b>10:20 – 11:20</b></p>	<p><b>From Charter to Change: Embedding pastoral care standards for international medical staff</b></p> <p><b>Speakers:</b> Dr Achyut Valluri, Chair, Scottish Regions' IMG Support Network Group (SING), Consultant Physician, NHS Tayside; Kerrie Walters, Principal Lead, Centre for Workforce Supply and Sally Peacock, Project Officer, Centre for Workforce Supply, NHS Education for Scotland</p> <p><b>Description:</b> This interactive workshop introduces the new Medical Pastoral Care Quality Charter (MPCQC) - a collaborative national framework developed by NES Centre for Workforce Supply (CWS), the Medical Directorate and the Scottish regions' IMG Support Network Group (SING).</p> <p>Participants will explore the Charter's six values and the SING Essential and Desirable Standards, designed to raise and standardise support for internationally recruited medical staff (IRMS) across NHS Scotland.</p> <p>Using insights from the Annual SING IMG Leads' Survey and the new National IMG New-Start Survey, facilitators will share how Boards are performing against these standards and where challenges persist.</p> <p>Through small-group discussions, attendees will identify practical solutions to achieve the Essential Standards and co-create new examples of Desirable Standards to inform next year's national resource pack.</p> <p>Together we'll explore how collaboration and innovation can turn Charter commitments into sustainable change, ensuring that every IMG and IRMS thrives within NHS Scotland.</p> <p>Medical Education</p>
<p><b>10:20 – 11:20</b></p>	<p><b>Partnering for Inclusive Futures: Supporting neurodivergent AHP students in Practice-Based Learning (PrBL)</b></p> <p><b>Speakers:</b> Susan Doogan, Lecturer in Occupational Therapy and Inclusion Officer and Julie Mathers, Principal Lecturer in IPL, AHP PrBL and Simulation, Robert Gordon University</p> <p><b>Description:</b> This interactive workshop will showcase our journey in supporting practice educators on the evolving topic of neurodivergence within practice placement and beyond. We will reflect on two AHP-wide online webinars offered to AHP's across Scotland and feedback what further learning needs were identified. Building on this, we will outline how we delivered a recent in-person AHP workshop designed to address these gaps. We will feedback and look to build on the breakout discussions on creating inclusive environments where students feel comfortable disclosing, fostering belonging, implementing reasonable adjustments, and managing associated challenges. We will also explore strategies to promote wellbeing, resilience, and effective coping for both students and educators. Finally, we will highlight available support services during practice-based learning for staff and students from a Robert Gordon University perspective. All these support principles would also be applicable to support all students and staff with neurodivergence across the health and social care sector.</p> <p>Multi Professional</p>
<p><b>10:20 – 11:20</b></p>	<p><b>Transforming QI Education: Flexible, user-centred learner pathways for Scotland</b></p>

	<p><b>Speakers:</b> David Maxwell, Head of Programme – Quality Improvement; Kim Britton, Senior Educator and Ben Harvey, Lead Learning Technologist, NHS Education for Scotland</p> <p><b>Description:</b> Quality improvement (QI) education and training remains a priority across health and social care. Traditional ‘one-size-fits-all’ education delivery models no longer meet the increasing size and diversity of the Scottish public sector workforce . In response, the QI team at NHS Education for Scotland set out to collaborate with learners, educators, and system partners to design a flexible, user-centred ‘Once for Scotland’ QI learning framework that would provide staff with the right knowledge and skills to improve the delivery of quality health and care.</p> <p>This session will outline the approach taken, starting with understanding the learning needs across the workforce in relation to QI, co-designing pathways to meet those needs, and their implementation. We will share our reflections on the process, what worked well and lessons learned, and how it helped shape the final form of our pathways.</p> <p>Multi Professional</p>
10:20 – 11:20	<p><b>The Role of Inter-Professional Education in Transforming Cultures and Leadership for Successful Integration</b></p> <p><b>Speakers:</b> Helen Rainey, Lecturer; Susie Gamble, Programme Leader and Dr Awais Mashkoor, Lecturer, School of Health and Life Sciences and Aleksandra Webb, Senior Lecturer, School of Business and Creative Industries, University of the West of Scotland; Connie Hendry, Unit Head, Directorate for Social Care and National Care Service Development, Scottish Government and Anne Hendry, Director, International Foundation for Integrated Care Scotland</p> <p><b>Description:</b> This interactive seminar will demonstrate innovative approaches to interprofessional education that prepare professionals to lead successful change and transform delivery of health, social care and public services in Scotland. Participants will use real-world scenarios to explore the Continuing Professional Development offered by the University of the West of Scotland’s Cultures and Leadership for Integration (CLI) and the MSc Leading People-Centred Integrated Care programmes.</p> <p>The session will outline the CLI Compass and Navigators for success, developed through research funded by the Scottish Government, and consider how they can help understand readiness and barriers for fostering collaboration across professional and organisational boundaries. Session facilitators will illustrate the power of reflective practice in interprofessional learning and the value of cross-sector peer support to navigate complexity and collaboratively drive cultural change. Participants will be encouraged to use insights and tools from the session to innovate, strengthen integration and deliver change in their own contexts.</p> <p>Multi Professional</p>
10:20 – 11:20	<p><b>Innovating the Workforce: New speciality frameworks for rehabilitation support roles</b></p> <p><b>Speakers:</b> Kirsteen Newman, Senior Educator, NHS Education for Scotland; Kimberley Barrett, Physiotherapy Assistant Practitioner, NHS Lanarkshire and Amber Carter, Occupational Therapy Assistant Practitioner, NHS Highland</p>

	<p><b>Description:</b> This seminar introduces the new national speciality frameworks for occupational therapy and physiotherapy rehabilitation support workers, developed to strengthen capability, consistency and quality across Scotland's health and social care system. Aligned with the conference theme <i>Collaborate. Innovate. Transform.</i>, the session will outline how the frameworks set clear expectations for the knowledge, skills and behaviours required to deliver safe, effective and person-centred rehabilitation. Participants will explore how the frameworks support a coherent workforce and career structure, enabling innovative approaches to practice, greater partnership working and improved performance. Through practical examples, the seminar will demonstrate how adopting a consistent national approach can create opportunities for role transformation, enhance multidisciplinary collaboration and promote high-quality, reliable practice across services. Delegates will leave with a shared understanding of how the frameworks can be applied in diverse settings to drive service improvement, empower people and teams, and improve outcomes for communities across Scotland.</p> <p>NMAHP</p>
10:20 – 11:20	<p><b>From Credentialing to Clinical Impact: The Consultant Pharmacist Journey</b></p> <p><b>Speakers:</b> Fiona Watson, Senior Educator, Prescribing and Clinical Skills, NHS Education for Scotland; Paul Forsyth, Consultant Pharmacist in Cardiology, Golden Jubilee National Hospital; Jennifer Laskey, Consultant Pharmacist, West of Scotland Cancer Network Lead Pharmacist; Lynne Davidson, Clinical Pharmacist (Cardiology), NHS Grampian and Chris Johnston, Specialist Mental Health Pharmacist, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> This session aims to provide information about the role of consultant pharmacists in Scotland. It outlines their career paths and gives an overview of recently established consultant posts in Scotland, describing their work and the responsibilities associated with these positions.</p> <p>Aim: To raise the profile of the consultant pharmacist role in Scotland, help Health Boards to understand and support achieving the future vision.</p> <p>Pharmacy</p>

<b>10:20 – 11:20</b>	<p><b>Implications of The Disclosure (Scotland) Act 2025</b></p> <p><b>Speakers:</b> Paul McCann, Customer Engagement Manager, Disclosure Scotland</p> <p><b>Description:</b> This session provides a straightforward overview of the Disclosure (Scotland) Act 2025 and what it means for day-to-day work in primary care. Paul will explain the key changes in the legislation and how these changes affect recruitment, PVG processes, record-keeping, and organisational responsibilities. The session will help practice managers understand what they need to update, what to look out for, and how to support their teams to stay compliant. It's a practical hour designed to reduce uncertainty and give participants confidence in applying the new requirements in their own practices.</p> <p>Practice Managers</p>
<b>10:20 – 11:20</b>	<p><b>Collaborate, Review, Implement: Insights from the review and implementation of the National Occupational Standards in Health and Social Care</b></p> <p><b>Speakers:</b> Cheryl Campbell, Head of Qualifications and Standards and Sarah Allison, Learning and Development Adviser, Scottish Social Services Council</p> <p><b>Description:</b> The recent review of the National Occupational Standards (NOS) in Social Care offers a significant opportunity to support workforce development and strengthen practice across Scotland's social care sector. This seminar will introduce the key findings of the NOS review, while offering insight into the approach and techniques used to conduct a successful review in collaboration with UK partners. Delegates will learn how the updated standards were developed and what has changed, before exploring practical examples of how the revised NOS can be practically applied to transform everyday social care practice through learning and development, supervision, recruitment, and service improvement. The session will highlight how the updated NOS align with national priorities and support a trusted, skilled, confident and valued workforce. Participants will leave with clear, applicable ideas for bringing the NOS to life within their own organisations and teams.</p> <p>Social Care</p>
<b>11:40 – 12:40</b>	<p><b>Building Better Judgement by Using LEGO® to Teach Decision-Making and Clinical Prioritisation</b></p> <p><b>Speakers:</b> Dr Gemma McGrory, Consultant, Acute Physician and IMT TPD (West) and Dr Joanne Kerins, Acute Medical Registrar, NHS Greater Glasgow and Clyde; Dr Rachel Bramah, Acute Medical Registrar, NHS Lothian; Dr Jemma Pringle, Educational Co-ordinator, Scottish Centre for Simulation and Clinical Human Factors, NHS Forth Valley and Dr Vicky Tallentire, Associate Director of Medical Education (Scholarship), Medical Education Directorate, NHS Lothian</p> <p><b>Description:</b> Scotland's Internal Medicine Training (IMT) bootcamp was implemented in 2019 as a bespoke simulation course for training future physician resident doctors (1). Decision-making remains a challenging aspect of the hospital physician role, with increasing system pressures meaning that clinical decision-making often extends to include bed management decision-making. One novel aspect of IMT</p>

	<p>bootcamp is an interactive decision-making and prioritisation workshop. <b>LEGO®</b> is utilised through innovative gamification of decisions regarding patient flow in hospital, with resident doctors discussing strategies in pairs and subsequently small groups.</p> <p>This seminar will discuss three main aspects of the workshop: design, delivery and impact.(2) The design and implementation will be discussed. We will then describe the potential transformative impact of such educational interventions in the hope of inspiring others to implement similar approaches.(2,3) Examples of application in other areas will be provided to stimulate ideas and discussion.</p> <p>References:</p> <ol style="list-style-type: none"> <li>1. Kerins J, Anderson-Stirling S, Pringle J, Tallentire VR. Scotland's Internal Medicine Simulation Strategy: A Five-year Journey. Future Healthc J [Internet]. 2024;100192.</li> <li>2. Kerins J, Ralston K, Anderson-Stirling S, Simpson N, Tallentire VR. Training as imagined? A critical realist analysis of Scotland's internal medicine simulation programme. Advances in Simulation [Internet]. 2024;9(1):1–12.</li> <li>3. Kerins J, Smith SE, Stirling SA, Wakeling J, Tallentire VR. Transfer of training from an internal medicine boot camp to the workplace: enhancing and hindering factors. BMC Med Educ. 2021;21(1):1–12.</li> </ol> <p>Medical Education</p>
11:40 – 12:40	<p><b>Learner Pathways: Building digital, data and leadership capability across health and social care</b></p> <p><b>Speakers:</b> Paula Baird, Programme Lead; Pamela Dimberline, Digital Health and Care Specialist Lead; Vay Ly, Digital Workforce Specialist Lead and Emma Scatterty, Digital Leadership Specialist Lead, Digitally Enabled Workforce, NHS Education for Scotland</p> <p><b>Description:</b> This session will illustrate how these learning routes empower staff to build the capabilities needed for digitally enabled change. Participants will explore how building shared capability through the pathways enables teams to work together more effectively, supports innovation through increased digital confidence, and strengthens the workforce to lead and deliver digital transformation. The seminar highlights practical opportunities for individuals and services to use the pathways to improve practice, enhance service delivery and respond to Scotland's ambitious digital goals outlined in the <a href="#">Health and Social Care Service Renewal Framework</a>. Suitable for participants from any profession, role or organisation within health, social care, social work, and housing.</p> <p>Multi Professional</p>
11:40 – 12:40	<p><b>Transforming Healthcare System Innovation Opportunity Through Partnerships</b></p> <p><b>Speakers:</b> Professor Tony Young OBE, National Clinical Lead for Innovation at NHS England, and NHS Improvement / Professor of Medical Innovation and Entrepreneurship, Anglia Ruskin University / Consultant Urological Surgeon, Southend University Hospital / Associate Medical Director, Mid and South Essex NHS Foundation Trust; Dr Tamsin Holland-Brown BEM, Co-clinical Lead for the Clinical Entrepreneur Programme and Founder of Hear Glue Ear; Dr Sanna Rimpilainen, Head of Research and Skills; Abigail Lyons, Senior Business Innovation Manager; Yazmin Caceres Fegero, Entrepreneurial Research Intern, Digital Health and Care Innovation Centre (DHI); Gillian Henderson, Head of Innovation Commercialisation, InnoScot Health and Susan Donaldson, Principal Educator, NHS Education for Scotland and an additional speaker to be confirmed</p>

	<p><b>Description:</b> The health and social care system in Scotland must adapt and transform. The Service Renewal and Population Health Frameworks (Scottish Government, 2025) drive the context of this transformation.</p> <p>NHS Education for Scotland (NES), alongside strategic partners, harnesses a collaborative approach to building workforce capability, capacity and a culture of innovation.</p> <p>The NHS Clinical Entrepreneur Programme is a successful example of a transformative work-based learning opportunity which ‘aims to provide the commercial skills, knowledge and experience needed to successfully develop and spread innovative solutions to the challenges facing the NHS’ (NHSE 2025).</p> <p>Collaborative partners; Anglia Ruskin University, Digital Health and Care Innovation Centre, NES, InnoScot Health, CSO and others co-ordinate to maximise this opportunity for the healthcare system in Scotland.</p> <p>This seminar explores this collaborative approach, highlighting benefits and impact for workforce and system innovation and discussing experiences of navigating the innovation system.</p> <p>Multi Professional</p>
11:40 – 12:40	<p><b>A Human Factors Training Programme for Safety Learning Reviewers in NHS Lothian</b></p> <p><b>Speakers:</b> Jill Gillies, Associate Director of Quality and Dr Liz Bream, Public Health Consultant and Associate Director for Quality and Patient Safety, NHS Lothian and Professor Paul Bowie, Programme Director (Safety and Improvement), NHS Education for Scotland</p> <p><b>Description:</b> In this interactive joint session led by NHS Lothian and NHS Education for Scotland (NES), we describe the significant challenges faced by health and care organisations over previous decades when responding to, and learning from, unintended safety incidents that unfortunately can and do occur. We highlight the educational and operational gaps that can exist in current approaches to safety learning reviews, which are often misaligned with modern thinking and methods in safety sciences (including the Human Factors discipline).</p> <p>Drawing on the innovative research and educational developments led by NES in partnership with others, we propose a hybrid training and development solution that reflects a modernised approach to upskilling key workforce members in Human Factors based safety learning reviews, including:</p> <ul style="list-style-type: none"><li>• Engaging and supporting all people impacted.</li><li>• Highlighting safety fallacies.</li><li>• Challenging ‘root causes’.</li><li>• Taking a complex Systems Approach to learning reviews and risk control</li><li>• Generating effective actions for improvement.</li></ul>

	<ul style="list-style-type: none"> <li>• Explaining common traps to avoid.</li> <li>• Promoting mentorship, CPD and certification of reviewers</li> </ul> <p>Multi Professional</p>
11:40 – 12:40	<p><b>Recognise, Listen, Support, Act: Gender Based Violence Training for Clinical and Educational Supervisors</b></p> <p><b>Speakers:</b> Dr Bethany Langton, Clinical Education Fellow – Professionalism / Ethics, Edinburgh University; Dr Amritha Sastry, Scottish Clinical Leadership Fellow, NHS Lothian / General Medical Council; Dr Eleanor Watkins and Dr Jenny Houston, Medical Education Fellows, NHS Lothian</p> <p><b>Description:</b> Gender-based violence (GBV), defined by the United Nations as physical, sexual, or psychological harm, remains a critical issue in healthcare education. The British Medical Association (BMA) student survey revealed 41% of female and 19% of male respondents had experienced sexual harassment or assault. The Working Party on Sexual Misconduct in Surgery reported 63% of women faced harassment and 30% had been sexually assaulted by colleagues in the past five years. Despite these alarming figures, GBV is rarely reported due to limited trust in disclosure processes. Our survey showed 73% of Clinical Supervisors were unsure how to support learners after a disclosure.</p> <p>Aligned with Scotland’s <i>Equally Safe</i> Strategy, this interactive seminar—in collaboration with Edinburgh University and with input from local and national GBV services—will provide practical tools for recognition, signposting, and compassionate responses, fostering safer learning environments.</p> <p>Multi Professional</p>
11:40 – 12:40	<p><b>Scottish Learning and Improvement Framework for Community Health and Social Care Support: How do we track contributions to the outcomes that matter to people</b></p> <p><b>Speakers:</b> Laura Martin, Team Leader, Scottish Learning and Improvement Framework and Kerry Brooks, Unit Head, Regulation and Improvement, Scottish Government and additional speakers to be confirmed</p> <p><b>Description:</b> The Draft Scottish Learning and Improvement Framework for Adult Social Care Support and Community Health (SLIF) outlines a shared vision and priorities for improving Adult Social Care Support, Social Work and Community Health. Its high-level themes and outcomes were co-produced with a multi-agency Steering Group and shaped by engagement with people with lived and living experience of using or working in services. Together, they create a common focus for tracking progress on the outcomes that matter most.</p> <p>To translate the SLIF from a strategic framework into a practical tool, a prototype digital SLIF Tool has been co-developed with professionals across community health and social care. This Tool is now being tested in local areas. It is designed to help generate local intelligence, guide improvement activity, and support the sharing of effective practice. Development has considered wider national work to ensure alignment with areas such as SDS Standards and GIRFE.</p> <p>This session will showcase the Tool, demonstrate how it supports outcome tracking, and invite participants to contribute to the current testing phase.</p> <p>Multi Professional</p>



<b>11:40 – 12:40</b>	<p><b>Coaching Informed Approach to Practice Learning: A Once for Scotland approach</b></p> <p><b>Speakers:</b> Emma Trotter, Academic Lead for Practice Learning (Nursing), School of Health and Social Care, Edinburgh Napier University; Anita Johnston, Practice Education and Care Home Education Facilitator, NHS Dumfries and Galloway and Donna Craig, Senior Educator, NMAHP Practice Education and Pre-registration Team, NHS Education for Scotland and additional speakers to be confirmed</p> <p><b>Description:</b> The coaching informed approach to practice learning, endorsed by the NMC within the SSSA framework, has demonstrated significant benefits in UK pilots, including enhanced student experiences and increased placement capacity. In Scotland, pilots launched in September 2022 across five NHS Boards and all nursing fields, supported by HEI partners and NHS Education for Scotland. This collaborative model shifts from traditional mentoring to student-led learning, fostering independence, confidence, and critical thinking.</p> <p>Preliminary findings show students feel empowered, more involved in care planning and delivery, and better prepared for progression. Staff report improvement in student autonomy and leadership and emphasise that sustaining a coaching mindset requires cultural change and whole team engagement. Organisational benefits include stronger multidisciplinary collaboration, improved recruitment, and psychologically safe learning environments for students and staff with strategic leadership critical to successful implementation.</p> <p>The initiative is now informing a ‘Once for Scotland’ model, with resources under development to embed coaching informed practice, ensuring sustainability and quality assurance of the approach.</p> <p>NMAHP</p>
<b>11:40 – 12:40</b>	<p><b>Foundation Training Programme in Scotland: Supervision</b></p> <p><b>Speakers:</b> Gillian Allison, Senior Educator - Trainee Pharmacist Foundation Training Year and Eleanor Paton, Senior Educator - Prescribing and Clinical Skills, NHS Education for Scotland</p> <p><b>Description:</b> This session will present feedback regarding the findings from research on the educational requirements for supervisory roles within the Foundation Training Programme in Scotland.</p> <p>Pharmacy</p>
<b>11:40 – 12:40</b>	<p><b>MyCare.scot</b></p> <p><b>Speakers:</b> Jonathan Waldheim-Ross, Head of Service, NES Technology Service, NHS Education for Scotland</p> <p><b>Description:</b> This session introduces MyCare.scot, Scotland’s new national digital platform designed to give people easier access to their health and social care information. The platform is part of the Digital Front Door programme and is being developed by NHS Education for Scotland in partnership with the Scottish Government. It aims to offer a trusted and secure way for people to view their information, find services, and engage with care in a way that suits them. The session will explain how MyCare.scot is being rolled out across Scotland, starting with early users and expanding through a phased, safe, and iterative approach. It will outline what the platform can do now and what features</p>

	<p>will follow. Participants will leave with a clearer picture of what MyCare.scot means for primary care, how it will support patients, and what Practice Managers should be aware of as the service grows.</p> <p>Practice Managers</p>
11:40 – 12:40	<p><b>Implementing Collaborative Transformational Change: Lessons learnt from nearly ten years of the National Trauma Transformation Programme, a large scale multi sector collaborative transformational change programme</b></p> <p><b>Speakers:</b> Dr Suzanne Aziz, Clinical Psychologist, NHS Greater Glasgow and Clyde and Dr Sandra Ferguson, Associate Director for Psychology, NHS Education for Scotland</p> <p><b>Description:</b> Scotland has set an internationally groundbreaking ambition of a trauma informed and responsive nation that can recognise where people are affected by trauma and adversity, and respond in ways that prevent further harm, address inequalities and improve life chances.</p> <p>The National Trauma Transformation Programme (NTTP) was established in 2018 to facilitate and develop trauma-informed workforces and services that can deliver the vision. It is a partnership between the Scottish Government, COSLA, Improvement Service, NES and an expert-by-experience led social enterprise – the Resilience Learning Partnership. Collaborating with a broad range of statutory and third sector services across health and social care, education, justice, social work, housing, local authorities, it has delivered nationally and freely available, evidence-based trauma learning resources and training, leadership development and support for transformational change in the way that we deliver services. This session will highlight some of the lessons learnt from the opportunities and challenges presented by such an ambitious collaborative transformational change programme.</p> <p>Psychology</p>

<p><b>13:15 – 14:15</b></p>	<p><b>Leadership as ‘We Not Me’: Skills for driving change</b></p> <p><b>Speaker:</b> Professor Christian Harrison, Professor of Leadership and Enterprise Director, Centre for Leadership and Empowerment, University of Greater Manchester</p> <p><b>Description:</b> This interactive workshop explores leadership with a strong focus on collaboration and leading change in complex and dynamic environments. Participants will develop a clear and critical understanding of what leadership entails, alongside the core skills, mindsets, and behaviours required to lead effectively particularly in times of uncertainty and transformation. Through practical examples and facilitated discussions, the session will examine how leaders can build trust, mobilise diverse stakeholders, and translate strategic intent into collective action to drive sustainable and inclusive change within their organisations and communities.</p> <p><b>Dental Education - 1 hour V CPD (A, B &amp; D)</b></p>
<p><b>13:15 – 14:15</b></p>	<p><b>Measuring What Matters: Applying the Value-Based Simulation in Healthcare (VBSH) Framework to evaluate IMG Support and Simulation Programmes</b></p> <p><b>Speakers:</b> Dr Achyut Valluri, Consultant Physician, Associate Director of Medical Education, NHS Tayside / Lead for IMG-related Simulation, Scottish Centre for Simulation and Clinical Human Factors; Dr Neil McGowan, Associate Director Medical Education (Simulation), NHS Greater Glasgow and Clyde / Consultant Physician, Royal Alexandra Hospital, Paisley; Dr Julie Doverty, ST6 Anaesthetics, Queen Elizabeth University Hospital / IMG Simulation Fellow and Lead for Bridges Refugee Doctors Simulation Programme, Scottish Centre for Simulation and Clinical Human Factors; Dr Susan Somerville, Senior Lecturer, University of Dundee School of Medicine; Dr Carron Meney, Acute Internal Medicine Registrar, NHS Tayside and Dr Andrew Galbraith, Simulation Fellow, Scottish Centre for Simulation and Clinical Human Factors</p> <p><b>Description:</b> Simulation-based programmes supporting International Medical Graduates (IMGs) are often perceived as resource-intensive, and their impact can be difficult to demonstrate using traditional return-on-investment or outcome metrics alone. The <b>Value-Based Simulation in Healthcare (VBSH)</b> framework was developed to address this challenge, supporting simulation teams and organisational leaders to select context-relevant measures, align simulation activity with institutional priorities, and co-create metrics that are operationally meaningful.</p> <p>This interactive seminar will introduce the VBSH framework and apply it to IMG-focused simulation and support programmes across three strands:</p> <ol style="list-style-type: none"> <li>1. programmes delivered directly to IMGs</li> <li>2. support for supervisors of IMGs</li> <li>3. culture- and system-level programmes for the wider healthcare team</li> </ol> <p>Participants will explore practical examples and develop adaptable evaluation measures that capture value, culture, belonging, and system benefit — without turning learning into assessment.</p> <p><b>Medical Education</b></p>

<p><b>13:15 – 14:15</b></p>	<p><b>How Staff Concerns Lead to Learning and Insights</b></p> <p><b>Speakers:</b> Elaine Cameron, Head of Investigations, Independent National Whistleblowing Officer (INWO)</p> <p><b>Description:</b> Over the past five years, we have seen the positive impacts of staff raising concerns, and organisations actively listening. Our casework shows that when concerns are handled openly and supportively, Boards learn faster, risks reduce, and staff feel safer to speak up. However, where processes are unclear or confidence is low, issues escalate unnecessarily and valuable learning is lost.</p> <p>We know awareness remains a major challenge. A significant proportion of cases come to us from people not knowing that there is a local whistleblowing process or finding it difficult to access. This tells us raising concerns is not just a procedural issue, it is a cultural one.</p> <p>Everyone has a role in ensuring staff know <i>how</i> to speak up, <i>who</i> to speak to, and <i>what</i> will happen next.</p> <p>This session will provide insights into the lessons we have learned, give practical advice into the support available and how to access it, and explore what NHS organisations can do to improve culture and processes.</p> <p>Multi Professional</p>
<p><b>13:15 – 14:15</b></p>	<p><b>Transforming Preparation for Clinical Environments: Strategies for students contextual learning</b></p> <p><b>Speakers:</b> Ms Hannah Martin, Medical Education Fellow; Mr Joseph McKay, Trauma and Orthopaedic Trainee; Mrs Gillian Robertson, Lead Pharmacist for Experiential Learning and Mr Will Patterson, Staff Nurse, NHS Lothian and Mrs Lynn Stout, Clinical Lecturer and Teaching Fellow, Educator for Physicians Associates, Registered Nurse, University of Aberdeen</p> <p><b>Description:</b> As student numbers rise across health, social care, and allied professional programmes, access to clinical learning opportunities is becoming increasingly limited. Ensuring students enter placement with a strong foundational knowledge, alongside the contextual and emotional readiness for complex clinical environments, is therefore essential for maximising the value of placement experience. Delivering this content is becoming even more important for courses and therefore new methods are required to deliver this to a growing body of students.</p> <p>Run by a multidisciplinary team with extensive experience in clinical education, this interactive seminar aims to demonstrate practical techniques and innovative approaches that help prepare students by improving comfort in the clinical environment, reducing cognitive load and therefore, improve learning on placement. Collaboratively, we will explore common barriers and identify strategies to develop scalable, reusable and sustainable resources, through both in-person and online platforms, that can be implemented across diverse programmes and placement settings.</p> <p>Multi Professional</p>
<p><b>13:15 – 14:15</b></p>	<p><b>Development, Implementation and Early Evaluation of a Workshop to Tackle Sexual Misconduct in Healthcare</b></p>

	<p><b>Speakers:</b> Anna Bleakley, Specialty Trainee in General Surgery, NHS Greater Glasgow and Clyde and Katharine Dunn, Specialty Trainee in Restorative Dentistry, NHS Lothian</p> <p><b>Description:</b> A workshop has been developed to tackle sexual misconduct in healthcare using active bystander techniques. This workshop is open to all healthcare staff and delivered in-person using mixed pedagogical approaches (seminar, facilitated small-group discussion and simulated communication practice). This is delivered over 4 hours but for this seminar we will condense the content, describe the process of developing the content and evaluation findings so far.</p> <p>So far, attendees say they feel confident in challenging sexually inappropriate behaviour towards a colleague improved 23.5% to 87.5% after the workshop, and numbers of people who felt they were confident in supporting a colleague after disclosing being the target of sexual misconduct improved from 41.1% to 87.6%.</p> <p>Feedback has praised the format and quality of facilitation. It is making a positive change to levels of confidence in tackling sexual misconduct. The workshop and evaluation will continue as more individuals attend.</p> <p>Multi Professional</p>
13:15 – 14:15	<p><b>Carers as Co-Creators: Embedding lived experience in educational resource design</b></p> <p><b>Speakers:</b> Rachel Tainsh and Michelle Morrison, Senior Educators – Unpaid Carers Programme; Joanne Gibson, Senior Educator, NMAHP and Nick Targontsidis, Children’s Rights Specialist Lead, NHS Education for Scotland</p> <p><b>Description:</b> Unpaid carers are central to Scotland’s health and social care system. An estimated 800,000 to 1,000,000 people provide unpaid care, bringing essential lived experience and expertise. The Equal Partners in Care (EPiC) principles position carers as expert partners, emphasising recognition of their knowledge, meaningful involvement in decisions, support for their wellbeing, and the importance of enabling a life outside caring.</p> <p>Although Scotland does not have a single legal duty to involve people with lived experience, national laws, frameworks and strategies strongly expect meaningful engagement with unpaid carers across public services.</p> <p>This session explores how the NES Involving People and Communities Framework supports authentic carer involvement. Drawing on the Unpaid Carers Programme, we highlight work with young carers and carers supporting people with mental health needs. Participants will gain practical tools and see examples of how carers have shaped films, animations, gamified resources and in-person learning, modelling true partnership working.</p> <p>Multi Professional</p>
13:15 – 14:15	<p><b>General Practice Nursing: MAPping the path to prevention, equality and health</b></p>

	<p><b>Speakers:</b> Michelle Clark, Principal Educator, Psychology Directorate (Health Improvement Workstream); Moira Dowden, GPN Clinical Educator and Karen Beattie, GPN Educational Lead, NHS Education for Scotland</p> <p><b>Description:</b> Several Scottish Government (SG) policy documents highlight the important role of General Practice Nurses (GPNs) in realising the vision of ‘a Scotland where people live longer, healthier and more fulfilling lives’. <sup>1</sup></p> <p>As a core member of multidisciplinary teams in General Practice, GPNs provide adaptable, proactive and person-centred care for people experiencing both acute and long-term conditions, working across the lifespan and demographics.</p> <p>Attendees will learn how a collaboration between NMAHP and Psychology directorates to embed the NES MAP of Health Behaviour Change Programme into the GPN Education Pathway is supporting GPNs in a variety of ways: from meeting the GPN Knowledge and Skills Framework competencies to adapting to changing population needs.</p> <p>We will also showcase examples of how qualified GPNs are using the NES MAP behaviour change training programme to enhance knowledge, skills and confidence enabling them to adapt to the changing GPN role.</p> <p>Reference:</p> <p>1. Scottish Government. Scotland’s Population Health Framework 2025-2035. Edinburgh: Scottish Government; 2025</p> <p>NMAHP</p>
13:15 – 14:15	<p><b>Pharmacy Technician Development Pathway</b></p> <p><b>Speakers:</b> Hazel Jamieson, Chair of National Pharmacy Technician Group Scotland (NPTGS) and Pharmacy Operational Services Manager, NHS Forth Valley and Karen Liles, Practice Educator, NHS Education for Scotland</p> <p><b>Description:</b> This interactive session will present an update on the evolution of the Pharmacy Technician Career Pathway and outline how these developments will facilitate the continuing professional growth of Pharmacy Technicians in Scotland as they assume expanded and enhanced roles.</p> <p>Pharmacy</p>
13:15 – 14:15	<p><b>Implementing Scotland’s Vision for Eating Disorders Through Education</b></p> <p><b>Speaker:</b> Fiona Calder, Head of Programme, NHS Education for Scotland and Dr Katherine Morton, Consultant Psychiatrist and Scottish Government Advisor for Eating Disorders, NHS Lanarkshire</p> <p><b>Description:</b> Eating disorders remain a significant and growing public health concern in Scotland, with the national vision emphasising early identification, equitable access to evidence-based care, and holistic support for individuals, families, and carers. This project aimed to synthesise current developments in Scotland’s eating disorder pathway and highlight work led by NHS Education for Scotland (NES) to strengthen early intervention, workforce capability, and integrated physical and mental healthcare.</p>

	<p>We conducted a review of national policy developments, emerging training initiatives and service improvement work undertaken across NHS Boards and partnered organisations. This included mapping education resources, examining implementation approaches within multidisciplinary teams and gathering insights from people with lived experience to ensure alignment with national standards and values.</p> <p>Psychology</p>
13:15 – 14:15	<p><b>Building a Portable Learning Framework for the Social Care Workforce: Standardisation, Recognition, and Impact</b></p> <p><b>Speaker:</b> Caroline Deane, Workforce Policy and Practice Lead, Scottish Care</p> <p><b>Description:</b> The social care workforce comprises highly skilled professionals who must be registered with a regulatory body and engage in extensive learning to deliver safe, effective care. To support this, workers require accredited, accessible training that builds transferable knowledge and skills, forming part of a portable learning portfolio across organisations. Currently, most learning is employer-delivered and, while high in quality, does not culminate in a recognised qualification that follows staff throughout their careers. This limits professional recognition and progression opportunities, despite the significant investment in learning. Establishing standardised, sector-wide learning and development pathways would reduce duplication, enhance workforce mobility, and optimise financial resources. Such an approach ensures staff receive appropriate recognition for their expertise, fosters continuous professional growth, and ultimately improves outcomes for those receiving care.</p> <p>Social Care</p>