

**Thursday 24 April 2025**

<b>10:15 – 11:15</b>	<b>The General Dental Council (GDC) – GDC Education Priorities</b>  <b>Speaker:</b> Manjula Das, Head of Education Quality Assurance and Gordon Matheson CBE, Head of Scottish Affairs, General Dental Council  <b>Description:</b> Manjula will provide a general overview of the current GDC’s education priorities, planned activities and direction of travel. She will cover a number of areas including the implementation of our new Safe Practitioner Framework, an update on our review of Standards for Education, Specialty training including Specialist List Assessed Applications and changes to CPD and professionalism. She will also provide an update on our student and new registrant engagement programme, which is now in its fifth year. <b>Dental Education - 1 hour V CPD (B, C &amp; D)</b>
<b>10:15 – 11:15</b>	<b>Top Tips for Promoting and Embedding Positive Professionalism Through Medical Education</b>  <b>Speakers:</b> Kathleen Collins, Clinical Lead Trainer / Paediatric Specialty Doctor / APGD Paediatric Simulation, NHS Lanarkshire / NHS Education for Scotland, Scott Oliver, Consultant Physician / Deputy Director of Medical Education / Lead for Professionalism, NHS Lanarkshire / University of Glasgow, Catherine Paton, Associate Director for Medical Education, NHS Lanarkshire, Alexandra Goodwin, Internal Medicine Trainee, NHS Greater Glasgow and Clyde and Hayley MacPherson, FY1, NHS Lanarkshire  <b>Description:</b> Professionalism is a requirement across all healthcare disciplines, yet remains challenging to teach and difficult to evidence. Emergence of the subject into formal undergraduate and postgraduate curricula has heralded a rising interest in how best to teach, learn and assess it. The subject of professionalism is often attributed to negative connotations, and the topic only given focussed attention when it lapses. Using a recently published ‘practical tips’ article as the core focus, the presenters will use their extensive medical education experience to deliver a dynamic and interactive session to guide attendees to consider the enablers and barriers to embedding and promoting professionalism in a positive, constructive and pedagogical manner. Presenters will deliver practical tips to help change the narrative of professionalism learning to that seen from a positivist lens to support culture change and improve professionalism in practice. <b>Medical Education / Multi Professional</b>
<b>10:15 – 11:15</b>	<b>Welcoming International Medical Graduates to Successful Careers in NHS Scotland</b>  <b>Speakers:</b> Dr Farhat Mustaq, Emergency Medicine Consultant / Training Quality Lead for International Medical Graduates, Dr Zoe Hutcheson, Specialty Doctor (Emergency Medicine), NHS Lanarkshire University Hospital Hairmyres, Dr Nick Holt, Acute Medicine Consultant and Dr Jennifer Cochrane, Consultant in Emergency Medicine, NHS Lanarkshire University Hospital Monklands  <b>Description:</b> “The State of Medical Education and Practice in the UK Workforce Report 2024” published by the GMC demonstrated the increasing role of international medical graduates (IMG). This session will discuss how IMG doctors can be supported starting their careers. NHS Lanarkshire has appointed a Training Quality Lead for IMG doctors as a point of contact. A bespoke education programme to address cultural and educational differences experienced by doctors new to NHS Scotland incorporates:

	<ul style="list-style-type: none"> <li>• Simulation sessions</li> <li>• Practical procedures</li> <li>• Communication skills</li> <li>• Administration (e.g. death certification)</li> </ul> <p>Responding to feedback from clinicians, a dedicated induction programme was included. It is positively received, with all attendees rating it “Very good” or “Excellent”. Several highlighted the opportunity to network with other IMG doctors, and it addressed unique challenges faced by this group. Feeling welcome and having job satisfaction helps retain their knowledge and skills in NHS Scotland as a positive place to build their careers.</p> <p>Medical Education</p>
10:15 – 11:15	<p><b>Meeting the Support, Health and Communication Needs of Children and Adults with Down’s Syndrome</b></p> <p><b>Speaker:</b> Varshali Swadi, Professional Engagement and Development Lead, Down’s Syndrome Scotland</p> <p><b>Description:</b> Down’s Syndrome Scotland provides ‘all through life’ support nationally across Scotland for individuals with Down’s syndrome, their families and carers and professionals who work to support them. If you are a midwifery or healthcare professional, work in allied health or social care, or provide care and support to people with Down’s syndrome this session has been tailored for you. We will share specialist information about Down’s syndrome including specific health and support needs along with strategies to effectively communicate with and positively include individuals with Down’s syndrome through each stage of life. We work jointly with a large variety of professionals across Scotland who work to support children and adults with Down’s syndrome and can provide information and resources and offer bespoke teaching sessions to hospitals and health centres – you can find out more about the support we can provide and details of these sessions <a href="#">here</a></p> <p>Multi Professional</p>
10:15 – 11:15	<p><b>Developing Accessible and Inclusive Digital Content</b></p> <p><b>Speaker:</b> Vicky Park, Senior Specialist Tutor - Pharmacy, NHS Education for Scotland</p> <p><b>Description:</b> According to statistics almost 1 in 4 of the UK population are disabled. Furthermore, about 70-80% of disabilities are hidden. Accessible learning content helps people with vision, hearing, motor and cognitive challenges, many of which we can't see. It also helps with temporary and situational challenges.</p> <p>Under the <a href="#">Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018</a>, all NHS websites, intranets and extranets, and any digital content held on them (including learning content, documents and presentations) must meet the international <a href="#">Web Content Accessibility Guidelines (WCAG) 2.2</a> AA accessibility standard.</p>

	<p>This seminar will cover the benefits of digital accessibility and inclusivity and tackle some common myths and misconceptions about disability and access needs. It will also provide attendees with actionable advice and guidance on how to make their digital content accessible and inclusive.</p> <p><b>Multi Professional</b></p>
<b>10:15 – 11:15</b>	<p><b>How Forth Valley are Using Research to Reduce Health Inequalities, Increase GP Numbers and Promote Retention</b></p> <p><b>Speaker:</b> Dr Michael Blackmore, GP Partner / Lead for GP Recruitment and Retention / RCGP Chair West Scotland Faculty and Dr David Herron, GP Partner / Clinical Lead Falkirk / LMC Chair, NHS Forth Valley</p> <p><b>Description:</b> Forth Valley had a GP recruitment and retention (R&amp;R) issue. This was causing a worsening of health inequalities in areas of deprivation within the Health Board.</p> <p>The LMC commissioned a deep-dive report into this. This session will highlight the research findings and what we have implemented since then. We created a specific role for a GP Lead for R&amp;R. This led to the implementation of a First 5 “support bubble” group (including informal education), GP coaching sessions and an Exit Survey for every GP leaving any post.</p> <p>There have been many workplace learning points along the way, both positive and negative, which have helped us make improvements and hopefully make Forth Valley better at retaining our GP workforce.</p> <p>We will also highlight where this workplace learning is taking us next!</p> <p><b>Multi Professional</b></p>
<b>10:15 – 11:15</b>	<p><b>Maximising the AHP Potential and Impact Within Public Health Inequities</b></p> <p><b>Speakers:</b> Lynne Mann, Lead AHP Community Health and Social Care, Laura Lennox, AHP Practice Education Lead (Allied Health Professions) and Lesley Brown, Team Lead Podiatry Services, NHS Dumfries and Galloway</p> <p><b>Description:</b> As health and care in Scotland becomes increasingly complex, the role of Allied Health Professionals (AHPs) in public health has become more prominent. A key area for NHS Dumfries and Galloway AHPs is to evidence core knowledge, skills and behaviours across the AHP model for public health. Scoping exercises have gained insight to effective resources required to support identified learning and development needs, to meet HCPC regulatory standards in promoting health and reducing ill health, job planning, support and supervision and personal development planning.</p> <p>AHPs are essential in providing practical advice on how to manage health conditions, maximising the impact in public health, AHP professionals integrated into health care systems emphasise their roles in preventative care, and advocate for policies that recognise their</p>

	<p>unique contributions to public health priorities. Working in collaboration AHPs can significantly contribute to improving health outcomes, addressing health inequities and enhancing the overall effectiveness of public health initiatives.</p> <p><b>NMAHP</b></p>
<b>10:15 – 11:15</b>	<p><b>Scottish Practice Management Development Network Plenary</b></p> <p><b>Speakers:</b> Tracey Crickett, National Co-ordinator Scottish Practice Management Development Network, Kirsty Maciver, Programme Officer, Sari Lievonen, Programme Officer and Sharon McGowan, Programme Officer, NHS Education for Scotland</p> <p><b>Description:</b> Join us for an informative session hosted by NES General Practice Management Team. This session will provide a comprehensive update on the latest learning opportunities available for General Practice Managers and administrative staff. We will also celebrate the accomplishments of our learners who have successfully completed the Practice Managers Vocational Training Scheme.</p> <p><b>Practice Managers</b></p>
<b>10:15 – 11:15</b>	<p><b>Engaging Learners in Talking Health Inequity on the Enhanced Psychological Practice Programme for Children and Young People</b></p> <p><b>Speakers:</b> Dr Alia Ul-Hassan, Principal Educator, Dr Naomi Harding, Principal Educator, Dr Suzanne Mills, Principal Educator, NHS Education for Scotland, Adam Boyle, Assistant Psychologist, NHS Lanarkshire, Fiona Carroll, Child and Adolescent Therapist and Eilidh Murphy, Assistant Psychologist, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> The session will explain the central role that tackling health inequity has within the EPP-CYP programme and showcase a number of projects the learners have completed in this area.</p> <p><b>Psychology</b></p>
<b>10:15 – 11:15</b>	<p><b>NES Social Care Directorate Workstreams and Health Inequalities</b></p> <p><b>Speakers:</b> Jeanette Clews, Specialist Lead, John Eden, Specialist Lead, Fiona Roberts, Senior Educator, Maria Cordero, Knowledge Manager, Social Care Directorate, NHS Education for Scotland, Ali Upton, Learning and Development Manager and George Burton, Learning and Development Manager (Digital Learning), Scottish Social Services Council</p> <p><b>Description:</b> The social care workforce comprises 8.1% of Scottish employment (over 212,000 workers). While there is no specific data relating to inequalities it is recognised that social care workers often have poorer terms and conditions (Scottish Government 2022), are paid below the real living wage and have a 25% workforce turnover annually. With a requirement to provide high quality care services and considering the Fairer Scotland Duty, the Social Care Directorate at NES need to support the Social Care workforce to access suitable learning opportunities to enable them to develop their practice, optimise their career prospects and help reduce inequalities. We will share our current work and discuss how we can contribute to addressing these issues: Development of a careers tool and a national induction framework for adult social care – shared projects with the Scottish Social Services Council, and a wider project looking at repurposing Turas learning resources.</p>

	<b>Social Care</b>
<b>11:35 – 12:35</b>	<p><b>Training Remote Island Orthodontic Therapists – The Shetland experience</b></p> <p><b>Speakers:</b> Antony M Visocchi, Director of Dentistry, NHS Shetland, Grant McIntyre, Consultant Orthodontist, Elinor Chalmers, Specialist Orthodontist, Catherine Tothill, Specialist Orthodontist, NHS Tayside / NHS Shetland and Margaret Davie, Specialist Lead (Orthodontic Therapy), NHS Education for Scotland</p> <p><b>Description:</b> In this session, we will describe our innovative approach to training two Trainee Orthodontic Therapists in Shetland using a combination of in-person and remote supervision clinics via Microsoft Teams, using a combination of web and dental light mounted cameras and a remote monitoring system.</p> <p><b>Dental Education - 1 hour V CPD (A, B &amp; D)</b></p>
<b>11:35 – 12:35</b>	<p><b>Putting the Quality in Teaching Health Inequality - Scope, design and delivery of new health equity informed GP training resources</b></p> <p><b>Speakers:</b> Dr Emma Rotheram, Deep End GP and Dr Nora Murray-Cavanagh, Deep End GP / GP Health Inequalities Lead, NHS Lothian</p> <p><b>Description:</b> How do we translate clinician passion for tackling health inequalities into educationally robust training? This seminar describes the journey from identifying the need for more comprehensive and standardised health equity-focussed training for GP Trainees, through the development process. Includes scoping current resource already available with various stakeholders; multiple meetings to understand current design and delivery; and progressing to development of new resource (checkpoints: focus groups; pilot workshop delivery). The resource described is now in delivery phase with national rollout. This seminar will have interactive elements for participants to consider what works well in your experience, and what challenges you may need to consider; and contextualises the generation of a new resource in the wider health equity landscape, which is applicable multi professionally. We use an example of a GPST population, but the principles and process described have wider relevance and application. We are happy to welcome any attendees to this session.</p> <p><b>Medical Education / Multi Professional</b></p>
<b>11:35 – 12:35</b>	<p><b>Utilising Simulation Based Education and Interprofessional Education to Address Health Inequity: Challenging the Status Quo</b></p> <p><b>Speakers:</b> Dr Veronica O’Carroll, Senior Educator, Interprofessional Education, NHS Scotland Academy and Clinical Skills Managed Educational Network / University of St Andrews, Dr Mathew Topping, Consultant DME / General Medicine, Clinical Lead for Simulation and Samantha Marshall, Simulation Educator, Clinical and Professional Development, NHS Borders</p> <p><b>Description:</b> As patient care becomes increasingly complex, meeting patient needs and tackling health inequities requires the combined expertise of various health and care professionals. This highlights the critical role of collaboration among professionals to deliver high-quality, safe, and person-centred care. Simulation-based education in a practice setting offers a unique opportunity for authentic interprofessional education (IPE) to promote effective teamwork and collaboration, communication, and shared leadership between different professions. However, educational activities in practice often occur in professional siloes and opportunities to collaborate and pool resources are missed. This seminar will present insights from a 2024 survey examining the implementation of IPE in practice across Scotland, alongside NHS</p>

	<p>Borders' strategic objectives to integrate simulation-based education, foster interprofessional learning (IPL). This seminar aims to encourage others to challenge the status quo of educational siloes in practice and recognise collaborative opportunities for IPE and SBE.</p> <p><b>Multi Professional</b></p>
<b>11:35 – 12:35</b>	<p><b>Championing Remote and Rural Healthcare - Perspectives from the first GMC Credential holders and opportunities for multi professional education and training</b></p> <p><b>Speakers:</b> Dr Pauline Wilson, Consultant Physician / Associate Medical Director (Acute) / Director of Medical Education / Associate Postgraduate Dean – Rural and Remote Health Credential, NHS Shetland / NHS Education for Scotland, Dr Marion Slater, Associate Postgraduate Dean Rural and Remote Health Credential, NHS Education for Scotland, Dr Caroline Heggie, Locum Consultant, Emergency Medicine, Credential Holder, NHS Shetland, Professor Stuart Maitland Knibb, Specialist in Remote and Hostile Environment Medicine, Helicopter Emergency Medical Service Consultant (The Air Ambulance Service), Physician Advisor for Remote and Hostile Environment (United Health Global), Honorary Professor in Remote Clinical Medicine (UCLan), Strategic Medical Advisor ( East Midlands Ambulance Service ), Credential Holder and Dr Neil Shepherd, Rural Emergency Physician Caithness General Hospital, Credential Holder</p> <p><b>Description:</b> The GMC Credential in Rural and Remote Healthcare, developed and delivered by NES, was the first Credential in the UK to make recommendations to the GMC for Credential award in September 2024. This pioneering work in Credentials and Recognition of Previous Learning (REPL) could only be achieved with the input of our ‘Recognition Champions’. These 7 doctors worked with the NES Credential team to assure robust training governance and a Credential that serves the requirements of doctors, employers and the communities they care for. Our Champions will share their experiences of the Credential and we will consider the implications for remote, rural and island healthcare and the opportunities for shared learning across NES. The work undertaken by the Credential team has the potential to inform curriculum design processes, assurance of robust REPL governance and delivery of streamlined multiprofessional education and training resources that meet the needs of learners and populations.</p> <p><b>Medical Education / Multi Professional</b></p>

<b>11:35 – 12:35</b>	<p><b>A Photo Tells a Story. Enabling Digital Dermatology and meeting user needs through a different lense</b></p> <p><b>Speakers:</b> Laura Stewart, Senior Educator, Anna Armstrong, Service Owner, Technology Services, Julie Law, Senior Officer, NHS Education for Scotland, Jennifer Wilson, Head of Programmes - Innovation Delivery, and Lucy Kendrew, Clinical Photographer, Centre for Sustainable Delivery</p> <p><b>Description:</b> The Digital Dermatology programme is at the implementation stage on the ANIA pathway and is now live in Scotland. NES as an ANIA partner has had oversight of and co-ordinated the learning resources to develop clinicians’ knowledge and skills in this area. We have worked collaboratively with NES Technology Services (NTS) and the ANIA core team at the Centre for Sustainable Delivery (CfSD) to make best use of the education, clinical specialist, clinical photography, design and digital knowledge and skills to produce resources that are effective, flexible, accessible and engaging. This seminar is an opportunity to learn more about the adoption of the Digital Dermatology programme and the accompanying learning resources that will support the workforce in this change. As this becomes business as usual, incorporating phototriage and the safe use of a pass through app will help resolve inequity in the area of dermatology referral, triage and subsequent discharge.</p> <p>Medical Education / NMAHP / Pharmacy / Healthcare Science / Social Care</p>
<b>11:35 – 12:35</b>	<p><b>Enhancing the Maternity Experiences of LGBTQ+ Families Through a Novel Education Package</b></p> <p><b>Speakers:</b> Mercedes Perez-Botella, Director of Midwifery, NHS Lothian, Mathilde Peace, Chair, Maternity Voices Partnership and Jules Stapleton Barnes, LGBTQ+ Health and Wellbeing Charity</p> <p><b>Description:</b> Women’s Services in NHS Lothian are committed to delivering safe, high quality and person centred care. One of the strategies to achieve that is to support staff to acquire the necessary knowledge, skills and confidence to care for families from an LGBTQ+ background. For that purpose, we have engaged with local families through our local Maternity Voices Partnership and the charity LGBTQ+ Health and Wellbeing to develop a learning resource for NHS staff. This unique resource is built around a short film in which five LGBTQ+ families and a midwife talk openly about their experiences of engaging with Perinatal Services in NHS Lothian. To our knowledge, this is the first time LGBTQ+ families have agreed to share their experience in front of the camera. Hearing directly from them is powerful and challenging and as a result, the learners are generally more empathetic and willing to reflect on their care provision.</p> <p>NMAHP</p>

<b>11:35 – 12:35</b>	<p><b>Principles of Workplace Supervision in the Pharmacy Workforce</b></p> <p><b>Speakers:</b> Peter Hamilton, Principal Lead, Professional Development (Pharmacy) and Karen Liles, Senior Educator Pre-registration Trainee Pharmacy Technicians, NHS Education for Scotland</p> <p><b>Description:</b> This session will present an overview of the factors that support the development of supervision within the pharmacy workforce and describe various models of supervision to assist learners in practice. It will highlight examples of effective supervision from practice. The session will also provide an overview of available resources to develop those supervising learners in practice and discuss the role of NES in providing governance for supervisors. Additionally, there will be an opportunity to discuss further requirements to support those supervising learners in practice.</p> <p>Pharmacy</p>
<b>11:35 – 12:35</b>	<p><b>Is It Only Children Who Might Require Support and Protection</b></p> <p><b>Speaker:</b> Brenda Walker, National Adult Support and Protection Co-ordinator, The Institute for Research and Innovation in Social Services</p> <p><b>Description:</b> Brenda Walker has been involved with work relating to Adult Support and Protection (ASP) since 2012. Initially Brenda was the Lead Officer - ASP in North Ayrshire. This included supporting the multi-agency Adult Protection Committee and ensuring that colleagues across organisations had appropriate policies and procedures in place to ensure that adults at risk of harm in North Ayrshire were appropriately supported and protected.</p> <p>Since 2022, Brenda has been in a Scotland wide role, as the National ASP Co-ordinator. Working with a wide number of national and local organisations to ensure that all those involved with adults at risk of harm have access to quality learning, information and guidance to help ensure they can appropriately discharge their responsibilities under the Adult Support and Protection (Scotland) Act 2007.</p> <p>This workshop will provide all the basic information in relation to the responsibilities we all have, to recognise and respond appropriately when a vulnerable adult is at risk of harm. The workshop will include some time to discuss Case Studies and by the end of the hour, you should feel confident about where and how to make an Adult Support and Protection referral if you are concerned for an adult.</p> <p>There will also be opportunities to discuss issues in small groups, ask questions and hear about current national ASP developments.</p> <p>Practice Managers</p>



<b>11:35 – 12:35</b>	<p><b>Trauma Responsive Practice for Those in the Lives of Care Experienced Children and Young People</b></p> <p><b>Speakers:</b> Kim Bradie, Educational Lead (Trauma – Children and Young People) and Joy Nisbet, Clinical Psychologist and Head of Programme – Parenting: Infant Mental Health and PoPP / Trauma and Children with Care Experience, NHS Education for Scotland</p> <p><b>Description:</b> In accordance with The Promise, the NTTP has been offering a specialist programme of learning to the workforce supporting Care Experienced Children and Young People since March 2022, and more recently has been involved in developing a resource for Alternative Caregivers. The aim of our work is to ensure that everyone, who has a role in supporting care experienced children and young people, has resources to support their knowledge and skills in order to be trauma responsive.</p> <p>We are keen to have an opportunity to share what has been successfully delivered and speak to the journey undertaken so far.</p> <p><b>“Transforming Connections”</b> – consists of a learning programme encompassing e-modules, a workshop and coaching sessions, and a train the trainer model has successfully supported the further roll out and cascade of the training. The initial priority groups included Children’s Hearing Scotland, Scottish Children’s Reporters Administration (SCRA), support staff within secure care settings, and PHN (Health Visitors, School Nurses, Care Experienced Children's Nurses).</p> <p>In total the training has been delivered to over 900 staff working with Care Experienced children and young people in Scotland, and 30 of these have gone on to complete T4T. The training has also been offered to Advocacy Workers, residential settings and many others working in the sector.</p> <p>Psychology / Multi Professional</p>
<b>13:30 – 14:30</b>	<p><b>The Inclusive Education Toolkit: Raising awareness, adding value and transforming practice</b></p> <p><b>Speaker:</b> Dr Alys Einion, Senior Lecturer / Lead for Student Support, University of Dundee</p> <p><b>Description:</b> This interactive seminar explores the development and content of an Inclusive Education Toolkit devised by staff at the School of Health Sciences, University of Dundee and its application to healthcare education. The toolkit incorporates understanding of Equality, Diversity and Inclusion, universal instructional design and working to support students from diverse backgrounds and with varying needs, to promote best practice and build the foundations of more inclusive and supportive healthcare practice. The toolkit’s theoretical and practical dimensions, and its value for increasing accessibility of learning materials and activities, whilst also providing professional development and supporting education improvement initiatives, will all be discussed and shared.</p> <p>Multi Professional</p>

<p><b>13:30 – 14:30</b></p>	<p><b>The Lifelines Scotland Project: Workforce wellbeing and our journey upstream</b></p> <p><b>Speakers:</b> Dr Paula Easton, Senior Principal Clinical Psychologist, Gill Moreton, Senior Principal Psychological Therapist and Leni Rademacher, Training Advisor, The Rivers Centre, NHS Lothian</p> <p><b>Description:</b> Lifelines Scotland is a public sector partnership aimed at improving workforce wellbeing in high-risk occupations. Launched in 2016 to support volunteer emergency responders, with additional funding in 2019 to expand to Scotland's big blue-light organisations. The Lifelines model, grounded in clinical expertise and international research, leads the way in workforce wellbeing and mental health. It offers resources and training for staff, volunteers, families, and friends, while also providing advice and consultancy to organisations recognising that resilient staff need resilient systems and structures. Our recent evaluation highlights the impact that passion and commitment to public sector collaboration can have, with nearly 2,000 trained peer supporters and over 100 facilitators delivering internal courses. Lifelines Scotland training is now embedded in new recruits training across the services. We are keen to share our journey upstream, the lessons learned and why this model matters across the health and social care workforce.</p> <p>Multi Professional</p>
<p><b>13:30 – 14:30</b></p>	<p><b>How Racism Affects Health Outcomes and What We Can Do About It: The role of education and training in reducing health inequalities</b></p> <p><b>Speakers:</b> Katy Hetherington, Principal Lead – Equality, Diversity and Human Rights, Workforce Directorate, Priscilla Marongwe, Learning Officer, Equality Team and Julia MacKenzie, Senior Specialist Lead, Leading to Change, NHS Education for Scotland</p> <p><b>Description:</b> Racism is a significant public health challenge. We know this from people’s experiences and evidence shows that minority ethnic communities have some of the worst health outcomes. The Cabinet Secretary for Health and Social Care issued a statement in September 2024 which acknowledged that racism is a key cause of health inequalities.</p> <p>As all Health Boards deliver on their anti-racism action plans this year, join us to explore the role of education and training in supporting an anti-racism approach. Specifically, we will look at the role of education and training in mitigating the biases and misconceptions that perpetuate racism in public health. We will discuss what an anti-racist approach is and how we can apply this within health and social care to reduce health inequalities. We will reflect on our own value and beliefs and share resources to continue our ongoing learning.</p> <p>Multi Professional</p>
<p><b>13:30 – 14:30</b></p>	<p><b>Integrating Excellence: Ensuring Health and Education Equity Through Post-Registration Education Pathways for Integrated Community Nursing in Scotland</b></p> <p><b>Speaker:</b> Carol Russell, Lecturer in Community Nursing, Susie Gamble, Lecturer in Community Nursing, University of the West of Scotland, Jenny Garner, Lecturer in Nursing, Julie Churchill, Senior Lecturer in Community Nursing and Rebecca McNicholas, Lecturer in Nursing, Queen Margaret University Edinburgh</p>

	<p><b>Description:</b> This seminar will share the experiences of two Scottish Higher Education Institutions in creating and delivering education programmes for post-registration nurses working in integrated community nursing teams, utilising a "Once for Scotland" approach. This initiative has significantly widened access to education enabling learning for change for community nurses within the wider integrated team.</p> <p>Ensuring education equity across Scotland is a powerful way to promote health equity. These programmes offer education pathways to community nurses from all community settings. This, in turn, contributes to the delivery of high-quality care in the community.</p> <p>The seminar will emphasise the successes and experiences of this transformative approach, demonstrating its impact on both educational and health outcomes for people in Scotland.</p> <p>Multi Professional / NMAHP</p>
13:30 – 14:30	<p><b>Inclusivity and Closing the Attainment Gap – Possible solutions for health inequity?</b></p> <p><b>Speakers:</b> Dr Annapurna Pandravada, Consultant in Obstetrics and Gynaecology, NHS Lanarkshire and Dr Radha Sundaram, Consultant in Intensive Care and Anaesthetics, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> The recent Confidential Enquiries into Maternal Deaths and Morbidity between 2019-21, indicates that 241 women died among 2,066,997 women giving birth in the UK. Maternal mortality is 2-fold higher in Asian and 4 fold higher for black women. The majority of women who died from COVID-19 in 2020/ 2021 were from ethnic minority groups. These statistics are not unique to Obstetrics and have been mirrored in other acute specialties notably critical care.</p> <p>The Ethnic diversity of the NHS medical workforce has increased in the last 7 years with a 78% increase in doctors from ethnic minorities. Identifying the scope and scale of differential attainment is an important step in tackling health inequities.</p> <p>In this session we hope to shine the spotlight on differential attainment with examples from two acute specialties (Obstetrics and Gynaecology and Critical Care) , discuss strategies for fostering inclusion and supporting professional development, offer a toolkit for recognition and mitigation of bias in healthcare.</p> <p>Multi Professional / Medical Education / Healthcare Science</p>
13:30 – 14:30	<p><b>Sustainable Assessment</b></p> <p><b>Speakers:</b> Ailsa Macdonald, Principal Lead, Prescribing and Clinical Skills (Pharmacy), NHS Education for Scotland and Dr Linda Jones, Senior Lecturer, Postgraduate Medicine, University of Dundee</p> <p><b>Description:</b> The aim of this session is to explore what sustainable assessment is and its potential application within training programmes, using pharmacy as an example. Sustainable assessment facilitates learners to reflect and accurately self-assess their current capabilities and scope of practice as part of workplace learning. Thus, it has potential to promote safe, effective, autonomous practice. Use of various</p>

	<p>feedback and comparison mechanisms by both learners and their supervisors will be considered, including supervised learning event tools and workplace learning models, such as the Clinical Reasoning Cycle, to facilitate sustainable assessment in the workplace.</p> <p>Pharmacy</p>
13:30 – 14:30	<p><b>Introduction to Digital Library Resources and Copyright for Health and Social Care Staff</b></p> <p><b>Speakers:</b> Katie Edwards, Knowledge Manager and Rob Allanson, E-Resources and User Services Librarian, Knowledge Services, NHS Education for Scotland</p> <p><b>Description:</b> In this session, librarians from NES Knowledge Services will provide an introduction to digital library and clinical evidence resources available via The Knowledge Network. We will also cover copyright and issues faced when using and creating intellectual property, such as images, articles, apps, designs, learning resources, etc.</p> <p>By the end of the session, you will be able to:</p> <ul style="list-style-type: none"> <li>• Find journals, articles and eBooks on The Knowledge Network library search</li> <li>• Find evidence summaries and explain the advantages of these</li> <li>• Identify what intellectual property is protected by legislation</li> <li>• Recognise the conditions under which you may use others' intellectual property</li> <li>• Access sources of help, advice and guidance</li> </ul> <p>Practice Managers</p>
13:30 – 14:30	<p><b>Workplace Learning and Health Inequalities</b></p> <p><b>Speakers:</b> Dr Cristina Fernandez-Garcia, Specialist Lead, Health Inequalities, Dr John Burns, Head of Programme and Maria Cordero, Knowledge Manager, Social Care Directorate, NHS Education for Scotland</p> <p><b>Description:</b> Education and work-based learning play a crucial role in addressing health inequalities, serving both to prevent and mitigate them. They are essential to developing a skilled and capable workforce that can protect the human right to health and make health and social care services equitable and accessible for all. This session will explore how education and training organisations such as NES currently contribute to reducing health inequalities, as well as the opportunities to enhance their contributions in the future. We will discuss the importance of integrating an equity approach in all practices and its potential impact on the NES workforce (as part of the population), the wider health and social care workforce (as learners), and the people who access health and social care services.</p> <p>Social Care</p>
14:50 – 15:50	<p><b>Realistic Dentistry - everyone's business and why it matters</b></p> <p><b>Speaker:</b> Emma O'Keefe, Consultant in Dental Public Health, NHS Fife / NHS Lothian and Clinical Co-Lead Role for Realistic Medicine, NHS Fife, Gillian Richardson, Consultant in Paediatric Dentistry, NHS Greater Glasgow and Clyde, Christopher Mackie, General Dental Practitioner /</p>

	<p>Dental Core Trainee: Dental Public Health and Orthodontics Dundee Dental Hospital and Research School and Lorenzo Iafrate, Specialty Trainee in Dental Public Health, NHS Fife</p> <p><b>Description:</b> This session will discuss the importance of person centred care, including shared decision making and demonstrate how to apply the principles of realistic medicine and how they can impact everyday business. The session will also provide examples of their application within the dental setting.</p> <p>Dental Education - 1 hour V CPD (A, B &amp; C)</p>
14:50 – 15:50	<p><b>Inspiring Our Future Doctors - Raising awareness and aspirations</b></p> <p><b>Speakers:</b> Lauren Brown, Senior Specialist Lead, Jo Haddrick, Senior Specialist Lead, NHS Education for Scotland and Callum Cruickshank, MoE / Psychiatry Fellow, NHS Lothian / Trustee, You Can Be A Doctor</p> <p><b>Description:</b> The 2024 Pupil Voice research published by Skills Development Scotland (SDS), which surveyed 10,815 S4-S6 pupils on their future job aspirations, shows nearly 1 in 5 young people are interested in Medical and Health Careers. A hugely positive statistic in terms of attracting our future medical workforce, and yet less than 50% of those surveyed have access to the key employability interventions which could influence their career decisions. Specifically, not all young people have equitable access to opportunities to participate in essential activities - such as career events or workplace experiences - which might convert their aspiration to application.</p> <p>Increasing equity of access to career learning opportunities is essential to inspiring and attracting a more diverse workforce. Therefore this seminar will explore the vital role that effective outreach provision plays in attracting Scotland’s future medical talent pool, and will specifically spotlight examples of activities designed to widen access to medicine.</p> <p>Medical Education</p>
14:50 – 15:50	<p><b>Supporting Healthcare Professionals to Provide Kind, Compassionate and Inclusive Care</b></p> <p><b>Speakers:</b> Kirsten Baird, Liaison Adviser (Scotland) and Christina McNiven, Liaison Adviser (Scotland), General Medical Council</p> <p><b>Description:</b> This session will explore how we at the GMC are supporting doctors to deliver the Chief Medical Officer’s vision of <i>Realistic Medicine</i>, particularly the focus on delivering ‘the outcomes that matter’. Drawing on our standards, guidance, and outreach workshops, we will consider the role of leaders and organisations, including the GMC, to foster an environment where careful and kind care can flourish. We will demonstrate how we support doctors to be inclusive of patients’ and colleagues’ cultures, values, and life experiences.</p> <p>Health inequities in the population cannot be tackled without an engaged and compassionate workforce. We will use our data and insights to consider this, and share what we and others are doing to support staff. We will preview our “Caring for a Workforce Under Pressure” workshops as a tool for multidisciplinary teams to work together to foster positive, inclusive cultures at work and highlight examples where this has influenced positive change in Scotland.</p>

	<b>Multi Professional</b>
<b>14:50 – 15:50</b>	<p><b>Physician Associates: Supporting the shape of the future workforce</b></p> <p><b>Speakers:</b> Dr Kim Walker, Senior Lecturer, CHERI, University of Aberdeen, Susan Donaldson, Principal Educator, Innovation and Workforce Diversification, NHS Education for Scotland and Clare Barton, Assistant Director, Regulation of Physician Associates and Anaesthesia Associates, General Medical Council</p> <p><b>Description:</b> This seminar will explore the evolving role of Physician Associates (PAs) in the NHS and in particular how they contribute to multi-disciplinary teams across various NHS settings. Results from the research project in University of Aberdeen investigating views of their graduate PAs over the past 10 years regarding their role, occupational embeddedness, and perceptions within the workforce will be disseminated. Representatives from NES MAPS team will share activity regarding workforce diversification and PAs as part of the future workforce. The session will include career pathways, discuss regulatory change, professional development and contribution of PAs supporting the NHS and service demands.</p> <p><b>Medical Education / Multi Professional</b></p>
<b>14:50 – 15:50</b>	<p><b>Empowering Poverty Sensitivity Practice in Education: Building equitable learning environments</b></p> <p><b>Speakers:</b> Jordan Napier-Morrow, Staff Development Lead / Healthcare Improvement Tutor (Health Inequalities), School of Medicine, University of Dundee, Dr Susan Somerville, Nurse / Senior Lecturer in Healthcare Simulation, University of Dundee and Dr Kevin McConville, GP / Clinical Reader, School of Medicine, University of Dundee / NHS Tayside</p> <p><b>Description:</b> In this interactive 50-minute workshop, participants will explore how poverty impacts learners' educational experiences and outcomes. Building on key insights from a previous two-hour session, this workshop will introduce the concept of poverty sensitivity and its role in reducing stigma and fostering equity. Through brief discussions and collaborative activities, participants will reflect on practical strategies to create supportive, inclusive learning environments that recognize the diverse challenges faced by learners living in poverty.</p> <p><b>Multi Professional</b></p>

<p><b>14:50 – 15:50</b></p>	<p><b>Exploring Pharmacy Public Health within the Population Health Framework</b></p> <p><b>Speakers:</b> Elaine Paton, Lead Pharmacist, Public Health, NHS Greater Glasgow and Clyde, Katherine Davidson, Consultant Pharmacist, Pharmaceutical Public Health, NHS Lothian, Anthony McDavitt, Director of Pharmacy, NHS Shetland, Bala Subbiah, Lead Pharmacist - Prison and Police Custody, NHS Lothian and Gayle Macdonald, Vaccination and Immunisation Pharmacist, NHS Highland</p> <p><b>Description:</b> Publication of the Population Health framework provides pharmacy, in all different settings, an opportunity to contribute to the delivery of this framework in relation to pharmacy public health and role of medicines in primary prevention. The session will explore opportunities to consider developing the workforce, equitable access to medicines, role of data, and the future development of pharmacy public health interventions. The session will showcase existing work where services are already contributing to this agenda, providing opportunity to consider expansion and development in other clinical settings for prevention of ill-health and discuss ways forward for pharmacy within the aims of the framework and educational opportunities across pharmacy to support delivery of this approach.</p> <p>Pharmacy</p>
<p><b>14:50 – 15:50</b></p>	<p><b>Social Prescribing in General Practice – Where are we now?</b></p> <p><b>Speakers:</b> Roisin Hurst, Project Manager, Scottish Community Link Worker Network and Alison Leitch, Chair, Scottish Social Prescribing Network</p> <p><b>Description:</b> In this session, we will provide some context and background to the introduction of community link workers in general practice in Scotland, from the early adopter programmes to the current day, explaining the ethos of their role in both general practice and within their local communities. We will give an overview of the current range and scope of community link worker programmes in Scotland as well as provide an overview of the international social prescribing landscape and where Scotland sits within this. We will talk through some real-life examples of how community link workers support their patients and the kind of referrals they can help with. We will then open up the session to wider discussions with the group about their experiences of working with community link workers, their understanding of the role and how social prescribing can support their work.</p> <p>Practice Manager</p>
<p><b>14:50 – 15:50</b></p>	<p><b>Using People’s Lived Experience to Develop and Deliver Self-directed Support</b></p> <p><b>Speakers:</b> Dr Hannah Tweed, Scottish Sensory Hub Manager and Rob Gowans, Policy and Public Affairs Manager, Health and Social Care Alliance Scotland (the ALLIANCE)</p> <p><b>Description:</b> <i>My Support My Choice: People’s Experiences of Self-directed Support and Social Care in Scotland</i> (MSMC) was a joint research project between the ALLIANCE and Self-Directed Support Scotland, funded by the Scottish Government. It identified how Self-Directed Support (SDS), and social care worked in practice for people who access social care across Scotland. <a href="https://www.alliance-">https://www.alliance-</a></p>



	<p><a href="https://scotland.org.uk/policy-and-research/research/my-support-my-choice/">scotland.org.uk/policy-and-research/research/my-support-my-choice/</a></p> <p>MSMC filled an evidence gap about SDS lived experience and it remains the largest research project to date of people's experiences accessing (or trying to access) social care in Scotland. The findings led to 60 recommendations that aim to reduce inequality and build on existing good practice. Several recommendations relate to the vital role that professionals play in social care.</p> <p>Since publication, MSMC has informed local delivery in six pilot areas across Scotland, the Independent Review of Adult Social Care (the Feeley Review), and the Health, Social Care and Sport Committee's 2024 review of SDS. Subsequent work by the ALLIANCE has confirmed the MSMC finding about the inequalities that specific population groups continue to face in trying to access social care. This seminar will reflect on the learning from MSMC and discuss what needs to change to enable people to have equal access to social care.</p> <p><b>Social Care</b></p>
<b>16:10 – 17:10</b>	<p><b>A Serious Game Aimed at Reducing the Fear of Dental Teams Referring Child Protection Concerns</b></p> <p><b>Speakers:</b> Christine Park, Senior Clinical Lecturer / Honorary Consultant in Paediatric Dentistry, NHS Greater Glasgow and Clyde / University of Glasgow</p> <p><b>Description:</b> There is a worldwide 'gap' between suspicions of child abuse / neglect by members of the dental team and the reporting of those suspicions appropriately. Current approaches training to the dental team in child safeguarding may not be overcoming the reported barriers to closing the 'gap'. We investigated how serious games might provide an effective support for training of dental professionals in child protection. All the factors related to the referral of child protection concerns by dental teams in Scotland were explored. One of the overarching themes identified was fear and this was identified as the priority area. Based on these results a serious game intervention to support training of child protection / safeguarding to dental teams was designed and created using Learning Mechanics - Game Mechanics. Finally, this serious game intervention was play tested and evaluated. These provided evidence that the game was fit for purpose. This seminar discusses the background and game produced.</p> <p><b>Multi Professional / Dental Education - 1 hour V CPD (A &amp; D)</b></p>
<b>16:10 – 17:10</b>	<p><b>Inequity Reduction Tools: Refocusing QI Tools on Health Inequity</b></p> <p><b>Speakers:</b> Daniel Martin, ScotGEM Student, Heather Sherriffs, ScotGEM Student, Ceciley MacGregor, ScotGEM Student and Jayne Stuart, Clinical Teaching Fellow, Vertical Theme Lead: Service Learning, SCOTGEM, University of St Andrews</p> <p><b>Description:</b> This session will upskill changemakers by showing how to use Quality Improvement (QI) tools to reduce health inequity through education and workplace learning. Participants will be introduced to QI frameworks, exploring their application in medical education. The seminar will highlight successful student-led QI projects, sharing real-world case studies that showcase both challenges and innovative solutions. Attendees will also examine the importance of collaboration among students, healthcare professionals, GPs, and patients in driving change. Through interactive discussions, participants will gain insights into how these collaborative efforts can overcome barriers to health</p>



	<p>equity. By the end of the session, attendees will leave with practical strategies for applying QI tools in their own work to address health inequity and create lasting, positive change in healthcare education and beyond.</p> <p><b>Medical Education / NMAHP / Pharmacy Education</b></p>
<b>16:10 – 17:10</b>	<p><b>What Matters To You? The Use of Empathy Mapping to Explore Trainee Experience</b></p> <p><b>Speakers:</b> Paul McMillan, Senior Pharmacist Education and Training, Claire MacDonald, Pharmacist, Education and Training and Aly Brown, Senior Pharmacist, Education and Training, NHS Lanarkshire</p> <p><b>Description:</b> Empathy mapping is a collaborative visual design tool which can be used to capture a group’s thoughts, feelings and actions and gain a deeper understanding of user needs.</p> <p>The 2021 GPhC standards for the Initial Education and Training of Pharmacists introduced an updated undergraduate programme with a focus on developing prescribing competence. This underpins a change to the Foundation Training Year (FTY) from 2025 to allow trainees to register as prescribers. NHS Lanarkshire has redesigned its FTY training programme to align with the new standards and is evaluating trainee pharmacists confidence and competence against GPhC learning outcomes.</p> <p>Empathy mapping has been used as part of this evaluation to gain deeper insights into trainee pharmacists experiences during their FTY. This novel approach creates a space for participants to consider their experiences and allows facilitators to identify and summarise key themes that have been generated.</p> <p><b>Multi Professional</b></p>
<b>16:10 – 17:10</b>	<p><b>How to Integrate Performance Psychology Techniques into Clinical Teaching</b></p> <p><b>Speakers:</b> Dr Martin Clark, Consultant Anaesthesia and Intensive Care, NHS Fife, Colin Crookston, Advanced Practitioner in Pre-Hospital Critical Care, Scottish Ambulance Service and Dr Lelin Zheng, General Practitioner, Inverkeithing Medical Group</p> <p><b>Description:</b> Performance psychology aims to optimise performance, despite immense pressures, at career defining moments such as exams, first night on call or dealing with challenging situations. Traditional teaching focuses on knowledge, skills and abilities but does not address how to reliably deliver these when under stress, facing distractions, dealing with recent errors or having feelings of underconfidence. Performance psychology techniques have been shown to improve both performance and reduce anxiety in many fields including sport, military, air traffic control and doctors in training. This seminar aims to address the current literature and provide strategies for integrating performance psychology techniques into everyday teaching, as well as standalone sessions. Suitable for all healthcare and social work staff who have to work under challenging conditions.</p> <p><b>Multi Professional</b></p>
<b>16:10 – 17:10</b>	<p><b>The Community Training Hub Pilot: Supporting the multi-disciplinary team</b></p>

	<p><b>Speakers:</b> Trish Gray, Head of Programme, Rachel Erskine, Senior Specialist Lead, National Centre for Remote and Rural Health and Care, Ailsa Macdonald, Principal Lead, Prescribing and Clinical Skills (Pharmacy), Professor Nitin Gambir, Lead Dean Director, NHS Education for Scotland, Fiona Young, Lead ANP, Riverside Highland Medical Group, Inverness and Rod Sampson, GP, Cairn Medical Practice</p> <p><b>Description:</b> This session will provide an overview of the work undertaken to pilot the development of a Primary Care Community Training Hub (the Hub) within a set of Scottish GP practices. The overarching goal is to support GP practices who are eager to offer training and join a training hub that offers standards for education / supervision, sharing training resources, and providing support for those who wish to become trainers. The intention is to motivate the healthcare workforce to join community of practices in the future, to improve the sustainability and service delivery in community-based care and primary care. The Hub will be an opportunity for the multidisciplinary team to come together and share remote, rural and island issues / challenges, that they might not otherwise be able to do. Through doing this, it is hoped that the Hub will positively contribute to addressing the unique health inequities experienced by remote, rural and island communities.</p> <p>Medical Education / Multi Professional / NMAHP / Pharmacy Education</p>
16:10 – 17:10	<p><b>Emergency Medicine at the Deep End: A reachable moment? Emergency Department interventions to address health inequalities</b></p> <p><b>Speakers:</b> Dr Cath Aspden, Consultant in Emergency Medicine, NHS Greater Glasgow and Clyde and Dr Michele Open, Consultant in Emergency Medicine, NHS Lothian</p> <p><b>Description:</b> Emergency Medicine at the Deep End are a group of Emergency Physicians with an interest in addressing health inequalities through advocacy, research, education and intervention.</p> <p>For some, Emergency Department attendance and the events that lead to it, may represent a reachable moment, where intervention may lead to healthier lives. Specific interventions that address health inequalities have been demonstrated to be deliverable in the Emergency Department, and some require little resource to implement. We will discuss the evidence of some of these interventions including smoking cessation, Domestic Violence training, anticipatory care plans for Frequent Attenders and the Navigator programme (an Emergency Department social support system).</p> <p>We will discuss increasing awareness of the social determinants of health in order to design and evaluate services to avoid structures that unconsciously bias against those coming from experiences of poverty.</p> <p>Multi Professional</p>

<p><b>16:10 – 17:10</b></p>	<p><b>Raising Voices, Raising Standards: Holding space for the midwives of the future</b></p> <p><b>Speakers:</b> Isla Innes-Love, Student Midwife, Mirosława Waligora, Student Midwife and Sheona Brown, Staff Lecturer, University of the West of Scotland</p> <p><b>Description:</b> Student midwives are the future of the midwifery profession yet they face many obstacles, such as poor mental health outcomes and financial burdens, before even qualifying. This leads to poorer university application rates and attrition, as well as students that are feeling burnt out before they even enter the workforce, impacting on the provision of care to maternity service users.</p> <p>This seminar will explore how student representation, building communities through university societies and creating additional learning opportunities which compliment the curriculum can provide a protective barrier to the issues above, thus having a positive effect on the future workforce.</p> <p>Universities, health boards and external organisations play a key role in supporting student led groups which foster empathetic, mindful and compassionate spaces for their colleagues. Caring for students is the first step in developing a service that cares for its employees and consequently, its users.</p> <p>NMAHP</p>
<p><b>16:10 – 17:10</b></p>	<p><b>Let's Introduce Anxiety Management Adapted for Neurodivergent Children and Young People: Pilot results</b></p> <p><b>Speakers:</b> Dr Kimberley Ross, Principal Educator CAMHS and Neurodivergence in CYP, NHS Education for Scotland</p> <p><b>Description:</b> We will present data from a pilot implementation of the adapted LIAM resources.</p> <p>Psychology</p>
<p><b>16:10 – 17:10</b></p>	<p><b>How the SSSC's Digital Learning Activity Supports the Social Work, Social Care and Children and Young People's Workforce to Tackle Health Inequality</b></p> <p><b>Speaker:</b> George Burton, Learning and Development Manager (Digital Learning), Scottish Social Services Council</p> <p><b>Description:</b> A significant proportion of the people supported by the social work, social care and children and young people's workforce experience health inequality. The health outcomes of the workforce itself can also be impacted by inequality. The SSSC keeps the public safe and plays an important role in addressing these inequalities by ensuring services are delivered by confident, skilled, trusted and valued individuals who are appropriately qualified and engaged in high-quality continuous professional learning.</p> <p>Digital inclusion has an impact on health inequality and the SSSC works to improve the digital capability of the workforce, ensure that technology-enabled care is deployed safely and securely, and provides high-quality learning services designed for the devices people have</p>

	<p>access to. Join us to hear more about some of the SSSC's work in this area including digital capability research findings, cyber-resilience activity, and tools and resources the SSSC has developed to support workers support themselves, and others, to use technology safely.</p> <p><b>Social Care</b></p>
<b>Friday 25 April 2025</b>	
<b>09:00 – 10:00</b>	<p><b>Differential Attainment and Health Inequities: How can we support the creation of a medical workforce better equipped to address health inequities in the UK?</b></p> <p><b>Speakers:</b> Paula Robblee, Education Policy Team and Dr Zeinab Ibrahim-Hashi, Internal Medicine Trainee / Marx Clinical Fellow, General Medical Council</p> <p><b>Description:</b> There is evidence of differential attainment in medical education and training. For example, ethnic minority students and trainees in the UK have lower pass rates in specialty exams, are less likely to receive specialty training offers, and are more likely to have their training extended compared to white counterparts. (i)</p> <p>Disadvantaged groups - such as Black and ethnic minorities, people experiencing homelessness, those living in poverty, disabled individuals, and LGBTQ+ people - often experience worse health outcomes due to discrimination and culture insensitivity in healthcare. (ii, iii) We need to ensure that education and training is designed and delivered to address the needs of all groups in society.</p> <p>All UK doctors should be equipped to treat the diverse population, but work is still needed to address health inequities. As part of a larger initiative, the GMC will explore how the medical workforce can be better supported to recognize and tackle health inequities.</p> <p>i <a href="#">Tackling disadvantage in medical education</a></p> <p>ii <a href="#">Tackling Health Inequities   Seven Priorities For The NHS   The King's Fund</a></p> <p>iii <a href="#">What are health inequities? - Health inequities - Equity and justice - Social and economic impacts on health - Population health - Public Health Scotland</a></p> <p><b>Medical Education</b></p>

<p><b>09:00 – 10:00</b></p>	<p><b>We Need To Work Together – Multiprofessional ward based simulation sessions</b></p> <p><b>Speakers:</b> Laura Kirkpatrick, Lead Pharmacist for Medicine, Western General Hospital and Dr Ailsa Howie, Acute Medicine Consultant, NHS Lothian</p> <p><b>Description:</b> Simulation improves confidence and clinical knowledge when dealing with common, but critical, conditions. Simulation is used in uni-professional environments but is not utilised within ward-based teams. We suggest that practicing emergency scenarios with doctors, nurses and pharmacists, is more efficacious at improving team cohesion, clinical knowledge and understanding of each other’s abilities.</p> <p>Over 2 years we delivered simulation sessions in a ward-based environment. The sessions were based on real-life scenarios, and to ensure appropriate learning, we involved a pharmacist, a junior doctor, and a consultant in their development.</p> <p>Involvement of pharmacy has been invaluable. They identified gaps in the team’s knowledge and allowed inclusion of complex medication-related protocols. Their contributions, we have incorporated the use of expired medications, which would otherwise be disposed of, making the scenarios more realistic for the participants. It also highlighted to our pharmacy team that they have an integral part to play in emergency situations.</p> <p>Multi Professional</p>
<p><b>09:00 – 10:00</b></p>	<p><b>‘Let’s Talk About... Staff Wellbeing’: A board wide wellbeing webinar series</b></p> <p><b>Speakers:</b> Dr Maggie Cunningham, Principal Clinical Psychologist, Heather Connolly, Principal Health Psychologist, Frances Waite, Trainee Health Psychologist and Milena Pszczolinska, Trainee Health Psychologist, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> In alignment with NHS Scotland Recovery Plan 2021-26, NHS Greater Glasgow and Clyde has implemented a board-wide wellbeing initiative designed to enhance staff mental health and promote positive wellbeing habit changes. Since September 2022 we have been delivering monthly 20-minute webinars, open to all staff and accessible online to ensure equality and access to meaningful wellbeing resources.</p> <p>These sessions informed by health psychology theory and evidence, encourage staff to prioritise their wellbeing and to make small, impactful changes in their daily self-care habits. The webinars are run by staff in the Occupational Health Psychological Wellbeing Service, as part of a proactive, preventative stepped care model to support staff wellbeing. Topics range from managing menopause, winter worries and wellbeing, and physical activity. This session will describe and reflect on the process of designing, delivering, implementing and evaluating the webinar series.</p> <p>Multi Professional</p>
<p><b>09:00 – 10:00</b></p>	<p><b>From Awareness Raising to Transformational Agency: pedagogical approaches to tackling health inequalities in nurse education</b></p>

	<p><b>Speaker:</b> Jude Kelly, Subject Lead and Senior Lecturer in Mental Health Nursing, Abertay University, Dundee</p> <p><b>Description:</b> An overview of how educational approaches to health inequalities and social justice can move from merely raising awareness to empowering students to become transformational agents of change in clinical practice. A Landscapes of Practice theoretical lens will allow for exploration of how classroom activities can inform and influence students attitudes and actions as they move between university and clinical practice. The seminar will examine the current evidence base for social justice education in nursing and other health and social care fields, and explore how new and innovative pedagogical approaches can influence attitudes and practice across the boundaries of theory and practice.</p> <p>Multi Professional</p>
09:00 – 10:00	<p><b>Inclusion Health Action in General Practice – Turning learning into action at the Deep End</b></p> <p><b>Speakers:</b> Dr Elspeth Strang, GP and Deep End Clinical Advisor, NHS Greater Glasgow and Clyde and Dr Peter Cawston, Deep End Advisor, RCGP Scotland</p> <p><b>Description:</b> The “Inclusion Health Action in General Practice” programme is a Scottish Government initiative which provides additional funding to General Practices covering areas of high socioeconomic deprivation, to address health inequity in innovative and practical ways. Activities have been undertaken under three areas: building community connections; enhancing workforce knowledge and skills in inclusion health; proactive outreach and extended consultations. This seminar will explore the “inverse care law” and the vital role of General Practice in addressing health inequity. We will look at each area, briefly covering the evidence base, and sharing practical examples of activities undertaken during the project. In keeping with the conference theme, we will focus on the area of training and enabling workforces to address health inequity and some of the challenges raised. We will reflect and discuss how learning from this project could potentially be applied more widely across health and social care.</p> <p>Medical Education / Multi Professional / NMAHP</p>
09:00 – 10:00	<p><b>Empowering AHPs: Designing and delivering effective leadership development</b></p> <p><b>Speakers:</b> Fiona Reid, AHP Education and Teaching Lead, Lynne Sheridan, AHP Practice Education Lead and Gemma Strachan, Weight Management Team Lead Physiotherapist, NHS Tayside</p> <p><b>Description:</b> This session will describe the development of an Allied Health Professions leadership programme, based on the Leading Excellence in Care Framework and aimed at senior AHP leaders working within NHS Tayside. This programme was created to enable equitable access to leadership development for NHS Tayside AHP staff and designed to enhance leadership skills, promoting high-quality care delivery across healthcare settings. This seminar will explore the creation of the programme and content, alongside the impact upon individuals, teams and services. Attendees will learn about the integration of core leadership principles, including team collaboration and effective decision making into the programme. This will give the opportunity for individuals to reflect on their own leadership development needs. As part of the session we will share resources to enhance leadership development at all career levels.</p>

	<b>NMAHP</b>
<b>09:00 – 10:00</b>	<p><b>Why Seeking First to Understand is the Only Way to Tackle Inequality</b></p> <p><b>Speaker:</b> Paul Edwards, Striding Edge Consultancy</p> <p><b>Description:</b> Paul's passion is in connecting with people and inspiring them in their learning. His company, Striding Edge Consultancy, has provided training, coaching and facilitation for Scottish primary care clients (and for the other nations) for nearly 30 years, bringing a deep experience of the issues and culture of general practice. Striding Edge provides training for practice managers, admin teams, front of house colleagues and clinicians. In 2025, we believe there will be a focus on developing coaching skills for managers, health coaching skills for clinicians, and supporting everyone around difficult conversations, boundaries and personal resilience.</p> <p>This 1-hour session uses Stephen Covey's 5th habit of highly successful people to understand why the current health and leadership models will never tackle inequality and will continue to fail to create truly empathetic teams. Paul will provide an overview of Striding Edge's learning and its work with Wigan's Health and Local Authority in their drive to reduce inequality and increase vaccine uptake using coaching approaches.</p> <p>Paul loves volunteering, currently a British Cycling coach for young people, as well as having chaired a mental health charity, pre-school and parish council.</p> <p><b>Practice Managers</b></p>
<b>09:00 – 10:00</b>	<p><b>Effective Communication in Dentistry Settings</b></p> <p><b>Speakers:</b> Dr Mairi Albiston, Head of Programme (Physical Health), Psychology Directorate, NHS Education for Scotland, Julie K Kilgariff, Consultant in Endodontics, Dundee Dental Hospital and Research School and Dr Dougie Marks, Health Psychologist / CBT Therapist / Lecturer in Behavioural Sciences, University of Glasgow</p> <p><b>Description:</b> Effective communication skills in dentistry are at the heart of excellent patient centred clinical care, and are reflected in the second principle standard in the General Dental Council Standards. The Dental Directorate in NHS Education for Scotland has been collaborating with the Psychology Directorate in NHS Education for Scotland as well as colleagues from the University of Glasgow, the University of Dundee, NHS Greater Glasgow and Clyde and NHS Tayside on a range of training ventures in this area, with the aim of complementing the existing skill set of dentistry staff. This presentation will showcase some of the collaborative work completed and planned in four main areas: 1. Health Behaviour Change. 2. Trauma Informed Care. 3. Dental Anxiety. 4. Suicide Screening and Prevention. The presentation will also signpost to existing training modules and programmes to allow staff to consider options for further continuous professional development.</p> <p><b>Psychology / Dental Education - 1 hour V CPD (A, B &amp; D)</b></p>

<b>09:00 – 10:00</b>	<p><b>Anti-Racism in Social Work</b></p> <p><b>Speakers:</b> Regis Lopez, Policy Lead, Leadership, Culture and Equalities, Office of the Chief Social Work Adviser, Scottish Government, Katie Feyerabend, Research Analysis Lead and Kerry Musselbrook, Development Lead, Iriss</p> <p><b>Description:</b> Racism should not exist in social work, but it does. It is experienced in both employment and educational settings – from colleagues, managers and people who use services, impacting negatively on the health, wellbeing and career trajectories of social workers from minority ethnic groups. Where it is reported, it is often dealt with unsatisfactorily.</p> <p>In this workshop, you will hear about Social Work’s Anti-Racism Statement of Intent and Action Plan, making clear that everyone has an active part to play, and that leadership is required to challenge and change policies, practices, beliefs and behaviours that unjustly disadvantage social workers from minority ethnic backgrounds.</p> <p>Iriss will also share findings from a nationwide anti-racism survey for social work that informs this work. It aims to uncover the extent of the issue, its impact on people and identify what meaningful actions should be undertaken. It will be repeated every two years to monitor progress.</p> <p>Social Care</p>
<b>10:20 – 11:20</b>	<p><b>Digital Collaboration Projects</b></p> <p><b>Speaker:</b> Fiona Wright, Specialty Doctor in Oral and Maxillofacial Surgery, NHS Forth Valley and Kirsty McPherson, Specialist Lead (Dental), NHS Education for Scotland</p> <p><b>Description:</b> This session will share how the development of an e-learning training package was created to address training needs and a gap in education delivery. The session will share how new collaborative relationships were fostered between Dental and AHP to create a new e-learning suite of resources for the Dental and AHP workforce and how learning from this is taken forward to other projects.</p> <p>Dental Education - 1 hour V CPD (A &amp; C)</p>



<p><b>10:20 – 11:20</b></p>	<p><b>The Role of the Scottish Rural GP Fellowship in Sustaining General Practice in Rural Regions</b></p> <p><b>Speakers:</b> Dr Debbie Miller, ADGPE / GP Rural Fellow Co-ordinator, Dr Connor Gamble, NES Associate Advisor / Rural GP, NHS Education for Scotland and Dr Jon Anderson, GP / Emergency Practitioner / ex-Rural Fellow, NHS Western Isles</p> <p><b>Description:</b> This one-hour interactive workshop will feature:</p> <ul style="list-style-type: none"> <li>• A presentation on the principles of the Rural Fellowship</li> <li>• An examination of a recent evaluation regarding the impact of the Rural Fellowship over the past 20 years</li> <li>• An exploration of how the Rural GP Fellowship model can be adapted to encourage rural practice among other members of the primary care team</li> <li>• A question and answer session</li> </ul> <p>Medical Education / NMAHP / Pharmacy Education</p>
<p><b>10:20 – 11:20</b></p>	<p><b>Hidden Biases, Visible Impact: Challenging bias through education to reduce inequalities</b></p> <p><b>Speakers:</b> Amandeep Doll, Head of Professional Belonging and Engagement and Lucy Des Clayes, Learning Delivery Pharmacist, Royal Pharmaceutical Society</p> <p><b>Description:</b> How do you address bias when delivering education in health and social care?</p> <p>Our own internal biases, both conscious and unconscious, may appear in our practice when interacting with patients, learners and colleagues. This can lead to poorer health outcomes for marginalised groups and a differential attainment for colleagues and learners. Through encouraging learners to challenge their bias and see the whole person we can help reduce health inequalities and create a sense of professional belonging.</p> <p>The Royal Pharmaceutical Society (RPS) is implementing strategies to reduce bias and subsequently reduce inequalities. In developing a new e-learning platform the RPS have been addressing equity and inclusion in learning materials. We will discuss different types of bias and explore strategies to address them through educational delivery.</p> <p>Multi Professional</p>
<p><b>10:20 – 11:20</b></p>	<p><b>Bridging the Gap: Tackling health inequity through community engagement in medical education</b></p> <p><b>Speakers:</b> Jayne Stuart, Clinical Teaching Fellow, Vertical Theme Lead: Service Learning, SCOTGEM, University of St Andrews, Janaki Chaountharagnanan, ScotGEM Student and Gillian Duncan MBE, East Neuk First Responders</p>

	<p><b>Description:</b> This workshop delves into the transformative role of community engagement and service learning projects in addressing health inequities in remote and rural areas. Participants will examine a case study focusing on enhancing training for out-of-hospital cardiac arrest responses. Through interactive discussions, they will explore the benefits of partnerships between students, universities, and local charities. By highlighting experiential learning and collaborative projects, this session aims to inspire innovative educational strategies that drive systemic change to improve healthcare outcomes in underserved communities.</p> <p>Multi Professional</p>
10:20 – 11:20	<p><b>Pracademia and the Pracademic – A new paradigm and role for shaping professional education</b></p> <p><b>Speakers:</b> Darren Middleton, Principal Educator, NHS Scotland Academy</p> <p><b>Description:</b> The seminar will discuss the freshness of the concept of Pracademia (Hollweck et al.2021), and how it can address any professional fields where practice and research work together. It will explore this philosophically pragmatic approach and how those teaching within the healthcare setting can span the gap between practice and academia. This is essential within modern practice across a range of domains where there is the need for collaborative working, community involvement, lifelong learning, cultural impact, and quality patient care.</p> <p>Multi Professional</p>
10:20 – 11:20	<p><b>Nursing Education at the Front Door: Over worked, over capacity and desperate to learn</b></p> <p><b>Speaker:</b> David McCrimmon, Clinical Nurse Educator and Caitlin King, Charge Nurse / Clinical Nurse Educator, NHS Greater Glasgow and Clyde</p> <p><b>Description:</b> Due to the ongoing challenges faced by nurses at the front door the need to educate our workforce is ever increasing but the capacity to educate is just as stretched as the rest of our resources. Increased staff turnover means unprecedented levels of everyday training required. Things that would have previously taken years to master and retain are now expected of the most junior of staff due to skill mix pressures. As a team of educators we are now faced with trying to replace years of experiential learning.</p> <p>To increase job satisfaction and patient safety, our team have increased focus on everyday skills training as well as big picture learning from adverse outcomes. Rather than having a group of staff required off of the floor, we have made a monthly skill focus of skills that may be required while working within resus.</p> <p>NMAHP / Multi Professional</p>
10:20 – 11:20	<p><b>Simulation within the Post-registration Foundation Programme</b></p> <p><b>Speakers:</b> Scott McColgan-Smith, Principal Lead, Simulation (Pharmacy) and Mairi Ward, Senior Educator, Simulation (Pharmacy), NHS Education for Scotland</p>

	<p><b>Description:</b> The session will present an overview of the introduction of simulation-based education within the Post-Registration Foundation Programme for newly qualified pharmacists. Focussing on how this will promote patient safety by enhancing clinical decision making related to prescribing and widening scope of practice.</p> <p>Pharmacy</p>
10:20 – 11:20	<p><b>Equal Partners in Care (EpiC): Unpaid carers and health inequalities</b></p> <p><b>Speakers:</b> Michelle Morrison, Senior Educator and Rachel Tainsh, Senior Educator, Social Care Directorate, NHS Education for Scotland</p> <p><b>Description:</b> The social and economic cost of health inequities impact individuals and society. Unpaid carers provide vital support to family, friends and neighbours. It would cost Scotland £15.9 billion to replace the care currently provided by family and friends. Unpaid carers may also be in paid employment. Working women between the ages of 45-65 provide the most unpaid care. People in the most deprived areas are more likely to provide 50 or more hours of unpaid care a week compared to people living in the least deprived areas. The time that people spend caring has a negative impact on both their physical and mental health. Our Equal Partners in Care (EpiC) resources aim to educate the health and care workforce to increase their understanding of how to involve, include, recognise, value, support and engage unpaid carers. This will help to tackle inequity and improve the quality of service and outcomes for all.</p> <p>Social Care</p>
11:40 – 12:40	<p><b>Inclusion Oral Health: NHS Scotland's approach to oral health improvement in vulnerabilised groups</b></p> <p><b>Speakers:</b> Niall McGoldrick, Clinical Lecturer and Honorary Consultant in Dental Public Health, The School of Dentistry, University of Dundee</p> <p><b>Description:</b> This session will describe the concepts of inclusion oral health and intersectionality and the oral health needs of people experiencing homelessness, people in custody, and people using substances. In addition, the session will describe the components of Scotland's oral health improvement programmes for the above groups and share the latest development work within Scotland Oral Health Improvement Programmes for the above groups.</p> <p>Dental Education - 1 hour V CPD (A, C &amp; D)</p>
11:40 – 12:40	<p><b>Implementation of the Medical Licensing Assessment: Reflecting on past, present and future</b></p> <p><b>Speakers:</b> Martin Hart, Associate Director – Education, Suzanne Chamberlain, Head of Assessment and Liaison, Medical Licensing Assessment and Robin Benstead, Principal Education Quality Assurance Programme Manager, General Medical Council</p> <p><b>Description:</b> The GMC worked closely with stakeholders over ten years to achieve the ambition of creating a national licensing assessment to be taken by UK medical students and international doctors seeking registration via the GMC's examination route. The first cohort of students taking the Medical Licensing Assessment (MLA) will graduate in summer 2025. The launch of the MLA is a landmark moment in the history of medical education in the UK, and in ensuring consistency in terms of the knowledge, skills and behaviours that are assessed prior to joining the register.</p>

	<p>This seminar will reflect on the launch the MLA, our approach to quality assurance, and plans for reporting on, and evaluating the impact of, the MLA. We will seek input and challenge from participants about their experiences of high stakes assessment, positive and negative washback on learning, and considerations for the future development of the MLA.</p> <p><b>Medical Education</b></p>
<b>11:40 – 12:40</b>	<p><b>Strengths of a Diverse Workforce: The use of simulation in supporting International Medical Graduates’ education and development</b></p> <p><b>Speakers:</b> Dr Achyut Valluri, Consultant Physician / Training Programme Director for Acute Internal Medicine / ACCS-IM East Region, Dr Syed M Babar Akbar, GP / Associate Director for Medical Education, Dr Hamza Ahmad, Clinical Teaching Fellow, Dr Edward Lim, Clinical Teaching Fellow, Dr Sue Een Lau, Clinical Teaching Fellow, Dr Karyn Joss, Clinical Teaching Fellow, Dr Sudhara Niriella, Clinical Teaching Fellow, NHS Tayside, Dr Amrita Brara, IMG Simulation Fellow, Dr Julie Doherty, Lead for Bridges Refugees Doctors Simulation Programme and Dr Julie Mardon, Clinical Director, Scottish Centre for Simulation and Clinical Human Factors (SCSCHFs) / NHS Forth Valley</p> <p><b>Description:</b> The 2024 GMC Workforce report reveals that two-thirds of those joining the UK medical workforce are International Medical Graduates (IMGs). Furthermore, 56% of the GPST1s in 2023 were noted to be IMGs, with large numbers working in deprived areas. We recognise the potential positive impact our IMG colleagues have on addressing societal health inequities, through bolstering the workforce and bringing a wealth of diverse experiences and perspectives.</p> <p>Using current national evidence and active discussion in breakout rooms, our seminar will explore the use of simulation to enhance IMG inductions and provide ongoing support as they embed into their roles. With emphasis that enhanced multi-dimensional IMG support can address medical education and professional development inequities that our IMGs currently face.</p> <p>We hope to use the ideas generated from the session to inform the IMG Leads across Scotland and in doing so, directly impact NHS Scotland’s current practice in IMG support.</p> <p><b>Medical Education / Multi Professional</b></p>
<b>11:40 – 12:40</b>	<p><b>Tackling Multiple Missed Appointments as a Cause of Health Inequity by Embedding a ‘Missingness’ Lens</b></p> <p><b>Speaker:</b> Dr Calum Lindsay, Research Associate, Department for General Practice and Primary Care, University of Glasgow</p> <p><b>Description:</b> This seminar will cover recent research on ‘missingness’ in healthcare – on what causes patients to miss multiple health appointments, and what might be done to address these causes. Missingness affects those patients already in poor health, living in complex social circumstances, and who experience multiple, overlapping barriers to care. This seminar session will cover our main research findings around who is impacted by missingness and what causes it, then will outline the key elements of a co-designed intervention to mitigate these causes. We will then present our overarching intervention framework, before facilitating discussion among attendees to get their perspectives</p>

	<p>on our approach, explore their experiences of working with ‘missing’ patients, and to understand how training, education and staff support might help embed missingness work in practice.</p> <p><b>Multi Professional</b></p>
<b>11:40 – 12:40</b>	<p><b>Medical Associate Professions in Scotland – learning and progression beyond graduation</b></p> <p><b>Speakers:</b> Alastair Murray, Consultant Paediatric Orthopaedic Surgeon / Chair of Specialty Training Board for Surgery / Deputy Postgraduate Dean, NHS Education for Scotland, Sophie Macdonald, Physician Associate, NHS Grampian, Lynn Wright, Lead Anaesthesia Associate, NHS Golden Jubilee and Dean Barrowman, Advanced Surgical Care Practitioner, NHS Forth Valley</p> <p><b>Description:</b> Current health needs workload challenges and challenges to recruitment in health and care require NHS Scotland to continue embracing innovative roles in workforce to enhance capacity and capability to deliver key priorities. Diversification of the workforce adds resilience, enhancing service responsiveness to meet population needs across Scotland.</p> <p>This seminar will share activity regarding regulation of Physician Associate (PA) and Anaesthesia Associate (AA) professions by General Medical Council. NES representatives will outline the underpinning processes and structures to deliver consistency of supervision and support. Resources to support continuing professional development (CPD) and enhance skills and capabilities beyond graduation will be explored.</p> <p>Medical Associate Professions representatives will illustrate examples of application of roles, contributing to service delivery and to building evidence of impact of these roles within a diverse workforce model.</p> <p><b>Multi Professional</b></p>
<b>11:40 – 12:40</b>	<p><b>Sustainable, Equitable and Ambitious: reimagining the future of health and care</b></p> <p><b>Speakers:</b> Jane Miller, Academy Programme Manager and Dr Mar Sanchez Fernandez, Senior Development Officer (Integration), Health and Social Care Alliance Scotland (the ALLIANCE)</p> <p><b>Description:</b> Together we can create a more sustainable and equitable society where everyone can thrive. Join the <a href="#">Health and Social Care Academy</a> – a programme of the Health and Social Care Alliance Scotland (<a href="#">the ALLIANCE</a>) – to explore how we can work collectively to shape the future of health and care.</p> <p>The session will provide an overview of the <a href="#">Five Ambitions for the Future of Health and Care</a>, which highlight the conditions for long term, meaningful and sustainable change. The session will introduce <a href="#">Unfolding the Future</a> which is an interactive resource to support individuals and organisations to think creatively and ambitiously when planning for the future. The Toolkit encourages us to explore the actions and decisions that we can take in the short, medium and long term. This space helps promote deeper thinking and discussion about our journey towards transformation where people and wellbeing are at the centre.</p> <p><b>Multi Professional</b></p>

<b>11:40 – 12:40</b>	<p><b>Developing Future Nurse and Allied Health Professional Leaders to Drive High-quality Care: The Director of Nursing and Allied Health Professional Fellowship</b></p> <p><b>Speakers:</b> Claire Armitage, Senior Nursing Research Leader, Kelly Barber, Director of Nursing and AHP Fellowship Co-ordinator, Rachel McMurray, AHP Research Leader and Kristelle Craven, AHP Research Leader, Leicestershire Partnership NHS Trust</p> <p><b>Description:</b> Flexible, innovative workforce solutions are needed to develop future leaders and drive high-quality care (1). This seminar will present the Director of Nursing and Allied Health Professional (DoNAHP) Fellowship, based on the framework underlying a nursing staff development initiative (1). The DoNAHP Fellowship has been implemented within a large community, mental health, and learning disability NHS Trust, to support nurses and allied health professionals in gaining clinical academic skills, and expertise in transformational leadership, evidence-based practice, and quality improvement. During this seminar, participants will be introduced to the Fellowship's structure, and use of specialist learning methods to support individual and interdisciplinary learning and development. The session will highlight how these methods have upskilled nurses and allied health professionals, fostered inter-professional and patient / public collaboration, and led to improvements in quality of care among underserved patient groups. Participants will also receive practical tips for delivery of similar programmes in their own contexts.</p> <p>(1) Bramley, L., Manning, J. C., &amp; Cooper, J. (2018). Engaging and developing front-line clinical nurses to drive care excellence: Evaluating the Chief Nurse Excellence in Care Junior Fellowship initiative. <i>Journal of research in nursing : JRN</i>, 23(8), 678–689. <a href="https://doi.org/10.1177/1744987118808843">https://doi.org/10.1177/1744987118808843</a></p> <p><b>NMAHP / Multi Professional</b></p>
<b>11:40 – 12:40</b>	<p><b>Practice Managers Vocational Training Scheme Poster Presentations</b></p> <p><b>Speakers:</b> Natalie Smith, Practice Manager, Levern Medical Group, Stephanie Parnell, Practice Manager, North Surgery, Annan, Kirsty Copeland, Practice Manager, Ullapool Health Centre, Diana Donlevy, Assistant Practice Manager, Wester Hailes Health Centre and Abby Houstin, Deputy Practice Manager, Lockerbie Medical Practice</p> <p><b>Description:</b> Join us for an engaging and informative session where learners from the Practice Managers Vocational Training Scheme showcase their Work Based Projects through poster presentations. Each presenter has undertaken a unique project aimed at addressing specific challenges in practice management. Their posters will cover a range of topics from Improving Type 2 Diabetic Clinic Attendance to introducing 360 degree appraisals.</p> <p><b>Practice Managers</b></p>
<b>11:40 – 12:40</b>	<p><b>Implementing the Charter of Rights for People Affected by Substance Use: Developing systems of care based on a Human Rights Based Approach</b></p> <p><b>Speaker:</b> Laura Freeman, Principal Educator, Substance Use Workstream, Psychology Directorate, NHS Education for Scotland</p>

	<p><b>Description:</b> The NES Psychology substance use workstream has developed a robust infrastructure for the learning and development resources for working with substance use, trauma and mental health. With the publication of the draft Charter of Rights, there is a need to ensure resources underpin the Charter and a Human Rights Based approach. Strategies to integrate learning and development resources with the Charter and a Human Rights based approach are explored.</p> <p>Psychology</p>
11:40 – 12:40	<p><b>Scottish Care – Workforce Matters</b></p> <p><b>Speaker:</b> Caroline Deane, Workforce Policy and Practice Lead and Becca Young, Policy and Research Lead, Scottish Care</p> <p><b>Description:</b> Scottish Care’s Workforce Matters project aims to support care workers in the independent and third sector delivering social care support across Scotland. Part of this support is to ensure that easily accessible learning and development opportunities are available to enable staff to continue to provide high quality care services. Due to the many well documented challenges being faced by the social care sector it is important that we find ways to deliver appropriate training using methods that will encourage and support staff to embed new learning into practice. This presentation will highlight the complexities of the independent social care sector, current knowledge and potential skills gaps and the importance of funding models being appropriate to adequately cover the true cost of staff learning and development requirements.</p> <p>Social Care</p>
13:15 – 14:15	<p><b>Why Did I Miss That? Why recognising cognitive overload matters, for prescribing</b></p> <p><b>Speakers:</b> Dr Alex Symonds, IMT3 and Dr Ailsa Howie, Acute Medicine Consultant, NHS Lothian</p> <p><b>Description:</b> Clinicians in the acute care setting work in a high acuity environment with multiple interruptions, time constraints and loud distractions. This increases demand on working memory and increases the risk of cognitive overload. Task errors, in particular prescribing errors, increase with interruptions, fatigue and multi-tasking. Recognising cognitive overload is therefore vital to improve not only task performance, but to reduce anxiety and burnout.</p> <p>We have developed a simulation session for medical registrars which mimics the acute care setting and reproduces factors contributing to cognitive overload. To date we have run the scenario with 25 medical registrars and have used a debriefing model to explore these factors. The majority reported improved recognition of cognitive overload. The next stage of the simulation is to develop a systematic intervention to give trainees strategies to recognise and manage factors leading to overload. Ultimately, with the aim of reducing medical error and improving clinician wellbeing.</p> <p>Medical Education</p>
13:15 – 14:15	<p><b>Improving Trainees Experiences: Pregnancy, Parental Leave and Return to Work</b></p>



	<p><b>Speakers:</b> Alex Haddon, Orthopaedic Registrar and Kirsty Milne, Orthopaedic Registrar, South East Scotland Deanery, NHS Education for Scotland / NHS Lothian</p> <p><b>Description:</b> Discussion surrounding parental leave and the return to work during postgraduate medical training. This seminar will cover topics such as planning return to work, use of KIT days, breastfeeding and returning to work, what you are entitled to during your return to work and signpost to some helpful resources and courses. Delivered by two orthopaedic trainees who have not only been through it themselves, but organised and ran the return to work day for surgeons, anaesthetics and obstetrics and gynaecologists in NHS Lothian.</p> <p>Medical Education</p>
13:15 – 14:15	<p><b>Learning in Teams: Possibilities and Practicalities of Debriefing in Healthcare Environments</b></p> <p><b>Speakers:</b> Dr Stephen Waite, Medical Education Fellow, Dr Charlotte Dewdney, Medical Education Fellow, Dr Emma Phillips, Anaesthetic Registrar, NHS Lothian, Dr Cristina Diaz-Navarro, Academic Head of Perioperative Care / Honorary Professor / Associate Professor, Cardiff and Vale University Health Board / Cardiff University / University of Barcelona and Dr Vicky Tallentire, Associate Director of Medical Education (Scholarship) / Associate Postgraduate Dean (IMT Simulation), NHS Lothian / NHS Education for Scotland</p> <p><b>Description:</b> In our complex healthcare systems, maintaining adequate focus on multidisciplinary education and effective system improvement can be challenging. There is a growing body of evidence advocating for clinical debriefing (CD) as a technique to mitigate these challenges. A CD is a short group learning conversation undertaken after any clinical scenario, in which the whole clinical team comes together to make sense of events and learn from them. CDs have been shown to aid learning in the clinical environment, positively impact individuals, teams and systems, and also promote staff wellbeing.</p> <p>Run by a team with extensive experience in CD, this interactive seminar will explore the potential of CDs to empower all members of our multidisciplinary teams to develop as individuals and make real-life systems improvement. Together we will investigate the common barriers to embedding this strategy in clinical practice and identify strategies for implementing CDs in your area or department.</p> <p>Medical Education / Multi Professional / NMAHP</p>
13:15 – 14:15	<p><b>Development of Accessible Short Animations to Demonstrate Best Practice in Transfusion Practice</b></p> <p><b>Speakers:</b> Andy King-Venables, Transfusion Education Specialist, April Molloy, Haemovigilance Specialist, SNBTS (part of NSS Scotland) and Eilidh Atkins, Senior Graphic Designer, Marketing and Communications, NSS Scotland</p> <p><b>Description:</b> Transfusion Associated Circulatory Overload (TACO) remains a major cause of transfusion-related morbidity and mortality. The number of TACO cases reported to SHOT in 2023 is the highest to date; despite this, it is likely that cases remain under-reported, indicating a health inequality.</p>



	<p>Education and training on the TACO Risk Assessment and recognition of TACO was identified as a gap, with the aim of improving patient outcomes.</p> <p>Could the concept of specific, scenario-based, 5-minute animations be developed, without an external budget?</p> <p><b>Multi Professional / NMAHP / Healthcare Science</b></p>
<b>13:15 – 14:15</b>	<p><b>The Scottish Public Health Workforce Planning and Development Group (SPHWPDG) reviewing and strengthening arrangements in relation to the Specialist Public Health Workforce in Scotland</b></p> <p><b>Speakers:</b> Charlie Sinclair, Associate Director NMAHP, NHS Education for Scotland and Fiona MacDonald, Organisational Lead (Public Health Workforce), Public Health Scotland</p> <p><b>Description:</b> The <i>Scottish Public Health Workforce Planning and Development Group (SPHWPDG)</i> exists to provide a forum for reviewing and shaping policy in relation to the Public Health Workforce in Scotland. Increased learning and development support for the workforce can maximise their specialist contribution to the strategic intent agreed by Scottish Directors of Public Health, Public Health Scotland and Scottish Government.</p> <p>To strengthen the workforce approach to improving population health and reducing health inequalities as part of a workforce collaborative, a short life working group was established in 2023 to undertake a programme of work to support the specialist public health workforce in Scotland through the UKPHR portfolio accreditation routes. This included reviewing arrangements to increase the pool for future consultants and growing the public health practitioner pool.</p> <p>This seminar will reflect the collaboration in co-creating a case for change and national approach to ensure future sustainability of routes to professional registration.</p> <p><b>Multi Professional</b></p>

<p><b>13:15 – 14:15</b></p>	<p><b>From Margins to Mainstream: Creating inclusive learning environments in health and social care</b></p> <p><b>Speakers:</b> Dr Ashley Simpson, Medical Education Fellow, Dr Jan Engel-Morton, Medical Education Fellow, NHS Lothian, Dr Mark Winton, Scottish Clinical Leadership Fellow, NHS Lothian / Scottish Government, Dr Maria Correia, Foundation Year 1 Doctor, NHS Dumfries and Galloway and Nanna Sivamanoharan, Year 5 Undergraduate Scholar, Edinburgh Medical School</p> <p><b>Description:</b> This seminar addresses health inequity by tackling barriers that limit the agency and empowerment of learners, particularly those from underrepresented backgrounds in health and social care education. Supporting learner autonomy, confidence, and a sense of belonging is vital; however, structural inequities, implicit biases, and microaggressions disproportionately hinder the progress of marginalised groups.</p> <p>The workshop will provide a collaborative space for participants to examine these challenges and develop strategies to create inclusive learning environments. Attendees will work together to identify approaches that promote agency and equity, shaping spaces where all learners can thrive. The session will conclude with participants creating actionable steps to enhance teaching practices and institutional frameworks within their organisations.</p> <p>By focusing on "tackling health inequity through education and workplace learning", this workshop aims to empower diverse health and social care students to succeed, fostering a multiprofessional workforce that advances healthcare equity.</p> <p>Multi Professional</p>
<p><b>13:15 – 14:15</b></p>	<p><b>Navigating Change: Person-centred cancer pathways at NHS Fife</b></p> <p><b>Speakers:</b> Murdina MacDonald, Lead Cancer Nurse, Suzanne Wilkie, Advanced Clinical Nurse Specialist (Head and Neck), Lauren Moir, Patient Navigator (Urology) and Lorna Muir, Patient Navigator for Education (RCDS), Cancer Services, NHS Fife</p> <p><b>Description:</b> Attendees will hear about the development of the Patient Navigator (PN) role on cancer pathways at NHS Fife to date. These roles provide a single point of contact for patients throughout their cancer journey, guiding them through an often bewildering time. The role also provides non-complex clinical and administrative support to Clinical Nurse Specialists (CNSs), allowing them to focus on higher-level cancer care for patients.</p> <p>The seminar will outline the progression of the PN role at NHS Fife on diagnostic and cancer pathways. Those who attend will hear about the founding of peer support and learning forum sessions, local education offers and the creation of further education resources to support continuous development of PNs. The panel will share learning challenges and benefits from the role, including smoother cancer pathways, lower DNA rates (including among our most deprived communities) and a desire to recruit, retain and progress staff in band 4 roles.</p> <p>Multi Professional / NMAHP</p>

<b>13:15 – 14:15</b>	<p><b>Health Inequality and the Armed Forces and Veterans Community – How workplace learning can improve outcomes</b></p> <p><b>Speaker:</b> Kari Magee, Armed Forces and Veterans Project Manager and Jo McBain, Director of Allied Health Professionals / NHS Highland Armed Forces Champion, NHS Highland</p> <p><b>Description:</b> The Scottish Census showed that there were 176,084 veterans living in Scotland in 2022. Many will leave the Armed Forces with good health and positive prospects; however, there are a significant number for whom the transition is more challenging. From inequality in childhood before joining the Armed Forces through to a lack of knowledge of how public services work and the absence of beneficial social connections to guide them, some of our most vulnerable members of the Armed Forces and Veterans community will struggle. However there are simple steps that can be taken to reduce the disadvantage. Workplace learning can raise awareness and provide practical support to both healthcare staff and patients to ensure that we make every contact count, especially in a time when financial constraints mean that understanding what additional support is out there can make the difference.</p> <p>Multi Professional</p>
<b>13:15 – 14:15</b>	<p><b>Innovation in Training Post Distribution: addressing health and training opportunity inequality through collaborative, person centred, population based approaches to training programme design and delivery</b></p> <p><b>Speakers:</b> Dr Marion Slater, Associate Postgraduate Dean for Medicine, North of Scotland, Will Rutherford, Training Programme Director for Stage 1 and 2 Internal Medicine, Highland, North of Scotland, NHS Education for Scotland, Dr Duncan Scott, Divisional Clinical Director for Medicine, NHS Highland, Dr Helen Freeman and/or Dr Satinder Bal, Director of Medical Education / Associate Director of Medical Education, NHS Highland, and/or Dr Louise Millar, Associate Director of Medical Education, Dr Gray's Hospital, NHS Grampian, Dr Pauline Wilson, Consultant Physician / Associate Medical Director (Acute) / Director of Medical Education / Associate Postgraduate Dean – Rural and Remote Health Credential, NHS Shetland / NHS Education for Scotland, Dr Susan McGeoch, Training Programme Director for Stage 1 and 2 Internal Medicine, Grampian, North of Scotland, Hamish Myers, Consultant and Kirsty Wood, Consultant, NHS Highland</p> <p><b>Description:</b> People in remote and rural communities experience disadvantage across a range of domains including access to timely healthcare, contributing to health inequalities and poorer outcomes and experience. The North of Scotland (NoS) carries high consultant vacancies particularly in rural and island hospitals, many long-term, and negatively impacting the safe delivery of quality care. We describe collaboration in the NoS Deanery between NES Medical Specialities and Health Boards, and the impact on recruitment and retention to training programmes. Utilising data including population and vacancies, and considering the experience of doctors in training and sustainability of out-of-hours healthcare, a novel approach was instituted in 2019 in tandem with the new Internal Medicine Stage 1 curriculum, redistributing training posts and piloting full Higher Specialty Training programmes based in NHS Highland. We demonstrate how this has improved substantive consultant appointment across NHS Highland and thereby access to healthcare across our remote and rural geographies.</p> <p>Medical Education / Multi Professional</p>

**13:15 –  
14:15**

## **Psychological Therapies for the Workforce**

**Speaker:** Marie Claire Shankland, Head of Programme, Specialist Services, Psychology Directorate, NHS Education for Scotland

**Description:** As a result of the timely investment, during the COVID-19 pandemic, by Scottish Government in Psychological Therapies for the Workforce, staff in Scotland have had access to interventions and therapy to support their mental health and wellbeing. Funding the service was a clear statement about the value placed on workforce mental health and wellbeing. The service has consistently shown good clinical outcomes and positive feedback. There are strong positive indications, from qualitative feedback and Board data on work status, that the service is contributing in terms of retaining staff and preventing prolonged sickness absence. As we move further from the pandemic demand for the service grows, and plenty more remains to be done to support the workforce.

Psychology