

# Severn Deanery



## Educational Development Training Needs Analysis Summary

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## Training Needs Analysis project

This report is designed to provide an executive summary of the findings from the recent Training Needs Analysis work conducted in the Severn Deanery (April – July 2009).

The aim of the Training Needs Analysis is to identify the development and educational needs of the senior members of the Severn Deanery Faculty (this excludes Educational and Clinical Supervisors who are covered by a separate initiative from the Deanery) and propose a range of training and other activities to meet these.

### Background

At present Faculty development in the Severn Deanery is concentrated on three main activities:

1. Induction for new Heads of Schools and Training Programme Directors
2. 'In-house' events including a series of master classes which commenced Autumn 2008, occupational briefing workshops and specific development for Educational Supervisors both 'in-house' and externally supplied
3. Attendance at external training events including the suite of postgraduate programmes delivered by the University of Bristol Medical Education Unit (Training and Learning for Healthcare Professionals -Certificate, Diploma and MSc Levels) and other conferences (AMEE and ASME)

The Faculty of the Severn Deanery includes Directors of Medical Education (DMEs) in NHS Trusts, Heads of Schools, Foundation Programme Directors in Trusts, Training Programme Directors, Educational Supervisors, Royal College representatives (they deliver training in conjunction with the Deanery), and Speciality Training Advisors. It is the intention to take account of all these positions in the Training Needs Analysis.

The Training Needs Analysis aims to inform developments in the following areas:

1. Identification of where clear standards are required across the range of educational activities that the Deanery orchestrates
2. Scoping out the current and future operational requirements of Deanery roles
3. Integrating into development plans important new developments in medical education such as using electronic teaching methods and materials, and leadership and managerial skills
4. Finding out the specific development initiatives that Faculty members would appreciate
5. Suggestions for a career development structure and related activities for educators in the Deanery

Investigations last year into the development needs of the Deanery Faculty indicated little systematic training needs analysis with regards to job roles and post holders. The Educationalist and Medical Advisor discussed this with the Directors of Medical Education, Heads of School and the Deanery Executive Team and it was agreed that a thorough Training Needs Analysis should be undertaken. It is against this background that the Training Needs Analysis has been conducted.

### How we gathered our evidence

In order to carry out the Training Needs Analysis a team including external training consultants was set up to gather information from all the Deanery Faculty, to systematically analyse this against role, Deanery and educational requirements and create a report outlining the findings and detailing recommendations for developmental activities.

The project team included:

Geoffrey Wright, Associate Dean – Project Executive  
Alan Cook, Educationalist and Medical Adviser – Project Leader  
Sarah Hands, Educational Adviser & GP Educator – Project Adviser  
Anne Spracklen, Medical Education Manager – Project Manager  
Carol Barnes, External Project Education and Training Consultant  
Caroline Taplin – External Project Education and Training Consultant  
Naomi Jefferies - External Project Education and Training Consultant  
Jaime Johnson – External Research Analyst

The data and findings in this report have come from three main sources.

1. Information on current arrangements and requirements for training and development in Severn Deanery was gathered from discussions with the project team and Severn Deanery documentation.
2. All Faculty members were provided the opportunity to attend an interview, a sample of 30% volunteered to be interviewed; three independent consultants<sup>1</sup> conducted 40 interviews between the 11<sup>th</sup> March and 16<sup>th</sup> June 2009.
3. All Faculty members were also provided the opportunity to put forward their views in the Training Needs Analysis survey (133 invitations were emailed to the Faculty). The anonymous survey was completed by 70 respondents, between 26<sup>th</sup> of May and 12<sup>th</sup> June 2009.

### Methodology

The interviews were conducted face-to-face and over the telephone using a standard interview structure developed and agreed by all project team members. All interview notes were anonymous; details of the interviewees' role were retained in order to review any themes particular to certain groups. The research analyst<sup>2</sup> reviewed the interview notes integrating them into meaningful clusters of themes, which informed the final report.

The Training Needs Analysis survey was designed to provide quantitative information to support the output from the interviews and to look at other issues in further detail. The output from the survey is reported in the final report using frequency counts and averages; any themes in the free text comments are also referred to in the final report.

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<sup>1</sup> Carol Barnes, Naomi Jefferies and Caroline Taplin

<sup>2</sup> Jaime Johnson

## Executive summary

In summary, the Training Needs Analysis interviews and survey have identified a number of areas where further training would be useful and a number of areas where the Deanery would do well to raise Faculty awareness of the support and systems already in place.

With regards to training, looking at the management skills of the group, the most popular areas for development were budget and financial management and people management skills; in particular delegation, negotiation and influencing skills. Strategic planning and task direction were also identified as important areas where the group felt their effectiveness was low.

The group identified the need to develop their leadership skills more generally, closely linked with strategic planning above, the emphasis was on improving education and training, perhaps improving change management skills.

Looking at supervisory skills used in their educational role, the group felt that motivational skills and educational leadership were important areas where their performance could be improved, these items link closely with the development areas identified above for management and leadership. Another more specific area identified for improvement was career management.

In the area of challenging and needy trainees, the majority felt that the support offered by the Deanery was good but there is a need to provide more awareness of the support offered. The group requested further training in this area, specifically courses in: Performance management of trainees, Counselling trainees in difficulty, and Handling trainees in difficulty. A number felt that the Deanery now needs to direct its attention to issues at the other end of the scale such as career management and succession planning.

Looking at recruitment and assessment skills, the group offered mixed reviews of the online and Deanery training offered in this area. The group recognised that legislation in this area was constantly changing and there was a need to keep up to date. The group also identified that they were coming across cultural issues with regards to recruitment and assessment and this was an area where the Deanery would be best placed to provide a forum for support.

With regards to probity and ethical issues, the group identified the need for more clarity in this area. No training needs were identified.

With regards to IT the group felt their skills were adequate for the job and the majority were happy using E-portfolios, although a quarter of those interviewed requested further training on E-portfolios.

The group expressed a preference for interactive training in short sessions, in the form of courses, master classes and peer discussion/Deanery meetings; this would build on the groups preferences for peer learning and enjoyment of networking. There was some feeling that the location of these could be reviewed and perhaps offered more locally.

There were some common themes that occurred throughout the feedback, with regards to the Deanery's communication of their expectations and the communication of the support available, as well as issues around having sufficient time to do the role.

- The group expressed a concern that they didn't know who to go to or what was expected of them. The Deanery may already be addressing this with the introduction of formal inductions in some areas. This is borne out in the Training Needs Analysis as those that had inductions felt they had the information they needed to do their job.
- There was a feeling that the website could be further developed to direct individuals to the support they need.
- The uncertainty around roles and the Deanery's expectations may account for the large number of requests for feedback, formal appraisals and mentors.
- Many expressed that insufficient time to do their role and their existing workload hindered their performance.

Few felt that educational research and theory informed their work for the Deanery and this area was identified as one of the more important training needs. The issues for the group here are around the accessibility of educational research and also the time available for personal development.

Finally, there are other issues, which are not developmental, but organisational development needs, which have been identified:

- Deanery/educational and primary job conflicts including getting recognition of educational role in job plans
- Feedback from the Deanery on the performance of Schools and individual roles within these
- Provision of information on the structure and roles of the Deanery
- Provision of information about Deanery's role in the wider context
- The effect (negative) of Deanery politics (i.e. relationship with SHA) on Faculty members.

## Recommendations for development

1. Ensure that training is offered in the following areas:
  - a. budget and financial management
  - b. how to organise self and others (including delegation skills)
  - c. assertion skills with difficult colleagues (including negotiation and influencing skills)
  - d. strategic planning
  - e. work and task planning
  - f. leadership frameworks/competencies (including leadership and managerial skills)
  - g. motivational skills
  - h. career management
  - i. performance management of trainees
  - j. counselling trainees in difficulty
  - k. handling trainees in difficulty
  - l. succession planning
  - m. interviewing skills
  - n. E-portfolio use and management
  - o. electronic learning processes
  - p. educational research and theory
2. Ensure that, where appropriate, the groups preferred learning methods are considered when providing learning opportunities. Learning methods the group seem to enjoy are active and participative and include courses, master classes and peer discussion/Deanery meetings. Using action learning sets and learning networks will take into consideration the groups preferences for peer learning and networking as well as providing opportunities for hands on practice.
3. Undertake a review of the locations where training is currently offered and look to offer training opportunities across the Deanery.
4. Provide email or online bulletins to keep Faculty updated on developments in recruitment and assessment (legislation).
5. Undertake a review of the current recruitment and assessment training provision and obtain further feedback from the Faculty on the training quality and impact of the training they have attended to date.
6. Update Faculty on the legislation and cultural/ethical issues related to equality and diversity, and application to overseas recruitment and placements and provide a forum for support in this area.
7. Improve awareness of probity and ethical issues and provide more clarity around the Deanery guidelines.
8. Develop the website to direct individuals to the support they need.
9. Continue the introduction of formal induction – ensure that it covers what is expected of the individual in their role and who to go to for help.
10. Ensure that all Faculty members have the opportunity to attend a formal educational appraisal (the appraisal should incorporate a review of job plans and have an emphasis on directing developmental needs making best use of time available).
11. Offer access to an educational mentor as part of the induction programme and review their effectiveness during appraisal – perhaps changing mentor to address specific development needs.