

<b>Name of Guideline</b>	<b>Use of SAS Doctor/Dentist Development Fund</b> <b>Required feedback to HEE</b> <b>Appointment and role of the SAS Tutor</b>
<b>Category</b>	<b>SAS Doctors</b>
<b>Authorised by</b>	<b>Senior Team, HEE Yorkshire and the Humber</b>
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<b>Role</b>	<b>SAS Regional Tutor</b>

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Notes</b> <b>Reason for changes, what has changed etc</b>
<b>2</b>	<b>February 2018</b>	<b>Dr Mark Radcliffe</b> <b>SAS Regional Tutor</b>	Changes to the way the SAS funding is delivered. New guidelines for the spending and reimbursement for SAS spending costs.
<b>1</b>	<b>February 2016</b>	<b>Dr Mark Radcliffe</b> <b>SAS Regional Tutor</b>	New guideline

## Section 1: Introduction

**Throughout this document SAS refers to Staff Grade, Specialty and Associate Specialist Doctors and Dentists.**

These standards and guidelines cover the following areas;

- Guidance on the appropriate spending of the SAS Doctor /Dentist Development Fund 2008 to aid in realising objectives in SAS doctor/dentist professional and career development
- Guidance setting out the process by which SAS Tutors and Trusts feedback to Y&H HEE on the use of the SAS monies and on progress towards objectives
- Guidance on the appointment and role of the SAS Tutor

### Background (Ref BMA Guidelines)

- Initially the SAS Development Fund was made available as part of the SAS 2008 contract deal, by the Department of Health to support the development of SAS grade doctors and dentists. The amount of money is £12 million recurrent funding which approximates to £800 per SAS grade doctor and dentist in England based on the 2006 HCHS census. The money although initially ring fenced became part of the general educational budget. There has always been a difference in the amount of money allocated to each SAS grade from region to region, based on how the money was divided nationally. In the Yorkshire and the Humber region this was originally £580 per SAS grade.
- The funding stream was not initially designed for trust grade, hospital practitioner, clinical medical officer, senior medical officer or clinical assistant doctors / dentists to access, although it is down to local NHS organisations exactly how the money is used. SASC BMA believe that non-standard SAS grades should be able to benefit from the money, through bursary applications where there is sufficient money and to attend organised courses. Doctors employed by the NHS Blood and Transplant services are included in the original development funding. In recent months HEE has indicated that this non-training and non-SAS group, should not become the new 'lost tribe' of doctors and dentists and should be supported.
- BMA SASC believe for SAS doctors / dentists to be eligible they must be engaged for the majority of their working time as an NHS employee.

### Purpose

The purpose for utilisation of these funds is to support the development of SAS and other non-training grades. Principles for use of the funding there would include:

- Acquiring new skills both clinical and non-clinical. There will be direct and indirect benefits in improving the quality and safety of patient care. Additional and innovative services may result from this
- Enhancement of existing skills and prevention of deskilling
- Improvement in recruitment and retention of SAS grades
- SAS grades achieving a higher qualification
- SAS grades can be skilled up to take on more senior posts, clinically, in teaching, in management and leadership, including clinical leads and AMD posts and tutor positions
- SAS grades can demonstrate their suitability via CESR to enter the specialist register and be eligible to apply for a consultant post. Or equivalent route for dentists
- Increased morale amongst SAS grade staff with enhanced career and job satisfaction, and decreased feelings of isolation

- SAS Tutor appointment to support SAS grades and manage SAS development fund
- As was identified in the Francis report increased morale, as well as improving retention and recruitment, reduces sickness absence and generally leads to increased productivity and a better working environment
- SAS autonomous working

### Section 2: Funding

Health Education England working across Yorkshire and the Humber currently allocates £349K per annum for the SAS Grade development. This is subject to annual review. There are 1034 (2015-16) eligible SAS Doctors and Dentists in the Region

The money is now held in 3 funds at HEE. SAS Regional Tutor and SAS Tutors are funded from the Workforce Development Fund. SAS Tutor development days are funded from Future Workforce Funding. There is now a PT budget from which reimbursement of courses run by trusts.

Funding for SAS Tutors in place is allocated in the LDA on a monthly basis.

Trust Education Departments are to report on the SAS expenditure as done for training grades and the funding will be allocated via the LDA on a monthly basis. The funding will be reimbursed after the course has been completed.

The SAS Development Fund is separate and in addition to Trust based study leave funding. It is mostly to be used for the career and professional development of SAS doctors rather than clinical CPD.

Funding should be used for innovations and opportunities not normally funded by the study leave budget (study leave budget should fund the normal CPD expectations of SAS doctors). SAS development fund is not to be used as a replacement for the study leave budget.

The funding has been specifically allocated by the Department of Health in recognition of the vital contribution made by SAS doctors and dentists and the importance of their professional development.

Spending of the fund is to be transparent and well documented.

The courses/conferences arranged by YH HEE from using top sliced SAS funds will be free to SAS doctors and dentists.

### Section 3: Development Funding Use

It is the responsibility of the SAS tutor, in collaboration with the director of medical education, to decide on the appropriate use of the monies relevant to the SAS group within that trust. This can be flexible and adapted from year to year, depending on the PDP needs of that group.

There are some suggestions on the use of the monies and some guidelines on what the money should not be used for.

Top-up training to meet requirement for a CESR application or for CPD, CME or revalidation. Employers could also consider weekly sessional commitments to a specific specialist unit where applicable or providing other specialist clinic or theatre placements.

Secondment opportunities - time limited post or secondment for a specific training opportunity or requirement.

Workplace based assessment - a system to monitor and assess experience and skills and to assist in identifying a training element in the work that SAS grades are doing for those that require this.

Introduce a voluntary Record of Independent Assessment to certify SAS doctors to work autonomously within agreed boundaries for use as part of portfolios. This could be signed at the time of appraisal.

Specific clinical management or other educational skills courses or workshops could be provided where not already funded within study leave budgets.

### Annual SAS Tutor Study Days

Leadership training, master classes, coaching and mentoring and management training. Distance learning could also be considered as a practical alternative.

The SAS Tutors/ Trust Leads should discuss the priority of allocation of funding with the SAS grades.

The main theme is to help the professional development of SAS grades, and there may be some courses that need more investment. The SAS Tutors take the responsibility for deciding about these cases on an individual basis, with the understanding that there would be a robust mechanism locally to ensure fairness and to prevent misuse and all allocations for larger amounts decided by the SAS tutor and their manager for this role.

There needs to be a transparent process for the allocation of funds to SAS doctors/dentists within Trust. It is recognized that some SAS doctors/dentists may receive more than others in any year, e.g. if attending specialist training.

The funding was not originally designated for ALL non-training, non -career posts. However, any such request from a non-SAS non-career doctor which is strongly supported by the department can be discussed with the respective SAS Tutor and approved if surplus funds are envisaged by the end of the financial year. This is to support Trust Grades (with at least a 6-month contract), as a high proportion of them will go on to become substantive SAS grades.

Examples of suitable courses/training activity (this list is not exhaustive);

- SAS doctors as educators
- Language and communication support
- Assertiveness
- Time management
- Clinical and other generic skills acquisition or consolidation
- Critical appraisal training
- E- Portfolio development
- Post graduate exams courses
- E-learning diplomas
- Research towards publications / audit

**Note: the following should already be funded and should not usually necessitate use of the development funding:**

- SAS representation at regional and national level for educational planning (e.g. HEE);
- Training for processes involved in recertification or revalidation;
- Work needed for movement between service and training posts;
- Support or time for interaction with SAS tutors;
- Opportunities to develop new skills that are required for service need;

- Support for Trust-based CPD opportunities aimed at SAS Doctors collectively;
- Back-filling posts when SAS doctors are seconded for training purposes.
- Hospital equipment.

### Section 4: Requirements of Trust information to HEE

Each trust in the region will be asked to supply figures to the Yorkshire and Humber HEE of eligible SAS doctors and dentists and other non-training grades excluding consultants on an annual basis.

Nationally the responsibility for monitoring the use of this funding lies with Health Education England.

All Trusts complete an annual self-assessment report which includes a question on the use of the SAS development funding.

SAS Tutors will report to the SAS Regional Tutor mid financial year on SAS Development Fund spending plans.

The SAS Tutor will complete a standardised pro-forma as a feedback to the regional SAS Tutor to describe how the money has been used and to demonstrate what benefit this fund has brought to the SAS grades and the service in general. All SAS grades should be required to provide feedback to the SAS tutor in each trust. The annual reports should include a collation of this feedback.

### Section 5: Appointment and role of SAS Tutor

The role of the SAS tutor in each trust is central to the process of the use of the SAS Development Fund.

The SAS tutor post should ideally be held by an SAS doctor /dentist.

The SAS tutor should be funded commensurate with the overall SAS grade numbers and it should be included within the job plan or additional contract.

The trust should fund this role, ideally the SAS development fund should not be used to fund the role.

The SAS tutor should independently manage the local SAS development spending with line management through the Director of Medical Education or Postgraduate Director. (See Funding section for process of reimbursement of costs)

The SAS Tutor will liaise closely with SAS grades representatives in the trust and have access to data to help with the planning and provision of appropriate educational events and training to facilitate the SAS doctors / dentist's development. E.g. a summary from the appraisal system on the PDP needs of the SAS group.

The SAS tutor should be provided with appropriate administrative support. Administrative support costs should not be taken from the SAS development fund.

The SAS tutor will be responsible for the use of the SAS development fund and for the feedback to Y&H HEE to demonstrate how the fund has been spent and of the progress towards key objectives.

## **APPENDICES**

1. Feedback Proforma for SAS Tutor feedback
2. Sample SAS Tutor Job Description

## SAS Tutor Annual Return 2017/18

### About your Post

Name of SAS Tutor	
Trust you work for	
Date of commencement of post	
Number of sessions per week as an SAS Tutor	

1. Are you aware of any issues arising in the funding of your SAS Tutor position?	
2. Are you supported in this role?	
3. Are you	
An appraiser?	
An educational supervisor?	
A clinical supervisor?	
If you are a supervisor which level of person do you supervise?	
If you are a supervisor is this formerly included in your job plan?	
4. What are your professional development needs related to this role? Briefly outline these.	

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## About the SAS Doctors you represent

<p>5. How many SAS doctors/dentists are in your trust?</p>
<p>6. Are you aware of your trust experiencing difficulties in the reclaiming of SAS expenses?</p>
<p>7. Are you utilising the HEE Yorkshire &amp; the Humber website to advertise your courses/events?</p>
<p>8. Please describe any notable achievements among your SAS doctors/dentists within your Trust, eg CESR gained, appraiser trained, education supervisor trained, regional/national roles undertaken, higher positions of responsibility within the trust. Please also include the 'soft' signs – eg. improved morale, active involvement in service development, increased responsibility, research activity, student teaching.</p>
<p>9. Are you experiencing any issues with using your funds appropriately? If so, please describe</p>
<p>10. Are you aware of any recent difficulty within your Trust in recruiting to new/unfilled SAS doctors/dentists posts – are there any plans to improve this:</p>
<p>11. Can you list some of the ways your Trust supports SAS doctors/dentists</p>
<p>12. Any other comments</p>

**PTO**





## Appendix 2

### **TUTOR FOR ASSOCIATE SPECIALISTS & SPECIALTY DOCTORS / STAFF GRADES ROLE DESCRIPTION AND PERSON SPECIFICATION**

**Accountable to:** Medical Director

**Remuneration:**

**Tenure:**

**Support:**

**Role Purpose:**

The post-holder will provide

- support and guidance to Associate Specialist and Specialty Doctor/Staff Grade (SAS) doctors in the Trust, in collaboration with their supervising Consultant and the AMD for Postgraduate Medical Education
- leadership in both the professional development of SAS doctors and the contribution of SAS doctors to education and training of trainees in relevant specialties.

The SAS doctor posts in the Trust should have individual development plans agreed with their appraiser and all of whom have common as well as specialty specific development needs. Many SAS doctors contribute to the specialty training of trainees within their team and many contribute to the training of Foundation and GP trainees. Some may also have managerial responsibilities.

**Responsibilities of Role:**

1. **To provide support to SAS doctors in relation to their development needs where required:**
  - Advise Medical Director on specific needs for SAS doctors for the Trust's appraisal system and revalidation processes,
  - Provide each SAS doctor with at least one opportunity per annum to review their experience, developmental objectives and needs and where necessary provide or engage appropriate further support as part of ongoing appraisal,
  - Identify SAS doctors who require further support to obtain their development needs and ensure that appropriate support is provided in collaboration as necessary with the AMD for Postgraduate Medical Education and HEE.
  - Advise and support to SAS doctors wishing to apply for specialist registration via Article 14 (CESR),

- Provide pastoral care to SAS doctors identified as requiring particular support and guidance which could be a result of for example, a complaint or staff conflict,
  - Provide advice and guidance to the Medical Director and HR where specific issues are highlighted for individual specific SAS doctors.
- 2. To identify specialties where SAS development requires improvement:**
- Agree with the MD and AMD for Postgraduate Medical Education the annual plan for SAS development across the Trust, then implement, monitor and feedback,
  - Using SAS doctor feedback to identify specialties within the Trust where more structured development for SAS doctors is required,
  - Work with the AMD for Postgraduate Medical Education, Medical Clinical Leads, Medical Director and the Human Resources Department to assist specialties to address areas that require improvement,
  - Offer advice and support to all SAS doctors so they have meaningful appraisal folders and revalidation documentation.
- 3. To assist the AMD for Postgraduate Medical Education in providing a quality assessment of the Trust's support of SAS doctor development by developing and providing an SAS doctor-centric perspective:**
- Provide structured feedback from SAS doctors on the strengths and weaknesses of the CPD opportunities,
  - Contribute this feedback and other relevant information to the Medical Education TAG,
  - Meet regularly with the AMD for Postgraduate Medical Education.
- 4. To support the development of SAS doctors as Educational and Clinical Supervisors:**
- Assist in identifying and delivering the developmental requirements of SAS doctors for their role as educators and assessors,
  - Represent the Trust, both internally and externally on medical education issues relating to SAS medical staff,
  - Work with AMD for Postgraduate Medical Education, consultants, Medical Clinical Leads, specialty tutors and educational supervisors to develop the educational opportunities for SAS medical staff.
- 5. To maintain networks:**
- Attend locality based SAS groups within the Trust,
  - Sustain communication and contact with Health Education England Y & H (Deanery) and the SAS Leads group, attending appropriate conferences and events,
- 6. Other responsibilities**
- Undertake appropriate CPD for role,
  - Work with the Medical Directorate Business Manager to manage the annual SAS Doctors budget received from Health Education England Y&H.

<b>PERSON SPECIFICATION – TUTOR FOR ASSOCIATE SPECIALISTS &amp; SPECIALTY DOCTORS / STAFF GRADES</b>			
<b>ATTRIBUTES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>HOW IDENTIFIED</b>
<b><u>Education / Training</u></b>	Full Registration with General Medical Council Consultant or SAS doctor	Higher qualification in Medical Education  Attendance at Deanery mentoring and/or career guidance training courses in last 24 months	Application Certificates Interview
<b><u>Relevant Experience</u></b>	Experience in supervision of junior medical colleagues  Demonstrable regular attendance/ participation in trustwide and locality educational programmes	Previous experience of postgraduate education eg college tutor  Participation in educational training	Application Interview
<b><u>Relevant skills / Aptitude</u></b>	Interest and enthusiasm for improving the delivery of education and continuing professional development  Leadership skills  Knowledge of recent changes that relate to medical education		Application Interview Reference
<b><u>Special Requirements</u></b>	Computer literacy		Application Interview
<b><u>Personal Skills</u></b>	Commitment to continuing professional development  Effective interpersonal skills  Effective verbal and written communication skills  Approachability		Application Interview References
<b><u>Physical Attributes</u></b>	Ability to undertake the duties and demands of the post		Interview References