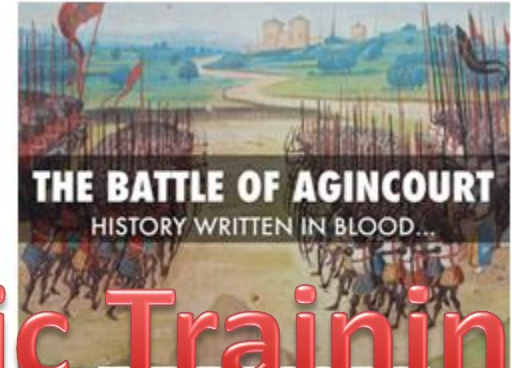




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Then emergence of sub-specialties



THE BATTLE OF AGINCOURT
HISTORY WRITTEN IN BLOOD...



Richard de Beauchamp, Earl of Warwick
(1382-1439)

Future Of Orthopaedic Training





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“Seeking knowledge
is an obligation upon
every Muslim”

Sunan Ibn Majah 224





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مدرس

علم

أستاذ

معلم

Teaching even bigger obligation





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THE BEST AMONG YOU ARE THOSE WHO BRING GREATEST BENEFITS TO MANY OTHERS

HADITH RELATED BY IMAM AL-THABARANI

Prophet
Mohammed
(pbuh)





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The Respect of Teachers in Islam

The respect that Islam gives to teachers can be seen by considering the prisoners from the battles during the beginning of Islam. The Holy Prophet (S) gave permission for each one of those prisoners who a few hours ago had raised swords and were fighting the soldiers of Islam to be freed if they taught ten people to read and write.

The reward for their teaching others to read and write was freedom.





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Respect Of Teachers

- Imam Ali (AS) continuously advised people to respect teachers and pointed their attention to the significance and value of teachers. He did so to the extent that with himself being an endless ocean of knowledge he used to say,
“I will be the servant of one who teaches me one word until the end of my life.”





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Future Of Orthopaedic Training

The Trainer





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Future Of Orthopaedic Training

The Trainee





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Future Of Orthopaedic Training

Transition





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Reality

I have some questions for you





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Reality

How many people in work place based
training and education have a **teaching
qualification?**





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Reality

How many have fallen into training colleagues and juniors because it was **part of the remit** when they were **promoted**, or it "goes with the territory"?





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Reality

Is teaching something **we can all do?**
Does it have to be especially taught?
Does anybody really care?





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Reality

If **everyone in Medicine can be a teacher**
because they have been taught, can everyone
be a doctor because they have been ill?





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Reality

'Apprenticeship' model is alive and kicking purely because it requires little to no funding.





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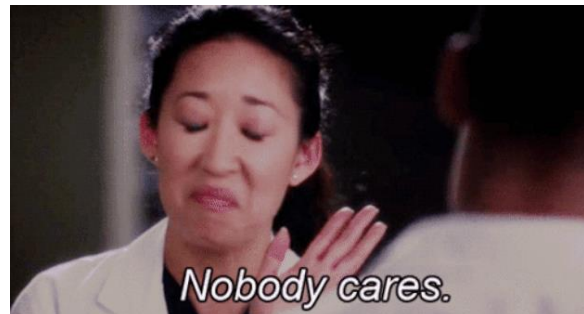
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Reality

Passing on one's professional knowledge,
skills and judgement is an innate
responsibility for any professional....isn't it?





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Born To Teach

Without the **input** of a more experienced other (a coach, teacher, mentor, trainer) this will not happen.





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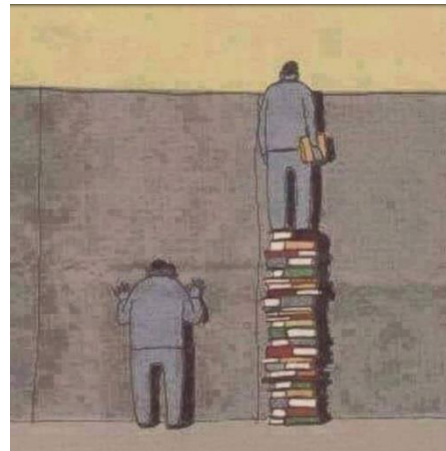
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Born To Teach

Invest in those who are responsible for
guiding the next generation, by educating
them





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Born To Teach

Some of us are **born teachers**.....others have
teaching **thrust** upon them





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Teaching

The **informal teaching** provided by doctors occurs throughout medicine and can commence immediately after graduation from medical school (junior doctors providing teaching to medical students) and continues throughout the medical career pathway





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Teaching

We all teach or provide some level of support and **supervision to grades junior** to us.
The quality assurance of training programmes, in which consultants are the trainers, ensures that educational goals can be achieved.





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Teaching





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Teaching





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Teaching

Where do we fail





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Where do we fail

A lack of appropriate teacher education

Time pressures

A lack of recognition and reward

Funding and support





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Training

Must Give It structure





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My Vision





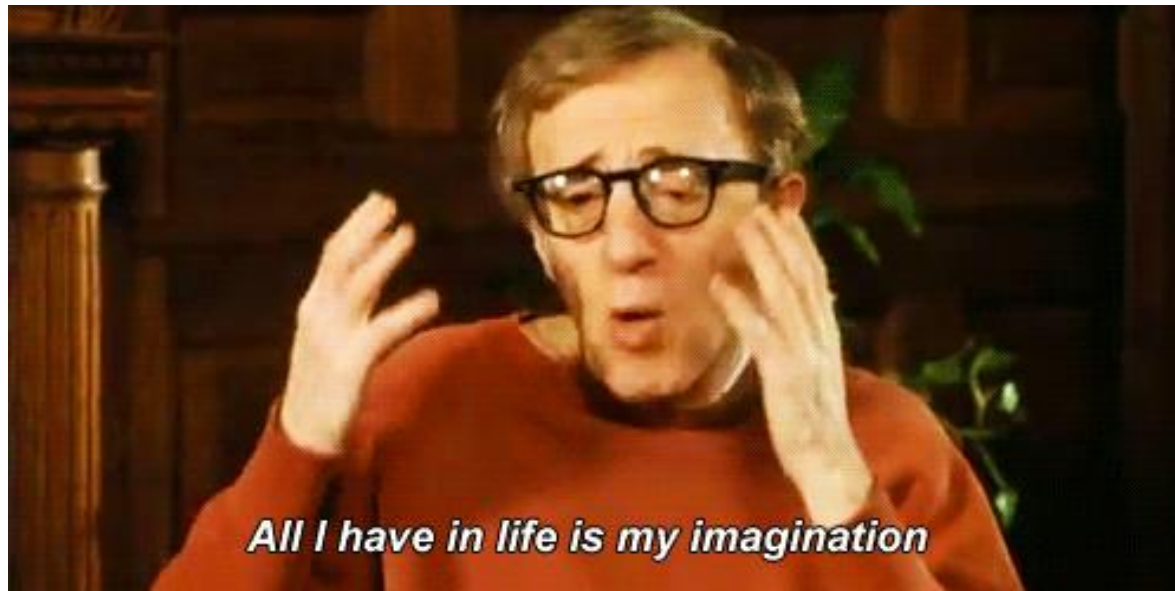
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My Vision





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My Vision

Central Body Control has to be from CPS

Programme Director/Deanery (PD)

Educational Supervisor (AES) Locally

Clinical Supervisor (CS) Individually





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My Vision

Entry to training numbers controlled

5-6 years programme

Regular assessments

Exit Exams at Year 4

Fellowship/Specialisation last 2 years

Accreditation

Doctors in difficulty





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Entry to training

**Career Progression
Exams ?? structure
Audit & Research
Portfolio & Logbook
Years From Graduation**





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Entry to training





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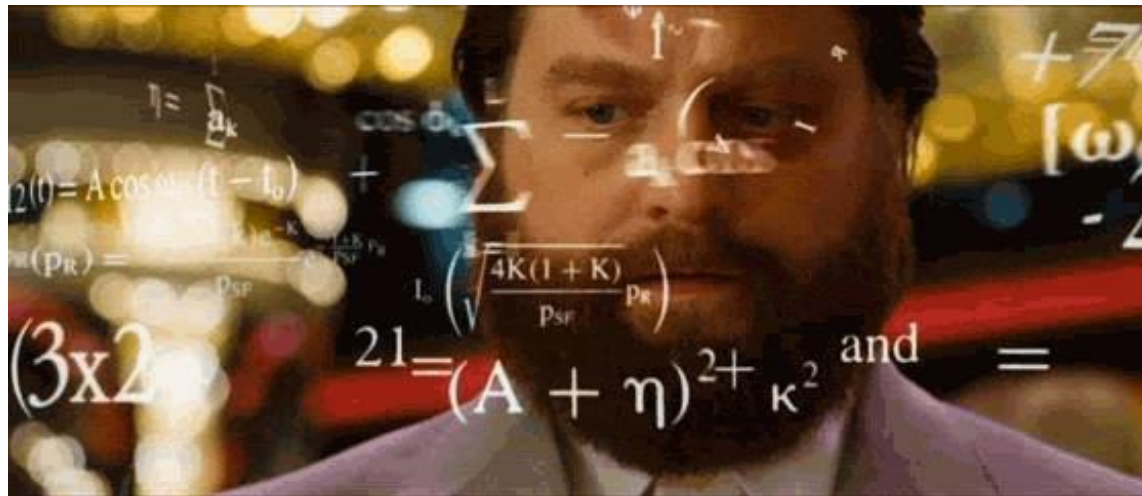
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Training

Broad Based Training for first 4 years





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Training

Trauma

Arthroscopy/Soft tissue/Sports injury

Arthroplasty

Paediatrics

Upper limb

Foot & Ankle

Bone tumour





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Training

Exams/ARCP





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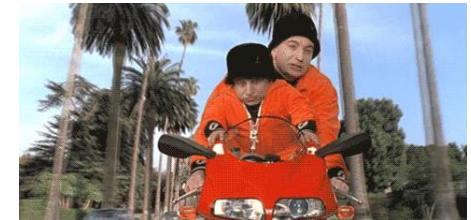
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Training

Specialisation/Fellowship/abroad





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Exposure

The PDs and AESs define the parameters of practice and monitor the delivery of training to **ensure** that the **trainee** has **exposure** to **structured** training





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Exposure

A Predetermined **range** and **number** of cases in which to develop the necessary technical skills (according to the **stage** of training) and professional judgement (to know when to carry out the procedure and when to seek assistance)





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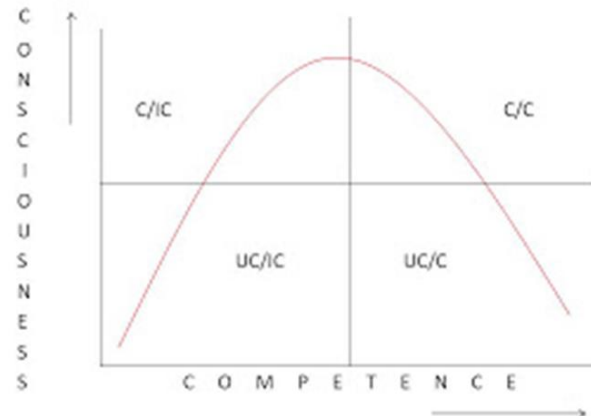
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Exposure

Detailed feedback.



Pendleton's rules





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Assigned Educational Supervisor (AES)

Acceptable numbers of Trainees overall
Educational and supervisory responsibility
Professional and personal development
Learning Agreement
Regular Appraisal/Written Record





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Assigned Educational Supervisor (AES)

**Trainee Portfolio /Serious Incidences
Deficiencies and record of it
Patient safety and trainee performance
Report for ARCP
Identifying Distress and Trainee Difficulty**





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Clinical Supervisor/Clinical Trainer

Clinical Supervisors (CSs) are responsible for delivering teaching and training under the delegated authority of the AES.

At most 2 Trainees (Pakistan 10CPS 10 MS) !!!!!





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Clinical Supervisor/Clinical Trainer



POLYGAMY

it doesn't work

JOHNWASCHERBURGER.COM



Walsall Healthcare
For One & All



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Clinical Supervisor/Clinical Trainer

Carry out assessments

Delivering feedback to the trainee

Validating assessments





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Assessor

Those who are not medically qualified may also be tasked with this role. e.g. for the **MSF**.

Those carrying out assessments must be appropriately qualified in the relevant professional discipline and trained in the methodology of Workplace Based Assessment (**WBA**).





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AES/Cs/Ct/Assessor

Selected and **appropriately trained** to be responsible for overseeing a specified doctor's clinical work

Providing **constructive feedback** during a training placement.





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AES/Cs/Ct/Assessor

Only clinicians **committed to training** should undertake the role.

All should receive training and demonstrate their competence in promoting **equality and valuing diversity**





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AES/Cs/Ct/Assessor

Local education providers should maintain a register of clinical supervisors including details and dates of training.





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ARCP

Once a year
&
Final sign Off Year 6





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ARCP

Workplace Based Assessments (WBAs)

Case Based Discussion (CBD)

Clinical Evaluation Exercise (CEX)

Direct Observation of Procedural Skills (DOPS)

Procedure Based Assessment (PBA)

Observation of Teaching (OoT)

Assessment of Audit (AoA)

Multi-Source Feedback (MSF)

Practicalities of WBAs





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ARCP/Outcomes

The ARCP panel will make one of the following recommendations about each trainee based on the evidence put before them:

Satisfactory Progress

1. Achieving progress and competences at the expected rate

Unsatisfactory progress

2. Development of specific competences required – additional training time not required
3. Inadequate progress by the trainee – additional training time required
4. Released from training programme with or without specified competences

Insufficient evidence

5. Incomplete evidence presented – additional training time may be required

Recommendation for completion of the training programme (core or higher)

6. Gained all required competences for the programme





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Examples





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Examples

Search Again?	Doctor Details										
Refine Search	Results of search on: 09 Nov 2017 at 11:44:29. The details shown are valid at the date and time of the search only.										
Results											
Doctor Details	<table><tr><td>GMC Reference Number</td><td>4664338</td></tr><tr><td>Given Names</td><td>Mian Munawar</td></tr><tr><td>Surname</td><td>Shah</td></tr><tr><td>Gender</td><td>Man</td></tr><tr><td>Status</td><td>Registered with a licence to practise; this doctor is on the Specialist Register</td></tr></table>	GMC Reference Number	4664338	Given Names	Mian Munawar	Surname	Shah	Gender	Man	Status	Registered with a licence to practise; this doctor is on the Specialist Register
GMC Reference Number	4664338										
Given Names	Mian Munawar										
Surname	Shah										
Gender	Man										
Status	Registered with a licence to practise; this doctor is on the Specialist Register										
Doctor History											
More Details											
Primary Medical Qualification	MB BS 1986 University of Karachi										
Full Registration Date	27 Oct 1999										
Specialist Register entry date	Trauma and orthopaedic surgery From 09 Nov 2004										
GP Register entry date	This doctor is not on the GP Register										
Revalidation Information	This doctor is subject to revalidation										
Training Information	This doctor is a trainer recognised by the GMC										
Information for Employers	View information for Employers										





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Examples

Trainer Information

This doctor is recognised by the GMC in one or more of the following roles;

- Named clinical supervisors
- Named educational supervisors
- Lead coordinators of undergraduate training at each local provider
- Doctors responsible for overseeing students' educational progress for each medical school

More information about the GMC's role in approving and recognising trainers can be found on our [website](#).





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Assigned Educational Supervisor

Tam, Yin Hong Michael (Dr) [GMC: 7285558]	06 Apr 2016 - 03 Aug 2016
Sadique, Hammad (Mr) [GMC: 7408550]	06 Apr 2016 - 02 Aug 2016
Tam, Yin Hong Michael (Dr) [GMC: 7285558]	03 Dec 2015 - 30 Mar 2016
Sadique, Hammad (Mr) [GMC: 7408550]	02 Dec 2015 - 05 Apr 2016
Knight, Richard (Mr) [GMC: 6073201]	05 Aug 2015 - 03 Feb 2016
Sadique, Hammad (Mr) [GMC: 7408550]	05 Aug 2015 - 02 Dec 2015
Tam, Yin Hong Michael (Dr) [GMC: 7285558]	05 Aug 2015 - 01 Dec 2015
Wani, Zubair (Mr) [GMC: 7042110]	10 Feb 2014 - 06 Aug 2014





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The following roles have been allocated to you by trainees when creating their placements.

Assigned Educational Supervisor

Clinical Supervisor

Al-Obaedi, Ossama (Mr) [GMC: 7457462]	02 Aug 2017 - 31 Jul 2018
Al-sukaini, Ahmad (DR) [GMC: 7494640]	02 Aug 2017 - 06 Dec 2017
Sadique, Hammad (Mr) [GMC: 7408550]	03 Aug 2016 - 02 Aug 2017
Bhavsar, Dhruva (Mr) [GMC: 7130148]	05 Aug 2015 - 02 Aug 2016
Knight, Richard (Mr) [GMC: 6073201]	05 Aug 2015 - 03 Feb 2016
MacLean, Simon (Mr) [GMC: 6103191]	04 Feb 2015 - 05 Aug 2015
Thaivendran, Karthar (Mr) [GMC: 60786711]	05 Feb 2014 - 05 Aug 2014





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Procedure Based Assessment (PBA)

Your comments should not include names or numbers which could identify patients or staff.

Procedure name

SECONDARY - SHOULDER - Diagnostic Shoulder Arthroscopy [Trauma and Orthopaedic Surgery]

About the assessment

Trainee

Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]

Assessment date ?

29 Oct 2017

Rater

shah munawar (Mr) [GMC: 4664338]





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Intra-operative technique: global (G) and task-specific items (T)

IT1	Follows an agreed, logical sequence or protocol for the procedure	Satisfactory standard	<input type="radio"/> N	<input type="radio"/> D	<input checked="" type="radio"/> S
IT2	Consistently handles tissue well with minimal damage	Satisfactory standard	<input type="radio"/> N	<input type="radio"/> D	<input checked="" type="radio"/> S
IT3	Controls bleeding promptly by an appropriate method	Satisfactory standard	<input type="radio"/> N	<input type="radio"/> D	<input checked="" type="radio"/> S
IT4	Demonstrates a sound technique of knots and sutures/staples		<input type="radio"/> N	<input type="radio"/> D	<input type="radio"/> S
IT5	Uses instruments appropriately and safely	Satisfactory standard	<input type="radio"/> N	<input type="radio"/> D	<input checked="" type="radio"/> S
IT6	Proceeds at appropriate pace with economy of movement	Satisfactory standard	<input type="radio"/> N	<input type="radio"/> D	<input checked="" type="radio"/> S





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PBA Details

Emergency/Elective	Elective
Difficulty of procedure on this occasion ?	More difficult than usual
Performed in a simulated setting	No
PBA performed while on a course	No

Global summary ?

Global summary	Level 4a: Procedure performed fluently without guidance or intervention
----------------	---





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Trauma and Orthopaedic Surgery (2017) Final

Applied Clinical Skills: Shoulder

Elective Shoulder

PBA created on 29 Oct 2017 by Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]

PBA updated on 29 Oct 2017 by shah, munawar (Mr) [GMC: 4664338]

PBA submitted on 29 Oct 2017 by Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]

PBA validated on 29 Oct 2017 by shah, munawar (Mr) [GMC: 4664338].





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WBAs requiring validation (0)

Completed WBAs (132)

Filter by All WBAs

15 Nov 2017	PBA	Kotecha, Amit (Mr) [GMC: 6028707]	Level 4b: As 4a and was able to anticipate, avoid and/or deal with common problems/complications
29 Oct 2017	PBA	Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]	Level 4a: Procedure performed fluently without guidance or intervention
28 Oct 2017	PBA	Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]	Level 4a: Procedure performed fluently without guidance or intervention
22 Sep 2017	DOPS	Al-Obaedi, Ossama (Mr) [GMC: 7457462]	Level 3b: Procedure performed competently without guidance or intervention but lacked fluency
22 Sep 2017	DOPS	Al-Obaedi, Ossama (Mr) [GMC: 7457462]	Level 3b: Procedure performed competently without guidance or intervention





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WBAs requiring validation (0)

Completed WBAs (132)

Filter by All WBAs

15 Nov 2017	PBA	Kotecha, Amit (Mr) [GMC: 6028707]	Level 4b: As 4a and was able to anticipate, avoid and/or deal with common problems/complications
29 Oct 2017	PBA	Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]	Level 4a: Procedure performed fluently without guidance or intervention
28 Oct 2017	PBA	Shahid, (Mohammad) Kamran (Mr) [GMC: 6097482]	Level 4a: Procedure performed fluently without guidance or intervention
22 Sep 2017	DOPS	Al-Obaedi, Ossama (Mr) [GMC: 7457462]	Level 3b: Procedure performed competently without guidance or intervention but lacked fluency
22 Sep 2017	DOPS	Al-Obaedi, Ossama (Mr) [GMC: 7457462]	Level 3b: Procedure performed competently without guidance or intervention





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Pearl Continental Hotel Peshawar

**THEME: The Challenge of Change
Then emergence of sub-specialities**



Examples

Prepopulated Forms for assessment

All common surgeries and Procedures

All common admissions/Presentation

All common Topics





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Summary

Trainers are lifelong learners Willing To teach

CPS to Recognise Trainer & to revalidate say every 3 years

Process in place to review and renew Methods of teaching





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Summary

Not every one is a trainer

Not every one deserves a trainee

Accountability Trainee failing ?? Trainer!!!!





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