# **HEEDs Equality, Diversity and Inclusion Committee Good Practice**

## **Local Office/ Deans Submission: Good Practice Form for the 2023 National Report 2022/23**

**Increasing Diversity in the senior educator group in HEE in the NW**

In the NW we wanted to diversify and strengthen our senior educational leadership team. We wanted to broaden the skills and interests within our group and be inclusive for both protected and non-protected characteristics. We had a stable group of senior educators who had a wealth of experience however we wanted to attract early career educators who would hopefully bring further skills to the group.

We wanted to attract a wider group of potential applicants and as we considered that one of the blocks to early career educators applying was amount of time required away from clinical practice therefore, we created 2 sessions posts. We also observed that historically successful candidates had often held senior roles such TPD/HoS/DME/FPD and we wanted to encourage those candidates who may not have seen themselves as potential candidates. We wanted these roles to lead on key areas of EDI and trainee engagement and the job advert highlighted that we wanted lived experience and evidence of prior interest in these areas and stated:

***This role will have a specific focus on developing the Equality, Diversity, and Inclusion portfolio, as well as setting up a new Trainee Engagement portfolio. It is considered important that the post-holder will have lived experience or subject matter expertise relating to EDI and evidence of allyship. The post is aimed at early career educators, and therefore it is understood that a period of induction, shadowing and supervision will be required for some aspects of senior educational management.***

The post was advertised by email to DMEs/TPDs/HoS but also published widely through the local EDI network and senior educator meetings explaining that prior positional experience was not essential. Before the interview interested candidates were invited to meet with a Deputy Dean and 10 candidates were met individually to discuss the roles. The shortlisting process was via video presentation with candidates asked to present a 10 min video answering structured questions:

***What has motivated you to apply for this post?***

***Using an example from your own time in training, describe a time when either:  You challenged someone in authority or you felt unable to challenge someone in authority***

***Tell us about your views on barriers and enablers in these situations.***

***How will your own lived experience during training support you in developing an EDI and trainee engagement strategy.***

***These posts are developed with early career educators in mind. What benefits do you think these appointments are intended to bring to the associate dean team?***

***How would your appointment support these aims?***

13 candidates applied for the post 11 submitted videos these were of extremely high standard and 6 highly appointable candidates were shortlisted and invited to interview. The interview was face to face and the panel consisted of AD/DD/Regional head of function/Lay rep. The interview explored prior lived experience and interest in the key areas of EDI and trainee engagement asking;

***Tell us a bit about your consultant post, and what you have learned in it which might help in the role of associate dean?***

***Can you think of a time when you had to work with someone you did not share a trusting relationship with?***

***Part of the portfolio remit of these new posts is trainee engagement. What are your views on the benefits, limitations and risks of using trainee representatives? How could these be mitigated?***

***Another part of the portfolio remit for these posts is EDI. In your video interview, we asked a number of questions relating to your own experience of training. Given that no one person has experience of all protected and non-protected characteristics, how will you ensure that you are able to support trainees with characteristics and experiences which are different from your own?***

***Have you had any project ideas relating to either trainee engagement or EDI that you might like to implement if appointed?***

***As you know, these are pilot new-style associate dean posts, aimed at early career educators. What do you think the biggest challenges will be, and what strategies will you use to ensure you can deliver the role?***

The 2 candidates who scored most highly were offered the posts and we are excited to be welcoming them to our team within the next few months. The panel was extremely impressed by the skills and enthusiasm all 6 shortlisted candidates exemplified.

The new ADs will be supported by a DD and will also be supported by the Clare Inkster the AD who has led and developed the EDI portfolio in the NW. They will be working in their portfolio areas but also supporting a mental health trust each a patch AD and supporting a fellow AD within the schools of Medicine or Surgery.

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