

Leeds Institute of Medical Education

SCHOOL OF MEDICINE



UNIVERSITY OF LEEDS



ANNUAL REPORT 2015/2016

Section 1

CELEBRATING SUCCESS

Welcome to the third LIME annual report. I am delighted to be able to share our success and achievements we have witnessed through the year. As members of an active and innovative institute, sustaining excellence and building successes is an important aspect in our community as we strive to advance, integrate and translate this innovative and creative culture into our work within Medical Education. Winning awards and world-leading in many areas, LIME continues to uphold its excellent reputation, ensuring an outstanding student experience, combining efforts from individuals and teams within our diverse community. I am very proud to be part of LIME and have a great pleasure to be able to communicate outstanding work carried out by my colleagues, to recognise and celebrate their achievements and promote our cutting-edge research and innovations.

I hope you enjoy reading this report and finding out about the work we do. If you are interested in any of the projects and initiatives and would like further information, please do not hesitate to contact us.

Trudie E. Roberts

Director, Leeds Institute of Medical Education (LIME)



Leeds Institute of Medical Education

excellence through scholarship



Section 2

CONNECTING STUDENTS WITH AN OUTSTANDING EDUCATION

National Student Survey – Sustaining Excellence

The results from the National Student Survey for academic year 2015-16 has shown that the Medical Degree programme (MBChB) has maintained its outstanding reputation in providing an excellent student experience. The National Student Survey is completed by all final year students on an annual basis. As in previous years the School has scored very highly with 94% of our undergraduate students agreeing or strongly agreeing that they were satisfied with the quality of their course.

	Teaching on my course	Assessment and feedback	Academic support	Organisation and management	Learning resources	Personal development	Overall I am satisfied with the quality of the course
2016% agree ('mostly agree' or 'definitely agree')	95	62	89	80	96	95	94

Graduation 2016 congratulating our graduates and LIME postgraduates

Staff, family and friends congregated to celebrate the graduation of our students, undergraduate and postgraduate, in the Great Hall, University of Leeds on 21 July 2016. This is the second cohort to graduate from Curriculum2010.

We also have had students graduating with Doctor of Philosophy (Medical Education). Best Wishes to Dr's Fatmah Almoayad, Sami Alnasser, Heather Leggett, Angela Hewett (joint with Healthcare) and Suhaila Sanip.



ESME Student Online: Alternative Career Pathways in Medical Education

The success of the BSc Applied Health Suite (Medical Education) programme has led to LIME offering a further opportunity for students to develop their interest in medical education. The Association for Medical Education in Europe (AMEE) runs the ESME Student Online course in medical education and LIME sponsored 3 MBChB students to enrol on the course for the first time this year. Sponsorship provides those students with an interest in medical education the opportunity to develop their interest and experience in this area.

The course is open to medical undergraduate and postgraduate students from across the world and provides Leeds students with the opportunity to experience online, distance learning, to learn with students training in international contexts and to develop their skills in medical education. Students are awarded an AMEE-ESME Certificate in Medical Education following successful completion of the course.

Congratulations to Sofia Arkhipkina, Katie Gaffney and Matthew Goldsworthy who successfully completed the course this year. LIME intends to sponsor 3 further students during the next academic session.

“

Since completing the course I have had [the] opportunity to put my new skills into practice. I delivered a small group session on prescribing skills as part of the MSRC PALS programme, and received some very positive feedback.

”

Matthew Goldsworthy

Medical Educators: The next generation

LIME hosts the BSc Applied Health Sciences (Medical Education) degree which allows undergraduates with an interest in medical education the opportunity to take a year out of their medical degree studies to study for a further degree. The aim of the programme is to provide medical students with a foundation of the theoretical and practical aspects of medical education. The programme has been running since 2012-13 and now has an alumni of over 50 graduates with a further 10 students due to commence the programme in 2016-17 under the leadership of Acting Programme Lead Julie Scurrah McNulty. The excellent reputation of LIME has led to a growing number of external students applying for the programme from Medical Schools at Brighton & Sussex, East Anglia, Hull-York, Keele and Liverpool.

A key feature of the degree is the opportunity for students to design and carry out a research project on a topic related to medical education. In June this year the 12 intercalating students joined students from the rest of the Applied Health Sciences suite to present their research projects at the annual conference day. Congratulations to this year's cohort who will formally graduate in December 2016.



Physician Associate Programme enters its second year.

Following the successful first year of the PGDip in PA Studies we have now entered our second year. There are 47 students currently on the course, with the first year students based mainly on campus and the second years on placements around the region.

Our current second year students have been pioneers and passionate advocates for their new role and working with our placement providers have managed the transition from campus to placements smoothly.

Work is now underway with several of our partner trusts to pave the way for our second year students to move into the workplace and begin their new careers as Physician Associates. We have received lots of positive feedback about our students as to how and where they could fit into the NHS, with employment opportunities now being discussed.



Postgraduate Programmes in Clinical Education

Since the move to Leeds Institute of Medical Education last academic year the postgraduate programmes in Clinical Education are continuing to flourish thanks to our ongoing support and collaboration with our HE partners and acute Trusts across the region. Over 40 healthcare professionals have graduated with a postgraduate certificate and HEA fellowship this year, another 24 students are due to graduate in January.

With 29 health professionals from a wide range of professions having commenced the course in September we are confident that learner experience and education at whatever level or context throughout our region will continue to be high quality.

The Masters programme is also thriving with students undertaking research dissertations that we hope will have impact in clinical education. We strive to ensure our programmes are current and continue to evolve and this year we have developed an e-portfolio and continue to develop an international on-line masters programme.



Recognition of Students' Professionalism and Commitment

The sixth Professionalism ceremony, recognising the professionalism and commitment of Year 3 MBChB students, took place on the 23rd October 2015, in the Great Hall at the University of Leeds.

The ceremony was opened by Professor Paul Stewart, Dean of the Faculty of Medicine & Health with Professor Trudie Roberts, Director of the Leeds Institute of Medical Education welcoming and introducing the keynote speakers.

The first keynote, Professor Jane Dacre, Director of the UCL Medical School, was elected as president of the Royal College of Physicians in 2014 and is instrumental in the development, implementation and evaluation of assessment systems in medicine. Mr Ian Eardley, an eminent urologist at Leeds Teaching Hospital NHS Trust and vice-president of the Royal College of Surgeons, provided the second keynote.

This year at the ceremony, the commitment and contribution of members of staff were also recognised. Leeds School of Medicine Awards for Excellent Longstanding Service to Undergraduate Clinical Education were presented to six clinicians who have engaged with the school for many years and provided outstanding student experiences in a variety of specialties.

Dr John Bibby, for his work in Primary Care education

Dr Sanjiv Chandratre, for longstanding involvement in education in Calderdale and Huddersfield Trust

Dr David Currie for medical teaching in Dewsbury District Hospitals

Professor Paul Finan for engagement of students at Leeds Teaching Hospitals

Dr John Tucker
for continued enthusiastic involvement in teaching

Dr Eric White
for continued enthusiastic involvement in teaching.



MBChB launches integrated ultrasound curriculum

The School of Medicine was proud to launch the Integrated Ultrasound Curriculum back in January 2016. The event highlighted that the University of Leeds is the first medical school in the UK to integrate ultrasound teaching into all years of its undergraduate medical programme. The launch was attended by both clinical and academic staff, as well as students and featured live demonstrations followed by a range of speakers. Dr Richard Wakefield who is leading the ultrasound project welcomed key note speaker Professor Richard Hoppmann of the University of South Carolina School of Medicine to share his experiences of pioneering the introduction of point of care ultrasound in undergraduate medical education in the United States.

The School of Medicine at the University of Leeds has become the first UK institution to introduce ultrasound teaching throughout the full five years of the medical curriculum. In clinical medicine, ultrasound is increasingly being used as a diagnostic aid and to guide procedural interventions. Its applications range from anaesthetics and emergency medicine, to rheumatology, palliative care and general practice.

This new initiative aims to introduce ultrasound into anatomy teaching in Years 1 and 2, into clinical skills teaching in Year 3 and clinical speciality teaching in Years 4 and 5. Ensuring our graduates have such skills on graduation is important in ensuring timely and safe patient care. The miniaturisation of technology as seen with the hand held VScan created by GE Healthcare will enable students to carry the machines to the bedside and different clinical areas.



The Integrated Ultrasound Curriculum was officially launched in January 2016 and was attended by both clinical and academic staff, students and featured live demonstrations.

Dr Richard Wakefield, Senior Lecturer in Rheumatology, the project lead said: "Ultrasound is so commonly used now in clinical areas, it is logical to equip our next generation of doctors with appropriate skills during medical school.

"In line with several medical schools in the USA who have already taken this step, Leeds hopes to be a lead innovator in the use of ultrasound in medical education in the UK."



5th year MBChB students attending the vascular access course.



Section 3

ADVANCING EDUCATIONAL RESEARCH AND INNOVATION

Transforming Clinical Skills teaching through innovative practices

The continued bid by the Clinical Skills Education Team to ensure world-class teaching has seen a service evaluation project yield results that are marked to transform the way medical students practice clinical skills.

Our year-long evaluation of simulation-based self-directed learning highlighted inconsistencies in the use of this environment, with students reporting the need for increased purpose and direction as well as a demand for more staff support and increased resources.

Having identified a need for directed independent learning development, we have made the following changes:

- Re-design of facilities to promote up-to-date, evidence-based task training
- Promotional material and easy access to the booking of individual sessions
- One-to-one procedural guidance to focus on specific learning objectives that reflect curriculum outcomes and GMC guidance
- Flexible staff involvement according to expertise and experience
- On-site resource packs
- Online support (clinical skills Ebook via iPads)
- Option to include supervised patient contact
- Emphasis on Green Impact.

By implementing Directed Independent Learning we aim to increase student engagement, provide flexible, personalised, active learning opportunities, encourage professional development and improve preparation for assessment.

Another busy and successful year for the Assessment Research Group

Members of the Assessment Research Group in LIME (Richard Fuller, Matt Homer, Jennifer Hallam, and Godfrey Pell) have been busy over a range of successful scholarship, research and knowledge transfer activities in the last year. These include:

- Providing assessment consultancy at International Medical University in Malaysia alongside delivering advice and support to a number of other medical schools.
- Publishing academic articles on managing extreme assessor behaviour in OSCEs, and on maintaining standards in knowledge tests – both forthcoming in Medical Teacher. They also have other work currently under review including research investigating borderline students' performance in OSCEs, and children's ratings, also in OSCEs (the latter with Jonathan Darling).
- Presenting workshops (on OSCE quality and sequential testing) and a range of conference papers at the international meetings of Ottawa, Perth and AMEE, Barcelona.
- Winning external funding from the Medical Schools Council Assessment Alliance (MSCAA) for a year-long project comparing standards in knowledge tests across UK medical schools. This work is in collaboration with colleagues from the University of Edinburgh, and is intended to inform the development of the forthcoming National Licensing Exam.

They are also developing other strands of research, including workplace-based assessment and sequential testing.



iDecide and Careers Support

In the last year our Careers Coordinator Helen Steele and Sue Bickerdike on the TEL Team have substantially developed the iDecide resource for all undergraduate students on the MBChB. iDecide is LIME's dedicated career planning tool that features a wealth of filmed interviews with people working in a vast range of medical specialties. The resource now houses 97 filmed interviews which can be accessed by students helping them to make choices about future careers. In 2015 / 16 Helen has responded to a trend amongst students, wanting to consider options outside the traditional medical careers path. Case studies have been sought, showcasing work in alternative areas from pharmaceuticals or medical journalism to space medicine. In addition, doctors combining a medical career, within a portfolio of other activities have been featured, such as a locum running his own business and an A&E doctor working in expedition medicine. The films sit alongside a range of e-books covering subjects from CVs to Applying to Foundation and the resource is utilised by all 5 year groups (totalling 709 hits in the last academic year).

iDecide offers remote, online careers information, which forms one part of a full careers programme developed by the Careers Coordinator. Planning your medical career is part of the curriculum offer across all 5 years of the MBChB now, following the full career planning cycle from Developing Self Awareness, Researching Career Possibilities to Decision Making and Implementing Your Career Plans. In Years 1 & 2 input is delivered through the IDEALS programme and then through a series of lectures in partnership with clinicians and Health Education England (Y&H). Partnership working is crucial to delivery in preparing students for the transition to foundation years and beyond.

Helen, as a Careers Counsellor, also offers individual tailored career coaching to students, whether they are struggling to make a decision about the type of specialty they want to work in, wanting to develop their employability skills or feeling medicine is not going to be their career of choice.

Complementing this one to one guidance, a range of training and continuing professional development is offered to personal tutors, who will inevitably offer careers support to students through the student support service.

My Personalised Adaptive Learning: the future of feedback

myPAL uses learning, assessment and feedback data brought together online to optimise learning and develop life-long learning skills.

The project brings together three key strategies within the medical school:

- Innovation in curriculum design and technology-enhanced learning
- Scholarship in assessment; and
- An ambitious approach to personalising learning.

We know that we collect a huge amount of data about our medical students' performance and how they interact with the medical school. Research using some of this data has helped us produce innovative approaches to more customised assessment and feedback, understand individual student 'journeys' through medical school and as a result, focus on individualising support to help our students' success – effectively beginning to 'personalise' the MBChB course.

Personalisation of 'big data' is an increasing part of all our personal and professional lives, presenting us with feedback that helps us in lots of different ways. This has prompted us to research and develop different ways we could collect data in partnership with our students, to try and harness this for their benefit and that of our academic programmes. Ultimately, the ability of myPAL to enhance student learning, performance and achievement will be a powerful way to underline our commitment to facilitating excellent patient care.

To begin with, we have provided incoming third and fifth years with more detailed personalised feedback on their performances in last year's summative exams, as well as Workplace-Based Assessment (WBA) detail for fifth years. We will continue to work closely with students across all years. Incoming first years in 2016 will have a unique opportunity to shape myPAL throughout the whole of their course at Leeds School of Medicine.

You can find out more by visiting our website on <http://myPAL.leeds.ac.uk/info> or get in touch via myPAL@leeds.ac.uk



I am extremely excited about how this initiative will revolutionise not only the way in which medical students receive feedback but also how this feedback can be utilised to address areas that an individual needs to develop



Josh Leader, Medical Student

Learning Layers

Learning Layers tools have now been released! This started in September 2015 when we exhibited our tools at AMEE and again in February 2016 the official pilots were launched with 4 groups including a multi-professional team in a General Practice, a Federation of General Practices, a regional team focusing on quality improvement training and a national team focusing on technology enhanced learning in healthcare. The tools are now undergoing evaluation, over the next 6 months we will be gathering and sharing impact stories. These tools (developed as part of a large-scale EU research project) are being used to support work and informal learning in real workplace settings involving healthcare networks. These pilots form part of our Design Based Research approach, which helped us to understand the current working and learning practices, reflect on theory and improve the technology.

The Learning Toolbox (developed for use in the construction sector) can also be used in healthcare. This flexible tool supports contextualized learning. Tutors can use it to easily create a collection (stack) of their learning resources which will then display in the Learning Toolbox app. Each collection/stack has its own QR code and web link. Learners can easily download the app and the stack of resources to their own mobile phone by scanning the code or following the link. So materials are readily available whenever needed. We've used Learning Toolbox to support The School of Medicine's Open Day (showcasing the use of TEL at Leeds and allowing visitors to leave with a stack of example TEL resources on their phone) and to support a Healthcare Assistants Conference in Bradford (providing attendees with access to all the materials and presentations in one place on their phone).

Feedback on the tools has been very positive, our official EU reviewers commended excellent research underpinning the project.

LIME was chosen to host the final Learning Layers consortium meeting in September 2016. As well as welcoming our project partners to Leeds, we have also used this opportunity to run two extra events involving Leeds stakeholders and the Learning Layers visitors. Informal Learning @ Work - Workshop and Knowledge Exchange a one day exploitation event to showcase the Learning Layers tools and findings, and engage with a range of stakeholders (including healthcare and Higher Education) to discuss and explore how they can use/adopt these tools and results.

A second workshop on Learning Analytics for Workplace & Professional Learning-Building a research community will focus on collecting informal learning scenarios, professional training courses and teaching analytics to build a community related to workplace and professional Learning Analytics.

We had a wide range of activities at AMEE (BarCamp, presentations, exhibition stand and the informal learning joy cards) this combination worked brilliantly, leading to lots of interesting and useful discussions and connections. Learning Layers activities appear as highlights in a number of (non Layers) people's thoughtful blogs and reflections on AMEE.

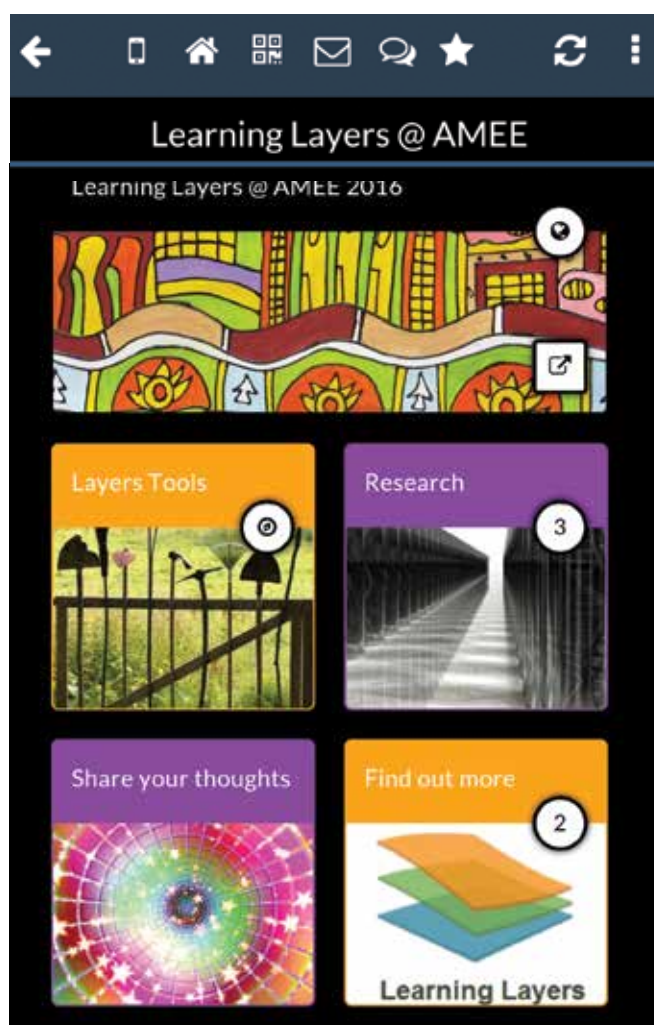


#Bar Camp with @LearningLayers, just awesome!



Dr Barbara Jennings

Department of Biological and Medical Sciences - Faculty of Health and Life Sciences, Oxford Brookes University



Leeds MedEx - A website to help orientate and guide students through clinical placements and learning opportunities.

The Technology Enhanced Learning team at LIME have developed an innovative responsive web-based resource called Leeds MedEx www.leedsmedex.leeds.ac.uk to help orientate students to their clinical placements.

The website provides students with information about Primary, Secondary, Palliative and Community Care sites and undergraduate facilities and placements. Information is presented as text and virtual tours, with web links to videos and educational resources.

The first phase of the website was launched to students in September 2015 with two Secondary Care Trusts; Mid Yorkshire Hospitals NHS Trust and Harrogate and District NHS Foundation Trust. The site was further updated in early 2016 with content from Calderdale and Huddersfield NHS Foundation Trust and Airedale NHS Foundation Trust.

Since then we have collated further information from contributors resulting in the second phase release in September 2016 with Leeds Community Healthcare NHS Trust, Tees, Esk and Wear Valleys NHS Foundation Trust, Fieldhead Hospital from South West Yorkshire Partnership NHS Trust, St Gemma's Hospice and several GP practices.



Over the next few months we hope to have the website complete for every year 1-5 clinical placement at partner Trust sites, community placements, hospices and GPs.

“

MedEx is a great way of accessing key information about my clinical placements. In the past, this would have involved trudging through various areas on the VLE and not knowing if the information was out of date or not. In particular, I really like the intro videos by the placement leads as it gives them the opportunity to introduce themselves and their placement. It allows students to be more self-directed in their learning if they know what to expect before they arrive and then get much more out of our placements. It has been great to see MedEx develop and be a way of placement leads communicating with their students, whether this be uploading up to date timetables or ensuring we know about key learning opportunities such as workshops.

”

Current Year 5 MBChB student

The Leeds MedEx resource being viewed on a mobile device reflecting its responsiveness.

ASPIRE award for Excellence in Social Accountability

The School was delighted to receive an ASPIRE to EXCELLENCE award from the Association for Medical Education in Europe (AMEE) for its outstanding performance in the area of Social Accountability. This follows ASPIRE awards for Assessment and Student Engagement in 2014 and 2015. The School is now one of only two medical schools internationally (with Southern Illinois University School of Medicine, USA) to have been awarded three ASPIRE awards.

The ASPIRE award scheme recognises international excellence in medical, dental and veterinary schools. The aim is to promote outstanding performance and excellence in schools in terms of their mission and teaching and learning programme, taking into account the challenges and contexts in which a school is operating. The programme has as International Board of distinguished leaders in medical education as members and is supported by AMEE, working with other organisations with an interest in medical education. AMEE acknowledged that the School had a long standing

commitment to social accountability and that this activity formed a key part of the School's culture and identity. AMEE commended the School's significant stakeholder involvement (NHS partners, patients and carers and third sector organisations), the successful widening participation strategy and the diverse local and international placement learning opportunities.

"I am proud to be Dean of a Medical School that prides itself in delivering outstanding education to capacity build tomorrow's NHS. Key platforms of our programme include digital delivery of the MB ChB curriculum, our assessment procedures and practice and social accountability by involving an outstanding team of patients, carers and support workers in the student's learning journey. Each of these platforms has now been recognised externally at the highest level through the ASPIRE award programme. I commend the team led by Shelley Fielden for the last award and the Association for Medical Education in Europe for the award".



From left to right: Barry Ewart, Shelley Fielden, Paul Stewart, Gill Swan, Hazel Millichamp, Laura Stroud

Athena SWAN 2016



The School of Medicine is a member of the Athena SWAN Charter. We have accepted its key principles to improve gender equality and successfully achieved a Silver award in autumn 2016.

Each of the Institutes has a self-assessment team (SAT) and local action plan to engender a culture where equality can thrive in the academic environment.

In June, HR delivered an Athena SWAN (AS) roadshow within LIME. This showcased the various AS related activities and initiatives that

are available within the School.

In July AS was a highlighted item at the LIME all-staff meeting. Background to the development of AS and changes to the charter to include all staff were incorporated as well as how the School was developing towards the Silver submission and subsequent award.

A LIME self-assessment team was also successfully developed. This group will work towards implementing the local plan and the wider AS Silver plan within LIME.

Community Engagement - Recognition of Outstanding Involvement

Barry Ewart, Community Education Development Officer, received a Certificate of Recognition from the Lord Mayor of Leeds, Councillor Gerry Harper, on behalf of Leeds City Council. The certificate is for Leeds Men's Health & Wellbeing Network and "its excellent contribution to the citizens and communities of Leeds". Barry has supported the Network in Leeds for 16 years <http://leedsmenshealthnetwork.com>.



University Sustainability Awards

The LIME sustainability team has won the Best New Team award in the University's Sustainability Awards 2016. The awards celebrate all the work that has gone on this year and all the people that have contributed to creating positive change at the University and further afield.

“

Coming as it does in their first year I think you can agree that it shows a very high level of commitment and enthusiasm. They have already set themselves a series of high goals for the next year and I hope like me you will congratulate them and continue to support their excellent work.

”

Prof Trudie Roberts



From left to right: Jasmin Powell, Jodie Gunning Barry Ewart

Section 4

DELIVERING SUCCESS THROUGH STRONG PARTNERSHIPS

Building a Dementia Friendly Community

Having volunteered to be Dementia Friends Champions, staff in the Faculty of Medicine and Health with members of LIME's Patient and Carer Community have delivered Dementia Friends Information Sessions to students in the Schools of Dentistry and Medicine and staff across the Faculty of Medicine and Health. To date, almost 100 dental students and over 200 medical students have attended Dementia Friends Information Sessions and staff raised £300 during Dementia Awareness Week in May 2016 for the Alzheimer's Society through a number of fundraising initiatives.

Dementia Friends was launched to tackle the stigma and lack of understanding that means many people with the condition experience loneliness and social exclusion. It's all about learning more about dementia and the small ways you can help. It is hoped that in raising awareness of dementia staff and students can contribute to making Leeds a dementia, friendly community.



From left to right, Jools Symons, David Blythe, Tracy Wilson, Barry Ewart, Daphne Franks

Confirmation of consent: a paperless problem. A medical student-lead quality improvement project (QIP)

Informed consent should be confirmed before an elective operation. In an ever-evolving paperless NHS, correct documentation and uploading to online notes is crucial. Medical students get limited exposure to take part in QIPs. During their one-week Ear, Nose and Throat (ENT) placement they were given opportunity to collect, analyse and present data concerning the consent process.

Students reviewed the pre-operative consent forms daily at Calderdale Royal Hospital. Data from the week previous was then analysed to identify if the signed consent form had been uploaded electronically. The students presented their findings to the ENT faculty, showing week-by-week progression of results. The medical students concluded that the department was good at confirming consent, but poor at uploading electronically within 48 hours.

The consent process is first and foremost for patient protection, and discrepancies in this robust process can lend itself to a myriad of legal-ethical problems.

Introducing the concept of QIPs early in medical school can be extremely beneficial to students' education. They gain a greater understanding of the multi-disciplinary team nature of the NHS, and the role of leadership and responsibility in providing expert patient care. Real time experience in auditing can develop skills such as teamwork, prioritization, analytical and presenting skills.



The students' feedback was used to improve this project for the future; they felt this was a positive experience with 'great support', and would have 'liked to take it further'. 'May have taken away from ENT placement focus' was one comment demonstrating that a balance should be made between clinical and audit exposure.



Quotes by medical students on ENT

Clinical Teaching Excellence & Development Awards 2016

Clinical Teaching Excellence & Development awards are bestowed by Leeds Institute of Medical Education (LIME) on behalf of Leeds School of Medicine, to recognize and encourage excellent undergraduate clinical teaching across the NHS in West Yorkshire and Harrogate. The awards support the development of medical, healthcare and dental staff in this region. Applications are welcomed from primary, secondary and community care – individuals, medical and non-medical and multi-disciplinary teams. The Clinical Teaching Excellence Awards reward those who advance and enhance undergraduate teaching, enrich student experience and support staff in teaching responsibilities. Team awards are given for integrated and well-developed placement teaching. Clinical Teaching Development Awards are awarded to staff who are within their first five years of a career in medical education, active and innovative in teaching and have received good student feedback. This year, there were a high number of excellent quality applications and recipients received their awards at Clinical Teachers Day, 1st March 2016. The awards were presented by Prof. Laura Stroud, Director of Student Education.

WINNERS:

Clinical Teaching Excellence Awards – individual:

Dr Christopher Mannion – Consultant Maxillofacial Surgeon, Leeds Teaching Hospitals Trust

Dr Abdul Mustafa – GP, Almshouse Surgery, Wakefield

Clinical Teaching Excellence Awards – team:

Medical Student Ultra Sound (MUST) Team: Directorate of Medical Education, Mid Yorkshire Hospitals NHS Trust

Dr Asoka Weerasinghe – Consultant in Emergency Medicine

Dr Patrick Tung – Consultant in Emergency Medicine

Mr Dean Okereke – Consultant in Emergency Medicine

Dr Nikesh Menon – Consultant in Clinical Radiology

Ms Ann-Marie Kemp – Undergraduate Secretary

Mr Adam Smith – Development Co-ordinator & Course Administrator

Mr Zakir Chopdat – Conferencing Technician

Mr Stephen Grundy – Oakwell Centre Assistant

Development Awards

Dr John Dalton – Clinical Research Fellow in Obstetrics and Gynaecology, The Leeds Teaching Hospitals NHS Trust

Dr Anup Prajapati – Clinical Fellow in Emergency Medicine, Pinderfields, Mid Yorkshire Hospitals NHS Trust

Dr Benjamin Hughes – Foundation Year 1 Doctor, Calderdale and Huddersfield NHS Foundation Trust

Certificates of Merit:

The Medical Education Team led by Dr Hany El-Sayeh based at the Briary Wing, Harrogate District Hospital, Tees, Esk & Wear Valleys NHS Foundation Trust

Dr Dave Kirby – GP at Friarwood Surgery, Pontefract

Dr Ashish Thakur – Consultant Cardiologist at Dewsbury District Hospital, Mid Yorkshire Hospitals NHS Trust



Inter-professional Learning Event - Leeds MBChB and Huddersfield MPharm Students (pilot)

21 third year pharmacy students and 13 third year medical students took part in a pilot teaching event on the 20th January 2016 at the Learning Centre, Huddersfield Royal Infirmary. The focus was Safer Prescribing. Facilitators were also from mixed professions (medical core trainees and pharmacy tutors). Session objectives were stated as:

1. Revision of the legal requirements of prescriptions
2. Consideration of some components of safe prescribing
3. Discussion about some clinical considerations for safe prescribing
4. Working together with other professions to ensure safe outcomes for patients

As a result of the session it was hoped students would have reflected on the benefits of multidisciplinary working, and considered the barriers to and drivers for effective cross disciplinary working.

What was done? Prescribing Safety Activity – four discussion groups

The aim was for students to consider three prescriptions for commonly encountered medicines in any healthcare setting, with set questions. They answered by discussion from existing knowledge about prescriptions, but coming from different perspectives. Use of the BNF was encouraged with visibly notable varying levels of experience.



Dr Margaret Culshaw Deputy Head of Pharmacy and her team from Huddersfield University developed and helped facilitate the pilot session. After much success, there has subsequently been more joint collaboration to produce material focusing on Falls and Medicines. The next sessions are planned for Autumn 2016 with an aim to run at least twice yearly.



Dr Sarah Hoyer
Acute Medicine Consultant and
Trust Lead for Medical Students.

What did you think about the design?	MPharm	MB ChB
Designed Well? Yes	21	13
Designed Well? No	0	0
Did you have enough time / too much time?		
Enough	21	11
Too much	0	2
Was it beneficial?		
Yes	21	13
No	0	0
Was it enjoyable?		
Yes	21	13
No	0	0
How was the inter-student relationship?		
Good	20	13
Bad	0	0

Mock OSCE Teaching and Development (MOTD) Course

The final months before 4th year exams are stressful, and without a strict syllabus, the breadth of topics to learn for exams can be quite daunting. Targeted teaching on common and more difficult OSCE questions was delivered in order to improve preparation and instil confidence in the students attending Calderdale Royal Hospital during April-May 2016.

Seven sessions each consisting of eight OSCE questions were delivered over a 3-week period. Students, in pairs, went through the questions with one as patient and one as the candidate. Answers were then analysed and discussed, with extra tips given to solidify learning accordingly.

Areas of initial weakness were explored in more detail, and by the end of the course, confidence in all areas showed marked improvement; both through listening to how they tackled specific OSCE questions, but also how confident they felt in the areas at the end, as shown by the written feedback.

There is no substitute for situation-specific teaching. The OSCE's are a stressful environment, and so teaching and learning occurs best when replicating that situational stress. The students tackled the questions in pairs, but not always with people they felt most comfortable with, and all had an 'examiner' listening at different stages in order to give student-specific feedback.

“

I personally feel that for me these session have been extremely beneficial, and I know that my colleagues have all felt the same. I now feel much more confident about my OSCE examinations, just as a result of attending the breakfast clubs.

”

4th Year Medical Student

Prescribing At Calderdale & Huddersfield (PATCH) Course

Upon completion of their finals exams, the outgoing 5th year medical students undertake a 3-week assistantship at the hospital they will work at the following year. During this time, we aim to transfer their broad range of knowledge and integrate local policy in order to best equip them for their impending employment.

Current FY1's were best suited to pass on the knowledge they had gained from the previous year, including time-saving techniques and commonly encountered problems (and solutions!). Whilst embarking on their first medical job, they will have to rely heavily at times, on their colleagues. The PATCH course looks to integrate the multidisciplinary team (MDT) approach to medicine; allowing for co-operative working between Doctors, Nurses and Pharmacists.

The course was aimed at final year medical students from Leeds, final year nursing students and pharmacy students from Huddersfield University.

Two-hour lectures took place once-a-week for their 3-week assistantship, and were delivered by FY1's, pharmacists, dieticians, nursing staff, and a microbiology consultant. In this way, trust-specific prescribing scenarios were outlined and discussed, hopefully enabling the students to gain confidence before beginning their respected careers.

Feedback showed the experience to be useful for all, and indicated areas of improvements to run again next year.

“

Useful to see the practical application of local protocols

Interesting to see the MDT in action

Gave me confidence so close to starting the job

”

Quotes from Medical Students

Conversing with the Patient | Carer Community

New and exciting changes have occurred with PCC (Patient Carer Community) involvement in medical education. Conversation rounds, in a 'Speed-dating' format with 1st year MBCHB students were introduced where several PCC members spoke with approximately 8 students for 20mins before the students moved to another table. With no agenda, and no restriction on the type of questions the interaction and engagement with students was enhanced - all the students had confidence to speak, and PCC members are able to ask individual questions to each student.

This format was also carried onto the Physicians Associate Programme and the International Foundation Year programme.



The PA students were challenged about their role and what it entailed. They were definitely put through their proverbial paces, but they said they learned a great deal. The overseas students were amazed at the way people with long-term conditions and carers deal with their disabilities and roles. There were very positive comments and great endorsement for the NHS from some participants.



Joanie Tate, PCC Member



The conversation rounds are where we meet with students and get them used to having a quick conversation with us. It's not about their current or future medical training but a chance for them to initiate talking to patients. We talk about where we are from, our interests, about Leeds where I feel like an ambassador selling the benefits of a lively and cultural city, what they like doing, and anything else they want to initiate conversation on.

I enjoy the sessions letting the students take a lead and making sure everyone is included, and they say they enjoy it as it makes them realise that talking with patients is important and not always formal and about medicine or their conditions.

I have had students say: 'that was really useful and I enjoyed it', 'it has made me realise that talking with patients is important and a real skill', 'you are an inspiration to me in how you communicate and reinforce the importance and usefulness of talking with people', 'thank you!'



Kim Edwards, PCC Member

MBChB Student Engagement

Successful Student Engagement activities continue to build the Student/Staff Partnership, and to inform MBChB quality leads of valuable student views and opinions through formal and informal feedback methods. Students have had the opportunity to be involved in student engagement activities and their feedback helps to make continuous improvements and ensure a rewarding student experience.

The Student Partnership dinner took place on 29th February at University House for 30 students and 10 clinical/academic staff. The aim of the event was to engage students in conversation regarding all aspects of the MBChB curriculum, and to gain valuable student opinion.

The World Café event took place on 2nd March for final year students. In this event student input into the changes proposed for a new look ESREP (Extended Student-led Research or Evaluation Project) was obtained, and for students to express their views based on their experiences on this year's ESREP as well as other areas related to their studies. The event was attended by 25 students and facilitated by 5 senior administrative staff who support the MBChB programme.

5th Year

Junior
not was
happy we were
to go to the
out-line

We love the lovely
emails from
Graham Woodrow
Richard Fuller

Not having attendance
signatures is good
means you can make
the best use of your
time

Section 5

SHARING KNOWLEDGE AND WISDOM

LIME Clinical Education Network Clinical Education Expo

On March 9th, 2016, the LIME Clinical Education Network held a Clinical Education Expo at the LIMIT suite at St James' University Hospital. The expo was attended by healthcare professionals at various levels of seniority and others involved in clinical education practice and research. Attendees enjoyed testing out LIMIT's state of the art resources, including laparoscopic surgery simulators. Hands on experience was accompanied by a fascinating talk by Dr Alex Cope, who reported findings from her PhD research on surgical education undertaken at Imperial College, London. Dr Cope identified multiple teaching and learning approaches in surgery, including trainers and trainees working together to interpret visual cues. Attendees also benefited from learning about Dr Cope's novel observation research techniques.

The LIME Clinical Education Network was formed in 2015 and is intended to foster collaboration in developing practice, scholarship and research in clinical education across the range of health professions. It is led by a steering group made up of local clinicians, undergraduate and postgraduate students, and LIME staff. It is open to anyone with a research and scholarship interest in the education of health professionals.



Celebrating Multi-Disciplinary Involvement in Medical Education

In April LIME hosted an event for multi-disciplinary colleagues involved in medical education. The event was to formally acknowledge and celebrate the contribution of members of the MDT (Multi-disciplinary Team) during placements and to promote support networks and continuing development opportunities at the School.

Multi-disciplinary staff contribute significantly to medical education in a variety of ways. These include delivering teaching to students and providing informal learning opportunities by inviting students to observe them in their role in clinics, with patients and service users, on ward rounds, at case conferences and in MDT meetings. These opportunities are regularly cited by medical students as some of the best aspects of placement learning and contribute significantly to our students developing clinical knowledge and understandings about the role of the doctor and the wider MDT.

The event included a short presentation on innovation in placement learning by Sharon Walker, Clinical Education Lead at Bradford Teaching Hospitals NHS Foundation Trust and a session on Giving Effective Feedback led by Dr Caitriona Dennis, CPD Lead in LIME.



Sharon Walker, Clinical Education Lead at Bradford Teaching Hospitals NHS Foundation Trust speaking at the event

CADSIM Programme Delivers Advanced Surgical Training

The Yorkshire Cadaveric Surgical Simulation Programme (CADSIM) is an ongoing collaboration between the Yorkshire School of Surgery and the Division of Anatomy in the Leeds Institute of Medical Education. Completing its first year of operation, the programme has provided surgical trainees in the Yorkshire and Humber region with expert instruction in a wide range of advanced operative techniques covering almost all the surgical specialties.

Each CADSIM course is led by a Consultant Faculty of national and international repute, and makes use of the specialised resources of the Division of Anatomy which aim to simulate the operating room environment as closely as possible in all functionally important respects. To this end, student Operating Department Practitioners and, where appropriate, student Radiographers take an active role during courses, thereby promoting collaborative and inter-professional education.

All the courses have been evaluated using the Joint Committee of Surgical Training Quality Assurance questionnaire, and have consistently received extremely high scores from both the Faculty and the recipient trainees.

Worth missing a day in theatre for!

ST7 in Vascular Surgery

Overall course fantastic

ST2 Neurosurgery

Fantastic realistic models...

Don't change anything

ST6 Colorectal Surgery

Highly recommendable at later stages of training

ST8 Colorectal Surgery

This is a very exciting project

David Wilkinson

Postgraduate Dean for Yorkshire and Humber

Publications

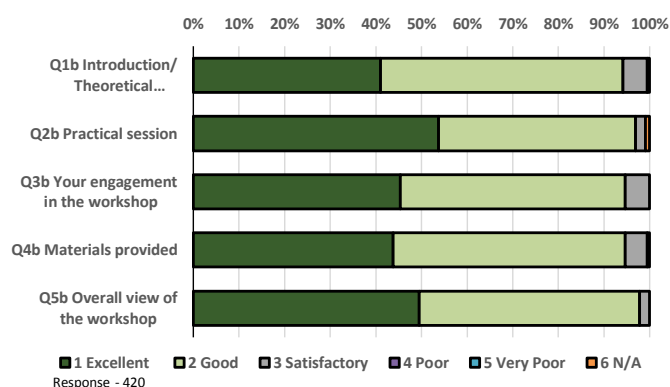
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Tomlinson J.E., Yiasemidou M., Watts A.L., Roberts D.J., Timothy J. 2016. Cadaveric Spinal Surgery Simulation: A Comparison of Cadaver Types. *Global Spine Journal* 6(4) pp. 357-361.

Enabling skills development within a Community of Medical Educators

The Continuing Professional Development Team delivers many activities enabling development of teaching skills. The courses are offered to all who are involved in teaching and delivery of the MBChB programme and also the Diploma in Physicians Associate Studies <http://medhealth.leeds.ac.uk/mededcpd>. A high engagement is observed in all courses and workshops throughout the placement regions and materials, activities and contents are constantly evaluated. High satisfaction levels have been maintained from all face-to-face workshops.

All workshops Evaluation 2015-16



An innovation, started a few years ago, has been developed to umbrella all aspects of teaching and outreaches all medical educators. LITE-BITES are short online courses, they are easily accessible on all platforms. Courses have now been written to include aspects such as teaching as a patient; embracing diversity and other specialized teaching moments. The work involved in extending LITE-BITES to all our community of Medical Educators was presented at the Academy of Medical Education in Europe (AMEE) conference in Barcelona, 2016 by Dr Cait Dennis. There was much interest in this facility and connections and collaborations have been established worldwide.



Dr Cait Dennis presenting at the AMEE Conference

Selected Publications

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