

“EXCELLENCE THROUGH SCHOLARSHIP”

Welcome to the June 2018 edition of the LIME Newsletter. This edition highlights excellence within our teaching and the impact such practice has on student experience. We support our staff in their development in many ways sustaining a culture of collaboration and scholarship. Congratulations to our new Senior Fellows of the Higher Education Academy and to Dr James Pickering who has been appointed to a pivotal leadership role in university education. Our universal faculty are fantastic ambassadors for medical education, not only inspiring our students but creating innovation and scholarship throughout the university, nationally and internationally, and as an institute, we celebrate this spirit through recognition and reward. Facing challenges with regards to the changing technological, educational and healthcare environments, we maintain a high profile of innovation in medical education. This year, we are preparing for a change in our faculty as we say farewell to some of our valued staff and wish them a long and happy retirement.

We thank our readers, colleagues and staff for making this continued success possible and ask for your continued support as we move forward.

Enjoy reading the newsletter!

Professor Trudie Roberts, Director of LIME

Senior Fellowships for LIME

Dr Cait Dennis, Dr Alison Ledger and Jools Symons have been awarded Senior Fellowships of the Higher Education Academy (HEA). Senior fellowships are awarded for a sustained impact on teaching practice through leading, managing, mentoring and organising programmes. The award is made through the university of Leeds PRiSE scheme <http://www.sddu.leeds.ac.uk/learning-teaching/individual-application-for-professional-recognition/>.

Cait is the Educational Staff Development Manager and leads a programme of Continuing Professional Development (CPD) events supporting teaching and assessment within the School of Medicine. She was commended on her enthusiasm and support for universal faculty and the impact of her work has spread internationally.

Jools is the Patient and Public Involvement Manager and leads the Patient & Carer Community (PCC), a large group of patients, carers and family members embedded in health education across the faculty. She was commended on her work, which challenges the notion of ‘the patient as passive learning object’ and her reconceptualisation of the relationship between patients and students as one of mutual learning, ground-breaking in their impact on pedagogy and policy.

Alison, Lecturer in Clinical Education and Research, was awarded fellowship on the basis of her leadership of teaching and scholarship on LIME’s BSc in Applied Health (Medical Education), PGCert and Masters in Clinical Education, and PhD programmes. She was particularly commended on her positive and sustained influence on colleagues’ academic practice and strong leadership during times of change and challenge.

Academic leadership role for Dr James Pickering



Dr James Pickering has been appointed the university’s Student Education Academic Lead. Reporting directly to Professor Tom Ward, Deputy Vice-Chancellor for Student Education, this central university role will deliver

a 2-year project to continually develop, sustain and evidence the quality of the university’s education offer as part of the Student Education Strategic Delivery Plan. As part of the project James will oversee the implementation and benchmarking of a single approach to evidencing and evaluating the university’s student education performance. The role will also involve leadership in the implementation of the university’s student education strategic plan to ensure institution buy-in for the project’s aims.

LIME wishes a happy retirement to key staff members

Message from the Director, Professor Trudie Roberts

Other than death and taxes, as the saying goes, the only other certainty in life is change. In the coming months there are a number of very valued colleagues who are retiring and so we are preparing for change.

- Vanessa Gray has been in the Institute longer than I have and her expertise and hard work has enabled us to develop a comprehensive system of quality assurance for clinical placements in the NHS Trusts.
- Pat Harkin has a very long association with Leeds, being firstly a medical graduate and latterly a pivotal member of LIME as Deputy Director of Student Support and a similar role in Admissions. Pat has been one of the most popular members of staff with successive years of students being regularly voted their Tutor of the Year.
- Barry Ewart was my first appointment when I arrived in Leeds. He has worked tirelessly linking the Medical School with the many community groups in Leeds. Our high reputation with the local community is down to Barry's hard work.
- Godfrey Pell has worked with us for over a decade, and it is no exaggeration to say that he has been a major influence on the high esteem that Assessment Scholarship in Leeds is held both nationally and internationally.
- Finally Helen Bradbury is reducing her hours and so will be handing over the successful PG Clinical Education course to other colleagues. Fortunately Helen will continue her supervision of doctoral students and so we won't be losing her entirely. The Clinical Education programme and Helen's leadership will be difficult to replace.

Although we will miss all of these colleagues, as I said at the beginning, change is inevitable. We wish them all the very best for a long and happy retirement.

Dr Godfrey Pell

We wish a sad farewell to Godfrey Pell, who has been a stalwart of the Assessment Research Group (ARG) over the years, but who is retiring in September 2018. Over his time in LIME, Godfrey has developed an international reputation for leading high quality research and innovation in medical education assessment. One of his legacies is the sequential model of assessment, which Leeds introduced six years but that is now being adopted by a number of other medical schools in the UK, and soon internationally. He will be missed by us all, both as a colleague and a friend, and we wish him well in his retirement.

Dr Jenn Hallam, LIME



Dr Pat Harkin

Pat Harkin is retiring after working for the university for well over a third of a century. He arrived as a student in 1975 and has spent the last 43 years in Leeds, apart from an escape to Scarborough for 6 months. Pat trained as a Histopathologist and started as a Lecturer in Pathology but has worn many hats over the years including IT, Staff & Student Rep, Academic Sub Dean, Deputy Director of Admissions, Associate Director of Student Support and Academic Integrity Officer. He says that more importantly he has developed a larger and larger institutional memory, always remembering how things were better in the old days and how all this used to be trees!

Loved by staff and students alike, he has always tried to keep involved with the students, acting as judge for "Medsocs got Talent" and similar events, and having walk on parts in the Panto. I will never forget walking down the corridor to hear a voice say in awe as we walked past "that was Pat Harkin"!

Referred to as 'Lord of the Uber Fans' by Sir Terry Pratchett in the preface to the collection 'A Slip of the Keyboard', the medical school's loss will be Discworld Conventions' gain.

Dr Gail Nicholls, LIME



Mr Barry Ewart

Barry Ewart has worked in the School of Medicine since 2000 as the Community Placement Officer. It took a while to establish this date as when I asked people how long Barry had worked here the common answer was “he started before me”.

Barry is due to retire in October 2018. During his 18 years of service he has progressively shaped this post to become almost irreplaceable. As a Community Placement Officer he has made contact and built strong relationships with a wide range of community organisations, where he has become a trusted partner and has at times served on their boards. Having spoken to some of those running community organisations I am well aware of the respect held for Barry.

Within the School he has worked tirelessly to promote equality and diversity being an early member of the Diversity in Medicine and Health (DIMAH) organisation which works to highlight and progress issues of equality and diversity in medical schools. He has also supported students through SSPs and received excellent feedback for his work. Barry has helped a number of us when we needed tutors at short notice, he has stepped in and used his skills to deliver varied teachings sessions to his usual high standard.

The most impressive thing about Barry is the quiet non-assuming way he goes about his work and builds lasting relationships with others. This has led to him being a popular and respected member of staff and being able to progress projects others might have struggled with.

In short Barry will be hard to replace and missed by us all. **Dr Rob Lane, LIME**



Mrs Vanessa Gray

We will be saying farewell to Vanessa Gray, Monitoring & Evaluation Officer in LIME. Vanessa has worked in LIME, and before that the Medical Education Unit, since 1998. She has worked as a Project Officer in the School of Medicine's general administration but more latterly as the Monitoring & Evaluation Officer analysing and reporting student evaluation of their clinical placements.

Vanessa's role has been pivotal in establishing a student-centred culture – working towards placement improvement. Vanessa has excellent understanding of what makes a great student experience. She has the ability to “unpick” student feedback and understand this in the context of each student placement. She has always championed the students and their experience of placements and has contributed innovative ideas about how to solve issues and improve placements.

Vanessa has contributed to placement improvement discussions – through her ability to interpret data and presents a coherent picture of feedback and potential solutions.

Vanessa's wide experience has meant that on a number of occasions she has stepped in to assist other areas with expert advice and assistance. She has contributed to exam organisation, survey design and data reporting. Colleagues both in LIME and across our partner Trusts have felt able to go to Vanessa for advice and discuss the student evaluation. She has always been generous in her advice and support to all her colleagues.

Vanessa's commitment to improving clinical placements has been central to her work and we are lucky to have had Vanessa as a colleague. We wish her a very happy retirement and hope that we will see her again soon. **Ms Trish Walker, LIME**

Patient | Carer Community designated space in the medical school

The Patient | Carer Community (PCC) are a valued and necessary part of faculty who enhance the teaching within the MBChB and Diploma in Physician Associate studies. To accommodate the increasing capacity, it is important that they have a dedicated space of their own when working in the Worsley Building.

Room 8.27 in the Worsley Building has been repurposed for the PCC with office space, kitchen facilities and a seating area where it is their space to come together, have time out, have meetings and workshops.

The room was officially opened by Professor Trudie Roberts who acknowledged the PCC as an integral part of the medical education community.



Patient | Carer Community (PCC) Patient Mentors

As part of the integrated core unit, Campus to Clinic, all year 1 and year 2 MBChB students have a Patient Mentor session with an experienced member of the PCC. These are small group sessions where they get to talk about their experiences in practice, what they have seen, the good or bad, particularly in regards to communication. This is a safe environment for students to explore these issues and consider them from a patient perspective.

Historically we have received a lot of good feedback in year 1 with the students appreciating the chance to communicate in small groups with the patient in a non-judgemental safe situation.

A workshop was held for Patient Mentors in order to develop more challenging material for year 2. As a response to feedback, the following topics were explored:

- **Death and dying**
- **Breaking/receiving bad news**
- **Treating people with a different race, cultural, religious background to yourself.**
- **What makes you feel uncomfortable?**

Anecdotal feedback from students via Patient Mentors has been very positive. A Patient Mentor's reflection on a session is shown below:

"In my sessions, I explained early on that we'd be examining our experiences and attitudes to death and dying, emotion, and how religious belief, cultural identity and other social factors can have influence on both the patient's expectations and needs; and the clinician's attitude and practice. I also made it clear that this was an open-ended forum, in which we could cover a range of subjects, as the conversation dictates; as well as allowing our experiences in our day-to-day lives, outside of their studies, be relevant to the session.

We focussed on the learner's experiences in placement, as a way to 'get the ball rolling'.

I think that both groups found this informal approach refreshing, speaking about a range of potentially difficult subjects, with an honesty and openness. I tried to lead the session as little as possible. It seemed the best and deepest examinations of the topics happened when the students began talking amongst themselves, with small 'guiding' comments from me. So, for example, both groups had a mix of male and female; and both groups had people with different religious views and backgrounds. Some way into the second session, it was heartening to hear calm and intelligent discussion about attitudes to abortion; and hear about their real life experiences, ethical considerations, effects on clinical practice and the considerable emotional aspect of this serious procedure. The subject came about quite naturally as part of the session, leading on from a discussion about how we deal with the clinical practicalities of the actual physical body after death. Other subjects that we covered included, religious services for the dead in hospitals, suicide and clinical attitudes to mental health and prescription drugs, accidental/sudden death and it's impact on family and loved ones, patients' assumptions around gender "You can't be a doctor you're a woman! ... You can't be a nurse you're a man!" clinicians making mistakes and the pressure of having other people's lives in your hands, faith and belief in an afterlife; and many more!

Both groups said that the sessions were worthwhile.



Leeds student joins GMC Education Quality Team

Congratulations to intercalating medical education student Aiknaath Jain who has been appointed to the role of Medical Student Associate in the GMC Quality Scrutiny Group. The role will involve working with a team of academics, clinicians and lay associates over the next three years to support the quality assurance process of medical education provision at undergraduate, foundation and postgraduate levels. It is a particularly interesting time to be involved in this process given the expansion in medical school places following the launch of several private medical schools in the UK. Aiknaath reflects on this terrific opportunity below:

"The GMC take a pivotal role in not just establishing a high standard of care for patients, but also in ensuring

the development of medical students into doctors who can meet the problems of tomorrow. It is with this in mind that I decided to apply to be one of their Student Associates. After an extensive application process, I was fortunate enough to become 1 of 20 students who will contribute to the work of the regional review teams to evaluate medical education across the UK. This role involves identifying and reviewing areas of risk, scrutinizing relevant documents and ensuring a high standard of education is being delivered. This opportunity will give me a greater appreciation of the diversity in medical training, allow me to represent the views of my student body as well as aid in my own personal and professional development."

Success and impact of outreach and Widening Participation activities in the School of Medicine

The aim of the outreach programme is not only to raise aspiration but, also to identify and support students from a widening participation (WP) background. The School of Medicine admissions team works with medical students in many ways: - to design and deliver free workshops; e-mentoring; work experience; and a summer school for students from local schools, targeting WP students. This provides students an opportunity to make informed decisions regarding their career path, in a supportive atmosphere, facilitated by a student-led group - Widening Access to Medicine (WAMS). Furthermore, students can access additional support and guidance when attending specific workshops including communication skills, medical ethics, personal statement guidance and mock interviews. Workshops are popular - 80 places are offered and all are oversubscribed. For the academic year 2017/18 there has already been engagement with over 600 students from 125 schools.

The admissions team, clinicians and alumni quality assure the program with workshops supported by the Patient | Carer Community (PCC). Medical students use this opportunity to develop their own teaching and communication skills. Evaluation of events ensures a reactive programme which meets the needs of the cohort and is reflective of current issues in both medicine and admissions. Tracking engagement of students attending the workshops enables the admissions team to demonstrate the effectiveness of the programme and plan for future events.

The increasing number of Access to Leeds students (the university's widening access scheme) on the MBChB course reflects the success of the programme:

Year	2014	2015	2016	2017	2018
Students on Course	15	16	26	34	42 (TBC)

Additionally the outreach programme offers workshops and guidance to teacher and careers advisors through conferences and seminars. Other important work delivered by the WAMS outreach programme includes primary school engagement and the WAMS Ambassadors. Ambassadors are medical students attached to local schools, working directly with the school offering support and presentations convenient to both student and schools. To date there are 16 local schools involved in the Ambassadors project.

For more information, please contact the admissions team: ugmadmissions@leeds.ac.uk

New Anatomy Teaching Fellow

Faye Bennett has recently been appointed as an Anatomy Teaching Fellow in the Division of Anatomy within LIME. Faye has been in Leeds since October 2015, studying for her PhD which centres around medical students learning more about people who donate their body to medical education, with a focus on medical student professionalism. This is research Faye has become deeply passionate about and plans to continue following completion of her PhD. Additionally, since commencing her PhD studies, Faye has been working as an anatomy demonstrator, providing support for academic leads in practical anatomy classes and small group tutorials. Faye first developed an interest in anatomy during her undergraduate degree in Animal Science and pursued this by studying for a Masters in Human Anatomy at Edinburgh, graduating in 2014. It was during the year studying for her masters that Faye developed her ambition for teaching anatomy and knew this was the career path she wanted to follow. As a demonstrator, Faye has been able to continue to build on her anatomical knowledge and develop her teaching skills. The role of Teaching Fellow will provide Faye with the opportunity to continue developing as both an educator and researcher, and she is looking forward to working with the rest of the Anatomy team when she takes up her new position on 1st June 2018.



Clinical Teaching Excellence & Development Awards 2017

Clinical Teaching Excellence & Development awards are bestowed by the 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 we were pleased to present the recipients with their awards at Clinical Teachers Day 22nd March 2018. The awards were presented by Dr Anne-Marie Reid, Associate Professor of Medical Education.

WINNERS:

Clinical Teaching Excellence Awards – Individual

Dr Ian Craven, Consultant Radiologist, The Leeds Teaching Hospitals NHS Trust

Clinical Teaching Excellence Awards – Team

Windhill Green Medical Practice team, Shipley

- Dr Michael Syme – GP lead
- Dr Colin Passant – GP Partner
- Dr Jenny Wright – GP
- Dr Jennie Yates – GP
- Mrs Nita Brook – Operations Manager

MSK Education Group, The Leeds Teaching Hospitals NHS Trust

- Mr Joseph Aderinto – Consultant Orthopaedic Surgeon
- Dr Richard Wakefield – Senior Lecturer and Consultant Rheumatologist
- Dr Gui Tran – Specialist registrar/ Honorary lecturer
- Mr Campbell MacEachern – Consultant Orthopaedic Surgeon
- Allison Skillicorn – Academic rheumatology administrator

Maxillofacial Team, The Leeds Teaching Hospitals NHS Trust

- Mr Christopher Mannion – Consultant surgeon
- Mr Anastasios Kanatas – Consultant surgeon
- Celia Craddock – ACP
- Elaine Mann – Senior Pharmacist
- Emmanuel Chitongo – Charge Nurse
- Joan Spyvee – Reception
- Dr Mohammed Hussain – Specialist Trainee Registrar
- Nigel Smithson – Specialty dentist
- Sheryl Wilmott – Specialty dentist

Clinical Teaching Development Awards

Dr Grace McKay, Clinical Fellow in Medical Education, Mid Yorkshire Hospitals NHS Trust

Dr Benjamin Hughes, Medical Education Fellow, Bradford Teaching Hospitals NHS Foundation Trust

Dr Laura Stephenson, Core Trainee Year 1 – ACCS anaesthetics, Airedale NHS Foundation Trust

Clinical Teaching Excellence Certificates of Merit

Dr Rizwan Iqbal, Associate Specialist, Bradford Teaching Hospitals NHS Foundation Trust

Medical Education Team, South West Yorkshire Partnership Foundation Trust

- Dr Fariha Kamal – Consultant Psychiatrist
- Louise Hunt – Medical student coordinator



Dr Anne-Marie Reid with Dr Ian Craven



Dr Anne-Marie Reid with Dr Ben Hughes



Dr Anne-Marie Reid with Dr Rizwan Iqbal



Dr Anne-Marie Reid with Dr Michael Syme



Dr Anne-Marie Reid with Dr Laura Stephenson



Dr Anne-Marie Reid with Dr Grace McKay



Dr Anne-Marie Reid with Dr Fariha Kamal and Louise Hunt



Dr Anne-Marie Reid with Dr Richard Wakefield, Mr Campbell MacEachern and Dr Gui Tran



Dr Anne-Marie Reid with Dr Mohammed Hussain, Mr Anastasios Kanatas, Nigel Smithson and Mr Christopher Mannion

TiMEtoTeach Medical Education

LIME staff join Leeds Institute for Teaching Excellence (LITE) as Project Leaders

Dr Cait Dennis and Nancy Davies have been successfully funded by LITE to carry out their project TiMEtoTeach. This award covers a half day a week of time for both of them, funding for national and international conferences and £3,000 of funding for project costs.

The project builds on the TiMEtoTeach programme of off-site training for placement staff and patients and carers who support our medical students. Through bespoke training sessions and pop-up CPD stands, staff and patients and carers are educated on the curriculum and teaching methods of both the MBChB and Physician Associate programmes including all the technology the students use. By taking experiences gained through TiMEtoTeach in LIME and working with all university faculties it is planned to create a guide to placement support to enable consistent quality of placement learning across the university. It is also hoped to grow a network of staff involved in placement learning to continue the cross-institutional learning.

This is a great opportunity to showcase LIME innovation to the whole university and the wider higher education environment whilst creating a solid framework of placement learning on which to build future apprenticeship programmes which the university is starting to create.



myPAL collaborates with Canadian Artificial Intelligence (AI) company to investigate 'thinking styles'

The myPAL team have begun a Health Education England (HEE) funded feasibility study with Canadian AI company IMC to evaluate a tool they have developed to determine 'thinking styles' from text responses to trigger images. HEE hopes to determine the educational uses of this tool in helping to support both student and professional learning. This tool is content-agnostic, meaning that, if it works, a participant's 'thinking style' can be determined from text on any subject.

Currently in the process of seeking ethical approval, the myPAL team hopes to use this opportunity to build on their current work by using images of new wireframes (digital prototypes) as trigger images that students give feedback on. We will ask students about how they manage their learning to help better understand their learning practices and how myPAL could provide additional support.

For more information, please visit <http://mypalinfo.leeds.ac.uk>

LIME hosts national DIMAH meeting

The national meeting of Diversity in Medicine and Health (DIMAH) was hosted by LIME in January, 2018. DIMAH is composed of clinicians, students, educators and researchers with a wide range of experience and expertise in diversity education. Representatives from medical schools and schools of healthcare from around the UK attended the meeting alongside a skype attendance from the School of Medicine in Malta. Dr Rob Lane, Dr Valerie Farnsworth and Barry Ewart attended the meeting on behalf of LIME.

During the meeting, the process for electing a new DIMAH chair was discussed due to the retirement of the long standing chair, the diversity education pioneer, Professor Nisha Dogra (University of Leicester). The new chair elected is Ms Margot Turner, St George's Medical School, University of London.

The second national DIMAH conference is to be held at Liverpool University on 8th November 2018.

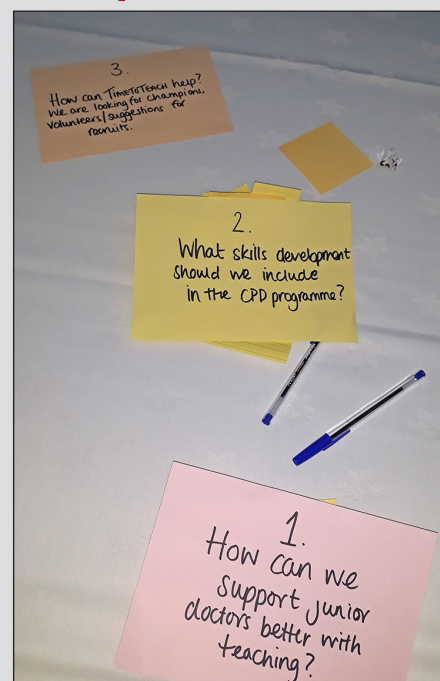
For further information on DIMAH, please visit: www.dimah.co.uk

Continuing Professional Development (CPD) Team working in partnership

The CPD team hosted a dinner at University House in April 2018 as a recognition of facilitator's engagement with the programme of events. A comprehensive programme is run throughout the academic year and supports and enhances the teaching within the MBChB and Diploma in Physicians Associate Studies curricula. It is led by Dr Cait Dennis, coordinated by Mrs Havita Mandande, and offers face-to-face workshops, conferences and E-learning courses. Opportunities for shared learning are provided through the creation of facilitated networks of medical education practitioners and specialists including peer support, on-site activity and a mentoring network. We welcome over 500 delegates annually, and CPD workshops have been rated highly by delegates during the academic year 2016/17 with nearly 100% reporting as 'Excellent' or 'Good'. The programme of events is dynamic and evolving, responding to delegate feedback and can be adapted to accommodate the changing healthcare environment by delivering bespoke training onsite. Workshops are enhanced by the excellent team of co-facilitators adding value and context to each event.

At the dinner, facilitators were given the opportunity to feedback on the CPD programme and suggestions were welcomed on how to add value in the next academic year as part of a quality evaluation exercise.

If you are interested in facilitating a CPD workshop, please contact Dr Cait Dennis C.Dennis@leeds.ac.uk



LIME participates in the Leeds Digital Festival 2018

As part of the Leeds Digital Festival 2018, LIME contributed two successful workshops to the wide ranging programme of events taking place across the city. Sue Bickerdike and the Technology Enhanced Learning (TEL) Team created an event entitled Technology in Medical Education. Technology is now almost as ubiquitous in medical education as it is in our daily lives, from using smart phones to capture assessment data to the use of virtual reality (VR) and augmented reality (AR) to augment face to face teaching and all things in between. The team demonstrated a range of technologies used as part of the teaching on the MBChB degree programme at the University of Leeds, and also gave attendees the opportunity to develop some simple resources of their own.

Later that day Gareth Frith organised a "Meet Up" session designed to demonstrate the University of Leeds capability in augmented and virtual reality. Around 60 attendees from academic, public sector, healthcare and commercial organizations heard about the University of Leeds' expertise in Immersive Technology for education and research including programmes in Medicine and Health (undergraduate education, VR in Surgery and Pathology, Born in Bradford), Transport Studies (VituCity driving and pedestrian simulation) and Cultural industries. The Co-chairs of the UK VR / AR association were present and gave industry views of these technologies.

Interest levels in AR and VR were strong and as a result, Gareth Frith was interviewed by Radio Leeds.

Professionalism Ceremony 2017



Professionalism Ceremony at the Great Hall

The Annual School of Medicine Professionalism Ceremony took place on 27th October 2017, at the Great Hall, University of Leeds. The ceremony is held each autumn at the University for Year 3 MBChB students and Year 2 Physician Associate (PA) students as they start their clinical placements. All students were presented to our invited key note speakers, Professor James Drife and Miss Shireen McKenzie and following a formal academic procession they then enjoyed an afternoon tea with opportunity to mingle with guests, staff, their IDEALS tutors, patient mentors and their peer group. Selected students were able to display their scientific work as posters.

Three members of staff received a lifetime achievement award and four members of staff received recognition awards for their contributions to undergraduate clinical teaching. There was also a surprise presentation to Dr Brian Whittaker and Dr John Chippendale in recognition of their 60th Anniversary since their graduation at Leeds.

WINNERS OF THE 2017 EXCELLENT LONGSTANDING SERVICE TO UNDERGRADUATE CLINICAL EDUCATION AWARDS

Mr Mark Lansdown has been a Consultant Breast and Endocrine Surgeon for 22 years at Leeds Teaching Hospital NHS Trust and was a senior lecturer prior to that. Mark has always been very involved with undergraduate teaching for medical students, being the Unit Lead for undergraduate teaching until very recently. He has welcomed 3rd year students on their surgical rotation and ensured that they attend the rota meetings, introducing them to the entire team, organising regular educational clinics with him and day time general surgical on calls with the registrars. He has been highly rated by students for the teaching they received. He has been a contributor to the School of Medicine Student Support framework, as a personal tutor and his students have always spoken very highly of him. He has supervised students for their Extended Student-led

Research projects on a regular basis. Mark kept the standards of teaching to the highest levels as evident from the excellent feedback the Unit has received over the years.

Mark is also passionate about postgraduate education and has more recently been the President of the Royal College of Endocrine Surgeons. His passion for a career in medicine has in turn inspired the future generations to believe that they can achieve whatever they set their mind on in medicine.

Dr Annika Graham has worked as a Consultant in Respiratory Medicine since 1995, and she was the undergraduate clinical lead for the 5th year respiratory placement for 16 years at Calderdale and Huddersfield NHS Foundation Trust, she retired from her role in the Trust on 30th April 2017. The formal teaching sessions on her placement were always very well received by students and Dr Graham took the time to deliver the majority of these herself. At the same time



Professor Paul Stewart with Mr Mark Lansdown



Professor Paul Stewart with Dr Annika Graham

CONFERENCES & EVENTS

she looked to develop other teachers and trainers in her own specialty. She has always been highly rated by 5th Year students for her dedication to providing high quality teaching and clinical experience on a weekly basis.

Dr Graham also took a lead on introducing super assistantships and they have flourished in Respiratory Medicine. Dr Graham took the time and effort to make sure her colleagues were on board with the concept and she worked hard with the doctors in training, working in the specialty to make the placement a real success. Students have found the super assistantship weeks to be highly beneficial with regards to preparing them for their foundation year.

Mrs Jane Boyle has worked as a Clinical Educator for 14 years supporting medical students on placement at Bradford Teaching Hospitals NHS Trust. Jane retired in April 2017 from full time work. Jane came to the education service from a nursing background she is passionate about her role as a Clinical Educator and has worked tirelessly for the last 14 years to ensure that students are supported both educationally and clinically whilst in Bradford on placement. She has delivered high quality teaching and pastoral support to all years, particularly to 4th and 5th year medical students. The consistent excellent student feedback is testimony to her dedication.



Professor Paul Stewart with Ms Jane Boyle

As a specialist Clinical Educator she led the 4th year paediatric placements and set up the interprofessional paediatric simulation day which runs for every student placement. She has helped out regularly at the medical school with teaching at introduction weeks, theme days and acted as an examiner every year at the 4th year OSCE in Leeds. She led the practice OSCE for the final year students and organised 3rd and 5th year OSCEs held in Bradford. She is particularly passionate about supporting struggling students and has been a fundamental part of the programme supporting the struggling students both in Leeds and in Bradford.

WINNERS OF THE 2017 TEACHING RECOGNITION AWARDS

Community contribution winner - Ian Robinson is freelance having recently retired from Leeds City Council. He has taught basic sign language to years 2 and 3 students over the last five years as part of the December MBChB Research Evaluation and Special Studies Student Selected Projects (SSP) Programme. Ian also sets the students the task of coming up with their own ideas for making the NHS better for deaf people. Student feedback on these sessions is consistently excellent and the SSP is a very popular choice amongst the student group.

Interprofessional education winner - Dr Margaret Culshaw, School of Applied Sciences, University of Huddersfield. Margaret works with the team at Calderdale & Huddersfield NHS Foundation Trust to develop the interprofessional education session on medicines management for year 3 MBChB placement students. This session is a collaboration with the Trust and the University of Huddersfield, School of Applied Sciences. Student feedback from the pilot was excellent and the initiative has now been rolled out to all year 3 students on placement at the Trust. Margaret contributed to the Annual Clinician's Day in 2016, with an interprofessional learning/prescribing workshop and was happy to share the Trust's good practice with other Trusts.

Primary Care winner - Haworth Medical Centre provide clinical placements for year 4 MBChB students and also supervise ESREP projects. Dr Jo Buckley is the lead GP Tutor and with the support of Ann Parker they have created very well organised placements. Student feedback has been excellent, 'Every doctor has been incredibly welcoming, friendly and happy to help and it has made it a very enjoyable experience and my favourite placement of the year'. This reflects the community of practice that has been developed. Dr Ross Brown has also received excellent individual feedback and Green Cards.

Outstanding clinical team – Beech House Surgery – Dr Amal Randeel and Dr Charlotte Jones - A new award in 2017, students were asked to nominate a team which had provided them with an outstanding clinical experience on placement. Beech House Surgery Knaresborough received the highest number of nominations from students. Student comments have included: "Excellent, constructive feedback both through and at end of placement. A debrief was carried out at the end of each placement, providing a fantastic learning opportunity for us to learn from our peers, as well as learn more about the conditions we had seen each day. The health professional team put a lot of effort into ensuring we got as much as possible out of the placement. Even patients wanted to come in to teach!"



Professor James Drife and Miss Shireen McKenzie, keynote speakers



Dr Brian Whittaker and Dr John Chippendale 60th anniversary of graduation



Professor Paul Stewart presenting students to the keynote speakers

Clinical Education Network Inaugural Symposium

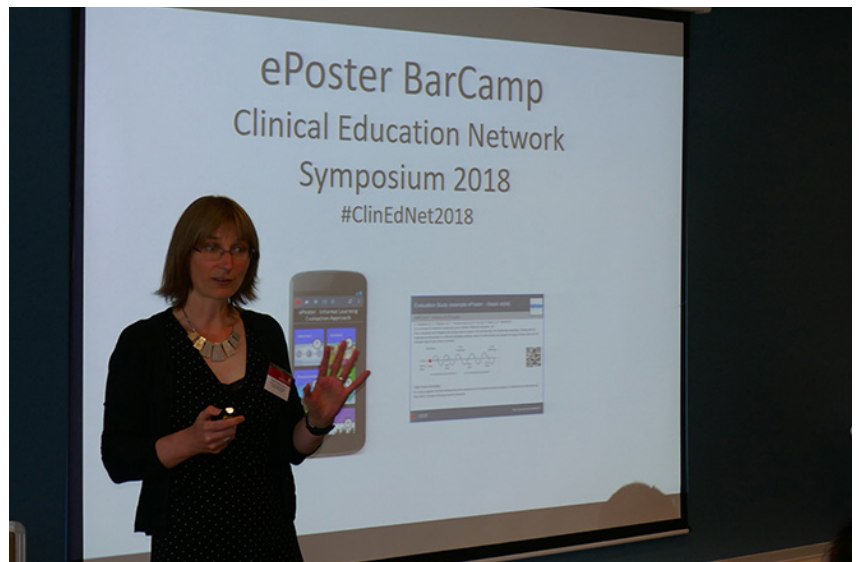
On May 23rd, 2018, the Clinical Education Network held its inaugural symposium at Weetwood Hall. The Clinical Education Network was set up by LIME staff with a steering group made up of clinicians, undergraduate and postgraduate students from across Yorkshire and Humber. It is open to anyone in the region with a research and scholarship interest in the education of health professionals.

The theme for the symposium was “Enhancing Practice through Scholarship and Research”. The day provided space for clinical educators, practitioners and researchers in clinical education and related disciplines to consider opportunities for developing their own scholarship and research activities and to think about ways current research and scholarship can be brought into everyday work and learning. Staff and students who are supervised in LIME presented completed and work-in-progress clinical education scholarship and research projects. A particular feature of the symposium was a novel e-poster format, in which delegates discussed electronic posters in an informal BarCamp setting (using technologies which emerged from the Learning Layers project). Associate Professor Anne-Marie Reid delivered keynote and workshop presentations on ethical practices in clinical educational research.

The steering group hopes to make the symposium a regular event and also holds termly meetings throughout the year. If you are interested in getting involved or attending Clinical Education Network events, please email medcenet@leeds.ac.uk.



Dr Anne-Marie Reid delivering the keynote presentation



Tamsin Treasure-Jones introducing the ePoster session



Participants at the BarCamp session

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