

AWARD WINNING SCHOOL

Welcome to the November 2014 edition of the LIME Newsletter.

We are incredibly proud to announce many prize-winning achievements in this edition. Our school has had fantastic recognition for its outstanding performance in medical education by receiving a coveted ASPIRE-to-Excellence Award specifically for assessment of students, and we continue to achieve consistently excellent results in the National Student Survey.

We welcome the Division of Anatomy into LIME, who bring exciting innovative medical teaching together with impactful research (read more on Page 2).

We also report on student successes and achievements in activities such as the Widening Access to Medicine Programme and "Students without Borders" Programme. Our research activities continue to bring impactful results with innovative projects such as RRAPID being shortlisted for awards. We continue to collaborate with international partners with the MUMEENA project fulfilling its aims and promoting enthusiasm and commitment.

Finally on the back pages we keep you up to date on all our staff changes and CPD activity.

ASPIRE Award at AMEE

Leeds joins just three other schools in the world in being recognised by the ASPIRE-to-Excellence award, which aims to promote outstanding performance in medical schools and acknowledges the importance of teaching alongside research.

The award has been given to the School for its assessment of students and is the first school in the UK to be recognised in this category.

(read more on page 2)



LIME team members receiving the ASPIRE award on behalf of the school

Learning Technologist of the Year

Dr James Pickering, Lecturer in Anatomy, has received the Learning Technologist of the Year award from the Association for Learning Technology. Dr Pickering, from the Leeds Institute of Medical Education, has been a keen advocate in the use of learning technology at the University for many years. He has been involved in a series of online projects including iTunesU, YouTube Edu and Massive Online Open Courses (MOOC), a form of free, online tuition, available to all.



Dr Pickering received the award at the Association for Learning Technology's annual conference at the University of Warwick.

TIMES HIGHER EDUCATION AWARD SHORTLIST:

The RRAPID® programme (Recognising and Responding to Acute Patient Illness and Deterioration) has been shortlisted for the Times Higher Education 2014 award in the category of Outstanding ICT Initiative of the Year. (see TEL team update on Page 11)

James Pickering has also been shortlisted for the Times Higher Education 'Most Innovative Teacher of the Year' award, following the success of his innovative use of blended learning resources, including the high-profile Massive Open Online Course (MOOC) on the Anatomy of the Abdomen.

LIME WELCOMES DIVISION OF ANATOMY

As of 31st July 2014 colleagues in Clinical Anatomy have become part of the LIME team. They bring with them significant expertise and opportunity in Anatomy Teaching and Research. (read more on page 2)

NEWS & UPDATES

ASPIRE Award at AMEE *(continued from Page 1)*



Gillian Swan and Rob Lane received the award on behalf of the school as part of the editorial team for the bid application

The ASPIRE programme awards medical schools for their excellence in one or more of the three areas: assessment of students; student engagement in the curriculum and in the medical school; and social responsibility and accountability as a mission of the medical school. There are 33 medical schools across the UK that train approximately 7500 new doctors every year.

The ASPIRE initiative has been developed with the support of AMEE (Association for Medical Education in Europe) which is a worldwide organisation that has members across 90 countries. The University received the ASPIRE-to-Excellence trophy at the AMEE 2014



Intercalated BSc Applied Health (Medical Education) student, Danny Kandola, celebrates success with the ASPIRE award after his presentation on 'How can students act as 'change agents' in curricular reform in post-soviet contexts?' Anne-Marie Reid & Danny Kandola, School of Medicine, University of Leeds

International Conference in Medical Education in Milan, Italy, on Tuesday 2 September 2014.

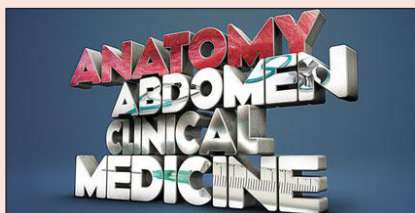
Professor Paul Stewart, Dean of the School of Medicine at the University of Leeds said: "This is an endorsement of the hard work and efforts our staff make to ensure our students receive world-class medical education. Here at Leeds, our students can enjoy being part of a community which offers exceptional teaching, facilities, assessment and support, meaning they get the very best training to be tomorrow's doctors."

LIME WELCOMES DIVISION OF ANATOMY *(continued from Page 1)*

In August 2014, the University's anatomy team joined LIME as the Division of Anatomy. This exciting re-organisation reflects the common interests and goals of Anatomy and LIME, particularly in the provision of a world-class medical curriculum and the development of cutting edge innovations in medical education.

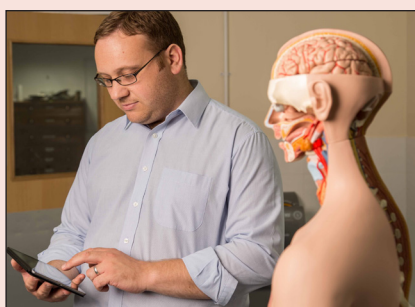
The Division of Anatomy has four members of academic staff and a team of anatomy demonstrators, most of whom are also studying for a PhD. The Anatomy Facilities Manager, Sarah Wilson, runs the Dissecting Rooms and Mortuary; Sarah also has a key role as the public 'face' of the Division in matters relating to the body donation programme which underpins anatomy teaching at the University.

The last few months have been an exciting time for the anatomy team beyond the link-up with LIME. In May, Dr Catriona Davies joined us as a lecturer from the Centre for Anatomy and Human Identification at the University of Dundee, where she had recently completed her PhD. As well as being an experienced anatomy teacher, Cat is a Certified Forensic Anthropologist and, as such, can be called upon to assist the authorities in identifying human remains in situations ranging from the chance discovery of a single bone through to the examination of mass graves during major conflicts. Her research interests include skeletal age estimation in living and deceased individuals and the role of the foot in forensic human identification.



More recently, a publication by lecturer Dr Jenny Clancy in the journal 'Brain Stimulation' (see right) evoked media interest from around the world. Jenny's neuroscience research translates into an excellent example of research-led teaching

In September, lecturer Dr James Pickering won the Association of Learning Technologists prestigious 'Learning Technologist of the Year' individual award. The award, which is open to all educational sectors and subject areas, recognised James's innovative use of blended learning resources, including podcasts, screencasts, ibooks and the high-profile massive open online course (MOOC) on the anatomy of the abdomen that he



produced earlier in the year. The Division has seen some exciting developments beyond individual staff appointments and achievements. For example, it recently became only the



Stimulating nerves in your ear could improve the health of your heart, researchers at the University of Leeds have discovered.

The research is published in the journal *Brain Stimulation* (<http://www.ncbi.nlm.nih.gov/pubmed/25164906>)

continued on page 3

continued from page 2

second centre in the UK to offer post-graduate trainees the possibility of working with Thiel embalmed cadavers. These offer tremendous advantages over more conventionally fixed specimens, with much more realistic tissue characteristics that facilitate procedures such as laparoscopy and angiography that simply would not have been possible before. The availability of the new technique is underpinning the expansion of post-graduate training courses offered by the Division, with new courses in orthopaedic surgery and laparoscopic urological surgery already completed and others in fields such as ophthalmic surgery and spinal neurosurgery confirmed for later in the year.

On the undergraduate teaching front, the Division continues to provide a major contribution to the development and delivery of the first two years of the MBChB programme,

and it has recently introduced the intercalated BSc in Clinical Anatomy programme. The latter gives students the opportunity for more advanced study of clinically-relevant gross anatomy, neuroanatomy, embryology and medical imaging, with options to study some forensic anatomy planned for 2015/16. Recruitment to the new programme has been strong with over 60 applicants for this year; 21 Leeds students and 8 from other medical schools are currently settling in to their studies nicely.

The staff in the Division are excited to be part of LIME and have already been enjoying working with all the dedicated and extremely helpful staff in the Institute who have done their best to integrate us smoothly and efficiently. We're all looking forward to a productive and enjoyable future together.

Dr Dave Roberts
Senior Lecturer in Anatomy

Dean of Medicine congratulates debate-winning medical students



Congratulations to Adam Brown, Lucy Michael, Amber Garnish, Cordelia Newberry.

In May 2014 Professor Paul Stewart, Dean of Medicine, invited four University of Leeds medical students to join him in a 'Coffee and Cakes' session to congratulate them on their performance and involvement in the debate at the Annual Conference of the Institute of Medical Ethics (IME).

The debate took place as part of the Institute of Medical Ethics 2014 Education Conference on Friday 7th February at Woburn House in London. The conference theme was "ethical practice: what money cannot buy". It involved a variety of speeches, debates and workshops which explored the ethical

dimensions of financial incentives in healthcare.

In an attempt to encourage the use of debate as a method of teaching ethics in medical schools, the IME decided for the first time to showcase a student debate on the motion: "This house believes that market forces in the NHS are incompatible with virtuous practice." The debate involved two teams of 4 medical students, one team from St. George's University in London, and one team from the University of Leeds.

Adam Brown opened the team speech by opposing the motion that there is no inherent connection between market forces and non-virtuous practice in the NHS, which was followed by Cordelia Newberry, Amber Garnish and Lucy Michael (summariser). Each team had around 4 minutes to speak for several opposing and proposing topics.

At the end of the debate there was an open floor of questions from the audience (which included many of the country's most distinguished academics in the field of medical ethics). Finally, the winner was announced by an audience vote. The University of Leeds team won by a comfortable margin.

It was a great day out and a huge success for Leeds Medical School. However, the team has expressed their thanks to Georgia Testa, the ethics lead at Leeds, without whom they could not have done it, as her input and knowledge was vital. The enthusiasm created by our success has led to the formation of a brand new society at Leeds Medical School called the "Student Clinical Ethics Forum". It involves a monthly meeting where the group analyse the ethical aspects of a real case seen by a Leeds medical student out on placement. There are also plans to organise a national ethics conference to be held in Leeds sometime in 2015.

Leeds medical students celebrate successful completion of new languages programme

The 'Students without Borders' medical languages programme is a bespoke programme in French or Spanish for Leeds Medical and Dental students. The programme is the result of an idea initially put forward by one of our former students, Dr Colin Coulter, to give students the opportunity to enhance their foreign language skills, specifically as applied to medicine. The success of the programme is as a result of strong collaboration between the University's School of Medicine and School of Languages, Cultures and Societies. We congratulate our students on their success.

To find out more e-mail studentswithoutborders@leeds.ac.uk



National Student Survey

I am very pleased to report on another set of excellent results in the National Student Survey. You will see from the table below that our scores have been remarkably consistent over the last three years – testament to continued effort and great work from all involved in student education within the School of Medicine, in our partner organizations and with our students. Our scores in assessment and feedback (a problem area common to most higher education institutions) are holding steady after gains made from 2012 onwards, with personal development and learning resources holding or improving. Overall satisfaction has slipped a little and we will carefully consider possible reasons for this through an analysis of the full results.

We have much to be proud of – most particularly our students, who are our greatest ambassadors! Once again, congratulations and thanks to all for another good year.

Laura Stroud, Director of Student Education, LIME

NSS Question Category	2012	2013	2014
Teaching (Q1 to Q4)	96	97	96
Assessment & feedback (Q5 to Q9)	60	68	67
Academic support (Q10 to Q12)	77	85	82
Organisation & management (Q13 to Q15)	82	81	80
Learning resources (Q16 to Q18)	93	95	97
Personal support (Q19 to Q21)	96	96	96
Overall satisfaction (Q22)	96	95	91

PARTNERSHIP WORKING

University of Leeds Ceremony to mark Medical Students' Professionalism



Year 3 medical students receiving their pin badges

On Friday 24th October the fifth Medical Students' Professionalism ceremony took place in the Great Hall at the University of Leeds, to recognise the professionalism and commitment of Leeds' Year 3 MBChB medical students.

Professor Paul Stewart, Dean of the Faculty of Medicine &



Sir Graeme Catto

Health opened the ceremony and Professor Trudie Roberts introduced the keynote speakers, Sir Graeme Catto, President of the College of Medicine, Chair of Dignity in Dying and former President of the General Medical Council (GMC) and Ms Sharon Oliver, Director of Learning and Development, Health Education Yorkshire and Humber. Sir Graeme shared with students some of his personal and

University of Leeds Ceremony to mark Medical Students' Professionalism

"From inability to let well alone. From too much zeal for the new and contempt for what is old. From putting knowledge before wisdom, science before art, and Cleverness before common sense; From treating patients as cases; and from making the cure of the disease more grievous than the endurance of the same, Good Lord, deliver us."

Sir Robert Hutchinson

(read by Sir Graeme Catto at the Year 3 Professionalism Ceremony, October 2014)

career experiences as a Doctor stressing the importance of making the patient, and patient safety, the centre of their practise.



Ms Sharon Oliver

Ms Oliver reflected on the many challenges that Healthcare faces now and into the future and highlighted the important role of the Doctor and team working in addressing these.

The ceremony was also an opportunity to recognise the long-standing dedication and contribution of members of staff to the education of our Medical students. Prof Paul Stewart presented Mrs Margaret Britton, an



Mrs Margaret Britton about to receive her award



Dr Georgina Haslam receiving her award from Prof Paul Stewart

undergraduate clinical teacher in Leeds since 2002, Dr Rod Taylor, a Consultant Respiratory Physician since 1989 committed to undergraduate medical education and Dr Georgina Haslam, a GP since 1986 and a Personal Tutor who was innovative in her approach to developing undergraduate primary care teaching, with the Excellent Longstanding Service Award for undergraduate medical teaching.



The award itself was designed by fine art student, Martin Derbyshire, studying at the Leeds College of Art. Martin's design

is based on the stethoscope and the rod of Asclepius (a Greek god associated with healing and medicine), and was selected by a panel of judges from the School of Medicine.



*Three members of the School of Medicine Alumni who attended the ceremony:
Left to Right: Dr Jon Lewis, Dr Brian Whitaker & Dr John Chippendale
All graduated in 1957.*

After the ceremony students and guests shared experiences over tea and cakes, and a number of students presented posters based on Research they had undertaken as part of the Research, Evaluation and Special Studies (RESS) strand of the MBChB programme.



MUMEENA Achievements and Looking to the Future



The MUMEENA Partnership

The TEMPUS MUMEENA (Modernising Undergraduate Medical Education in Eastern European Neighbouring Areas) project has now reached its end after three very busy and productive years. The European funded collaboration, which has been led by the team in LIME, has been working with medical schools in Georgia, Ukraine and Azerbaijan to develop their curricula towards European standards in a post-soviet era. The initiative has been underpinned by a spirit of collaboration and shared learning between partner medical schools across borders, languages and cultures.

for improvements in health and education and curricular reform. Teacher training centres have been established in each of the partner medical schools with Faculty Development programmes initiated. These programmes are supporting medical educators in understanding current learning and teaching methodologies, particularly focusing on student – centred learning approaches. The involvement of students in having a ‘voice’ in their education through the project has been a major achievement and fulfilling for both staff and students. Key stakeholders, including the Departments of Health and Education in each country, have been involved throughout the project and have given their approval to accreditation of new courses.

One of the greatest achievements of the MUMEENA project has been the friendships and development of a common sense of purpose in improving health and education, despite the difficult political context in which the post-soviet partners work. Dissemination of the project achievements been celebrated in a number of presentations at AMEE, the annual international conference event in Medical Education. The enthusiasm, commitment and hope for the future of Eastern European partners has been inspirational and has encouraged us to seek funding in the next round of bids to carry the work forward.

For further information please see the project website www.mumeena.eu

Or contact Anne-Marie Reid, MUMEENA Co-ordinator
a.m.reid@leeds.ac.uk

Dr Anne-Marie Reid

(TEMPUS MUMEENA project lead on behalf of the LIME team)



Prof Trudie Roberts (LIME) and Prof Olle Ten Cate (Utrecht, NL)

The project has involved travel to all partners' countries for conference events as well as training events held by Western partners in Leeds, Netherlands, Spain and Italy. The project has addressed national priorities in the partner countries

Widening Access to Medical School Update

Widening Access to Medical School (WAMS) is a service delivered by student volunteers from various years of the MBChB programme, supported by the School of Medicine and co-ordinated by Nicky Danks. It aims to provide support and guidance to students, from state run schools and colleges, interested in a career in medicine who may not otherwise have help. Working collaboratively with other outreach programmes at the University, such as Reach for Excellence and Science, Technology, Engineering and Mathematics (STEM), WAMS provides information and help to school students in six strands:

- 125 e-mentoring places via a safe internet e-platform called Bright Journals.
- Presentations at the university including 'Taster Days', interview and personal statement workshops.
- The new launched Ambassadors scheme directly links students with local schools developing long term relationships.
- A Primary School Initiative works with younger students to raise aspirations.
- The email account wams@leeds.ac.uk responds to direct queries on a variety of topics
- A newly updated website www.wanttobeadoctor.co.uk which attracts a worldwide audience. Students can also register for events delivered by the presentation team using this platform.



On October 6th 2014 the first 'Bring your Parent to WAMS' event was held. 70 students from Years 9 and 10 brought their parents to an evening which was designed for those thinking about a career in medicine. The parents' presentation focused on supporting their child through the application process.

The third 'Taster Day' will be held on Saturday 25th October 2014. The aim is to give insight into applying for and studying medicine and will accommodate up to 80 Year 12 students. Students will receive presentations from current medical students and doctors on a variety of topics including the 'Life of a Medical Student', and the 'A day in the life of a Doctor'. They will also participate in workshops and be given guidance on the application process.

In November two evenings of mock interviews will be hosted where students can get a real feel about what the interviews are really like. The aim is to alleviate any worries or concerns they have regarding the process.

Every year, WAMS goes from strength to strength, with both the mentoring and presentations teams growing in numbers. This year the extended team includes 85 medical students supporting in these areas.

Recently a similar group, 'Open Wide' was launched in The School of Dentistry which aims to widen access into dentistry.

WAMS continues to believe that the future generation of doctors must be as diverse as the population of the UK itself. This can only be achieved by widening participation, and ensuring that every part of society is represented fairly at medical school.

PATIENT CARER COMMUNITY

Oxford comes to Leeds

This year's final student exams had a visitor from the South – Rosamund Snow, who works in the University of Oxford's medical school, came to see the final year OSCEs, in particular the Patient Voice stations, for herself. She tells us why she was so impressed.

In Oxford, we like to think we offer medical students a pretty good education, but it's still quite a traditional model. We have patients, myself included, who do some teaching and a little bit of mentoring, but patients don't really have a voice when it comes to assessment. We have actors in some of our OSCEs (role-play scenarios where students are assessed on their overall skills), but their opinions are not formally included in the final mark.

When I heard that Leeds involves patients and carers in developing, acting, and marking student OSCEs, I knew I had to see it and ask questions of everyone I could find. What difference does it make if real patients are involved at every stage? Do patients get worn out acting the scenarios all day? What weight does the patient score carry compared to the score given by the clinical examiner? Above all, how can we start doing this at Oxford?

Well, the answers are simple. Firstly, patient-written OSCEs are more realistic. The scenarios don't stay in nice neat boxes, because we patients ask questions at the "wrong" time, we don't shut up when we're expected to, we're human beings. At Leeds, students are actively assessed on their ability to cope with this; as one external examiner said, admiringly: "watching that OSCE was like being in a real clinic!"

Secondly, patient-scored OSCEs are more reliable – and a team of statisticians were there to talk me through the metrics they use to prove this. Students who keep getting poor patient scores will not pass their overall exam.

And then there are the Patient & Carer Community examiners themselves, whose commitment and professionalism was outstanding. I asked: "what do you say to people who think it's not fair to tire patients out with a day of examining?" They just rolled their eyes at me. In short: they know what they're doing and they're properly supported to do it.

So can we do this back home in Oxford? Well, that question's up to me to answer. I hope next time I come to Leeds I'll be able to tell you we've made a start.

Rosamund Snow, PhD
Researcher into Patient Involvement in Medical Education, University of Oxford

Leeds Medical Education Academy Summer School July 2014



Overview

A team of 24 medical students passionate about teaching and widening access to medicine designed and ran a five-day non-residential event. This event was supported by staff from the medical school and Leeds Teaching Hospitals Trust and spearheaded by Nicky Danks. They invited 48 sixth form students from local schools who were interested in applying to study medicine. The primary aim was to provide an experience of life as a medical student, and beyond to foundation training.

Each day focused on a themed topic ranging from Paediatrics, Primary Care and Public Health to Basic Life Support and Acute Medicine, not forgetting Cancer Care and End of Life decisions. This diverse and important range of subjects was taught using case discussions and actively involving students through task based learning, whilst remaining pitched at an appropriate level. Key aims of the event were to develop transferable skills such as self-directed learning and presentation skills, and to provide information to enable students to make an informed decision about whether or not to pursue a career in medicine.

Student Feedback

Evaluation forms were distributed and students reported a raised awareness and greater insight into medicine as a whole. Many also reported increased commitment to studying medicine and this reflected in the vibrant atmosphere and student engagement throughout the week. Particularly popular were the practical sessions which were held at the Clinical Skills Centre, St James's University

Hospital, along with the opportunity to speak and interact with medical students at different levels of their training. Another highlight was a seminar run by Dr Rory O'Connor and his patient Jill, which explored the patient journey and rehabilitation after illness. It was unanimously enjoyed by both the volunteers and students who stated it had given them greater insight. One student, midway through the week, reported the information she had received enabled her to make the decision not to apply for medicine. The fact that she had been able to make a more informed decision fulfilled one of the events' original key aims.

Looking Forward

The core team of organisers and volunteers, supported by Nicky Danks, plan to run the event again in July 2015. Building on their experience, and in response to participant feedback, they aim to improve and streamline the content and overall experience. This whilst aiming to increase the number of students able to access this unique course.

The event will remain student led and run, with an increase in the number of core organisers to improve the handling of the workload. This will allow more students to develop their teaching skills and contribute to the education of school students. Without this event these students may not have access to the information required to make an informed career decision, or the chance to develop their skillset in areas that are crucial for their future career aspirations.

Nicky Danks
Admissions & WP Officer

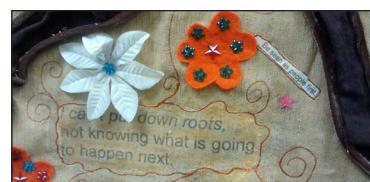


Asylum Health Tree Banner

Leeds Asylum seekers' Support Network (LASSN) were recently approached to create a piece of artwork for University of Leeds' School of Medicine. They collaborated with the Women's Health Befriending Project, where women support and advocate for one another appointments, helping to interpret for one another treatments they are offered, as well as providing practical support. The resulting collaboration between them Carol Sohaindo produced this amazing tree of health together the different words and perspectives of women from different backgrounds to produce a single arresting image.

LASSN's 230 volunteers supported more than 480 people last year to find somewhere to stay, to learn English and to make friends.

Barry Ewart
Communication Education Development Officer



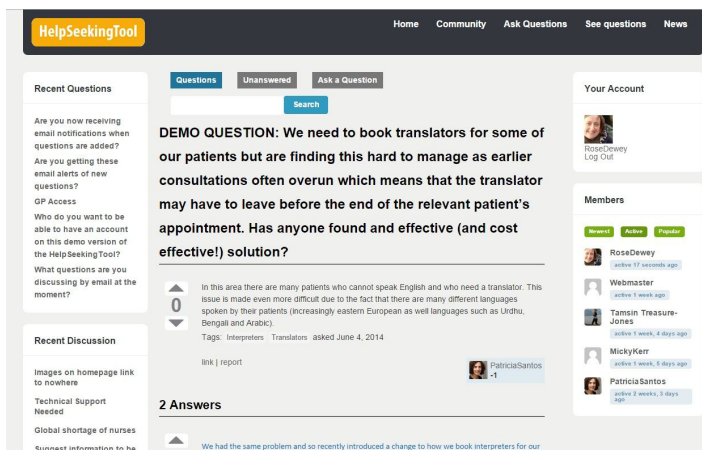
Learning Layers News for Healthcare

Progress on the development of the Learning Layers tools

Tools are being developed in the Learning Layers project to help support informal learning at the workplace. First versions of all the tools have been shown to healthcare staff and further developments are underway.

Living Documents

Living Documents is a tool for collaboratively developing ideas, plans and knowledge. Healthcare staff can create a document and then share it with a group of colleagues. Colleagues can then contribute to the document and all their suggestions/comments can be discussed, allowing the group to eventually agree on a confirmed version of the plan/document. We have been working with staff at one of our partner GP practices to co-design this tool.



Help Seeking

We are developing the Learning Layers **Help Seeking** tool with the support of one of our partner GP practices and two local healthcare networks. It allows healthcare staff to connect to colleagues from their local network, so they can ask questions and receive answers from trusted professionals. If you would like to give this tool a try, email learninglayers@leeds.ac.uk to request an account. Currently we can provide accounts to Practice Managers, Data Quality Leads, Nurses and Healthcare Assistants in the Bradford City, Bradford District or Airedale CCG areas.



Learning Layers

Scaling up Technologies for Informal Learning in SME Clusters



European Commission
Information Society and Media



Bits and Pieces

The **Bits and Pieces** tool is being developed to support the recording, organising, making sense and sharing of informal learning at the workplace. Healthcare staff can use the tool to collect material (notes, documents, images, weblinks etc) that they want to keep or develop. They can then review this material later in the system; creating organised views of the material that help them to make sense of the topic/area they are exploring. These can then be shared and/or used to help them to develop their ideas further perhaps leading to the collaborative development of a plan/document or reflection on this particular area of interest. These records of learning can then be shared with others and included as examples of Continuing Professional Development. As with all the Learning Layers tools, Bits and Pieces has been co-designed by the Learning Layers developers, researchers and staff at our partner GP practices.

Reflect

Finally we are also developing Reflect, a voice-controlled app for collecting your thoughts to reflect on later, for example upon leaving a training course. The Reflect tool allows you to create your own sets of reflection questions to ask after a learning episode; plays these questions and records your answers on your smartphone and converts these to text, which you can then develop further or import into another system.



Getting involved

If you'd like to get more involved with Learning Layers or have any suggestions for us, we'd love to hear from you. **Email us on learninglayers@leeds.ac.uk.**

Extended Student Research or Evaluation Project

The MBChB ESREP (Extended Student Research or Evaluation Project) has been implemented in the new curriculum very successfully. Clinical teachers and researchers have appreciated positive evaluation from students and find it a rewarding experience. There has been a huge range of excellent projects running, including clinical and translational research, NHS service evaluations and audits. Topic areas must be clinically applicable, but can be directly clinical, translational, NHS managerial, educational or patient-centred. Already there have been significant achievements with students participating in national conferences to present their preliminary results. I would like to introduce my colleague, Dr Naveen Vasudev, medical oncologist, as the new ESREP academic manager who takes up position in September 2014.



There is also additional supervisor support and training planned in the LIME Continuing Professional Development Programme.

The RESS Team offer support and guidance along the way and can be contacted at ESREP@leeds.ac.uk

We will be recruiting more supervisors from September 2014. Please provide your email address to ESREP@leeds.ac.uk if you would like to be part of the call for projects.

Dr Dan Stark, RESS Co-Academic Lead

Recognising and Responding to Acute Patient Illness & Deterioration (RRAPID)

A team of clinical and technical contributors used feedback from a healthcare report to create an eBook and App for teaching first year medics the acute medicine module. The Recognising and Responding to Acute Patient Illness & Deterioration (RRAPID) programme uses simulation-based teaching methods to introduce the students to the different types of acute illnesses and gives tips on how to spot and treat them. The 'ABCDE' approach takes the students through how to view signs of acute illness by checking airway, breathing, circulation, disability and exposure. The App also has a checklist of things to look out for, a case log for students to learn the approach and a self-test area.

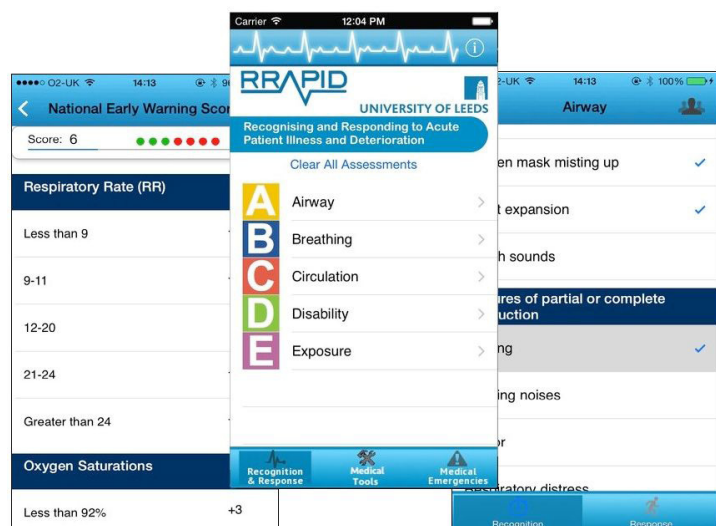
The RRAPID initiative was co-directed by Dr Andrew Lewington and Dr Bruce Duncan after a 2007 National Institute for Health and Care Excellence report found deficiencies in the recognition and treatment of acutely ill patients. One of the changes NICE recommended was to improve the teaching and education of this topic across all levels.

Leeds Institute of Medical Education's Gareth Frith says the initiative could really improve a student's approach to learning. He says, "Many students have iPhones now, and people use these devices in their downtime".

"Having material that is portable is really useful. You could have a spare 10 minutes and revise a subject, and it's here at your fingertips and personal."

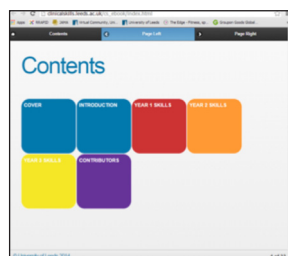
The team are now developing a new App due to the success of RRAPID, designed to take medics through different levels of clinical skills.

The award is sponsored by JISC, and has been shortlisted for the Times Higher Education 2014 award in the category of Outstanding ICT Initiative of the Year.



The Times Higher Education awards ceremony takes place on Thursday 27 November 2014.

Clinical Skills eBook



The start of the academic year has seen the launch of a new eBook produced to support clinical skills teaching across clinical teaching sites within the MBChB partner NHS Trusts. The eBook, created through collaboration between the TEL team at LIME and the SoM

Clinical Skills Education Team based at St James' has been designed to complement and support the face-to-face practical clinical skills teaching undertaken by MBChB students, particularly Years 1-3.

The resource, which currently is accessible via the Clinical Skills website, comprises a comprehensive guide to clinical skills taught during Years 1-3. The book is divided into Year 'chapters' and each chapter comprises of a detailed breakdown of the skills required to be learnt during that year. Each skill is described in detail, including a written descriptor of the procedure, photographic illustrations of the equipment used and a step-by-step video demonstration of the skill itself. The eBook is intended



to provide students with the opportunity to familiarise themselves with skills prior to attending face-to-face teaching, and to provide a reference guide which can be used post-skills teaching, something that could be particularly useful prior to assessments and attending clinical placements.

This should also prove to be a valuable resource for clinicians who are involved in teaching and assessing clinical skills, especially for Direct Observation of Procedural Skills (DOPS) which assess the procedural skills essential to providing good clinical care. All the content has been developed in line with both national and Leeds Teaching Hospitals Trust (LTHT) clinical guidelines and demonstrates best practice.

Although predominantly aimed currently at Years 1-3 the resource is being updated and inclusion of further material for Years 4 & 5 are being produced. This additional content is being developed with help from both our partner Clinical Skills Teams and colleagues in Primary Care.

The eBook is fully open access and can be seen at: <http://clinicalskills.leeds.ac.uk/>

Any queries regarding the eBook should be made to **Laura Smith** l.e.smith@leeds.ac.uk or **Sue Bickerdike** s.r.bickerdike@leeds.ac.uk

TEAM UPDATES

CPD TEAM

The CPD Programme of Events for the 14/15 academic year is now underway, and alongside general teaching workshops a number of new sessions have been added as a result of delegate feedback. We do value the feedback and suggestions we receive from our medical educators, and have planned a comprehensive timetable of events all aligned to the GMC's framework of standards. We are pleased to have extra facilitators on board who bring innovation in clinical teaching and student support. Please check our website for further details (<http://medhealth.leeds.ac.uk/mededcpd/>).

The target audience of our CPD programme will be widened to accommodate all medical educators, and we have workshops designed specifically for the particular professional, thus creating solid foundations in teaching skills, support and enhancement. Please contact CPD manager, Dr Cait Dennis (C.Dennis@leeds.ac.uk) for further details.

In June we held a "Supporting Medical Educators' Skills Day" which was an event focused on enhancing teaching skills for all medical educators. The timetable of talks and workshops, in an informal setting, provided valuable opportunities for peer support and networking. This one-day event will be held again in June 2015 and is open to all medical educators.

CPD now welcomes Mrs Helen Greenwood as a permanent member of the team. Mrs Nicola Lawlor, our previous co-ordinator, is now co-ordinator for the Patient / Carer Community following her return from maternity leave.

Caitriona Dennis

Educational Staff Development Manager

TEL TEAM

Times Higher Award shortlist

The RRAPID® programme (Recognising and Responding to Acute Patient Illness and Deterioration) has been shortlisted for the Times Higher Education 2014 award in the category of Outstanding ICT Initiative of the Year. This is a significant recognition of the work done by LIME and the Technology Enhanced Learning (TEL) Team in producing both an interactive e-book and an app to support the teaching of acute illness across all 5 years of the curriculum.

Scott Hennessey, Sue Bickerdike, Anna Dean and Iwona Kozieradzka-Ogunmakin from the TEL team have all contributed to the technical development of the project, the generation of content and the evaluation of the resulting products.

RRAPID is led by Dr Andrew Lewington and Dr Bruce Duncan and much of the course content and teaching delivery is undertaken by LIME staff in the Leeds Clinical Practice Centre, led by Laura Smith. RRAPID® is developed with the support of many Clinical collaborators and contributors from Leeds Teaching Hospitals Trust.

There has been a significant number of downloads of both e-book and App from Leeds staff and students. Additionally we have seen interest and downloads from other medical schools and practitioners both nationally and internationally.

Gareth Frith, TEL Manager

Medical Teaching Centre (MTC)

Lecture capture systems have been installed in every classroom, if you want to find out more about this new technology contact mtc@leeds.ac.uk.

Touch panel information screens are being installed around the Worsley building. These have been installed in response to visitor feedback and will aid users in finding their way around. We are currently still prototyping the screen layout, so please use them and send us your feedback.

The MTC will be playing an active role in the £25 million remodelling of Worsley. Clearly this is an exciting project, but it will be noisy and disruptive. As plans develop and design drawings are created we will be displaying them for public discussion. Any comments or concerns please send to j.s.stothard@leeds.ac.uk

Video production has gone through the roof this year, and while that is terrific news, it does mean that we are now occasionally turning work down. Requests for filming need to be scheduled with as much notice as possible to avoid disappointment.

Jon Stothard

Medical Teaching Centre Manager



STAFF UPDATES

LEAVERS IN LIME



A fond farewell to Dr John Sandars

John took up the post of Professor in Medical Education and Director of Research in the Academic Unit of Medical Education, University of Sheffield in July 2014.

John joined LIME in 2004 and was awarded a University of Leeds Teaching Fellowship in 2008. John is recognised nationally and internationally for his educational work, with his research interests spanning workplace learning, technology enhanced learning, faculty development and student learning and support. John undertook a number of key roles for the School of Medicine including LIME lead for Student Education, Postgraduate Research Tutor for LIME and Associate Director for Student Support.

We look forward to working with John in his new role and wish him every success in Sheffield.

We also bid a fond farewell to Kate Jenkins who supported the Student Education team in LIME, and Anita Garvey who worked on the TEMPUS MUMEENA project, and wish them every success in the future.

NEW STAFF IN LIME



Julie Briggs – Julie joins LIME as MBChB Year 1 Co-ordinator with particular responsibility for two modules: Body Systems and Introduction to Medical Science. Julie will also be administering the School's level 1 Discovery module, Understanding Human Disease.



John Holmes – John will undertake a number of critical roles in relation to the MBChB programme, leading the new Performance Assessment Team (encompassing OSCE and workplace assessment across all 5 years), alongside working with the core MBChB team on improving student feedback in clinical placements. John will also provide leadership for the RESS review.



Dr Jennifer Parr – Director of Intercalated Studies for the School of Medicine. Jennifer is currently the programme lead for the highly successful intercalated BSc in International Health and Development from which she brings a wealth of educational expertise. Jennifer succeeds Dr Laura Rhodes.



Charmaine Lawrence – Charmaine Lawrence has been appointed until the end of January to work as Project Assistant on the TEMPUS MUMEENA project.



Emma Bates – Emma joins us as a timetable officer, working alongside Tracy Wilson to create all of the School of Medicine's individual student timetables, not just MBChB, but post graduate courses run by Health Sciences, LIGHT etc.



Clive Gwyeth – Clive has been contracted for 6 months to plan and implement Eduroam within various trusts in the Yorkshire area.



Dr Iwona Kozieradzka-Ogunmakin – Iwona has taken a part-time role as RRAPID Project Administrator to cover for Dr Anna Dean who is currently on maternity leave. She joined LIME in late March 2014 to continue evaluation of the usage and usefulness of the RRAPID e-learning resources and has recently presented research findings at the ALT Conference in Warwick in September and has been accepted to present at Online Educa in Berlin in December.



Helen Bradbury – Helen has been seconded to LIME for one day per week from the School of Education where she is programme lead for the Postgraduate Certificate and Masters in Clinical Education. She has been asked to lead on an exciting new development of designing an online international Masters of Medical Education aimed at healthcare professionals working in non EU countries.

Association for Learning Technology (ALT) Annual Conference

The Association for Learning Technology (ALT) conference is the UK's leading event focusing on learning technology, attracting participants from across the globe. The main theme of the 21st annual conference, held at the University of Warwick on 1-3 September 2014, was: "Riding Giants: How to innovate and educate ahead of the wave". The event was attended by LIME delegates Dr Sue Bickerdike, Dr Iwona Kozieradzka-Ogunmakin and Ms. Laura Smith. The team's extended presentation demonstrated and promoted the RRAPID e-learning resources and included an innovative element – a live demonstration of a RRAPID teaching session – facilitated by Ms. Smith and Year 4 medical students, Mr. Adam Kirk and Mr. Drew Harding. The RRAPID e-resources and the live teaching vignette received overwhelmingly positive feedback from the audience that comprised educators and technologists from home and overseas educational institutions.

The conference provided a great opportunity for delegates from the educational sector to discuss current challenges in facilitating, supporting and enhancing learning, particularly in higher education. It created a platform for exchanging and sharing ideas as well as experiences on the application and use of technology by both educators and students. The conference provided LIME staff an opportunity to demonstrate our recent technological innovations (the RRAPID eBook and app) and provided extensive exposure for our blended learning approach to simulation teaching.

We were also extremely pleased to see Dr James Pickering of the University of Leeds receiving the Learning Technologist of the Year award from ALT.

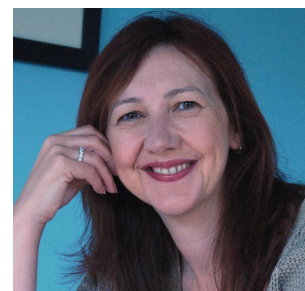
Dr Iwona Kozieradzka-Ogunmakin, Project Administrator

Dr Sue Bickerdike, e-Learning Project Manager

Excellence at Yorkshire Medical Education Research Development Conference

Leeds Institute of Medical Education was delighted to host the Sixth Annual Yorkshire Medical Education Research Development (MERD) Conference on 23 June, which was a huge success with delegates from as far afield as Cardiff, Bedfordshire and Edinburgh. Supported by the national Association for the Study of Medical Education (ASME), the MERD meeting is for anyone interested in or involved with research about healthcare professional education and practice, particularly those new to and inexperienced in this discipline.

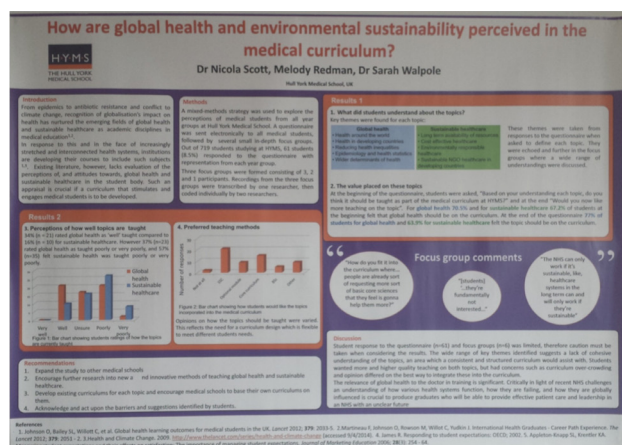
Keynote speaker, **Dr Lynn Monrouxe** (pictured), Reader in Medical Education and Director of Medical Education Research at the School of Medicine, Cardiff University, presented 'Challenging dominant paradigms in medical education research', which considers some of the underlying assumptions of research in medical education, highlighting resultant challenges and suggesting some ways forward for researchers.



Dr Lynn Monrouxe

This was followed by conference papers from **Philip Mardlin**, University of Bedfordshire, discussing 'Exploring the usefulness of 'Forum Theatre' as a technique for developing communication skills in nurse education', **Helen Cook**, University of Bradford, who examined the 'Evaluation of an Intra-Professional Learning workshop between Pharmacy and Pharmacy Technician Students', **Margaret Bunting**, Norwich Medical School, who presented 'Medical Education and the influence of Problem-Based Learning: Collaboration, Contradiction and Conflict' and **Leila Mehdizadeh**, University College London, who reviewed 'The insight gap: how well do doctors think they perform on the GMC's Tests of Competence pilot exams?'.

Over lunch, posters were exhibited, including 'Health care practitioners' learning during the first year of practice: A systematic review', presented by **Fatmah Almoayad**, University of Leeds, 'How to survive as a student on placement: use of blended learning workshops to prepare radiography students for their first clinical placement' presented by **Michelle Ellwood**, University of Leeds, 'A Comparison of the Perceived Effectiveness of Leadership and Management Teaching at Two Different Medical Schools', presented by **Georgina Keogh**, University of Leeds, 'A better way to teach basic surgical skills? A randomized control trial examining the effect of an e-textbook and the reverse classroom on basic surgical skills teaching', presented by **Thomas Pike**, University of Leeds, and 'Student perceptions of global health and environmental sustainability in the medical curriculum at Hull York Medical School (HYMS): a mixed methods study', presented by **Nikki Scott**, Hull York Medical School and Royal Liverpool Hospital.



After lunch, two workshops were available: 'Writing for Publication', presented by **Rebecca O'Rourke** and **Sue Kilminster**, and 'Understanding Quantitative Research' presented by **Matt Homer** and **Jennifer Hallam**. Both were well attended and feedback was extremely positive, with some people wishing they had been able to attend both.

The event was concluded with awards – presented by **Sue Kilminster**, LIME Lead for Research, to **Philip Mardlin**, awarded for best paper and **Nikki Scott**, awarded for best poster (pictured). The Seventh Annual Yorkshire Medical Education Research Development Conference will be held on Monday 12 October 2015. If you are interested in presenting a paper or poster next year, or would like to be added to the invitation list for various research-related events throughout the year, please contact: limeresearch@leeds.ac.uk

EVENTS

Continuing Professional Development WORKSHOP PROGRAMME FOR MEDICAL TEACHERS 2014-2015

Advanced Teaching Skills:	Date	Time	Location
MCQ/EMQ Writing	26.11.14	09.30-12.30	Leeds
Promoting Innovation in Clinical Teaching *New	18.11.14	09.30-12.30	Leeds
Feedback *New	02.12.14	13.30-16.30	Leeds
Large Group Teaching *New	15.12.14	09.30-12.30	Leeds
Enhancement of Teaching Skills through Peer Observation	12.01.15	13.30-16.30	Leeds
Small Group Teaching	20.01.15	13.30-16.30	Leeds
OSCE Writing	27.01.15	14.00-17.00	Leeds
Mentoring Part 3 (2014/15 Mentors only)	03.02.15	09.30-12.30	Leeds
Technology in the MBChB *New	10.02.15	09.30-12.30	Leeds
Introduction to Assessment in the MBChB	24.02.15	13.30-16.30	Leeds
*Making time for Teaching – developing systems to allow change <i>*New</i>	03.03.15	09.30-12.30	Leeds
OSCE Examiner Training - 17th, 24th & 31st March 2015 (Leeds)			
OSCE Examiner Training - 16th, 21st & 28th April 2015 (Leeds)			
OSCE Examiner Training - 6th May 2015 (Leeds), 18th May 2015 (Bradford), 27th May 2015 (Wakefield)			
CPD Annual Event (title TBA)	04.06.15	09.00-17.00	Leeds
Careers Guidance (Theories, Models and Skills)	09.06.15	10.00-16.30	Leeds
Mentoring Part 1 (New 2015/16 cohort)	16.06.15	09.30-15.00	Leeds

*All the above workshops can be booked on-line at <http://medhealth.leeds.ac.uk/mededcpd>
Or for further information contact the CPD team on*

✉: mededcpd@leeds.ac.uk ☎ 0113 343 1656



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<https://www.facebook.com/mededCPDatLeeds>



<http://www.linkedin.com/groups/MedEd-CPD-Leeds-7453768/about>

ACADEMIC UNIT OF PRIMARY CARE

Continuing Professional Development Programme

	Date	Time	Location
Educational Theory and Practice 2b - One to One Teaching Skills	06/11/2014	9.00-12.30	Leeds
Educational Theory and Practice 3 - Support, Supervision, and the Challenging Learner	04/12/2014	9.00-12.30	Leeds
Teaching Clinical Method 1 - History Taking and Examination	15/01/2015	9.30-12.30	Leeds
Teaching Clinical Method 2 - Teaching Using the Consultation	11/02/2015	13.00-16.30	Bradford
Teaching Clinical Method 3 Communication and Consultation Skills: The Art of Feedback	12/03/2015	9.00-12.30	Leeds
Advanced Teaching Skills 1 - Communication and Consultation Skills: Cultural Diversity	16/04/2015	9.00-12.30	Leeds
Advanced Teaching Skills 2 Teaching Evidence-Based Practice and Clinical Decision Making	06/05/2015	13.00-16.30	Bradford
Advanced Teaching Skills 3 - Creativity, the Arts and Innovation in Teaching	18/06/2015	9.00-12.30	Leeds

Visit our website to reserve your place:

http://medhealth.leeds.ac.uk/info/291/cpd/651/continuing_professional_development

Or contact Amanda Cullen directly: A.cullen@leeds.ac.uk 0113 343 4180

LIME New & Early Careers Research Group Training Workshops 2014-15

We are delighted to be offering a wide range of research training workshops during 2014-15 and below is the current confirmed Workshop Programme.

Any interested member of staff is welcome to attend any of these sessions. We are also open to suggestions for other topics for future workshops.

Please make a note of these dates in your diary and let us know if you are hoping to attend. Official invitations will be sent out closer to the time. Email limeresearch@leeds.ac.uk, booking will be on a first come, first served basis.

NEW & EARLY CAREERS RESEARCH GROUP WORKSHOP PROGRAMME FOR LIME STAFF & PGR STUDENTS 2014-15		
Workshop Title	Target Group	Date
Theory Workshop	Staff & PGR Students	12/11/14 10/12/14 14/01/15 11/02/15 11/03/15 15/04/15 13/05/15
Academic Writing for Doctoral Students	PGR Students	11/11/14 13/01/15 05/03/15 05/05/15 09/06/15 14/07/15
Evaluation 1: First Principles and Design (option 2)	Staff & PGR Students	05/11/14
Academic Writing for Staff	Staff	10/12/14 24/02/15 12/05/15
Keeping Momentum	PGR Students	10/12/14
Evaluation 2: Evaluation in Action (NB: must have attended Evaluation 1)	Staff & PGR Students	07/01/15
Doctoral Supervision & Feedback	Staff	21/01/15
Evaluation 3: Analysis of Evaluation Data (NB: must have attended Evaluation 1 & 2)	Staff & PGR Students	28/01/15
Working with your Supervisor	PGR Students	04/02/15
Method and Methodology	PGR Students	17/03/15
Copy Editing your Writing	PGR Students	21/4/15
Planning for Submission	PGR Students	20/05/15
Critical Perspectives on Professional Learning (CPPL) Seventh Annual Conference	Staff & PGR Students	15/06/15
Medical Education Research Development (MERD) Seventh Annual Yorkshire Regional Meeting	Staff & PGR Students	12/10/15

Staff Festival Photography Winner from LIME

We are delighted to announce that LIME staff member Tracey Dixon, (Student Education Service Assistant for the iBSc Applied Health (Medical Education)) was awarded an Amazon Gift Voucher for her lovely photograph (right) capturing the 'Essence of the Festival' entitled "Game of Life: What does the future hold?" at the staff festival in July.





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Student Support Conference 2014

Supporting Learners in Medical, Dental and Veterinary Education

3rd December 9.30 - 4.30

Key Notes

- Supporting learning through scholarship
- Supporting student learning and opportunity
- Supporting veterinary students in their undergraduate journey from school leaver to competent professional

Workshops

- Developmental support: The role of careers counselling
- Remediation: Self-regulatory learning - a useful model for remediation
- Maximising learning through equality and diversity

4th December 9.30 - 4.30

Key Notes

- Utilising student development theories to inform student support
- Effective and developmental feedback
- Helping big fishes from small ponds to learn to swim with the shoal

Workshops

- Supporting students on application/admission
- Supporting International students - the social and academic dimensions
- Supporting students when progress stalls

1 day rate £175

2 day rate £295

There is a 25% reduction in delegate fees for those associated with the Leeds Medicine and Dental Programmes

For further information please contact ssconference@leeds.ac.uk

My Job – Richard Gatrell



As Information Systems Manager my main role is to design & develop a new Student Information System to manage the large quantity of data generated by the MBChB programme.

I work within the Technology Enhanced Learning Team (TEL) comprising of learning

technologists, web and information systems developers who support the School's IT, Information Systems and learning technology resources.

The main project I'm working on is known as **InForM**

(Information For Medicine), this will sit alongside BANNER in order to provide a secure, single source of reliable data specific (at this time) to the MBChB programme. InForM will work in conjunction with existing systems here in LIME and eventually will replace a large number of Excel spreadsheets and Access databases which are currently used to manage student information.

There are a number of challenges with designing a new system but luckily I work with a great team, not just TEL but my colleagues within LIME (and in the wider Faculty/University) that have a great deal of knowledge & experience, something that will help me a great deal!

EDITORIAL GROUP:

Dr Martin McAreavey, Dr Caitriona Dennis, Mrs Helen Greenwood.

LIME News is published twice a year in March and November. If anyone has suggestions for future content please contact Helen Greenwood, h.i.greenwood@leeds.ac.uk



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