



A Welcome by Professor Trudie Roberts

Welcome to the fifth LIME annual report and my last as Director of LIME. It has been a privilege to lead a team of exceptional medical educators and staff in the delivery of our world-leading educational programme. This year, LIME has further widened its outreach, within the university through a teaching project in Leeds Institute for Teaching Excellence and outside, welcoming Elliott Hudson College as a site for innovative shared learning between 'A' Level students and MBChB students. The admissions team have extensively worked with schools in the region, promoting opportunities to study medicine and healthcare professions here at Leeds. LIME staff have also been working within the public area, in Leeds city centre as well as across campus, leading on the 'Restart a Heart' project.

We pride ourselves on innovation and excellence and have received two further ASPIRE-to-excellence awards for medical education – in faculty development and curriculum development, added to the three we already have. As I reflect on my years as Director, I feel enormous pride in how far we have come as an institute to reinforce our identity and unique voice as an innovator in medical education and globally lauded curricula. A large part of our success is due to an embedded Technology Enhanced Learning focus which supports the delivery of our teaching and facilitates an exceptional student experience.

Please enjoy reading this report and if you are interested in any of the projects we are involved in and would like further information, please do not hesitate to contact us.

Trudie E. Roberts

Director, Leeds Institute
of Medical Education (LIME)



Delivering

Graduation 2018 – Congratulating Our Graduates

Graduation of our students – undergraduates and postgraduates - took place in the Great Hall at the University of Leeds on 10 July 2018. At the ceremony, honorary degrees (Doctor of Medicine) were presented to Professor Dame Clare Marx and Professor Wendy Burn.

Professor Marx who became the first female President of the Royal College of Surgeons in 2014, was recognised for her outstanding contribution to surgery and as an influential advocate for women in surgery. Professor Wendy Burn, President of the Royal College of Psychiatrists was recognised for her influential role in postgraduate training and as a regional and national leader in dementia care.



Prize Winner's Presentation and Celebration – Year 5 MBChB

After graduation ceremonies, an evening reception was held to celebrate graduating MBChB prize winners. The event was hosted by Professor Paul Stewart, Dean of Faculty of Medicine and Health and attended by the student award winners, their invited guests of family and friends and School of Medicine staff.

Winners included:

William Hey Medal – Best overall performance in the OSCE and written exam for a student graduating MBChB with honours – Rebecca Lumley.

Hardwick prize – Best performance in the final OSCE – Rebecca Lumley.

McGill prize – Best overall performance in the OSCE and written exam for a student graduating MBChB – Tanith Westerman.

Masser prize – Best performance in final written exam – Sophie Moriarty.

Garland prize for the best ESREP project with a neurology focus – Guy Benshetrit, Naomi Burnet and Joanna Start.

James and Mabel Gaunt Prize for the best ESREP project with a paediatrics focus – Sabrina Bhattacharya and Georgia Ford.

Hillman prize for best ESREP project with a Clinical Medicine focus – Guy Benshetrit and Kaat Marynissen.

Hillman prize for best ESREP projects with a Therapeutics focus – Annabel Crompton, Larissa Jones, Katherine Melotte and Tanith Westerman.

Sinson prize for the best ESREP project with a palliative care focus – Abigail Gittens and Charlotte Sinclair.

Ethics prize for best Year 5 ethics case analysis – Ilana Gluck.

Dean's award for most promising practitioner prize – Kim Daybell.

We were pleased to congratulate Jenna Weets, who graduated with “MBChB with Enterprise”. Leeds is the only medical school in the UK to currently offer this variant of MBChB programme.



Intercalating Medical Education Students Continue to Shine

Students from the BSc in Applied Health (Medical Education) programme continue to develop and report research that has an impact on local and international education practice.

Three students presented at the inaugural LIME Clinical Education Network Symposium, held at Weetwood Hall on the 23rd of May, 2018. Aiknaath Jain and Mareen Zachariah presented their innovative work on virtual reality and YouTube applications in medical education, using a novel e-poster format. Joslan Scherewode was invited to deliver a conference presentation on his research into theoretical understandings of peer teaching, which highlighted the value of peer teachers' enthusiasm and spontaneity and recommended caution when making peer teaching compulsory. Joslan is now developing this work for publication in a peer-reviewed journal.

In September, Fraser Payne presented his medical education research as part of the International Conference of Undergraduate Research, a conference which provides students with a unique opportunity to present without having to leave their home university. Fraser's presentation on medical students' experiences of feedback on primary care placements was streamed throughout the world and he received questions on his work from as far as Singapore. Fraser's presentation also highlighted the focus on feedback at Leeds Medical School, as he found that students were knowledgeable about feedback and valued the relationships they had established with doctors in primary care.

These achievements are testament to the students' hard work, but also the research teaching and supervision they receive from LIME staff, including Alison Ledger, Valerie Farnsworth, Shelley Fielden, Helen Millott, Alisdair Smithies and Vania Dimitrova.

A Leading University – Sustaining High Student Satisfaction

The results from the National Student Survey for academic year 2017-18 has shown that Leeds consistently performs highly, remaining one of the top medical schools in the country – for the MBChB and the BSc in Healthcare sciences.

Final year students are asked questions over 8 aspects of their learning experience. Results from Medicine and Healthcare sciences are as follows, numbers expressed as percentage agree:

	Healthcare Science - Audiology	Healthcare Science - Cardiac Physiology	Radiography	Medicine
Number of responses	15	13	38	187
Response rate	94%	72%	79%	70%
Question category				
The teaching on my course	92	94	97	94
Learning opportunities	91	97	92	92
Assessment and feedback	82	69	84	74
Academic support	80	100	93	87
Organisation and management	98	87	76	78
Learning resources	96	62	92	92
Learning community	83	92	91	90
Student voice	80	81	78	83
Overall satisfaction	100	92	97	96

Physician Associates Update and Evaluation

2018 saw the fourth intake onto what is now an MSc in Physician Associate studies. 22 students from the 2016 cohort completed the course and the majority of them are now working as physician associates in the region.

Our graduates from the 2015 cohort have been making a positive impression on the workplace and numbers of employed Physician Associates within the region have increased rapidly over the last 2 years.

Researchers in LIME have conducted a HEE-funded evaluation of the PA courses in the region which included profiling the students using their applications.

The data shows that of 268 students that enrolled on the 5 courses in the region between Sep 2015 and Sep 2017, 71% were female, 87% were under 30 and 51% were from the Yorkshire and Humber region. 58% had undertaken medical, clinical or biomedical science degrees with the remaining having studied, for example, chemistry, biology, psychology, pharmacy etc. Of the 214 students with recorded information, 53% had previously undertaken paid employment within a healthcare setting and 32% had voluntary experience which leaves only 15% without any.

Overall, we believe this means a significant number who start the course already understand the basics of the clinical working environment. As a group they have a diverse educational and employment background which could be beneficial, both in the classroom and clinically. As the majority are from the local area and under 30, there is also the potential that they may increase the stability of the workforce in this region.

We are in the second year of a 10-year cohort study that aims to explore the experience of physician associate students through training and beyond into employment. An online survey is being taken by students in their first year of training, and every year after, for a period of five years (there will be five cohorts of students recruited from all courses across the Yorkshire and Humber region 2017-2021).

We have had a response rate of 74% in year 1 with a total of 89/120 students completing the survey and we hope to have similarly high levels of recruitment over the next 4 years. The findings of this study will broaden our understanding of this new profession and how this relatively new role is being developed over time in this region.

For more information on either of these research projects, please contact: Sarah Howarth s.d.howarth@leeds.ac.uk

Professionalism Ceremony 2017 a Recognition of Students' Professionalism and Commitment.

The seventh Professionalism ceremony, recognising the professionalism and commitment of Year 3 MBChB students and Year 2 PG Diploma Physician Associate students, took place on the 27th October 2017, in the Great Hall at the University of Leeds.

The ceremony was opened by Professor Paul Stewart, Dean of the Faculty of Medicine and Health with Professor Trudie Roberts, Director of LIME welcoming and introducing the keynote speakers. Keynote speakers this year included Miss Shireen McKenzie, a Consultant in Oncoplastic Breast Surgery at Leeds Teaching Hospitals NHS Trust (LHT) and Professor James Drife, Consultant and Emeritus Professor in Obstetrics and Gynaecology, LHT.

This year at the ceremony, the commitment and contribution of members of staff were also recognised. Awards for excellent longstanding service to undergraduate clinical education were presented to staff who have engaged with the school for many years and provided outstanding student experiences in a variety of specialties.

Teaching recognition awards were made in recognition of our clinical colleagues, the Patient | Carer community and interprofessional learning, nominated by staff.

Longstanding Service Awards to Undergraduate Clinical Education, were awarded to:

Mr Mark Lansdown a Consultant Breast and Endocrine Surgeon at LHT. Mark has been heavily involved with undergraduate teaching for medical students, being the Unit Lead until his retirement.

Dr Annika Graham a Consultant in Respiratory Medicine at Calderdale and Huddersfield NHS Foundation trust (CHFT). Annika was undergraduate clinical lead for Respiratory until retirement.

Mrs Jane Boyle a Clinical Educator at Bradford Teaching Hospitals NHS Foundation Trust (BTHFT). Jane supported students both educationally and clinically whilst in Bradford on placement until her retirement. Teaching Recognition Awards, were awarded to:

Community contribution winner - Ian Robinson from

Leeds City Council (retired). Ian has taught Basic Sign Language to 2nd and 3rd Year students over the last 5 years as part of the Research Evaluation and Special Studies Student Selected Projects (SSP) Programme.

Interprofessional education winner - Dr Margaret Culshaw, School of Applied Sciences, University of Huddersfield. Margaret works with the team at CHFT to develop interprofessional sessions on medicines management for Year 3 placement students.

Primary Care winner - Haworth Medical Centre provide clinical placements for Year 4 students in Primary Care and also supervise ESREP projects. Dr Jo Buckley, lead GP Tutor and with the support of Ann Parker and Dr Ross Brown have created very well organised placements with excellent individual feedback and multiple green cards for teaching.

Outstanding clinical team – Beech House Surgery – Dr Amal Randeelul and Dr Charlotte Jones – nominated by students for providing an outstanding clinical experience on placement. Beech House Surgery received the highest number of nominations from students.



Interprofessional Postgraduate Clinical Education Builds on Success

The Postgraduate (PG) Certificate in Clinical Education offers educators across the health care professions opportunities to develop their knowledge of learning, teaching and assessment in clinical contexts and gain Fellowship of the Higher Education Academy.

24 PG Certificates were awarded in 2017-18 and it is anticipated that due to a high demand two cohorts will run in 2018-19.

The Masters in Clinical Education (MEd) provides skills in academic leadership, focussing on curriculum responses to innovation, and developing skills in educational research during 2 years further study. 13 MEd students graduated, with 30 completing the programme. Past students report significant changes in their approach to educational and clinical roles and their own career development. These successes are enhanced by the development of 2 additional programmes – an online MSc in Medical Education and Professional Doctorate in Clinical Education.

The first person to enrol on the doctorate is Barbara Macpherson, programme lead for the PG Certificate, who will explore the impact of undertaking postgraduate study in education and try to pin down that elusive connection between improved education and better patient care.

Helen Bradbury stepped down as programme lead in July to concentrate on pharmacy education. She will be much missed but leaves the programme in capable hands.

This is one programme where everything we did has been applied and incredibly helpful.

Gill Risby
Health Education England
Yorkshire and Humber

Innovating

iDecide – a Technology Enhanced Learning Resource to Promote the Diverse Range of Medical Careers

iDecide forms part of our careers support in LIME offering all 5 years of the MBChB the opportunity to explore careers in a diversity of specialties through filmed interviews with clinicians.

This year we have added to the resource by trying to build on our medical specialty sections with a range of films featuring doctors with careers that are a little bit different. We have actively sought out medics that are employed in a range of alternatives from an A&E consultant engaged in supporting expeditions up Kilimanjaro, to a GP travelling to the Olympics with the British Swimming team to former University of Leeds graduates engaged in running their own Med / Tech company. Students are increasingly seeking a way of combining a medical career with a range of other options and rather than encouraging students to leave a medical career behind, it is hoped the resource will show that a portfolio career is possible in an infinite number of ways.

In addition to showcasing the diversity of options available when you graduate from the MBChB the iDecide project has always tried to promote areas of medicine where women are underrepresented. In line with the objectives of Athena Swan this year we have sought out female surgeons and now have a range of interviews dispelling the myth that surgery is purely for men. Likewise through attending events for clinical academics, we are hoping to raise the profile of the academic route, whilst at the same time ensuring that we represent as many female role models in this area as possible.



Leeds MedEx – guiding and orienting students through clinical placements

The Leeds MedEx website, first developed in 2015, has grown in stature over the last few years <https://time.leeds.ac.uk/resources/medex/> and now includes a comprehensive listing of MBChB placements.

Within this site, students can locate information about primary, secondary, palliative, sexual health and community care placement provision.

MedEx acts as a one-stop portal for all placement needs and contains information which is presented as text, images and virtual tours, with web links to videos and educational resources. Searchable by site, year group or individual placement, the resource is fully accessible using desktops, tablets or smartphones.

As an orientation guide for students to help maximise their learning experience, the MedEx site is responsive to changes in placement provision, for example, changes in site details, personnel changes and the introduction of new initiatives that may impact teaching. This project is maintained and developed by the Technology Enhanced Learning (TEL) team who can be contacted by email: leedsmedexteam@leeds.ac.uk



Inspiring Clinical Teachers with Leeds Medtalks

LIME continues to develop Leeds MEDtalks as part of faculty development provision by the CPD team.

MEDtalks are short talks produced by clinical colleagues and MBChB students, (approximately 3-5 minutes) projected through influential videos to help share tips, good ideas, areas of teaching innovation and good clinical teaching practice. MEDtalks have been developed in partnership with our local education providers, students and patients.

If you are interested in producing a MEDtalk for your placement please contact Elizabeth Allen, Undergraduate Medical Education coordinator, School of Medicine, Leeds; e.allen@leeds.ac.uk

MEDtalks can viewed via the weblink or via the QR code below: <https://medicinehealth.leeds.ac.uk/leeds-institute-medical-education/doc/leeds-medtalks>

LeedsMEDtalks



My Personalised Adaptive Learning (myPAL) App, a Co-Design Experience

Currently in development, My Personalised Adaptive Learning (myPAL) is a tool which will be able to enhance students' learning experience on the MBChB.

This app, designed by staff and students uses feedback and data analytics to give students valuable insights on their progress. The myPAL co-design team (comprising MBChB students, academics and clinicians) worked together to redesign the workplace-based assessment (WBA) section of the tool. 50 designs were turned into three prototypes which were tested and updated.

Current focus is to examine usage of the learning tool. Students and staff will conduct usability testing on their design and hold workshops to examine the ways workplace students' learning behaviours are affected.

This project has enabled successful partnership working between students and staff, all developing skills in design and application. The project has had further impact on the delivery of medical education providing a functional insight into learning needs from both learner and teacher.

For more information, contact Rosie Dent-Spargo, r.dent-spargo@leeds.ac.uk



TiMEToTeach

This year TiMEToTeach has gone from strength to strength, continuing to provide in situ, bespoke educational training and updates to practice staff across 5 trusts and over 100 GP practices.



We have widened our reach in practice to include postgraduate and professional health education groups including Royal Colleges, the NMC – Yorkshire and Humber Education Network, Foundation Doctor Careers Day and UK Rheumatologists; as well as a stand at the Inaugural LTHT Consultants Conference. Beyond the NHS environment we have expanded into community placements to support charities, such as the Refugee Council, in creating excellent placement experiences for medical students.

To ensure that TiMEToTeach remains relevant and reflects changes in the medical education landscape we have worked with Health Education England on supporting the rollout of their comprehensive Digital Literacy Framework (<https://hee.nhs.uk/our-work/digital-literacy>). We have begun work on a large scale mapping exercise for all of our current and future CPD provision to help staff identify where they have developed their digital competency.

Further communication of TiMEToTeach's successful programme was through the prestigious Association of Medical Education in Europe (AMEE) conference where our presentation was shortlisted for the Patel Innovation award. As well as playing a part in the successful awarding of the AMEE Aspire award for Faculty Development.

We have also expanded the team to accommodate the great demand for workshops and welcome Dr Humera Tariq as our newest member. Humera comes with a wealth of placement and curriculum knowledge through her work developing our ground-breaking placement support system MedEx
<https://time.leeds.ac.uk/resources/medex/>



Virtual Radiology – Expanding Educational Materials to Support Student Learning

In 2017 the virtual radiology development team, consisting of radiologists from Leeds Teaching Hospitals NHS Trust (LTHT) and e-learning developers from LIME

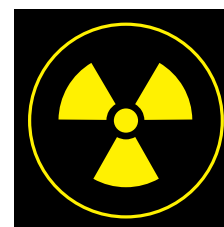
were finalists in the LTHT 'Time to Shine' awards for their work developing the virtual radiology website and associated resources.

<https://time.leeds.ac.uk/resources/vrad/>

In 2018, the team built upon this successful collaboration, developing further e-learning resources to compliment breakfast club teaching delivered at the Leeds General Infirmary (LGI) Radiology Academy. These resources included how to successfully request scans and a full interactive virtual tour of facilities within the radiology department at Chapel Allerton Hospital. This latter resource was developed in collaboration with radiographers at Chapel Allerton and gives students (MBChB and radiography) an opportunity to explore the facilities 'virtually'. The resource includes links to specific learning modules, video interviews with students and staff currently working at the Chapel Allerton site and a full 360 degree video showing a patient consultation tinyurl.com/y9ndj2eb

The virtual case library has been expanded and now contains over 200 cases and continues to be the sole source of year-end exam cases. Since its inception in 2015, the case library has been visited more than 100,000 times.

In 2018, the team were again recognised in the LTHT 'Time to Shine' celebrations receiving a Highly Commended award in the category of 'Educator of the Year/Education Team of the Year'. The promotional video created as part of their submission can be viewed here:
<https://time.leeds.ac.uk/resources/vrad/about/>



Teaching with Virtual and Augmented Reality.

Over the past year LIME has been investing in resources and partnerships that use immersive technologies that can be used for teaching.

This is helping us evaluate the value of these new technologies in the teaching of medicine.

Augmented and Mixed Reality enables us to teach topics such as anatomy and clinical skills to groups of students using holograms of patients or images of the human body. In collaboration with Pearson immersive®, all students wearing the Microsoft® HoloLens® AR headsets see the same holographic image projected in the room, for example a seriously ill patient suffering from Anaphylaxis, COPD or Stroke. They can interact with the patient or image, walk around the patient, and discuss treatment and diagnosis with each other and their teacher. These techniques are useful in the simulation of specific conditions and the teaching of targeted clinical skills to medical students.

In collaboration with our partner, Aristotle University of Thessaloniki (AUTH), a neuroanatomy teaching resource has been developed to immerse students in this topic of human sensorimotor organization so that they can share their understanding and misunderstandings and create a unique learning experience.

LIME, in collaboration with Leeds Teaching Hospitals Trust (LTHT) and Medical Realities®, has used Virtual Reality (VR) techniques to provide students experience of areas of clinical practice that are normally difficult to access. The histopathology team at St James Hospital, Leeds worked with LIME staff to produce an interactive, VR tour of the histopathology laboratories so students have an immersive experience of the various stages of sample testing, techniques and diagnosis. Each room and process in the labs is visited in VR. Interactive information points and embedded instructional video from subject experts can be viewed as a personal immersive experience.

Connecting

The School of Medicine renews the Associated Teaching Trust Agreement with key NHS trusts

Bradford District Care NHS Foundation Trust (BDCT) and South West Yorkshire Partnership Foundation Trust (SWYPFT) are pivotal partners in the delivery of MBChB teaching.

These Trusts host placements for Year 4 students and Year 2 Masters in Physician Associate students in Psychiatry, with input into Research Evaluation and Special Studies (RESS) /Extended Student-led Research or Evaluation Projects (ESREP). In recognition of their delivery of placements and teaching, the prestigious status of Associated Teaching Trust is conferred. The Agreement is awarded for five years and signing ceremonies were held to mark the renewal.

Professor Trudie Roberts, LIME, hosted the event which was attended by Trust members, Undergraduate Clinical Leads and members of LIME faculty.

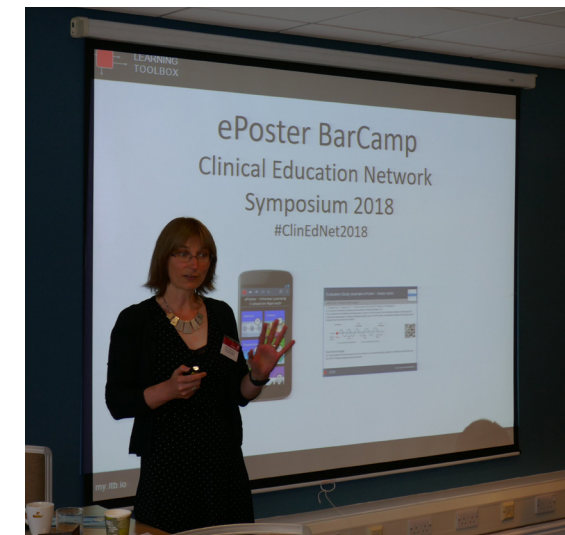


Clinical Education Network Inaugural Symposium

The Clinical Education Network is facilitated by LIME staff and comprises clinicians, undergraduate and postgraduate students from across Yorkshire and Humber who share a research and scholarship interest in the education of health professionals.

The Network's inaugural symposium was held on May 23rd, 2018, and focussed on "Enhancing Practice through Scholarship and Research". Clinical educators, practitioners and researchers in clinical education and related disciplines worked together to think about enhancing opportunities to incorporate research and scholarship 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.

It is hoped this symposium becomes a regular event and the network 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



Continuing Professional Development – Award winning provision

The Continuing Professional Development programme continues to respond and develop according to the changing educational, technological and healthcare environments. In the past academic year, over 500 delegates attended workshops and courses organised by the CPD team and feedback from all provision has been overwhelmingly positive.

This was an excellent workshop. I enjoyed talking to others about their practice, especially when we have the same challenges.

Delegate at a CPD Workshop

This year, moving forward with sustainability, workbooks are not produced and instead all resources are located on a padlet - an interactive web application that can create and share materials between multiple users. CPD coordinator, Mrs Havita Mandande has created padlets for all CPD provision. For more information, please contact: [Havita H.Mandande@leeds.ac.uk](mailto:Havita.H.Mandande@leeds.ac.uk)



Elliott Hudson College and School of Medicine Research Practice Partnership Ultrasound Teaching- Pilot Project

This academic year, third year medical students have been given the exciting opportunity to engage in shared teaching sessions with 'A' level science students from Elliott Hudson College as part of a pilot research project to evaluate the potential benefits of shared learning between undergraduate medical students and sixth form college students.

The established integrated ultrasound curriculum which forms part of the undergraduate medical programme in Leeds has provided a fantastic opportunity for students to learn together. The focus of the teaching is on developing an understanding of ultrasound including the underlying physics and applications as well as an introduction to ultrasound techniques. With the support of clinical teaching faculty, students are able to practice the application of ultrasound as an adjunct to clinical examination. Working in small groups to get hands on practice and to develop ultrasound skills students are supported to scan volunteer patients including examination of the heart, lungs, abdomen and thyroid.

The teaching which took place at the College campus on three days between Sept-Dec is now being jointly evaluated as part of the research practice partnership. The findings of the study will inform development of future shared activities between Elliott Hudson College and the Medical School and wider opportunities in the local community.

This novel project would not have been possible without the support of both the staff and students from the University of Leeds and Elliott Hudson College as well as the ultrasound teaching faculty, Patient | Carer Community, MDI and GE Healthcare Ltd.

LIME Teams up with Health Education England to Explore Artificial Intelligence in Medical Education

The Technology Enhanced Learning (TEL) team in LIME has partnered with IMC, a Canadian artificial intelligence (AI) company, to conduct a feasibility study on behalf of Health Education England (HEE). This study aims to investigate the potential of artificial intelligence in personalising learning content.

The project involves sending a survey to students from MBChB, nursing, pharmacy and radiology programmes to establish if an algorithm can detect personality differences between respondents. Students will be asked questions about factors that support or impede their learning whilst on work placements and the AI algorithm will analyse their text. Results of this algorithm against more established psychological tests will be compared in order to ascertain whether similar information can be detected. If this is the case, it could herald future work in the area of personalised learning content.

For more information, contact Rosie Dent-Spargo
r.dent-spargo@leeds.ac.uk.

Go Higher in Healthcare Programme

This project, funded by Go Higher, West Yorkshire's National Collaborative Outreach Programme (NCOP), has been designed to help young people explore careers in healthcare.

It is targeted at young people from areas where progression rates to Higher Education are low, and particularly low when GCSE attainment is taken into account.

This initiative is an expansion of a programme started by the University of Leeds in 2014, funded by Health Education England and the Royal College of General Practitioners. Our current project involves working with a broader mix of healthcare-related organisations in order to deliver careers activities and events in schools and to support placements in a wide variety of settings.

Key partners included: Wakefield General Practice Resilience Academy, Leeds Teaching Hospitals Trust, Bradford Teaching Hospitals NHS Foundation Trust, Born in Bradford, University of Leeds Faculty of Medicine and Health.

115 placements were provided in healthcare settings during the period June 2018 to September 2018.

Participant feedback has been incredibly positive.

It was very educational and insightful within the field of healthcare. It allowed me to further solidify my passion in healthcare careers and I feel more confident in applying to the course at Uni. The staff at the GP surgery were very helpful and they were happy to let me do different activities. I really enjoyed it.

Yr13 Participant.

Additional interventions included representation at the Skills Yorkshire event. This is the largest jobs, skills and apprenticeship event held annually in Yorkshire which aims to raise aspirations, motivate and inspire the next generation through hands on activities. Over the 2 days, 61 schools and colleges visited the event and on the first evening pupils were also invited to attend with their parents. Together, a total of 5,512 individuals attended.

As part of the Go Higher in Healthcare Zone, School of Medicine admissions staff and Widening Access to Medicine (WAMS) students ran activities including a handwashing challenge and using Virtualitee to 'look inside the body' using augmented reality.



The Patient | Carer Community - Embedded in Education

The Patient | Carer Community (PCC) are an essential part of Universal Faculty providing the patient perspective in the education of our healthcare professionals.

Members contribute throughout the curricula from admissions, including Widening Access to Medicine (WAMS) sessions and Multiple Mini Interviews (MMIs) to final year OSCEs. In Year 1 introduction week, the PCC work with current students to facilitate conversation rounds with new students, providing the initial patient perspective for future learning. Feedback from the new co-facilitation initiative has been overwhelmingly positive.

... thank you for giving students the opportunity to welcome first years. I and others had a really enjoyable experience answering questions. I think that the students really benefited being able to speak to a PCC volunteer and a student, and hear two different perspectives and sources of information.

4th Year MBChB Student

Over the past academic year, the PCC have been involved on over 256 separate events, Totalling 612 hrs and having contact with over 1300 students.

To recognise their contribution to teaching, it was important that the PCC had a space central within the medical school. A room in the main teaching floor has been established for PCC use, a place to relax, get a drink and get some food; an essential when members are needed to be in for extended amounts of time. This means when PCC members are working in the Worsley building, they can gather and have refreshments before any activity. The new PCC room was opened in celebratory style not once but twice, with both Trudie Roberts and Paul Stewart officiating! The team would like to express their thanks to all involved for getting this room especially Jools Symons and John Stoddard.



Restart a Heart- 8 Minutes to Save a Life Initiative

As part of the global 'Restart a Heart Day' initiative on Tuesday 16 October, the School of Medicine's Clinical Skills Education Team worked in partnership with medical students to stage a series of public drop-in training sessions both on campus and in the city centre. The campus based events supported a recent university initiative which involved the installation of 30 defibrillators across campus.

These events provided training to staff, students and members of the public in life-saving skills, giving them the confidence to provide vital assistance in the event of a cardiac arrest. The drop-in nature of the events meant that in the space of eight minutes anyone could learn cardiopulmonary resuscitation (CPR) skills, as well as familiarising themselves with a public-access defibrillator (AED). Through collaboration with our team of 88 student volunteers and a number of other supporting organisations a total of 1,100 people took up the offer of the free training.

This work provides an excellent foundation on which we intend to continue to work with our students to further develop our community based skills initiatives, including Restart a Heart 2019. We hope such initiatives which engage the community will improve patient outcomes for years to come as well as inspiring

more young people from all backgrounds to consider a career in healthcare, a better awareness of health in our local communities and a stronger relationship between the University and the people of Leeds.

These events have been delivered with support from the University's Facilities Directorate, Leeds University Union, British Heart Foundation, Leeds Heart Beats, Leeds City Council, Yorkshire Ambulance Service and the Resuscitation Council UK.

For more information contact Laura Smith
L.E.Smith@leeds.ac.uk



MBChB Student Engagement and Building Student Staff Partnerships

Student-staff partnerships are cemented through various student engagement activities. Students meet and talk with School of Medicine (SoM) and placement staff, providing their views on curriculum developments in an informal environment. Activities have included:

- Student-staff partnership dinners
- Cake and chat sessions at NHS partnership trusts and on campus
- Year link meetings (linking with each year group on a termly basis, to provide updates and improve communications)
- Student Engagement Newsletter

The student partnership dinners took place in February and June at University House, with 30 students and 10 NHS clinical/SoM staff attending each event. In February student support and wellbeing was themed. Frameworks for student support systems were discussed alongside promoting the traffic light system of reporting on clinical placement (red/amber/green cards).

The second partnership dinner in June was themed around feedback, assessment and learning, focussing on resources provided by the school, and external resources which students use to personalise their learning. Placement feedback was discussed with students providing tips for gaining feedback, acting upon it and working with clinical colleagues in providing meaningful feedback.

For further information regarding student engagement events please contact: Elizabeth Allen, student engagement lead e.allen@leeds.ac.uk



Medicine Summer School

The fifth annual Medicine Summer School saw continued success and this year, there was an increased demand for places. 80 students attended with priority given to those from a widening participation background.

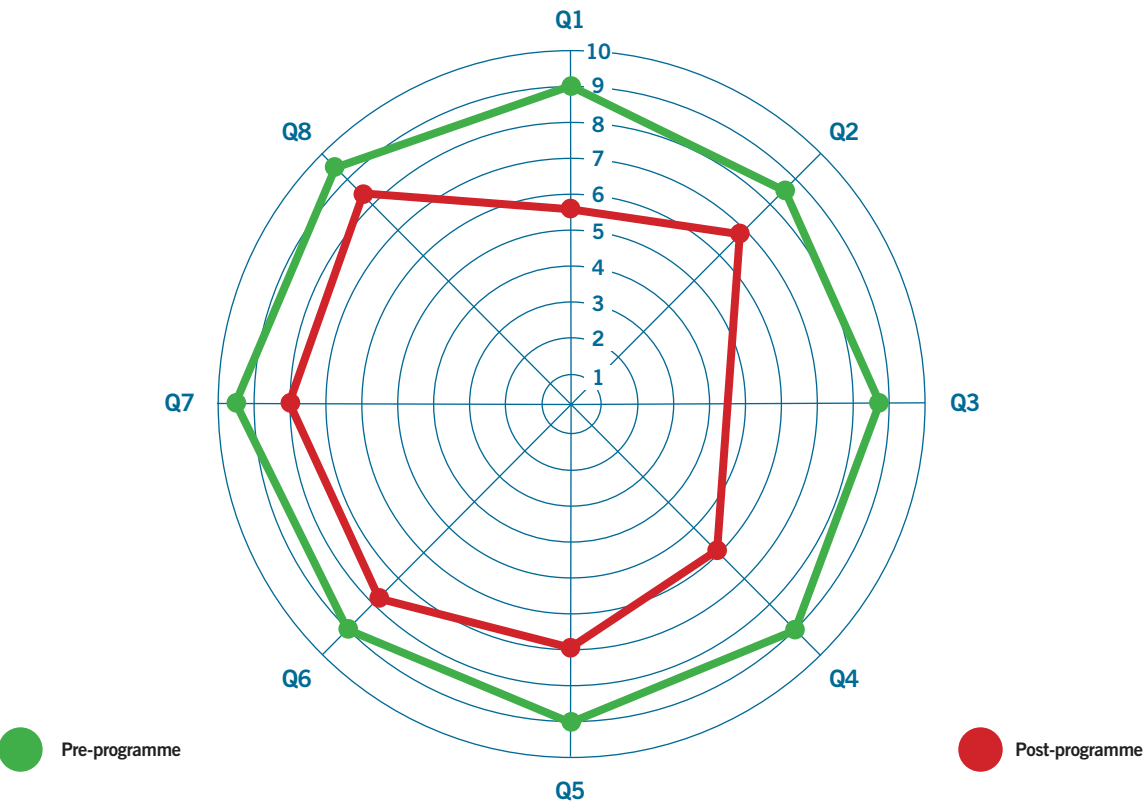
Attending this summer school allows participants to raise their awareness of medicine and gain a greater insight into the importance of research-led treatments. A highlight every year is the sessions in which the Patient | Carer Community (PCC) work with participants in order to explore patients' journeys and rehabilitation after illness. After these sessions, many participants reported increased commitment to studying medicine. There was also an opportunity to speak and interact with medical students at different levels of their clinical and academic training with the impact that they had "a better understanding of Medicine", "greater insight", "confident in working in groups" and had learnt about "Communication skills and teamwork".

Reflecting on the previous year's feedback, variation in the 2018 timetable and delivery methods were adapted to include teams and daily quizzes and a prize-giving at the end of the week. This helped to maintain the vibrant atmosphere and a fantastic student engagement throughout the week. A research component of summer school was also further developed to help participants to appreciate the extent of research and how it translates into actual practice in medicine. This also helped participants to develop their own areas of interest.

A learning gain tool, based on pre and post event individual evaluation, was used to show the change in attitude and skills developed through the week.

The facilitation of sessions by near peers was an opportunity for medical students to improve their core skills, particularly time management and preparation of material. The medical students also felt the 'team spirit' of the programme was vital and they had learnt a great deal about development and delivering of presentations. Evaluation of the summer school by medical students highlighted the unique opportunity to enhance communication skills, especially with an unfamiliar younger audience.

Statement area	Pre-Prog.	Post-Prog.	Change	% Change
(Q1) I have a good understand what it is like studying Medicine at the University of Leeds.	5.62	8.98	3.36	60% ▲
(Q2) I have a good understanding of what I should put on my UCAS personal statement section to ensure it reflects my skills and abilities.	6.85	8.59	1.74	25% ▲
(Q3) I have a good understanding of the range of teaching styles on the medicine course at Leeds.	5.26	8.79	3.52	67% ▲
(Q4) I have a good understanding of transferable skills.	6.84	8.95	2.11	31% ▲
(Q5) I can present my thoughts and ideas to others in both small and large groups and feel confident in doing this	6.98	8.90	1.92	27% ▲
(Q6) I feel confident working with others in a group	7.79	9.05	1.26	16% ▲
(Q7) I understand the diversity of a career in Medicine	7.98	9.51	1.52	19% ▲
(Q8) I have a understanding of the communication skills in medical setting	8.46	9.41	0.95	11% ▲



For more information about using the Learning Gain tool, please contact: David Wilkinson, Research Toolkit Limited
Leeds Innovation Centre, 103 Clarendon Road, Leeds, LS2 9DF
Email: david@research-toolkit.co.uk Tel: 0113 346 6230

Celebrating

Further ASPIRE Awards for Excellence in Medical Education

The School was delighted to receive a further two ASPIRE to EXCELLENCE awards from the Association for Medical Education in Europe (AMEE) for outstanding performance in the areas of Faculty Development and Curriculum Development.

These awards stand alongside existing awards in Assessment, Student Engagement and Social Accountability.

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

In faculty development, AMEE commended the school on the strong network and the community of practice creating a sense of inclusivity amongst all stakeholders. It was noted that faculty development within the school was impressive. In curriculum development, the AMEE panel of reviewers recognised excellence across all the major sections of the curriculum. They made comments on how well designed the curriculum is and how well supported, particularly through LIME with a comprehensive range of teaching and learning strategies, well-aligned assessment and robust procedures for monitoring and evaluation.

The awards were presented at the AMEE conference in Basel, Switzerland and Dr Cait Dennis and Dr Anne-Marie Reid were interviewed about their winning ASPIRE submissions. The interviews can be viewed on the AMEE YouTube channel www.youtube.com/channel/UCHP9dam7ZFD47XzWzOF_f1w



Clinical Teaching Excellence and Development Awards 2017-18

Clinical Teaching Excellence and Development awards are bestowed by LIME on behalf of the School of Medicine, to recognize and encourage excellent undergraduate clinical teaching across the healthcare environment throughout the region.

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.

Award winners included:

Dr Ian Craven, Consultant Radiologist, Leeds Teaching Hospitals NHS Trust (LHT)
Windhill Green Medical Practice team, Shipley
Musculoskeletal Education Group, LHT
Maxillofacial team, LHT

Clinical Teaching Development Awards are awarded to staff within their first five years of a career with a focus on medical education, active and innovative in teaching and have received good student feedback.

Award Winners included:

Dr Grace McKay, Clinical Fellow in Medical Education, Mid Yorkshire Hospitals NHS Trust (MYT)
Dr Benjamin Hughes, Medical Education Fellow, Bradford Teaching Hospitals NHS Foundation Trust (BTHFT)
Dr Laura Stephenson, Core Trainee – ACCS anaesthetics, Airedale NHS Foundation Trust (ANHSFT)

The increased number of high quality applications this year resulted in the awarding of certificates of merit to: Dr Rizwan Iqbal, Associate Specialist, BTHFT Medical Education Team, South West Yorkshire Partnership Foundation Trust (SWYPFT).

This year, we were delighted to present the recipients with their awards at the Annual Clinical Teachers Day, March 2018. The awards were presented by Dr Anne-Marie Reid, Associate Professor of Medical Education and Director of Student Education in the School of Medicine.



Innovation prize awarded to Samuel Jackson and Natalie Gooder for the StepWise programme

This year's Dennis Parker Prize for innovation went to Samuel Jackson and Natalie Gooder for their pilot of the StreetDoctors StepWise programme.

The project aims to tackle youth violence from an educational perspective, working with young people at Wetherby Young Offenders Institute. The students demonstrated novelty and vision in their application to scale up this pilot initiative which has potential to impact on education, clinical practice, leadership and team-working as well as the wider community through its three-pronged approach.

The winners will receive a prize of £250 which they intend to use for running further cycles in 2018. The prize provides formal recognition for their work as worthy of further funding.

The Dennis Parker prize is open to students in all years of the MBChB. It is given to a new or redesigned and improved initiative in relation to the level of impact in four possible categories:

- Educational impact
- Impact on leadership and team-working
- Impact on clinical practice
- Community impact

The prize was established in 2015 by the School of Medicine through the generosity of Dr Dennis Mackinder Parker. It has funding to run one more year. For more information, contact Valerie Farnsworth V.L.Farnsworth@leeds.ac.uk

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.



Learning Layers wins European Research Award

The Learning Layers project has won the European VET (Vocational Education and Training) Research award for 2018. The panel praised the project for combining highly innovative practice and substantial research activity.

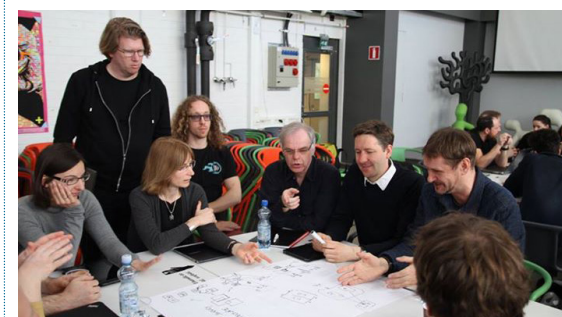
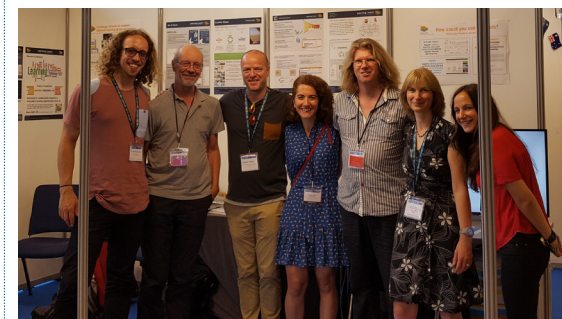
Leeds Institute of Medical Education was a major partner in this international, collaborative project and led on the work designing, developing and evaluating the use of technology to support workplace learning in Primary Care.

Learning Layers was a great example of the benefits of collaborative, interdisciplinary European research. It brought together educationalists, technologists, designers, construction workers and healthcare professionals together to explore issues around the use of technology to support informal and workplace learning. The project was completed in 2017 but its work continues to have an impact in many different areas.

You can find out more about the project on the Learning Layers website results.learning-layers.eu. Thank you to everyone who was involved in the work or supported us.

It was a privilege to be involved in such an innovative and collaborative project and I'm delighted that our work continues to have an impact.

Tamsin Treasure-Jones
(Lead of the healthcare work on Learning Layers)



LIME staff become Project Leaders in Leeds Institute of Teaching Excellence

Dr Cait Dennis, CPD Team and Nancy Davies, TEL Team have been funded for one year to carry out a project in the Leeds Institute of Teaching Excellence (LITE).

Building on the success of their initiative to provide accessible and bespoke training to colleagues who teach our students, the TiMEtoTeach project has been extended to look at support for placement staff across other placement areas in different disciplines within the university. The initial aim of the project is to share the good practice and learning and to help create a wider community of practice placement staff.

Nancy and Cait have been engaging with those who provide placement experiences for students in other disciplines within the University. Through learning about other placement learning initiatives and showcasing the TiMEtoTeach programme, it has been a rewarding exercise to see the difference in placement landscapes, student requirements and some of the challenges other subjects face such as supporting placement locations worldwide.

TiMEtoTeach
Medical Education

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 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), PG Cert 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.

Publications

Almoayad, F., **Ledger, A.** (2018). They treated us like employees not trainees: Patient educator interns' experiences of epistemological shock. *Health Professions Education*, 4(3):218-224.

Armitage, G., Moore, S., Reynolds, C., Laloë, P. A., Coulson, C., McEachan, R., Lawton, R., Watt, I., Wright, J., & **O'Hara, J. K.** (2018). Patient-reported safety incidents as a new source of patient safety data: an exploratory comparative study in an acute hospital in England. *Journal of Health Services Research & Policy*, 23(1):36-43.

Baxter, R., **O'Hara, J. K.**, Murray, J., et al. (2018). Partners at care transitions: exploring healthcare professionals' perspectives of excellence at care transitions for older people. *BMJ Open*, 8:e022468.

Berzins, K., Louch, G., Brown, M., **O'Hara, J. K.**, & Baker, J. (2018). Service user and carer involvement in mental health care safety: raising concerns and improving the safety of services. *BMC health services research*, 18(1):644.

Clunie, L., Morris, N. P., Joynes, V. C. T., & **Pickering, J. D.** (2018). How comprehensive are research studies investigating the efficacy of technology-enhanced learning resources in anatomy education? A systematic review. *Anatomical Sciences Education*, 11(3):303-319.

Homer, M., Fuller, R. & Pell, G. 2018. The benefits of sequential testing: Improved diagnostic accuracy and better outcomes for failing students. *Medical Teacher*, 40(3): 275-284.

Ledger, A., & Joynes, V. (2018). "A huge part of my life": Exploring links between music, medical education, and students' developing identities as doctors. *MedEdPublish*, 7(3).

Masters K, **Treasure-Jones T**, Elferink R,. (2018) Teaching Medical and Health Sciences students to develop e-posters with Learning Toolbox, *MedEdPublish*, 2018, 7, [2], 4.

McMenamin, P. G., McLachlan, J., Wilson, A., McBride, J. M., **Pickering, J.**, Evans, D. J. R., & Winkelman, A. (2018). "Do we really need cadavers anymore to learn anatomy in undergraduate medicine?" *Medical Teacher* [Epub ahead of print].

O'Brien, A., Ibison, J., Etheridge, L., & **Reid, A.M.** (2018). Teaching clinical leadership to medical students. *The Clinical Teacher*, 15(6):506-508.

O'Hara, J. K., Grasic, K., Gutacker, N., et al. (2018). Identifying positive deviants in healthcare quality and safety: a mixed methods study. *Journal of the Royal Society of Medicine*, First Published May 11, 2018.

O'Hara, J. K., Aase, K. & Waring, J. (2018). Scaffolding our systems? Patients and families 'reaching in' as a source of healthcare resilience. *BMJ Quality Safety*.

Pickering, J. D., & Swinnerton, B. J. (2018). Exploring the dimensions of medical student engagement with technology-enhanced learning resources and assessing the impact on assessment outcomes. *Anatomical Sciences Education*.

Reid A.M., Fielden S., Holt J., MacLean, J. & **Quinton N.** (2018) Learning from IPE: A cautionary tale. *Nurse Education Today*, 69: 128-133.

Reid, A. M., Brown, J., Cope, A., Jamieson, S., & Smith, J. (2018) Ethical dilemmas and reflexivity in qualitative research. *Perspectives on Medical Education*, 7(2):69-75

Roberts T.E. (2018) Back to the future: Celebrating 40 years of academic achievement in medical education. *Medical Teacher*, 40(6):559-560

Thalmann, S., Ley, T., Maier, R., **Treasure-Jones, T.**, Sarigianni, C.; & Manhart, M. (in press). Evaluation at scale: An approach to evaluate technology for informal workplace learning across contexts. *International Journal of Technology Enhanced Learning*.

Treasure-Jones, T. and Joynes, V. (2017), Co-design of technology-enhanced learning resources. *Clinical Teacher*, 14:1-6.

Treasure-Jones, T. (2017), Co-designing tools to support informal learning – a reflection on the Learning Layers healthcare work, Workshop on European TEL for Workplace Learning and Professional Development (TEL@Work), EC-TEL 2017, 12th-15th September 2017, Tallinn, Estonia.

Wakefield, R. J., Weerasinghe, A., Tung, P., **Smith, L.**, **Pickering, J. D.**, Msimanga, T., Arora, M., Flood, K., Gupta, P., **Bickerdike, S.**, McLaughlan, J., Uttley, A., Wilson, J., Evans, T., Wolstenhulme, S., **Roberts, T. E.** (2018). The development of a pragmatic, clinically driven ultrasound curriculum in a UK medical school. *Medical Teacher*, 40(6):600-606.

Walsh K., Noben C., Gregory S., Lim W.S., Green C., **Roberts T.**, Maloney S., Ilic D., Rivers G., Reeves S. (2018) Cost-benefit analysis of healthcare professional education: report of a conference workshop. *BMJ Simulation and Technology Enhanced Learning*. 4 (2):95-96.



UNIVERSITY OF LEEDS

Leeds, United Kingdom
LS2 9JT

Tel. 0113 243 1751

www.leeds.ac.uk