
Session Summaries

9.30 – 11.15: Plenary

The refreshed curriculum: Developments and context

The Warwick MBChB: A refreshed curriculum

Colin Melville
Head of MB ChB, Warwick Medical School

This session will provide an overview of the refreshed curriculum and (hopefully) answer some questions. How much (or how little) will it be different from the current course? What are the key changes that are planned and how will they affect supervising clinicians, timetabling, formative assessment and summative examinations? It will introduce case based learning (which will be explored further by Richard Tunstall), academic days and a new block and theme structure to enhance an integrated approach to learning.

Biography:

Colin Melville has held a number of senior leadership positions in medical education: as a Trust Medical Director of Education, as a Foundation School Director and more recently as Interim Undergraduate Dean at HYMS. He moved from HYMS to join Warwick Medical School in 2012 as Head of MBChB with responsibility for all aspects of the programme including admissions, learning and teaching, assessment, faculty development, and student support. He is currently overseeing the implementation of the refreshed curriculum which was launched in October of this year.

The Warwick Medical School context

Peter Winstanley
Dean of Medicine, University of Warwick

Biography:

Professor Peter Winstanley has been the Dean of Warwick Medical School since May 2010. Born and raised in Liverpool, Professor Winstanley graduated from Liverpool Medical School in 1979, and undertook his first training posts locally before moving to the Royal Postgraduate Medical School and the Brompton Hospital. After spells in the General Infirmary at Leeds and the University of Liverpool, he was awarded an MRC Training Fellowship, and spent 3-years working in Kenya (with the University of Oxford) on the treatment of severe malaria.

Professor Winstanley joined Warwick from his role as Head of the School of Clinical Sciences at Liverpool, a post he held from 2007. This School (a part of the Faculty of Health & Life Sciences) spans Biomedicine through Translational Medicine to Health Service Research. Since joining Warwick Professor Winstanley has been elected President of the Royal Society of Tropical Medicine & Hygiene. He has also been appointed to the Public Health And Tropical Interview Committee (PHATIC) of the Wellcome Trust, and to sub-panel A-1 of the UK Research Excellence Framework 2014.

The Warwick MBChB: Delivering the Refreshed Curriculum

Tuesday 22nd October 2013, Radcliffe House, University of Warwick

Case-based learning in a modern medical curriculum

Richard Tunstall
Principal Teaching Fellow, Warwick Medical School

Over the past decade numerous UK medical schools have adopted case or problem-based learning as a means to deliver, or supplement the delivery, of their curriculum. The exact method of delivery and reliance on cases as a tool for teaching and learning varies. This talk will review the roles, benefits and challenges associated with case-based learning in a modern UK medical curriculum. It will also provide insight into the technical and practical aspects of case-based learning and how it applies to the refreshed MBChB at Warwick Medical School.

Biography:

Richard is the lead for Clinical Anatomy and Imaging education at Warwick medical school and is Director of clinical anatomy for the West Midlands Surgical Training Centre. He joined Warwick Medical School in January 2013, before which he had 7 years experience of developing and delivering a problem-based learning curriculum at the Graduate Entry Medical programme (University of Nottingham). Richard is also a course director and examiner for the Royal College of Surgeons of England, Visiting Professor to St George's University, Grenada (West Indies) and has just won the British Medical Association prize for best student textbook of 2013 for Pocket Tutor Surface Anatomy.

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Tuesday 22nd October 2013, Radcliffe House, University of Warwick

11.45 – 12.35: Parallel Session 1

(A) The role of feedback in improving medical student learning and teaching

SP1. A service evaluation of the provision of feedback on the observed clinical performance of Warwick medical students

Dr Paul Matthews, Consultant Pathologist, UHCW and MBChB Phase 2 lead, Warwick Medical School & Deborah Biggerstaff, Warwick Medical School

Presentation of data obtained during a project submitted as part of the WMS Masters in Medical Education. A survey of Student and Faculty views with reference to published best practice.

SP3. Student survey demonstrates high levels of satisfaction with GP course formative feedback

Dr Kate Owen, Interim academic lead for GP course, Warwick Medical School

Contrary to global trends, student satisfaction with feedback given on the General Practice course is excellent and improving. This session discusses how this has been achieved based on educational principles.

(B) Developing clinical teaching

SP2. History taking workshop for undergraduate medical students within the Obstetrics and Gynaecology at UHCW

Chellappah Gnanachandran*, post CCT fellow Obstetrics and Gynaecology, UHCW, Ria Daly, ST6 - GU Medicine/ Clinical Teaching Fellow, UHCW & Dr Jacqueline Woodman, Consultant Obstetrician and Gynaecologist, Undergraduate Clinical Tutor for O&G, UHCW

History taking is an Art. "Teaching history taking" is an intellectual concept. We changed the way we deliver the "history taking" teaching for undergraduates in O&G and Sexual health.

SP4. Teaching clinical reasoning. What is the best evidence to guide practice?

Dr Shirley P Rigby, Consultant in General Medicine (Rheumatology), Warwick Hospital & Deborah Biggerstaff, Warwick Medical School

Is it possible to teach clinical reasoning? If so, what is the best way to teach this important skill?

(C) Workshop

W1. Workshop on 'Setting a pass mark'

Dr Gay Fagan, Academic Lead for Assessment at Warwick Medical School

This workshop will introduce 'best practice' methods of standard setting, cover practical aspects to consider when choosing a method and give you an opportunity to apply one or more methods.

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12.40 – 13.30: Plenary

Refreshing the curriculum context

Megan Quentin-Baxter

Professor of Health Professions Education, Newcastle University

Across the UK curricula have been updated in response to GMC revisions of Tomorrow's Doctors, but have they kept pace with the changing educational and healthcare environment? Students today have unprecedented access to online information, education and social interaction: new dimensions are being explored for education and training. Authentic patient experiences and holistic student support (while reducing administration) is essential to enhancing student success while modernising approaches taken to teaching. This talk aims to lightly challenge and stimulate local responses to new contexts.

Biography:

Megan is Professor of Health Professions Education and Director of Engagement, School of Medical Sciences Education Development at Newcastle University. She was formerly Director of MEDEV, Higher Education Academy, and is a Newcastle Teaching Fellow and a SCORE Fellow.

She is interested in all areas of support for teaching and learning, especially technology enhanced learning (TEL), including creating enablers and promoting risk-managed approaches to sharing learning materials in HE, and represents 'TEL' on ASME Executive. Megan has led major projects including PublishOER and supported others such as 'Promoting open approaches with the UK PSRB/subject associations in medicine' and iridium (Managing Research Data). She is a CI in a recently awarded Research Councils project 'Co-curate North East'. She has a strong interest in ethics in digital professionalism and is a consultant to the Leadership Foundation HE.

Megan is an active member of teaching staff, a personal tutor and an examiner for MBBS in-course assessment. She serves on Student Progress Committee; Digital Rights Working Group; Internal Subject Review; Faculty Ethics Committee; and Regs and Approvals. She has been on many national project/service Advisory Boards, such as special committees for the UK Higher Education Funding Councils, HEA and Jisc, and those seeking to join up UK HE eLearning services. She has links with the Medical Schools Council eAssessment Centre and ASPiH and its collaboration with HEA to deliver the National Simulation Officer network. She is not a great tweeter/blogger but you can occasionally find her @meganqb.

The Warwick MBChB: Delivering the Refreshed Curriculum

Tuesday 22nd October 2013, Radcliffe House, University of Warwick

14.15 – 15.00: Parallel Session 2

(D) Supporting students: Student initiatives in medical education

SP5. Specialist Peer Mentoring at Warwick Medical School

Sophie Brockman, 4th year medical student, University of Warwick

A presentation describing how the Specialist Peer Mentoring programme, a unique type of peer-led support, was created and implemented at Warwick Medical School.

SP6. ReGroup: The Resit Support Group. Providing support for students required to resit examinations at Warwick Medical School.

Katherine J. Hewitt*, 3rd year medical student, Sophie Brockman, 4th year medical student, Emily Knight, 3rd year medical student & Lucy Thompson, 3rd year medical student, University of Warwick

Many medical students fail exams and medical schools often don't provide enough support during resit period. To address this, students at WMS worked with staff to improve resit support services.

E) Workshop

W2. Writing high quality multiple choice questions

Dr Gay Fagan, Academic Lead for Assessment at Warwick Medical School

This workshop will provide practical tips on writing high-quality multiple choice questions and provide an opportunity to write your own questions and receive feedback.

F) Workshop

W3. Making the most of teaching observations: Being an observer and being observed

Catherine Bennett, Teaching & Learning Specialist at Warwick Medical School where she is responsible for faculty development

How can we make the most of teaching observations – as the observer and as the teacher - for developing teaching and for professional development?

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15.05 – 15.50: Parallel Session 3

G) Doctors as teachers

SP7. Producing clinicians or clinical educators: Why not both?

Michael Hale, 4th year medical student & Amy Irwin*, 3rd year medical student, University of Warwick

Implementing an extensive teaching skills programme into the new curriculum at WMS... Could Warwick graduates leave WMS and enter the workplace as competent and confident clinicians AND clinical educators?

SP8. Challenges of GMC trainer recognition in the workplace

Dr Kamal Nathavitharana, Clinical Tutor & Sub-Dean, Consultant Paediatrician, Worcestershire Acute Hospitals NHS Trust

This paper outlines a workplace based interpretation of GMC standards for trainers, how to achieve full implementation and assess effectiveness. Promoting professional development through appraisal is also discussed.

H) Workshop

W4. Common challenges in facilitating small group discussion: Managing dysfunctional groups

Dr Svitlana Zhelezna, Clinical Teaching Fellow, University Hospital Coventry and Warwickshire NHS Trust

Addressing student behaviours, attitudes and variety of views present an opportunity for an educator to develop and consolidate facilitation skills that enable to optimize students' learning experience

I) Workshop

W5. The future GP: A world café approach exploring how we can best prepare students for the challenges of high quality 21st century general practice

Dr Kate Owen, Interim academic lead for GP course, Warwick Medical School

A world café style session exploring how we can best prepare the 50% of students HEE expect to pursue careers in General Practice through a curriculum with limited exposure to clinical General Practice.

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16.20 – 17.00: Plenary

Looking back, looking forward: Curriculum development and teaching and learning in clinical settings

Colin Melville

Each year the final year students complete the National Student Survey. WMS also collects data for years 1 to 3 exploring the same questions. This year final year students also completed a 'preparedness for practice' survey. In looking back we will review this rich data source to consider what lessons we can learn. In looking forward we will consider how the undergraduate medical landscape may change in the next few years and what challenges that presents for us all.

The Warwick MBChB: Delivering the Refreshed Curriculum

Posters

ReGroup: The Resit Support Group. Providing support for students required to resit examinations at Warwick Medical School.

Katherine J. Hewitt*, Sophie Brockman, Emily Knight, Lucy Thompson

Many medical students fail exams and medical schools often don't provide enough support during resit period. To address this, students at WMS worked with staff to improve resit support services.

Technology enhanced blended learning: refreshing clinical skills education

Louise Harmer*, Rachael Evans, Lisa McDonnell

This poster will demonstrate how technology has the ability to refresh education delivery through the use of an innovative approach for clinical skills teaching.

Teaching clinical reasoning. What is the best evidence to guide practice?

Shirley Rigby*, Deborah Biggerstaff

Teaching clinical reasoning. What is the best evidence to guide practice?

COMET

Rachael Greasley*, D. Carrasco, R. Evans, R. Greasley, D. Lee, L. McDonnell, J. Morrissey, R. Nair, S. Yahia

COMET (Clinical Observed Medical Educational Tutorial) is an approach that formatively assesses clinical skills via a logical progression of four stations based upon a commonly encountered presentation.

Student survey demonstrates high levels of satisfaction with GP course formative feedback

Kate Owen

Contrary to global trends, student satisfaction with feedback given on the General Practice course is excellent and improving. This session discusses how this has been achieved based on educational principles.

Using electronic flashcards to improve efficiency in learning

Joshua James Harding*, G.K. Knott, T. Salisbury, A.M. Feeley, J.J. Harding

This poster details the use of an app Anki, and how it has allowed students to harness the power of the learning technique spaced repetition.

Creating an on-line learning environment for Clinical Teachers in Primary Care

Vikki Foley

Faculty Development (FD) supports clinical teachers with their teaching role. This project looked at if technology could help to deliver FD to clinical teachers in the own clinical environments.

How does a group Peer Observation of Teaching scheme lead to change in teaching practice? The experience of teaching fellows in a UK medical school

A Gaunt, AM Feeley AM, B Fruhstorfer, A Mahmud, J Roebuck, M Harper, P de Cates, S Satish, C Bennett*

Results of a focus group to explore how a group peer observation of teaching scheme can lead to change in teaching practice. Do the benefits outweigh the challenges?