

MBChB Education Conference

Friday 17th July 2026 – Radcliffe, University of Warwick

		Space 2 (A & B)	Space 17	Space 12	Private Dining Room 2
8.30	Registration and coffee				Poster setup
9.00	Session 1	Welcome & housekeeping (<i>Dr Catherine Bennett</i>)			
		Conference opening (<i>Prof Lucy Hammond</i>)			
9.15	<i>Chair: Lucy Hammond</i>	Social responsibility and medical education: Students' perspectives. Participatory learning for medical students benefits everyone: views from nursing education and volunteering (<i>Emmie Hopkinson, Lauren Garbutt & Matthew Youngs with Kate Owen</i>)			
9.45		Spoken presentations: Student initiatives ➤ Improving Equitable Access to A–E Assessment Practice Through a Student-Led Digital Simulation Project ➤ A scoping review aiming to evaluate the potential impact of service education on uptake of cervical screening, with a focus on student-led initiatives ➤ Not Seen, Not Heard? Representation of Skin of Colour in Ophthalmology Educational Texts			
10.30	Refreshments & poster viewing				Poster viewing
11.00	Session 2	Keynote. Success Unlocked: Realising the Potential of Our Students (<i>Prof Enam Haque, University of Manchester</i>)			
12.00	<i>Chairs: Emily Reid & Paul de Cates</i>	Implications for our practice			
12.10		Medical Education: Horizon scanning & the national context (<i>Prof Colin Macdougall</i>)			
12.45	Lunch & poster viewing				Poster viewing
14.00	Session 3	Spoken presentations ➤ A Pilot Study: The Impact of Standardised Patient Based Teaching on Medical Student Confidence and Competence in Breast Examination ➤ Rheumatology Academic Day – Bringing Patients Into Classroom Teaching ➤ Co-Producing a Refugee Health Champions Programme: A Community-Led Approach to Health Education	Workshop A Teaching Across Cultures: Exploring Anti-Racism and Culturally Competent Medical Education	Workshop B Game-Based Paediatric Simulation: An Iterative Quality Improvement Project Enhancing Confidence, Engagement and Professional Identity Formation in Medical Students	Poster viewing
15.00	Refreshments and poster viewing				Poster viewing

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15.30	<u>Session 4</u> <i>Chairs: Natalie Keough & Lindsay Muscroft</i>	Spoken presentations ➤ Developing Research Capability in Medical Students Through a Student-Led Research Collaborative: The Warwick Medical AI Research Group Experience ➤ Educators as Agents of change in the Age of Generative AI: Ethical Stewardship, Pedagogical Agency, and Professional Identity ➤ The Dual Burden: Navigating Cultural Exclusion and Financial Gatekeeping in Surgical Training	Workshop C Voices that Build: Podcast Co-Creation to Embed Digital and Data Science Competencies in HCP curricula	Workshop D In conversation with Enam Haque.	Poster viewing	
16.30	Move rooms					
16.35	<u>Session 5</u>	Social responsibility and medical education: Next steps Poster prize announcement				
16.45	Close					Poster take-down

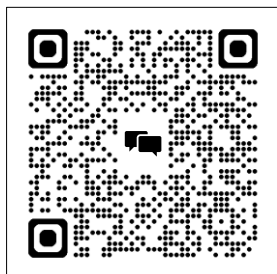
Prayer room: Please ask at Reception for the Prayer Room location.

The Friday prayer congregation will be held at 1.30 pm at the Islamic Prayer Hall on main campus. Please meet at our Conference reception desk at 1.15 pm if you do not have staff card access to the Islamic Prayer Hall.

Photography: Photos will be taken during the day for use in conference publicity and faculty development. If you would prefer not to be featured in photos, please let the photographer or one of the organisers at the registration desk know.

Wi-fi: Please connect your device to the Warwick Guest network and follow the login instructions.

Parking: Please ensure you have booked your parking space online using the information in your joining instructions email.



Visit our Conference page for:

- ❖ **Conference information and full programme.**
- ❖ **Implications for our practice:** Add your response.
- ❖ **Poster Voting** (Vote by 15.25).
- ❖ **Evaluation:** Share your views on the conference.

<https://warwick.ac.uk/MBChBEducationConference/mbchb-edconf2026/>

Posters

BRIDGE- Building Respectful Interactions During Genuine Encounters- a communication workshop.

Shirajum Monira Shakhi, Viola Mendonca & Rohini Patel, UHCW

A three-and-a-half-hour, simulation-based communication workshop for resident doctors. BRIDGE aims to build confidence in navigating difficult clinical encounters, using trained simulated facilitators; in a safe, supportive learning environment."

Embedding Programmatic Assessment in Biomedicine Teaching: Reducing Burden While Promoting Deeper Learning.

Clare Garcin, Mark Richards & Helen Strachan-Jones, WMS

We propose a programmatic assessment approach using student-led presentations and Q&A in CTB workshops. It aims to promote higher-order learning of biomedicine, reduce assessment burden, and support continuous feedback. Initial student feedback indicates a positive response to this assessment innovation, with a potential reduction in pressure of end-of-year summative exams.

Shaping Safe Simulation Practice: Measuring the Impact of Becoming Simulation Faculty (BSF).

Lindor Geach, Laura Kerswell, Carl Dowling, Emma Vickers & Louise Harmer, GEH

Becoming Simulation Faculty (BSF) equips MDT educators with the knowledge and skills required to design, deliver, and evaluate effective simulation-based learning. This QIP aimed to assess the impact of BSF delivery for educators and obtain feedback to improve delivery. Results demonstrated a positive impact on confidence.

RMD Warwick – providing CPR training for WMS students and the local community.

Helen Poulton, Christopher Smith & Maddison Wordon, WMS

"RMD Warwick is a student led society which provides peer-led BLS, automatic external defibrillator and first aid training.

We will showcase how our society has demonstrated the conference themes of social responsibility and community engagement by highlighting the work we have done in working with local community groups."

Podcasts impact on confidence and clinical knowledge.

Jordan Stretton, Sunil Patel Clinical, Pete Gorman, Jino Sebastian, Jack Harchuk, Emma Vickers & Louise Harmer, GEH

This QIP evaluates educational podcasts for multidisciplinary healthcare learners at one NHS Trust, measuring changes in confidence and clinical knowledge using pre- and post-questionnaires. Focused on guideline-based topics such as DKA management, it aims to improve learning outcomes, engagement, and awareness of local and national standards through accessible digital education.

Simulated Learning in an on-call Environment (SLiCE).

Lea-Anne Brunton, Emma Vickers, Oliver Parnham, Sunil Patel, Rohid Zamani, Lindor Geach, Shahriar Ghadirikhorzoghi & Louise Harmer, GEH

A quality improvement project to further develop the delivery of a Simulated Learning in an On-Call Environment (SLiCE) session for SCP students which aims to aid transition from medical student to resident doctor. Extremely statistically significant positive change found between pre/post confidence $P = 0.0001$.

Improving Efficiency and Engagement in Tutorial Pre-work for MBChB Phase 3 Acute Care Teaching.

Penelope Hurst, Fatema Hassanali & Benjamin Dickinson, UHCW

Phase 3 MBChB students have notoriously high workloads and time pressures. We surveyed students regarding their perspectives and engagement in pre-work for flipped-classroom tutorials and barriers they face. Using this data, we adapted the sessions and have seen improved engagement and positive feedback on the new pre-work structure.

Accessibility of Teaching for MBChB Students - a Review of Clinical Teaching Fellow Education Resources at UHCW.

Penelope Hurst, Pratyusha Saha, Emma Smith & Lily Rhodes, UHCW

Learning resources in medical education should be accessible to all students. Blackboard Ally can assess this and recommend simple improvements. Though the majority of CTF teaching resources scored highly, our presentations could be further improved with higher contrast and image descriptions. This will improve accessibility and support inclusive learning.

The moving rhythm. A simulation based ECG learning -mixed pilot study.

Ragai Fouda, GEH; Louise Dunford, WMS & Louise Harmer, GEH (Acknowledgment: Michael Johnson & Jordan Stretton, GEH)

Studies showed that medical students worldwide lack competence and confidence to identify various ECG abnormalities. This pilot study tested the effect of simulation use during an ECG learning tutorial (ECGLT). It showed that simulation use during an ECGLT improved medical students' competence and confidence to identify cardiac arrhythmias.

Can a simulated patient scenario improve final year student confidence in identifying and managing domestic abuse in a primary care setting?

Jonathan Lucas & Shalini Dronavalli, WMS

This was an evaluation of a newly created simulated patient case that aims to cover the difficult subject of domestic violence and abuse. As a new case on a subject that is poorly addressed in most medical school curricula, we hope our findings can be replicated by various departments.

The General Practice Network Update: Engaging Our GP Tutors.

David Harris, Sati Heer-Stavert & Helen Gabathuler, WMS

The GPNU is the GP team's annual training session for the community-based tutors who take WMS students at their practice. It focuses on peer support and calibration in the use of WMS assessment criteria.

"From Lecture To Life"; A Podcast As A Learning Tool To Support Integration Across Medical Education.

Simron Kaur & Raghu Adya, WMS

From Lecture to Life is a pilot podcast series designed to help medical students connect teaching across various themes taught in phase 1. Using narrative, case-based discussions, the project supports integrated learning, holistic clinical reasoning and flexible revision through concise, student-centred audio resources.

Student-Led Sustainability: Warwick Medical School's Planetary Health Report Card Results 2020-26.

Suzi Laws & Sarah Didcott, WMS

Warwick Medical School has participated in the Planetary Health Report Card since 2021, improving from a score of 33% (Grade D) to 96% (Grade A+), now ranking second in the UK. This poster explores how student-staff collaboration has transformed planetary health education, highlights its importance, and encourages future engagement.

What Does Homelessness Mean for Health? An Innovative Illustrated Educational Resource for Medical Students.

Suzi Laws, Helen Nolan, WMS & The Pathway Homeless Team, Royal London Hospital

This innovative student-developed illustrated educational resource depicts the stories of four homeless patients, highlighting their experiences of barriers to healthcare and services which may support them. The resource is designed to strengthen students' understanding of homelessness, and to help develop their professional identity as socially responsible doctors and advocates.

Enhancing Clinical Skills Education through Accessibility and Digital Innovation.

Laura Kerswell & Jordan Stretton, GEH

This work explores how consistent digital branding and the transition to e-learning enhance inclusivity, accessibility, and sustainability in MBChB education. It demonstrates how clear design supports learners, reduces waste, and aligns with NHS priorities, equipping educators with practical strategies to create accessible, engaging, and environmentally responsible educational resources.

A mixed methods cohort study to explore whether an interprofessional Mixed Reality (MR) simulation experience of labour and birth enhances medical and midwifery learners' confidence in their own clinical competency and understanding of each other's roles.

Louise Harmer, Vicky Almey, Sana Sidiq, Josephine Benson, Emma Vickers & Lisa Mason, GEH

The literature supports the use of interprofessional simulation however there is little evidence to support MR use for medical and midwifery learners. This research investigated whether an interprofessional MR simulation experience of labour and birth enhanced learners' confidence in their own clinical competency and understanding of each other's roles.

Improving UK Breastfeeding Outcomes: A Collective Effort.

Breda Miremadi & Hannah Webber, SWFT

Clinical exposure to postnatal women improved medical students' attitudes toward breastfeeding and increased awareness of the physician's role in breastfeeding support. Students also gained insight into the emotional and practical challenges families face, highlighting the importance of sensitive communication and experiential learning in promoting a supportive healthcare culture around breastfeeding.

Using longitudinal exit survey data to understand and improve equity, inclusion and student experience in the MBChB.

Paul de Cates & Emily Róisín Reid, WMS

This poster shares how MBChB exit survey data have been used longitudinally to understand student experiences of inclusion, discrimination and belonging, and to inform curriculum, culture and quality improvement work across Warwick Medical School.

Game-Based Paediatric Simulation: An Iterative Quality Improvement Project Enhancing Confidence, Engagement and Professional Identity Formation in Medical Students.

Charlotte Lee, Nicola Watts & Sunil Patel, GEH

A game-based paediatric simulation day using iterative PDSA cycles significantly improved medical student confidence, engagement and perceived preparedness in managing the acutely unwell child. Incorporating escape rooms, interactive games and high-fidelity simulation also supported early professional identity formation through an immersive, psychologically safe learning environment.

Suturing as Art: Evaluating a Low-Cost, Low-Tech, Craft-Based Suturing Workshop for Medical Students.

Sujaree Kuenghakit, Erin Fillmore & Natalie Keough, WMS

A student-led, low-cost craft-based suturing workshop using felt teddy bear construction to teach core surgical skills. This poster explores how creative approaches to surgical education may improve confidence, engagement, accessibility and inclusivity for MBChB medical students without compromising technical learning.

Session 1

Improving Equitable Access to A–E Assessment Practice Through a Student-Led Digital Simulation Project.

Paul Lowrie & Tom Paddock, WMS

A presentation on an innovative education tool created by Warwick Medical School students with the aim of widening accessibility to simulation-based education to help medical students develop confidence and skills when assessing deteriorating patients.

A scoping review aiming to evaluate the potential impact of service education on uptake of cervical screening, with a focus on student-led initiatives.

Katie Thornton & Katie Chatfield, WMS

A scoping review aiming to evaluate whether service education involving medical students for cervical cancer screening could increase uptake rates, impact patient satisfaction and benefit student experience, to reduce the global health problem of cervical cancer by helping to provide earlier diagnosis and treatment to improve patient outcomes

Not Seen, Not Heard? Representation of Skin of Colour in Ophthalmology Educational Texts.

Samuel Cooper, WMS; Danning Li, SWFT & Lauren Passby, University of Birmingham Teaching Hospital

UK Ophthalmology textbooks underrepresent individuals of skin of colour with 86.5% of images portraying Caucasians. Representation of skin colour is important for medical education and timely diagnosis. Underrepresentation in textbooks creates an unconscious memorandum of patients that doctors will treat in practice and Ophthalmology needs to promote diversity in education.

Session 2: Keynote

Success Unlocked: Realising the Potential of Our Students

Professor Enam Haque, GP, Clinical Professor of Inclusive Medical Education & General Practice, University of Manchester

Today's medical students are not only the doctors of tomorrow—they are already making valuable contributions to medical schools, healthcare systems, and local communities. Drawing on his extensive experience of staff-student partnership and inclusive leadership, Professor Haque will explore how empowering students as active collaborators can enhance professional development, foster a stronger sense of purpose and belonging, and unlock untapped potential. This lecture will showcase the transformative impact of meaningful student engagement and highlight practical ways to create environments where every learner can succeed.

Professor Enam Haque is a nationally recognised leader in medical education, equity, diversity and inclusion, and widening participation. Arriving in the UK from Bangladesh at the age of two, Professor Haque has first-hand experience of the challenges faced by many first-generation families. These experiences have fuelled a lifelong commitment to equity, social justice, and creating opportunities for students from all backgrounds to thrive. At the University of Manchester Medical School, he is Joint Head of GP Teaching, EDI Lead, and Co-Lead for Widening Participation. His influence extends nationally through his work with medical schools, healthcare organisations, and student communities. Among his most notable achievements are founding the National Medical Schools Widening Participation Forum and co-founding the ethnic minority health charity AskMyDoc, both of which have helped drive meaningful change across healthcare education. Known for his collaborative and student-centred approach, Professor Haque remains passionate about empowering the next generation of healthcare professionals to achieve their full potential.

Medical Education: Horizon scanning & the national context

Professor Colin Macdougall, Associate Dean, Medical Education, Warwick Medical School

An update on where we are as a course, what we understand of the national agenda and how we are and should be responding to this. Although there is much uncertainty, there are also some underlying principles to work to and ways to navigate change in a way we think is right.

Session 3

Spoken presentations

A Pilot Study: The Impact of Standardised Patient Based Teaching on Medical Student Confidence and Competence in Breast Examination.

Simron Kaur, Patricia Hegarty, Leah Collis, Abi Butterworth & Kate Owen, WMS

This student-led pilot study evaluates a standardised patient-based breast examination workshop using a mixed methods design. It explores feasibility, student learning outcomes and experience through questionnaires, OSCE performance and interviews. Grounded in experiential learning and structured feedback-based practice, it aims to improve confidence, competence and equity in intimate examination teaching.

Rheumatology Academic Day – Bringing Patients Into Classroom Teaching.

Yvonne Chang, WMS; Rebecca O'Dell, SWFT; Tracy Lee-Holman, WMS; Emily Crosse, WMS; Jonathan Pinnell, SWFT; Paul de Cates, WMS

Patient-led small-group rheumatology teaching was introduced for final-year medical students to address limited clinical exposure to inflammatory conditions. Volunteer patients shared lived experiences and facilitated supervised examination. Pre- and post-session evaluation demonstrated improved student confidence in history-taking, examination, diagnostic reasoning, and management within a classroom-based learning environment.

Co-Producing a Refugee Health Champions Programme: A Community-Led Approach to Health Education.

Kate Owen & Simron Kaur, WMS

Refugees and asylum seekers are part of under-served communities resulting in health inequalities, reasons are complex but limited health literacy maybe a contributing factor. A co-produced six-week course produced "Health Champions" who gained knowledge and skills in health literacy and were empowered to support others in the community.

Workshop A

Teaching Across Cultures: Exploring Anti-Racism and Culturally Competent Medical Education.

Hina Shahid, SWFT & Emily Róisín Reid, WMS

Inequalities experienced by minoritised groups remain a challenge within healthcare. Medical educators are responsible to prepare future doctors to deliver culturally competent care. This interactive workshop will provide medical educators with an evidence based toolkit to embed inclusivity and cultural awareness in medical education.

Workshop B

Game-Based Paediatric Simulation: An Iterative Quality Improvement Project Enhancing Confidence, Engagement and Professional Identity Formation in Medical Students.

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Session 4

Spoken presentations

Developing Research Capability in Medical Students Through a Student-Led Research Collaborative: The Warwick Medical AI Research Group Experience.

Alishaan H Khan & Bilal Abidi, WMS

The Warwick Medical AI Research Group (WMAIRG) is a student-led initiative designed to improve access to research opportunities and research skills among medical students. This presentation describes its development, implementation, and early outcomes, highlighting a practical model for increasing undergraduate engagement with academic medicine and research.

Educators as Agents of change in the Age of Generative AI: Ethical Stewardship, Pedagogical Agency, and Professional Identity.

Charu Palta, SWFT

Frontline educators play a formative role in shaping how GenAI influences learning, cognition, and professional identity in medical education. Through ethical stewardship, pedagogical discernment, and intentional design, educators can mitigate cognitive risks, develop evaluative judgement, and guide GenAI's integration in ways that preserve human-centred values in healthcare and its education.

The Dual Burden: Navigating Cultural Exclusion and Financial Gatekeeping in Surgical Training.

Nagarjun Konda, UHCW

Underrepresented medical students face a dual burden: an exclusionary culture and a costly "hidden curriculum." This presentation explores these systemic barriers and presents an evidence-based blueprint, featuring structured "Mentorship Pods", to actively dismantle inequities and build a diverse future surgical workforce.

Workshop C

Voices that Build: Podcast Co-Creation to Embed Digital and Data Science Competencies in HCP curricula.

Cath Fenn & MBChB Digital Education Interns Team, WMS

Experience Co-Creation in Action: Learn how podcasting can be used to facilitate learning in medical education context. Apply ZPD for Inclusive Learning: Discover practical strategies to scaffold learning pathways using Vygotsky's Zone of Proximal Development.

Future-Proof Your Curriculum: Gain hands-on techniques to integrate micro-learning opportunities, explore potential affordances for adoption of podcast creation in areas of healthcare undergoing rapid change.

Workshop D

In conversation with Enam Haque.

Enam Haque, University of Manchester

Following on from our morning keynote, Prof Enam Haque will facilitate an informal discussion of EDI and WP and enabling every learner to succeed.