MBChB Education Conference: Assessment for Learning in Graduate Entry Medicine

Friday 19th July 2024 – Scarman, University of Warwick

		Lecture Theatre	Space 11	Space 10	Posters (Lounge)
8.30	**Registration and coffee** (Lounge)				*Poster setup*
9.00 – 10.00	**Session 1**	9.00 **Welcome and introduction** *Dr Catherine Bennett* 9.10 **Introducing our conference question…** *Prof Kate Owen* 9.20 **Assessment for learning across the MBChB programme: Where are we now and where are we going?** *Dr Ricardo Le & Dr Louise Davis*			
10.10-11.10	**Session 2**	**Spoken Presentations** ➢ Gambling Harm teaching at Warwick Medical School. ➢ Phase 1 Easter Crash-Course Project. ➢ Sexual Violence Training for Medical Students. ➢ Digital accessibility - What have we achieved? Where to go next?	**Workshop 1** *Escape Rooms - Gamifying Medical Education for Tomorrow's Learners.*	**Workshop 2** *Beyond Blended: Challenges and transformations – a paradigm shift in medical education.*	**Poster viewing**
11.10 – 11.40	**Refreshments, poster viewing and conference question** (Lounge)				**Poster viewing**
11.40-12.25	**Session 3**	**Keynote: Assessment for Learning or Learning for Assessment? Using our assessment tools to enhance engagement and learning on clinical placement.** *Dr Matt Webb, University of Keele*			
12.30-13.45	**Lunch** (Dining room), **poster viewing & conference question** (Lounge)				**Poster viewing**
13.45-14.25	**Session 4**	**"Loose students": Students in conversation with Prof Kate Owen.**			
14.30 - 15.30	**Session 5**	**Workshop 3** *Teaching to support learning: What makes teaching effective?*	**Workshop 4** *The simulation journey: An overview of how simulation practice enhances the person centred approach at WMS.*	**Workshop 5** *The multi-thematic OSCE: Assessing across the curriculum.*	**Poster viewing**

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		Lecture Theatre	Space 11	Space 10	Posters (Lounge)
15.30 – 15.55		**Refreshments and poster viewing** (Lounge) – poster voting closes at 15.55			**Poster viewing**
16.00	<u>**Session 6**</u>	o 16.00: **Conference question: MBChB students report-back.** o 16.10: **Medical Education: Horizon scanning & the national context.** *Prof Colin Macdougall* o 16.40: **Poster prize presentation.**			
16.45	**Close**				*Poster take-down*

Prayer room: Space 52

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

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

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

Conference Information and Programme:

Conference Question:

What tips would you give for using assessment for learning?

Add your response to our Padlet.

Poster Voting: **Evaluation:**

Vote by 15.55.

https://warwick.ac.uk/MBChBEducationConference/MBChBEdConf2024   https://warwick.padlet.org/catherinebennett6/2024tips

Session summaries

	SESSION 2: – Parallel sessions **Spoken presentations**
Spoken 1	**Gambling Harm teaching at Warwick Medical School.** *Andrew Peter Lovell, WMS; Kishan Patel, Gambling Harm UK.* Despite rapid increases in the number of individuals impacted by gambling harm, it remains poorly understood and managed. Medical school education provides an opportunity to remove the stigma associated with gambling harm and ensure our future doctors are equipped to support individuals impacted by this rising health concern.
Spoken 2	**Phase 1 Easter Crash-Course Project.** *Joanna Gass, Andrei Balan, Michael Caunt, Shira Avner, Tammanah Ahmed, WMS.* Service evaluation of the Phase 1 Revision Easter Crash-course which is a comprehensive three-week educational offering peer-led study sessions for first-year medical students at Warwick University. This program includes six sessions per week, delivered twice daily, resulting in over 36 hours of teaching and accommodating up to 173 students at a time.
Spoken 3	**Sexual Violence Training for Medical Students.** *Alice Roberts, WMS.* 1 in 4 women experience sexual violence in their lifetime. Doctors will frequently encounter survivors of sexual violence, yet don't receive adequate training. This project aimed to design and evaluate bespoke training for medical students, with the aim of increasing their awareness of sexual violence, and their confidence supporting survivors.
Spoken 4	**Digital accessibility - What have we achieved? Where to go next?** *Hannah Thein, WMS.* Over 30% of our MB ChB students have a disability or learning difference and experience disadvantages which lead to an awarding gap. This presentation will provide background, measures and discuss next steps with colleagues to achieve a more inclusive student experience.

Workshops

Workshop 1	**Escape Rooms - Gamifying Medical Education for Tomorrow's Learners** *Ben Dickinson & Phoebe Brobbey, UHCW; Jordan Moss & Emma Vickers, GEH.* Gamified learning strategies, such as Educational Escape Rooms, are gaining significant traction in medical education. We present a workshop to discuss key concepts, advantages and practical considerations including an offering of hands-on experience with 2 Escape Rooms recently implemented for WMS MBChB Students.
Workshop 2	**Beyond Blended: Challenges and transformations - a paradigm shift in medical education** *Cath Fenn, WMS.* There is a tendency for us to deep dive into specific tools and technologies and our well-designed developments often end up disconnected. This workshop strives for an alternative more holistic approach which draws on the importance of people, relationships, roles, time, space, and place.

SESSION 4 - Student Panel

"Loose students": Students in conversation with Dr Kate Owen.

SESSION 5: – Parallel sessions

Workshops

Workshop 3	**Teaching to support learning: What makes teaching effective?** *Catherine Bennett, Emily Unwin, Paul de Cates; WMS.* At WMS, our aim is for all our medical student teaching to be: Engaging, Inclusive, Curriculum-focused, Accessible and Empowering. How might we achieve this in our different teaching and learning settings? In this interactive session we will generate and explore examples and consider ideas for enhancing teaching to support learning.

Workshop 4	**The simulation journey: An overview of how simulation practice enhances the person centred approach at WMS.**
	Michele Gutteridge, Anita Neenan, Daniel Gough, Andrea Cobham; WMS.
	A walkthrough of the methodologies and principles utilised in WMS student training and how they enhance an appreciation of the patient perspective and its role in effective practice. This will include demonstrations of roleplay scenarios used today and discussions of the value they add to formative and summative assessments.
Workshop 5	**The multi-thematic OSCE: assessing across the curriculum.**
	Ricardo Le, Jac Harley, Simon Jenkins, Lindsay Muscroft; WMS.
	Traditionally the OSCE has focused on assessing clinical and communication skills. This session will explore how other areas of the curriculum can be integrated into this assessment format. This will be of interest to anyone involved in clinical education, including those engaged in developing, designing and examining OSCEs, as well as students who want a greater understanding of how the process works.

Posters

P1	**Digital Education Interns: Embracing Co-creation and Student-Staff Collaboration.**
	Tom Paddock, Chloe Berg, Carmen Chung, Charlotte Pemberton, Tom Shah, Cath Fenn; WMS.
	Through student-led initiatives, the Digital Education Intern Programme embraces the Warwick ethos of collaboration and co-creation. This presentation provides an overview of several innovative projects, from the student's perspective, demonstrating the value of empowering our MBChB Students in pursuing a common goal of improving the curriculum and our digital experiences.
P2	**The experience and efficacy of Virtual Reality as a learning tool for Medical Students to improve their knowledge and understanding of communication in palliative care.**
	Andrea Wilkinson, GEH; Colin MacDougall, WMS; Michele Gutteridge, WMS; Louise Harmer, GEH.
	The use of Virtual Reality (VR) in medical education is increasing but there is very little implemented in the area of palliative medicine and it is unclear whether this is an effective method of teaching palliative care skills. A service evaluation was conducted into the role of a palliative VR learning platform.
P3	**Introducing Medical Student Placements in Intellectual Disability Psychiatry.**
	Penelope McKenna & Yim Lun Wong, Coventry and Warwickshire Partnership Trust.
	We are offering 6-week Psychiatry placements in Intellectual Disability Psychiatry at Brooklands Hospital. We aim to give the students a well-rounded experience of caring for people with neurodevelopmental disorders. We have developed the programme based on feedback from the first 2 sets of students that have attended the placement.

P4

Piloting a Genito-Urinary Medicine (GUM) educational escape room.

Jordan Moss, Emma Vickers, Maddie Harper, Vicky Almey, Natasha Wahedna, Maisha Shahjahan, Mikey Johnson, Jagroop KaurKang, Emma Wilkinson; George Eliot Hospital.

As part of the Phase III Warwick Medical School Specialist Clinical Placement (SCP) student teaching for Obstetrics & Gynaecology, we wanted to offer interactive learning to help students meet their learning outcomes in Genito-Urinary Medicine (GUM). We created a 'GUM escape room' for the students to work through. We adopted a multi-disciplinary team (MDT) approach to design our session, involving Clinical Education Fellows, Midwife tutors, Clinical Simulation & Immersive Technologies Lead, Clinical Skills & Simulation Facilitators and Simulation Technician.

P5

Does virtual reality (VR) immersive experience within simulation enhance medical students' confidence and knowledge related to normal vaginal delivery?

Vicky Almey, Louise Harmer, Sana Sidiq, Maddie Harper, Emma Vickers, Michael Johnson, Amy Perry, Andrea Wilkinson, Jordan Moss, Lisa Mason, Jino Sebastian, Jack Harchuk, Jordan Stretton; George Eliot Hospital.

This study will investigate whether the use of Virtual Reality (VR) in a new teaching session can create a safe and supportive environment to add to learning opportunities and enhance students' confidence and knowledge related to vaginal delivery.

P6

How the midwife tutor role enhances medical student learning.

Vicky Almey, Maddie Harper, Sana Sadiq; George Eliot Hospital.

The Midwifery Tutor role is an innovative approach to support medical students. The aim of the role is to deliver an exceptional experience and standard of education. The role gives students the opportunity to build some continuity with their tutor, and thus enhance the achievement of learning outcomes.

P7

Patient-Centric Bedside Teaching: Auditing Satisfaction and Information Accessibility.

Gopinath G Gangadharan, Prabhsimran Kaur; George Eliot Hospital.

Bedside teaching offers hands-on experience and fosters essential patient communication skills. Based on feedback from a two-week trial at George Eliot Hospital, this audit enhanced patient satisfaction in bedside teaching by introducing clearer, less wordy leaflets, increasing patient engagement and willingness to participate.

P8

Escape Rx: Using an innovative Educational Escape Room to take MBChB students on a patient's journey.

Ben Dickinson, Phoebe Brobbey; UHCW.

We report the design, development and delivery of an innovative Educational Escape Room at University Hospital, Coventry to meet the needs of a new generation of Warwick Medical School students.

P9	**Leading inside the box: Teaching medical students hands-off• leadership during acute simulation.**
	Ian Hunt, Phoebe Brobbey; WMS.
	We have developed a new leadership focused simulation adaptation for WMS medical students to enable them to gain confidence in key non-technical leadership skills such as 'hands-off' leadership, closed loop communication and team allocation. This has been effective and well received by the cohort.

P10	**Teaching Under Pressure - assessing barriers to teaching in a Children's Emergency Department.**
	Ian Hunt, Adam Pearce, Holly Murphy, Julia Reese, Michael Helme; University Hospital Coventry and Warwickshire.
	Pressure on childrens emergency departments (CED) is high and is impacting teaching. We conducted a survey of staff at a large CED to assess this. 35% reported receiving sufficient teaching and 85% reported departmental pressure as a barrier to teaching. We are developing a new teaching programme to combat this.

P11	**Medical student teaching…**
	Paul de Cates, Emily Unwin, Catherine Bennett, Imogen Davies, Cath Fenn, Hannah Thein; WMS.
	At WMS, our aim is for all our medical student teaching to be: Engaging, Inclusive, Curriculum-focused, Accessible and Empowering – but what does this mean in practice? This poster presents initial ideas for ensuring our teaching meets students' needs and invites delegates to use the QR code to give feedback and add suggestions.

P12	**Teaching online professionalism to UK medical students: a scoping review.**
	Joseph Boylan, University Hospitals Coventry and Warwickshire; Michal Tombes, Cardiff University.
	A literature based study focusing on teaching online professionalism to UK medical students.
	This was submitted for my dissertation at Cardiff University.