Global Health Exchange (GHE) has been set up to promote workforce and education transformation through global learning in order to support the NHS deliver its health and social care plans. It is developing more thinking and evidence on issues such as:

- How can we make our current educational programmes more globally oriented to enable a more comprehensively trained workforce?
- How can we retain our clinicians by making jobs more attractive by building on our plans for volunteering and especially international volunteering?
- What sort of new educational providers and systems should we support that are agile, responsive and affordable?
- How can we undertake ethical international recruitments and not take away trained clinicians from low and middle income countries without giving something back?

In addition to improving the quality and volume of the NHS workforce, GHE will help build capacity in low and middle income countries, given the large and growing shortage of trained workforce.

GHE has initiated a number of projects to support its aims, full details can be found on the website.
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Foreword

25 November 2015

Welcome

It is a great pleasure to welcome you all to Manchester Central for the inaugural Developing Excellence in Medical Education Conference (DEMEC). This conference grew out of the idea that the UK had all the talent, knowledge and skills to host its own conference in medical education. We were delighted to see the enthusiasm with which all the main organisations delivering medical education in the UK wanted to hold a joint conference dedicated to high quality teaching and training, and the fact that this conference is oversubscribed is testament to the need for such an event. Indeed, we hope this will be the first of many such events, to be held every two years to promote and celebrate medical education in the UK.

Fundamentally, medical educators exist to teach and train across both undergraduate and postgraduate levels, and to account for the continuing development of all doctors. It is there to ensure the competencies of professionals to always deliver the highest quality of care for our patients. As we move towards the greater integration of healthcare teams, there will be an increasing need to deliver multi-professional education. Although the traditional professional boundaries may become increasingly blurred, what will certainly remain in focus is the commitment, the dedication and the professionalism of all those involved in teaching and training.

This conference brings together leaders and experts from across the field to offer a wide range of educational opportunities; it facilitates the sharing of best practice, and presents a great opportunity for us to consider what the future might hold for the NHS.

Finally, thank you for participating in this conference and making it possible with your attendance - please take the time to visit our exhibitions today, to network with some old friends and perhaps make some new ones. Above all, we hope that you enjoy the conference!
Organising Committee

Chair:
Professor Sheona MacLeod  Postgraduate Dean, Health Education East Midlands and Chair of English Deans

Mr Andy Anderson  Chief Executive Officer, Association for Simulated Practice in Healthcare (ASPiH)
Ms Julie Browne  Deputy Chair, Academy of Medical Educators (AoME)
Professor Jennifer Cleland  Chair of Council, Association for the Study of Medical Education (ASME)
Miss Caroline Clerk  Executive Assistant to Chairs of COPMeD & COGPEd
Professor Derek Gallen  President, Academy of Medical Educators (AoME); Postgraduate Dean of Wales
Professor Jacky Hayden  Dean of Postgraduate Medical Studies, Health Education North West
Ms Tracey Lakinson  Head of Education Development, Health Education North West
Mrs Jane Litherland  Executive Manager, NACT UK
Dr Claire Loughrey  Chair, COGPEd
Dr Claire Mallinson  Former Chair, NACT UK
Dr Patrick Mitchell  Director of National Programmes, Health Education England
Dr Vicky Osgood  Director of Education and Standards, General Medical Council
Ms Nicky Pender  Chief Executive Officer, Association for the Study of Medical Education (ASME)
Dr Katie Petty-Saphon  Chief Executive, Medical Schools Council
Professor Bill Reid  Chair, COPMeD(UK); NES
Professor Wendy Reid  Director of Education & Quality and Medical Director, Health Education England
Accreditation - CPD

Applied for via the Federation of the Royal Colleges of Physicians of the United Kingdom for 9 category 1 (external) CPD credits. Certificates of attendance will be available post conference.

Badges

Participants can be identified by their badge strips as follows:
- GREY: Delegates
- PURPLE: Educational Leaders
- ORANGE: Speakers
- YELLOW: Poster presenters
- BLUE: Exhibitors
- BLACK: Organisers and Registration Staff

Conference app - ‘DEMEC2015’

Download the conference app for free - DEMEC 2015 - on either the App Store or Google Play Store.

Key features include:
- Request ‘meet up’s’ with key educational leaders
- Interactive programme and workshops
- Vote for your “People’s Choice” best poster per category. You choose the winners!
- Search for posters by author or title
- View poster abstracts
- See information on exhibitors and sponsors

Once you have downloaded the app simply:
1. Open the app
2. Type in your first initial and surname (no gaps)
3. You are good to go

Educational Leaders Hub

The DEMEC organising committee would like to offer support to those delegates, early on in their careers, who are interested in pursuing their interest in medical education so that it can become a major focus in their future.

In order to facilitate this, a number of senior educational leaders attending this event have agreed to provide ‘meeting moments’, ie brief advisory conversations for delegates, to get top tips about clinical education.

These meeting moments will occur during the conference breaks, at either the educational hub or the specific meeting places, plus a number of top tips will also be streamed during and after the conference.

To take advantage of this, please go to the ‘education hub’ or one of the specific ‘top tips meeting moments’ placed throughout the hall.

The Educational Leaders Hub is located on the Mezzanine level by the upper foyer should you require a quieter space for discussion.

Fire Evacuation and Emergency Procedures

Should an emergency arise on your stand, you should take the following action:-

1. Break the glass on the nearest fire alarm point. These are located at each vehicle door and other fire exits.
2. Telephone the Security Control Room (0161 834 2700 extension 2206) giving the location and nature of the incident, or inform a member of the Manchester Central Convention Complex staff/steward.
3. Notify colleagues nearby of the situation.

If you follow the procedures given, assistance will arrive. Please stay calm. Reassure visitors who may be in the vicinity.

In the event of an evacuation being necessary, the following alert message will be broadcast:

“ATTENTION PLEASE! ATTENTION PLEASE!
WILL EVERYBODY LEAVE THE BUILDING BY THE NEAREST EXIT. THIS IS AN EMERGENCY.
THE STAFF WILL ASSIST AND DIRECT YOU. PLEASE DO NOT USE THE LIFTS.”

In the event of an evacuation of the venue, staff are requested to assemble at the nearest assembly point (as indicated on the venue plan).

If these areas are not appropriate, you must follow instructions from Security Staff. This is necessary so that venue staff can readily contact exhibitors to return to their stands when the emergency is over.
Useful information

**Internet Access**
Manchester Central is fully wireless enabled with guests, delegates and exhibitors able to access high-speed broadband throughout. Manchester Central has embraced ABPCO’s Cloud Initiative to provide free Wi-Fi.

**Liability**
The Organisers, the hosts of DEMEC, Manchester Central and Wheldon Events & Conferences do not take responsibility for any loss or damage occurring to your property or injury to persons whilst within any of the areas within Manchester Central.

**Medical Emergencies**
In the event of urgent medical assistance being required, inform persons listed without delay on 0161 834 2700 extension 2211/2206 giving exact location of the casualty and details of injuries sustained e.g. obvious bleeding, unconsciousness. The First Aid Room will be informed and a First Aider will be sent to the incident location.

**Poster Session**
Posters will be available to view throughout the conference period during the refreshment and lunch breaks.

Posters are grouped into 7 categories:
1. E-learning
2. Undergraduate education
3. Postgraduate training
3i. Primary and community care
3ii. Secondary care and Mental health
4. Continuing professional development
5. Multi-professional education and training
6. Global perspectives
7. Learning across traditional boundaries (primary care / secondary care /social care and undergraduate/ postgraduate)

This is your opportunity to vote for your “People’s Choice” best poster in each category. Download and vote via the conference app!

Download the conference app for free - DEMEC 2015 - on either the App Store or Google Play Store.

Please take time to visit the posters and discuss their work with the authors.

A certificate will be presented to the poster author whose work is deemed to be the best per category during the closing remarks on Thursday.

**Speaker preview area**
Presentations should be loaded via the speaker preview area located on the upper foyer.

Please ensure that you load your presentation in good time before your session begins.

At the latest, please load your presentation at the beginning of the break before the session in which you are due to present.
Remember that there will be more than one speaker trying to load their presentation at any one time and the AV team will be working as quickly as they can.

Chairpersons will be sticking rigidly to the programme timetable.

**Taxis**
The following are local firms. (*information correct at the time of going to print*)
1. Mantax 0161 230 3333
2. Street Cars 0161 228 7878

**Workshop attendance**
Places at the workshops during the conference period will be on a first come, first served basis ONLY on the day.
Please be patient as some workshops have limited space.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>09:00 - 10:15</td>
<td>Registration</td>
</tr>
<tr>
<td>10:15 - 10:35</td>
<td><strong>Opening address</strong>&lt;br&gt;<strong>Professor Derek Gallen</strong>&lt;br&gt;National Director of UK Foundation Programme&lt;br&gt;Postgraduate Dean for Wales&lt;br&gt;President of the Academy of Medical Educators</td>
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<tr>
<td>10:35 - 10:45</td>
<td>WELCOME BY VIDEO MESSAGE&lt;br&gt;<strong>Mr Simon Stevens</strong>&lt;br&gt;CEO, NHS England</td>
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<tr>
<td>10:45 - 11:30</td>
<td><strong>PLENARY SESSION 1</strong>&lt;br&gt;The role of medical leaders in improving value in the NHS&lt;br&gt;<strong>Professor Chris Ham</strong>&lt;br&gt;Chief Executive, The King’s Fund, London, UK</td>
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<tr>
<td>11:30 - 11:45</td>
<td>Q&amp;A</td>
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<tr>
<td>11:45 - 12:15</td>
<td>Refreshments, exhibition, networking, posters</td>
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<tr>
<td>12:15 - 13:15</td>
<td><strong>Workshops Session A:</strong>&lt;br&gt;A1: Return to Practice&lt;br&gt;A2: Litigation Avoidance in Education&lt;br&gt;A3: Resilience&lt;br&gt;A4: Overcoming Barriers to Reflective Practice&lt;br&gt;A5: Confidentiality: Electronic Media and Mobile Devices’&lt;br&gt;A6: Academic clinical training. How can we ensure excellent progress in both academic and clinical training&lt;br&gt;A7: Sharing Best Practice&lt;br&gt;A8: The Able Trainee</td>
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<tr>
<td>13:15 - 14:15</td>
<td>Lunch, exhibition, networking, posters</td>
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<tr>
<td>14:15 - 15:00</td>
<td><strong>PLENARY SESSION 2:</strong>&lt;br&gt;Preparing learners to inherit the earth&lt;br&gt;<strong>Professor Valerie Wass</strong>&lt;br&gt;Emeritus Professor of Medical Education&lt;br&gt;Faculty of Health, Keele University, Staffordshire, UK</td>
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<td>15:00 - 15:15</td>
<td>Q&amp;A</td>
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# Programme - Wednesday

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<tr>
<th>Time</th>
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<tr>
<td>15:15 - 15:30</td>
<td>Transfer to workshops</td>
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<tr>
<td>15:30 - 17:00</td>
<td><strong>Workshops Session B:</strong></td>
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<td>B11: Career Choices</td>
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<td>B12: Recognising Quality Education</td>
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<td>B13: Supporting Learners in Transition through Induction programmes</td>
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<td>B14: Collaborating to Drive up Quality</td>
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<td>B15: Leadership and Development of Trainees</td>
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<td>B16: Simulations</td>
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<td>B17: Professionalism</td>
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<tr>
<td>17:00 - 17:30</td>
<td>Refreshments, exhibition, networking, posters</td>
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<tr>
<td>17:30 - 17:40</td>
<td>Special lecture welcome</td>
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<td></td>
<td><strong>Professor Derek Gallen</strong></td>
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<td>President of the Academy of Medical Educators</td>
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<td>17:40 - 18:40</td>
<td><strong>AoME Calman Lecture</strong></td>
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<td><strong>The GMC as a 21st century patient safety organisation - the role of education</strong></td>
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<td><strong>Professor Terence Stephenson</strong></td>
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<td>Chair, General Medical Council, London, UK</td>
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<td>18:40</td>
<td>End of conference day one</td>
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<tr>
<td>18:45 - 21:00</td>
<td>Evening buffet reception</td>
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<td>Time</td>
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<tr>
<td>08:30 - 09:15</td>
<td>Registration</td>
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<tr>
<td>09:15</td>
<td>Welcome&lt;br&gt;&lt;i&gt;Professor Bill Reid&lt;/i&gt;&lt;br&gt;Chair, COPMeD (UK)&lt;br&gt;Dean of Postgraduate Medicine, SE Scotland, Edinburgh, Scotland, UK</td>
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<td></td>
<td>Chair:&lt;br&gt;&lt;i&gt;Dr Alison Cooper&lt;/i&gt;&lt;br&gt;Chair, NACT UK</td>
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<td>09:15 - 10:00</td>
<td>PLENARY SESSION 3&lt;br&gt;The Value of Health Profession Education in Improving Population Health in a Time of Transformation&lt;br&gt;&lt;i&gt;Dr Warren Newton&lt;/i&gt;&lt;br&gt;Director, North Carolina AHEC, USA</td>
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<td>10:00 - 10:15</td>
<td>Q&amp;A</td>
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<td>10:15 - 11:00</td>
<td>Refreshments, exhibition, networking, posters</td>
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<td>11:00 - 12:30</td>
<td>Workshops Session C:&lt;br&gt;C19: How do we educate our doctors to ensure we provide compassionate care? Exchange 2&lt;br&gt;C20: Quality Improvement Exchange 4&lt;br&gt;C21: Global Health Training Auditorium&lt;br&gt;C22: Wider Medical Workforce Exchange 6&lt;br&gt;C23: Multi Professional Focus Exchange 1&lt;br&gt;C24: Values Exchange 11&lt;br&gt;C25: Supporting Trainees Exchange 9</td>
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<tr>
<td>12:30 - 13:30</td>
<td>Lunch, exhibition, networking, posters</td>
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<td></td>
<td>Chair:&lt;br&gt;&lt;i&gt;Professor Bill Reid&lt;/i&gt;&lt;br&gt;Chair COPMeD (UK)</td>
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<td>13:30 - 14:15</td>
<td>PLENARY SESSION 4&lt;br&gt;Future professionals for future health systems&lt;br&gt;&lt;i&gt;Dr Mark Britnell&lt;/i&gt;&lt;br&gt;Chairman &amp; Partner, Global Health Practice, KPMG</td>
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<tr>
<td>14:15 - 14:30</td>
<td>Q&amp;A</td>
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<td>14:30 - 14:45</td>
<td>Transfer to Workshops</td>
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<tr>
<td>16:15 - 16:30</td>
<td>Closing remarks&lt;br&gt;&lt;i&gt;Professor Bill Reid&lt;/i&gt;&lt;br&gt;Chair COPMeD (UK)&lt;br&gt;Dean of Postgraduate Medicine, SE Scotland, Edinburgh, Scotland, UK</td>
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<tr>
<td>16:30</td>
<td>End of conference</td>
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Wednesday: 10:45 - 11:30

PLENARY SESSION 1
The role of medical leaders in improving value in the NHS

This session will argue that now more than ever medical leadership is needed to improve value in the NHS. It will draw on evidence and experience from the NHS and other health care systems to illustrate how medical leaders at all levels can contribute to delivering better outcomes for patients and releasing resources.

Professor Chris Ham
Chief Executive, The King’s Fund, London, UK
PLENARY SESSION 2
Preparing learners to inherit the earth

As medical educators we tend to hold arguably fixed views working across divides; “undergraduate-postgraduate”, “secondary -primary care” and “generalism - specialism” and to retain an entrenched retrospective view that “trainees are not as good as we were in our day.” Are we ducking the challenges facing the young and failing to prepare them for the unknowns of their future world? We need to break the traditions of our own learning, change our visionary focus, and develop a continuum of educational partnership with our young. Unless we do this we risk delivering a workforce unprepared to inherit the ever increasing complexity of global health care.

Professor Valerie Wass
Emeritus Professor of Medical Education
Faculty of Health, Keele University, Staffordshire, UK
Plenary speaker summaries

**Wednesday : 17:40 - 18:40**

**AoME CALMAN LECTURE**
The GMC as a 21st century patient safety organisation - the role of education

Professor Stephenson will discuss putting safety and quality of patient care at the core of medical education. He will discuss how the GMC can make patient care safer through:
- Training tomorrow’s doctors & revalidating today’s doctors
- UKMLA (UK Medical Licensing Assessment)
- PLAB
- Generic capabilities for trainees
- Standards for medical education & training
- The national Trainee survey

We need an environment which ensures that students and doctors in training are given the right support so they are able gain the appropriate experience to provide safe, effective and compassionate care for their patients.

**Professor Terence Stephenson**
Chair, General Medical Council (UK), London, UK

**Notes**
Thursday : 09:15 - 10:00

PLENARY SESSION 3
The Value of Health Profession Education in Improving Population Health in a Time of Transformation

American health care is in the midst of a once-in-two-generations transformation. Given the need for dramatic improvement in patient experience, quality, and cost effectiveness of care for the entire population, how can health professional education help?

Dr Warren Newton
Director, North Carolina AHEC, USA

Notes
Plenary speaker summaries

Thursday : 13:30 - 14:15

PLENARY SESSION 4
Future professionals for future health systems

Having worked in 60 countries on more than 200 occasions over the last five years, Mark will share the insights from his travels on the common challenges facing the world’s health systems and the varied solutions different countries are pursuing in response. He will explore how health systems in the future will be profoundly different from those we see today, and require fundamental shifts in the mindset, skills and cadres of health professionals.

Dr Mark Britnell
Chairman & Partner
Global Health Practice, KPMG

Notes
Dr Mark Britnell

BA (Hons) DSci (Hon)
Chairman & Partner
Global Health Practice, KPMG

Mark is Chairman and Partner of the Global Health Practice at KPMG. Since 2009, he has worked in 60 countries, helping governments, public and private sector organizations with operations, strategy and policy. He has a pioneering and inspiring global vision for healthcare in both the developed and developing world and has written extensively on what works around the world (kpmg.com/whatworks)

Mark has dedicated his professional life to healthcare and has led organizations at local, regional, national and global levels. He was CEO of high-performing University Hospitals in Birmingham and master-minded the largest new hospital build in the NHS. He also ran the NHS from Oxford to the Isle of Wight before joining the NHS Management Board as a Director-General. He developed High Quality Care for All with Lord Darzi and is due to publish ‘In Search of the Perfect Health System’ in Autumn 2015. @markbritnell
Plenary speaker biographies

**Professor Chris Ham**

CBE, PhD, MPhil, BA  
Chief Executive  
The King’s Fund

Chris Ham took up his post as Chief Executive of The King’s Fund in April 2010. He was professor of health policy and management at the University of Birmingham between 1992 and 2014 and director of the Health Services Management Centre at the university between 1993 and 2000.

From 2000 to 2004 he was seconded to the Department of Health, where he was Director of the Strategy Unit, working with ministers on NHS reform.

Chris has advised the World Health Organization (WHO) and the World Bank and has served as a consultant on health care reform to governments in a number of countries.

He is an honorary fellow of the Royal College of Physicians of London and of the Royal College of General Practitioners, and a companion of the Institute of Healthcare Management. He is a founder fellow of the Academy of Medical Sciences.

Chris was a governor and then a non-executive director of the Heart of England NHS Foundation Trust between 2007 and 2010. He has also served as a governor of the Canadian Health Services Research Foundation and The Health Foundation, and as a member of the advisory board of the Institute of Health Services and Policy Research of the Canadian Institutes of Health Research.

Chris is the author of 20 books and numerous articles in academic and professional journals about health policy and management.

He is currently emeritus professor at the University of Birmingham and an honorary professor at the London School of Hygiene & Tropical Medicine. He was awarded a CBE in 2004 and an honorary doctorate by the University of Kent in 2012. He was appointed Deputy Lieutenant of the West Midlands in 2013.
Dr Warren Newton  
MD, MPH  
Director  
North Carolina AHEC, USA  

Warren Newton MD MPH serves as Vice Dean and Director of the North Carolina AHEC Program effective September 1, 2013. AHEC has nine regional centers, employs 350 physicians and over 1400 staff in running 16 residencies, providing over 200,000 hours of CME/CE annually, and supporting community-based educational experience for all professions across the state. AHEC works across the state with all health professions and hospitals, and has played a major role in developing a health careers pipeline for underrepresented minorities, improving hospital safety, and providing practice support in Health Information Technology, PCMH and Quality Improvement to over 1100 primary care practices across the state. Dr. Newton just finished a five-year term as Dean of Education at UNC School of Medicine, where he led a successful LCME reaccreditation, expanded the school to include formal campuses in Charlotte and Asheville, reformed the curriculum and student services, and admissions up by 50% and increased underrepresented minorities.

A graduate of Yale University, Northwestern Medical School and the Family Medicine Residency and the Robert Wood Johnson Clinical Scholars Program at UNC, Dr. Newton also serves as the William B. Aycock Professor and Chair of Family Medicine, Adjunct Professor of Epidemiology at the UNC Gillings School of Global Public Health and Chair of the Board of Advisors of the Cecil Sheps Center for Health Services Research. Working with many partners, he founded Community Care of Central Carolina and the Carolina Health Net system for over 20,000 uninsured in Alamance, Caswell, Chatham, and Orange Counties. He founded and led the statewide Improving Performance in Practice initiative and the I3 POP collaborative of 25 Family Medicine, Internal Medicine and Pediatrics residencies to improve quality of care and implement the triple aim.

Nationally, he Chairs the ABMS Committee on Continuing Certification and serves on the Liaison Committee on Medical Education and the IOM Global Forum on Innovations in Health Professional Education.
**Professor Terence Stephenson**  
BSc, DM, FRCPCH, FRCP, FRACP, FRCPI, FRCS, FHKAP, FRCGP  
Chairman  
General Medical Council (UK), London, UK

Professor Terence Stephenson is Chair of the GMC 2015-2018. Professor Stephenson was formerly Chair of the Academy of Medical Royal Colleges for 2012-2014 and President of the Royal College of Paediatrics and Child Health 2009-2012.

He is also Nuffield Professor of Child Health at the Institute of Child Health, University College London and Co-Director of the Children’s Policy Research Unit. Professor Stephenson was formerly Dean of the Medical School and Professor of Child Health at the University of Nottingham, and a non-executive Director of Nottingham University Hospitals NHS Trust.

He is a consultant in general paediatrics and his research reflects his clinical interests in acute paediatric illness and emergencies. Professor Stephenson has co-authored textbooks, written numerous invited chapters and editorials, and published over 150 peer reviewed papers.
Val Wass is Emeritus Professor in Medical Education in the Faculty of Health at Keele University. She retired in February 2015 from her appointment as Head of the School of Medicine at Keele which she had led since December 2009.

She worked originally for ten years in Paediatric and Adult Nephrology and then moved to train in Primary Care as she became increasingly interested in holistic patient health. She practised for eleven years as a General Practitioner in Kent before moving back into Academic Medicine at Guy’s, Kings and St Thomas’s Medical school as a senior lecturer in Primary Care (1995-2003) and then Community Based Medical Education at the University of Manchester (2003-2009). She studied the International Masters in Health Profession Education (MHPE) at Maastricht University in the Netherlands and has a long term interest in assessment methodology as a result of work on postgraduate examinations at the Royal College of General Practitioners and in undergraduate medical school assessment. This led to a PhD in Maastricht comparing traditional and new assessment methodologies which informed the international move to a more programmatic workplace based approach to assessment. Increasingly her work has focused on professionalism and the impact of ethnic diversity on learning, communication and achievement. In 2008 she was awarded a National Teaching Fellowship by the UK Higher Education Academy in recognition of her work in education.

Over the past five years she has been elected to key national positions: Member of the UK Medical School Council Executive, Chair of the Medical School Council Assessment Alliance, Founder member of the European Board of Medical Assessment (EBMA) and Chair of the Royal College of General Practitioners International Committee. Internationally she has led consultations in over 20 countries to advise on undergraduate and postgraduate curriculum development and assessment and from 2003-2015 was the RCGP International Development Advisor for MRCGP[INT] South Asia and supported the development and implementation of a Family Medicine Accreditation across five nations.

She recently received the RCGP President’s International medal for exceptionally meritorious international work and the 2015 Association for the Study of Medical Education Gold medal for her outstanding contributions. In the 2015 Queen’s New Year’s Honour list she became an Officer of the British Empire for her services to medical education.
Workshops

A1: Return to Practice

Wednesday: 12:15 - 13:15

Room Number: Exchange 4
Seating Capacity: 80

Trainees across all specialties frequently seek opportunities to take time out of training to undertake other activities. These can include research or non-clinical placements to develop leadership or education skills both in the UK and abroad. Furthermore, our increasingly feminised medical workforce takes time off for maternity leave. The return to clinical training for all these groups of trainees can be a personally stressful experience and there have been unfortunate examples of significant patient safety concerns occurring which have, at least in part, been attributed to the trainee’s time away from clinical practice. There is now an imperative to address these issues proactively and this workshop will showcase 2 specialties that have developed courses.

Chair:
Dr Camilla Kingdon - Head of London Specialty School of Paediatrics and Child Health, London

Programme:
12:15 Introduction
12:25 Presentation from the London School of Medicine
- Strategies to support trainees returning to clinical practice following a break in training
12:45 Presentation from the London School of Paediatrics
- Facilitating return to acute clinical practice in Paediatrics
13:05 Group discussion to identify key themes and priorities

Speakers:
Dr Emily Gowland - Higher Anaesthetics trainee, London, and Fellow in Medical Education, London School of Medicine
Dr Lottie Ford - ST6 Gastroenterology trainee, London, and recent Fellow in Medical Education, London School of Medicine
Dr Camilla Kingdon - Consultant Neonatologist and Head of the London School of Paediatrics
Workshops

A2: Litigation Avoidance in Education

Wednesday: 12:15 - 13:15

Room Number: Exchange 1
Seating Capacity: 62

This workshop will address and discuss:

- Why do we get to such serious incidents?
- What can we do to avoid such extreme circumstances at each level; local education providers, ARCPs, schools and deans?
- How do we work manage and complete the meetings, discussions and paperwork when litigation occurs?

Co-Chairs:
Dr Claire Mallinson and Dr Rebecca Aspinall

Guest: Mr Philip Farrar - Hill Dickinson
Workshops

A3: Resilience

Wednesday: 12:15 - 13:15

Room Number: Exchange 9
Seating Capacity: 96

Evidence is growing that doctors are under increasing pressure from work, and that this affects their ability to be effective. Developing resilience will be crucial for our future workforce. This workshop will provide an opportunity to understand more about resilience for individuals and for organisations. It will include:

- An update on current theory on resilience
- Links between resilience, professionalism and compassion
- An opportunity to think how we maintain and model our resilience as educators
- A focus and discussion on how we develop resilience in learners

If you are interested in having a go at assessing your resilience before or after the workshop go to www.testyourrq.com

Co-Chairs:
Dr Rebecca Baron - Associate Dean General Practice, Health Education North West
Dr Shirley Remington - Associate Dean, Health Education North West

Programme:
12:15 - 12:45 Summary of current theory and evidence around resilience from the facilitators
12:45 - 13:15 Discussion and sharing ideas on how we develop resilience for ourselves, the organisations we work with and the trainees and doctors we support
A4: Overcoming barriers to reflective practice

Wednesday: 12:15 - 13:15

Room Number: Auditorium

Reflection is a key ingredient in learning at all levels and there are a number of taken for granted assumptions about a) its utility and b) the ease with which people can achieve it. The latter is a particular challenge when there is an element of compulsion associated with it (e.g., appraisal). The purpose of this workshop is to explore common and less common barriers to reflection and to examine ways to overcome these. Participants will examine their own and others’ strategies and will produce, in outline, at least, one short reflective piece. A laptop or tablet would be useful.

Chair: Dr Mike Davis - Consultant in Continuing Medical Education, Blackpool

Programme and Speakers:

12:15 Reflective practice: how to read and support effective reflective practice to enhance clinical practice
   Ms Juliet Graves - Educational Practitioner, Health Education North East

12:40 Overcoming barriers to reflective practices
   Dr Mike Davis - Consultant in Continuing Medical Education, AoME, Blackpool

13:05 Questions and discussion
We regularly receive questions from patients and professionals about the appropriate use of electronic media such as apps and the use of mobile devices such as mobile phones or tablets.

While such technologies can offer many benefits, there are also risks to be considered.

In this workshop we will discuss the common issues related to the use of such technologies in clinical care and explore both the opportunities and the limitations.

We will also be listening to the views of the workshop participants as we are currently considering this topic as part of the review of our Confidentiality guidance.


Chair:
Ms Christine Buicke

Programme:
12:15  Introduction

12:30  Discussion of the risks and benefits of electronic media and mobile devices

13:00  What advice does the GMC give? Is there more we could say?

13:15  Close

Speakers:
Ms Alison Whiting - General Medical Council, Policy Officer in the standards and ethics team
Ms Christine Buicke - General Medical Council, Policy Manager in the standards and ethics team
A6: Academic Training - How can we ensure excellence in both academic and clinical training?

**Wednesday : 12:15 - 13:15**

Room Number: **Exchange 11**  
Seating Capacity: **64**

This workshop will give an overview of the academic training system. It will first consider how and why we may wish to develop academic tracks in an existing Foundation Programme and how to go about doing this. We will look at advantages to the Trust along with the potential barriers and pitfalls by using an example of an academic programme recently introduced at a DGH. We will then look at the academic pathway in General Practice and again consider the difficulties General Practitioners face in completing the pathway given their shorter training time.

The section on the training for academic clinical fellows in general practice will give a brief overview of the programme and the different pathways for general practitioners to become engaged in research once they have completed the programme.

A trainee who has completed the programme and who has progressed onto a Ph.D. Fellowship program will talk about some of the barriers specific to general practice and the support structures that have been put in place to overcome these barriers.

**Chair:**  
*Dr Andy Watson - Associate Dean, HENW*

**Programme and Speakers:**

12:15 - 12:20  
**Introduction “The challenges of training clinical academics” - Dr Andy Watson**

12:20 - 12:30  
**Developing a new Academic Foundation Track - Ms Jacqui Baines, Miss Suzanne Gawne**

12:35 - 12:40  
Discussion

12:40 - 12:55  
**Supporting academic trainees to achieve excellence in both academic and clinical competencies in General Practice - Professor Aneez Esmail, Dr Benjamin Brown**

12:55 - 13:10  
Discussion

13:10 - 13:15  
**Wash up - Dr Andy Watson**

**Speakers:**

*Dr Andy Watson - Associate Dean, HENW*  
*Ms Jacqui Baines - Foundation School Manager, Health Education North West - North West of England Foundation School*  
*Miss Suzanne Gawne - Foundation Programme Director, East Lancashire NHS Trust*  
*Professor Aneez Esmail - Professor of General Practice, Primary Care Research Group, Institute of Population Health, Faculty of Medical & Human Sciences, The University of Manchester*  
*Dr Benjamin Brown - GP & Wellcome Trust Research Training Fellow, Health eResearch Centre, Farr Institute for Health Informatics Research, University of Manchester*
Workshops

A7: Sharing Best Practice

Wednesday: 12:15 - 13:15

Room Number: Exchange 2
Seating Capacity: 80

How can the GMC as the regulator, and other organisations that manage and deliver postgraduate education and training inspire and promote excellence? This workshop will explore how we define and identify excellence, and how we can share what works well. A number of case studies will be examined and discussed, and participants are encouraged to bring their own stories for discussion. Health Education East Midlands will present on Multi Professional Visiting, an area they have identified as Best Practice.

The GMC publishes a number of case studies promoting best practice, at http://www.gmc-uk.org/education/27707.asp

Chair:
Ms Jessica Lichtenstein - Head of Quality Assurance, General Medical Council

Programme and Speaker:
12:15 - 12:30 Introduction and presentation from the GMC
12:30 - 12:55 Presentation from Mr James McLean - Deputy Dean of Quality, Health Education East Midlands
12:55 - 13:15 Q&A/open discussion
Workshops

A8: The Able Trainee

Wednesday: 12:15 - 13:15

Room Number: Exchange 10
Seating Capacity: 48

This workshop is going to explore how trainees and educators can work together to enable trainees to have more opportunities to achieve their potential. We will look at how educators can support and challenge all trainees, whether by discussion, provision of innovative resources or by improving the working and learning environment. Some research into stretching the more able trainee will be presented, together with the AOMRC Trainee Charter. The session will be interactive, with time to discuss innovative ideas from all settings and specialties, and explore plans for future development.

Chair:
Dr Nigel Scarborough - Deputy GP Dean, Health Education East Midlands

Programme:
12.15 - 12.20 Introduction - Achieving Potential
12.20 - 12.30 Presentation - Findings from research into stretching the more able GP trainee
   Dr Nigel Scarborough - Deputy GP Dean, Health Education East Midlands
12.30 - 12.45 Presentation - The Trainee Charter
   Howard Ryland - Higher specialty trainee in Forensic Psychiatry in London
   Ms Jude Harrison - Academic Psychiatry core trainee in Cardiff
12.45 - 13.10 Small groups - How do we get the theory into practice?
13.10 - 13.15 Summary - next steps
13.15 Finish
Workshops

B11: Career Choices

Wednesday: 15:30 - 17:00 hrs

Room Number: Exchange 4
Seating Capacity: 80

This workshop will try and examine some of the factors that influence medical career choice. Three presenters will each present for approximately 10 minutes on different pieces of the jigsaw; Evidence from a study by University of Nottingham on what influences choice Feedback from the Medical Schools Council and the RCGP on promoting careers in General Practice An update on different initiatives aimed at improving recruitment into GP.

We will then open the floor to a general discussion about delegates’ experiences and a sharing of possible solutions.

Chair:
Dr Helen Mead - GP Dean Health Education East Midlands; Chair UKCEA

Programme:
15:30 - 15:40 Evidence from a study by University of Nottingham on what influences choice
Professor Simon Gregory - Director of Education and Quality, Midlands and East

15:40 - 15:50 Feedback from the Medical Schools Council and the RCGP on promoting careers in General Practice
Dr Helen Mead - GP Dean Health Education East Midlands

15:50 - 16:00 An update on different initiatives aimed at improving recruitment into GP
Dr Katie Petty-Saphon - Chief Executive Medical Schools Council

16:00 - 17:00 Discussion and experiences
The term “excellence” is ubiquitous when a medical education programme is described to include outcomes, satisfaction, relevance of curriculum and value for money. There is probably more obvious consensus regarding the concept of excellence in undergraduate medical education. Postgraduate medical education in the UK needs to be considered in terms in a more complex environment that relates to regulation, standard setting by national bodies and training occurring in the context of service delivery. So what precisely do we mean by excellence in postgraduate medical education? How would we recognise it and how should it be graded? This issue has arisen repeatedly in HETV when rating individual training programmes as part of submission of the Dean’s annual report to the GMC. The outputs of a local initiative held with stakeholders and with the aim of ensuring clarity and consistency in the recognition of excellence will be presented.

Chair:
Dr Michael Bannon - Postgraduate Dean, Health Education Thames Valley

Programme:
15:30 Introduction
15:30 - 15:45 Quality Control - definitions of terminology used
  Dr Alison Gale - Director of Medical Education, Lancashire Teaching Hospitals
15:45 - 16:00 What do we mean by “excellence” in postgraduate training
  Dr Michael Bannon - Postgraduate Dean, Health Education Thames Valley
16:00 - 16:15 Educational “Dashboards”- an effective quality control tool
  Dr Linda Hacking - Director of Medical education at Blackpool Teaching Hospitals NHS Trust
  Dr Michael Farrel - Acting Head of Undergraduate Education and Quality at Blackpool Teaching Hospitals NHS Trust
16:15 - 16:30 Developing and Delivering a Multi-professional Quality Improvement Framework
  Dr Sam Illingsworth - Head of Commissioning for Quality (National), Health Education England, Leeds
16:30 - 17:00 Discussion
17:00 Close
Workshops

B13: Supporting Learners in Transition through Induction programmes

Wednesday: 15:30 - 17:00 hrs

Room Number: Exchange 6
Seating Capacity: 80

This session will include four presentations on how we support doctors in transition through induction programmes. Health Education North West will share their “Asked to see Patient” initiative on the stresses and difficulties of transition from student to doctor; Health Education North Central and East London will share their induction programme on a “day in the life of an F1”; Health Education Yorkshire and Humber will present their model for delivery of transferable generic training as part of induction for all trainees; and Health Education Wessex will share their induction session giving core and higher trainees the opportunity to work through difficult experiences and reconnect with a “culture of care”.

Chair:
Dr Simon Plint - Postgraduate Dean, Health Education Wessex

Programme:

15:30 - 15:50
“Asked to see Patient” - Health Education North West
Professor Paul Baker - Deputy Postgraduate Dean (Foundation Training)
Miss Yan Li Goh, Dr Hayley McManus, Dr Shazia Hafiz (trainees)

15:50 - 16:10
“A Day in the Life of an F1” - Health Education North Central and East London
Dr Peter Siordet Scolding, Dr Joel Cunningham (trainees)

16:10 - 16:30
Transferable Generic Training - Health Education Yorkshire and Humber
Dr Peter Taylor - Deputy Postgraduate Dean HEYH

16:30 - 16:50
“A Culture of Care” - Health Education Wessex
Dr Peter Hockey - Deputy Postgraduate Dean, Health Education Wessex
Dr Julia Parfitt - Associate Medical Director Quality Improvement, Hampshire Hospitals Foundation Trust

16:50 - 17:00
Discussion
**Workshops**

**B14: Collaborating to Drive up Quality**

**Wednesday: 15:30 - 17:00 hrs**

Room Number: *Exchange 1*

Seating Capacity: *62*

This session will look at how collaboration between education institutions can be used to drive up the overall quality of the education they deliver. It will outline the work that the Medical Schools Council Assessment Alliance (MSCAA) has done to increase collaboration between medical schools on assessment and the impact this has had on consistency between medical schools and quality. It will focus on two specific areas; selection and assessment and identify both the challenges and opportunities of greater collaboration. The session will look at how the MSCAA model of collaboration is being rolled out to include other areas of medical education with the establishment of the Medical Schools Council Selection Alliance (MSCSA). This session will be of interest to those involved in postgraduate education who would like to learn more about undergraduate medical education or those with a particular interest in assessment or selection.

**Co-Chairs:**

*Ms Clare Owen* - Policy Adviser, Medical Schools Council

*Ms Veronica Davids* - Policy Adviser, Medical Schools Council

**Programme:**

15:30 - 15:40 .... Introduction to the work of the MSC

*Ms Clare Owen* - Policy Adviser, Medical Schools Council

15:40 - 16:10 .... MSC Assessment Alliance

*Dr Colin Melville* - Head of Medical Education, Lancaster Medical School

The MSCAA is a partnership to improve undergraduate assessment practice through collaboration between all 33 undergraduate medical schools in the UK. It enables more individuals to be involved in item-writing and quality assurance, resulting in improved individual and institutional skills and knowledge regarding the development of high-quality assessments in medicine.

- The development and history of the MSCAA
- How MSCAA encourages collaboration between medical schools
- Challenges and opportunities of a collaborative approach to assessment
- Q&A

16:10 - 16:30 .... MSC Selection Alliance

*Dr Paul Garrud* - Chair Selection Alliance, Medical Schools Council
Workshops

B15: Leadership and Development of Trainees

Wednesday: 15:30 - 17:00 hrs

Room Number: Exchange 2
Seating Capacity: 80

Clinical leadership is integral to medical training yet current formal postgraduate training in this area is sparse and variable. Relevant leadership development for current doctors in training is paramount to enable them to have the knowledge, skills and behaviours to become our future leaders within the healthcare system. This workshop explores different models of leadership development for doctors in training including implementation methods and how to address common challenges. We will also explore the development of a faculty of leadership educators to help engage doctors in training.

Chair:
Dr Adrian Brooke - Deputy Postgraduate Dean & Secondary Care Dean, Health Education East Midlands

Programme:

15:30 - 15:55
East Midlands Leadership & Management Programme
Dr Sonia Panchal - East Midlands Leadership & Management Programme Lead, Leadership Clinical Fellow

15:55 - 16:20
Transition 2 Leader
Dr Lara Menzies - Paediatric Registrar, London School of Paediatrics Trainee Committee Member

16:20 - 16:45
Leadership Training for Ophthalmology Trainees
Dr Fiona O’Sullivan - Head of School Ophthalmology, London

16:45 - 17:00
Q&A
Workshops

B16: Simulations

Wednesday: 15:30 - 17:00 hrs

Room Number: Exchange 11
Seating Capacity: 64

The last fifteen years has seen many significant changes in service delivery in the NHS across the UK that have impacted on the type and quality of training of all NHS services.

The simulation workshop will look at findings from the ASPiH simulation development project, and use these findings as triggers for discussion. There will be a session focusing on the development of visual learning within Pathology as a result of increased service demand, and there will be an opportunity to discuss the challenges of developing this type of learning environment. There will also be a session which explores how to set up and run CMT simulation courses, as well as feedback on the development of the multi-centre simulation training programme in geriatrics.

Chair:
Dr Peter Donnelly - Deputy Dean for Postgraduate Medical and Dental Education, School of Postgraduate Medical & Dental Education, Cardiff University

Programme:

15:30 - 15:50
Introduction

15:30 - 15:50
Developing a sustainable and resilient simulation based education programme
Professor Bryn Baxendale - ASPiH

15:50 - 16:10
Virtual learning in pathology: Developing a virtual learning environment to support training in Haematology & Cellular Pathology
Dr Deepti Radia - South London and Dr Hasan Rizvi, NCE London

16:10 - 16:30
All you need to know to develop successful regional CMT simulation programmes
Dr Andrew Douds - East of England

16:30 - 16:50
Development of multi-centre simulation training programme in geriatrics
Dr Jonathan Birns - HE North West London

16:50 - 17:00
Discussion and Q&A
Workshops

B17: Professionalism

Wednesday: 15:30 - 17:00 hrs

Room Number: Exchange 9
Seating Capacity: 96

Medical education plays an important part in helping support and nurture the professional practice and behaviour of students and doctors in training.

Work flowing from major patient safety inquiries of recent years, particularly around human factors, end of life care and supportive educational environments, has underlined how cultural and systems approaches adopted by the service and different disciplines are vital to strengthening professionalism.

This workshop looks at some of the work taking place currently that is attempting to bring greater coherence to the regulatory requirements for the development of professionalism, the assessment of professional behaviours and the cognitive and reflective aspects of professional practice.

Chair:
Ms Tara Willmott - Head of Approvals, General Medical Council

Programme:

15:30 - 15:45
Introduction
Ms Tara Willmott - Head of Approvals, General Medical Council

15:45 - 16:05
Generic professional capabilities
Dr Mark Dexter - Head of Policy for Education, General Medical Council

16:05 - 16:25
Achieving authentic professional behaviour: facilitators and barriers in the assessment of medical professionalism
Dr Judith Ibison - Deputy Dean for Students, Personal and Professional Development (PPD), MBBS, St George’s, University of London
Dr Nicoletta Fossati - Chief Examiner for the Final Year Knowledge Proficiency Test, SGUL.
Dr Liza Kirtchuk - Lecturer in Medical Education, Kings College, University of London

16:25 - 16:45
A wisdom approach to medical education
Dr Sabena Jameel - Associate Dean GP Education, PhD Student - The Jubilee centre for Character and Virtues: Birmingham University School of Education

16:45
Q&A session

17:00
Finish
Workshops

C19: How do we educate our doctors to ensure we provide compassionate care?

Thursday : 11:00 - 12:30 hrs

Room Number:  Exchange 2  
Seating Capacity: 80

This workshop will consider the challenges raised by a number of reports including the Shape of Caring report; share research into medical educator’s views of compassionate care; discuss the experience of focusing trainer development on this; and suggest a new approach of developing shared governance so that our education, training and working practices empower and involve staff at junior and frontline level to influence care.

Brief presentations will be followed by a chance to share initiatives and ideas.

The workshop will be split into:

1. What is compassionate care? HEE’s Nurse Director, Professor Lisa Bayliss will define what we are aiming for in educating healthcare staff to provide ‘Compassionate care’

2. Training for compassionate care: Dr Prit Chahal will share insights into senior educators views on postgraduate medical training for compassionate care, and how HEEM focused educator development on improving educators understanding of training for compassionate care

3. Training Junior doctors to provide compassionate care through learning about shared governance: Sue Haynes will explain: What is shared governance, and what impact does that have on care in a large trust? Kerry Taylor will explore how might we teach junior doctors and the possible barriers to learning.

Chair:  
Professor Sheona Macleod - Postgraduate Dean, Health Education East Midlands and Chair of English Deans; Honorary Professor University of Nottingham

Programme:

11:05 - 11:15  What is compassionate Care?  
Professor Lisa Bayliss-Pratt - Nurse Director and Deputy Director of Education and Quality, Health Education England

11.15 - 11:35  Education for compassionate care; The professions views and Training the trainers in Compassionate care  
Dr Prit Chahal - General Practitioner and Associate Postgraduate Dean, Health Education East Midlands

11:35 - 11:55  Shared Governance  
Ms Sue Haines - Assistant Director of Nursing, Nursing Development, Nottingham University Hospitals

11:55 - 12:10  How might we teach junior doctors?  
Ms Kerry Taylor - Clinical Leadership Fellow, Nursing Development, Nottingham University Hospitals

12:10 - 12.30  Q&A

12.30  Workshop end
Workshops

**C20: Quality Improvement**

**Thursday: 11:00 - 12:30 hrs**

Room Number: *Exchange 4*  
Seating Capacity: *80*

This session explores how doctors from being a medical student to consultant can learn about, run and lead quality improvement projects in their organisations. The different skills, tools and ways QI education and training may be taught and used are described and examples given of QI in action. A journey through the practicalities of implementing QI training across a region and the barriers encountered will be described. The recommendations from a UK wide task and finish group, under the Academy of Medical Royal Colleges, on how we can embed quality improvement into undergraduate and postgraduate training are also presented.

**Chair:**  
*Dr Emma Vaux* - Programme Director of Quality Improvement (QI), Royal Berkshire NHS Foundation Trust

**Programme:**

11:00  
Introduction

11:00 - 11:20  
**Teaching Quality improvement to junior doctors**  
*Dr Jonathan Francis* - Associate Post Graduate Dean for Quality, Severn Health Education South West

11:20 - 11:30  
Discussion

11:30 - 11:50  
**Providing QI Education for trainees and encouraging participation in QI**  
*Dr Sue Cullis* - Associate Postgraduate Dean leading on QI teaching for HEEM

11:50 - 12:00  
Discussion

12:00 - 12:20  
**Embedding Quality improvement in medical education**  
*Dr Emma Vaux* - Programme Director of Quality Improvement (QI), Royal Berkshire NHS Foundation Trust

12:20 - 12:30  
Discussion
Global Health Training - an antidote to declining application numbers for GP speciality training?

Obtaining a high fill of GP speciality training programmes is a priority for HEE. This workshop describes a pilot of 26 global health training programmes integrated with GP training. Each last for four years (3 years of GP training, and 1 year working in rural South Africa). It includes hospital placements in paediatrics, obstetrics and emergency medicine, a longitudinal series of seminars in global health and an intensive introduction to working in healthcare in the developing world. Trainees have the additional opportunity to study for the DTM&H. Placements are in rural South Africa, and include pastoral care, practical help with local regulatory bodies, a UK equivalent salary and local supervision.

These rotations are proving popular with 100% fill, and is being rolled out as a partial solution to the problems of under-recruitment to GP speciality training in many parts of the UK.

How to go about obtaining MTIs

During this interactive session I wish to share our experience from Rotherham of having medical training initiative doctors in our department. This will include how we recruited them, what changes we made to our rotas for their time with us and what the pros and cons were of the MTI scheme for both us and the trainee. We are all aware that there are increasing gaps on training rotas and the MTI scheme is one way in which to ease the pressure.

The MTI process

The Medical Training Initiative (MTI) scheme evolved as a sustainable way of allowing international graduates to come to the UK following the withdrawal of permit-free training. Posts, which do not have to be official numbered training posts, are scrutinised for their training potential by the postgraduate Dean and College. Candidates are interviewed in country by RCP and local physicians and sponsored through GMC recognition without PLAB. The Academy of Medical Royal Colleges sponsors their Tier 5 visa. MTI graduates have particular training needs while in the UK and specific problems related to working in a foreign country without any run in period as occurred with the old clinical attachment system. The RCP has attempted to address these. It currently sponsors 240 graduates in the UK. While the scheme has been very successful in addressing staffing shortages, this it is not its main purpose, which is to offer training for international graduates and keep alive international links many of which go back since before the development of the NHS.

Workshop chair/facilitator:
Professor Bill Irish - Postgraduate Dean of Medicine and Dentistry at Health Education East of England, Cambridge, UK

Programme:
11:00 - 11:30  Global Health Training - an antidote to declining application numbers for GP speciality training?
   Dr Robin While - Retired Associate Postgraduate Dean, Lead for Global Health Training, HEE

11:30 - 11:45  How to go about obtaining MTI’s
   Dr Susan Rutter - Training Programme Director (South locality) for Obstetrics and Gynaecology in the Yorkshire and Humber LETB

11:45 - 12:00  The MTI process
   Mr Peter Trewby - RCP Associate International Director for International Medical Graduates

12:00 - 12:30  Q & As
Workshops

C22: Wider Medical Workforce

Thursday: 11:00 - 12:30 hrs

Room Number: Auditorium

Delivering healthcare in the 21st century is challenging at the best of times, but is even more so when there are insufficient staff available. Very few acute services have a full complement of trainee medical staff and this new ‘norm’ needs new approaches to staffing. This workshop will hear how other staff groups can help improve patient care and educational delivery and allow our services to adapt and develop despite trainee shortages: we will focus on the importance of appreciating and developing these staff. We will hear about new professional groups in the NHS and what they have to offer. There will be time for attendees to share ideas and expertise with interested colleagues.

Chair:
Dr Diarmuid Mulherin - Consultant Rheumatologist, Cannock Chase Hospital, Royal Wolverhampton NHS Trust

Programme:

11:00 - 11:20
F3 gap year - a new lost tribe?
Dr Adam Malin - Director of Medical Education, Royal United Hospitals, Bath and Honorary Treasurer, NACT UK

11:20 - 11:40
Exploiting the arctic ocean of SAS doctors in Emergency Medicine
Dr Paul Kennedy - Clinical Lead for Emergency Medicine, Health Education Thames Valley
Dr Michael Bannon - Postgraduate Dean, Health Education Thames Valley

11:40 - 12:00
Physician associates - making a change to the clinical team
Mrs Karen Roberts MSc PA-C/R - Course Director, Physician Associate Studies, St George’s University of London
Dr Catherine Louise Murphy - Higher Trainee in Psychiatry and Former Medical Education Fellow to the Postgraduate Dean, Health Education South London

12:00 - 12:30
Q & A

12:30
Workshop end
The future of healthcare services in the NHS are dependent upon individuals being able to work together within and across organisational and professional silos. The importance of such collaborative practice is highlighted in key policy documents such as the 5-Year Forward View. In this workshop we will introduce a number of educational interventions that explicitly encourage individuals to break-out of their organisational and professional silos to learn together as a means for improving patient care. We will share our experiences of what can be achieved, and the benefits and challenges of encouraging multiprofessional learning. We will cover such multiprofessional learning in quality management, professional development, quality improvement, and delivery of education through networks.

Workshop chair/facilitator:
Dr Sanjiv Ahluwalia - Head of Primary Care Education and Development, Health Education North Central and East London

Programme:

11:00 - 11:15
Introduction:
• Purpose of the workshop is to raise awareness of the multiprofessional agenda
• What would the audience like to achieve from today's session?
• Description of the workshop including speakers and interactive elements before and after
• Brief introduction by members of the presenting team

11:15 - 11:30
Benefits in broadening the approach: Multi professional quality management visits
Dr James McLean

11:30 - 11:45
Community Education Provider and Community Learning Networks:
A new way to develop primary care education
Dr Sanjiv Ahluwalia, Dr Chris Caldwell, Dr John Spicer

11:45 - 12:00
Team Up: An innovative volunteering programme to enhance multi-professional learning
Ms Jessica Lainchbury, Dr Rachel Alder

12:00 - 12:15
Is it multi- or inter-professional? Does it matter? Implications for professional development
Dr Catherine O’Keeffe, Dr Helen Halpern

12:15 - 12:30
Questions and Answers

Speakers:
Dr James McLean - Deputy Dean Quality Education & Environment, Postgraduate Medical Education, Health Education East Midlands
Dr Sanjiv Ahluwalia - Head of Primary Care Education and Development, Health Education North Central and East London
Dr Chris Caldwell - Dean of Healthcare Professions, Health Education North Central and East London
Dr John Spicer - Head of Primary Care Education and Development, Health Education South London
Ms Jessica Lainchbury - Team Up Project Support Officer, Health Education South London
Dr Rachel Alder - Fellow in Medical Education, Health Education South London
Dr Catherine O’Keeffe - Dean of Healthcare Education, Head of Professional Development, Health Education North West London
Dr Helen Halpern - Associate Dean in the Professional Development Department, Health Education North West London
Workshops

C24: Values

Thursday: 11:00 - 12:30 hrs

Room Number: Exchange 11
Seating Capacity: 64

Can you recite your NHS values? Why are they important? And how do we teach and assess for them? In this workshop we will explore what's behind the values-rhetoric, how we select for values and their fundamentally important relationship with person-centred care. The workshop will take the form of three brief presentations followed by an open forum for discussion.

Chair: Dr Tim Swanwick - Postgraduate Dean, Health Education England, North Central and East London

Programme:
11:00 - 11:05 Welcome and introduction
11:05 - 11:20 Values based recruitment
Dr Katie Petty-Saphon - Chief Executive, Medical Schools Council
11:20 - 11:40 Placing the patient at the heart of the medical curriculum
Dr Tim Swanwick - Postgraduate Dean, Health Education England, North Central and East London
11:40 - 12:05 NHS values training
Professor Paul Baker - Deputy Postgraduate Dean, Health Education England, North West
12:05 - 12:30 Open discussion
Workshops

C25: Supporting Trainees

Thursday: 11:00 - 12:30 hrs

Room Number: Exchange 9
Seating Capacity: 96

The purpose of this 90-minute workshop will be to guide participants through difficult case studies of unsupportive environments. Solutions will then be considered. A summary of interventions will be presented which aim to change undermining cultures & areas of good practice as well as new innovations and guidance. This will also include an overview of the GMC and Academy of Medical Royal College’s recent work in the area and the incorporation into the new standards. Finally use of current legislation and rules to support trainers where more collaborative approaches have failed will also be discussed.

Chair:
Professor Namita Kumar - Postgraduate Dean, Health Education North East; Consultant Physician and Rheumatologist

Programme:
11:00 Welcome and Introduction
11:05 Introduction on what is a supportive environment and background to AoMRC Trainees project
11:15 Vignettes - Real life case studies from both trainee and trainer perspective
12:15 Discussion in the larger groups of signs of a poor environment, signs of a failing trainee, what tools are available including legislation and regulation to improve the situation
12:30 Workshop close

Speakers:
Dr Jude Harrison - Vice Chair, Academy of Medical Royal Colleges Trainee Doctors’ Group; Welsh Clinical Academic Fellow ST4
Professor Namita Kumar - Postgraduate Dean, Health Education North East; Consultant Physician and Rheumatologist
Dr Gethin Pugh - Chair, Academy of Medical Royal Colleges’ Trainee Doctors Group; Consultant in Anaesthesia & Intensive Care Medicine
Workshops

D27: Patient Safety and Human Factors

Thursday : 14:45 - 16:15 hrs

Room Number: Exchange 2
Seating Capacity: 80

The two biggest challenges facing us are how do we improve patient safety and still maintain excellence in training. In the session we have brought together world class expertise to answer this question from many angles. We know that after hours, the bulk of emergencies happen we are reliant on trainees to deliver the treatments. How do we make sure they can. This session will guarantee to be enlightening and give you something practical to take home and start tackling these fundamental issues.

Chair:
Dr Damian McKeon - Editor Clinical Tutor, NACT UK

Programme:

14:45       Introduction

14:45 - 15:05 Health Numeracy (the ability to use figures to underpin working and thinking in clinical practice)
Dr Anne Taylor - Hospital Dean, Keele University School of Medicine

15:05 - 15:15 Discussion

15:15 - 15:35 Engaging Foundation doctors in patient safety
Dr Julie Andrews - Consultant in Medical Microbiology, Whittington Health
Dr Celia Bielawski - Consultant Physician and Director of Postgraduate Medical Education, Whittington Health

15:35 - 15:45 Discussion

15:45 - 16:05 Simulated Practice for Human Factors
Professor Bryn Baxendale - Director, ASPiH
Mr Andy Anderson - Chief Executive Officer, ASPiH

16:05 - 16:15 Discussion
D28: New Ways of Educating and Cross Speciality Learning in Primary Care

Thursday: 14:45 - 16:15 hrs

Room Number: Exchange 6
Seating Capacity: 80

The nature of primary care education is changing. Formal programmes of education are blurring at the edges and there are more multi-professional interventions. This workshop will discuss “Flipping GP teaching” – see https://www.youtube.com/watch?v=2H4RkudFzlc and http://njms.rutgers.edu/education/office_education/faculty/documents/Lecturehallswithoutlectures-Prober-May2012.pdf; a unique collaboration of GPs and Paediatricians in training with good learning outcomes for both disciplines; and an inter-professional project delivered across eight GP ST Programmes by academic social workers to GP trainees. What is driving these changes and what could that mean for other sectors?

Chair:
Professor John Howard - Head of education and quality for primary and community care/Postgraduate GP Dean/
Deputy Postgraduate Dean, Health Education East of England

Programme:
14:45 - 15:00. Learning Together. A project to develop learning for child health in GP and Paediatric training
Dr John Spicer, Dr Chloe Macaulay, Mrs Wendy Riches

15:00 - 15:15. Primary Care education - juggling jelly
Professor John Howard

15:15 - 15:30. ‘Flipping’ GP teaching
Dr Martin Wilkinson, Dr Steve Walter

15:30 - 15:45. A meaningful experience in social care for trainees in general practice
Dr Anwar Khan, Professor Kay Caldwell, Dr Lucille Allain

15:45 - 16:15. Discussion and Q&A

Speakers:
Dr John Spicer - Head of Primary Care Education, Health Education South London; Primary Care lead for Learning Together
Dr Chloe Macaulay - Consultant Paediatrician, Evelina Hospital, London; Clinical Lead for Learning Together
Mrs Wendy Riches - Education and Development Consultant, Evelina Hospital, London; Technical and Analytic Lead for Learning Together
Professor John Howard - Head of education and quality for primary and community care/Postgraduate GP Dean/
Deputy Postgraduate Dean, Health Education East of England
Dr Martin Wilkinson - Director of Postgraduate GP Education, Health Education West Midlands
Dr Steve Walter - Head of School of Postgraduate General Practice, Health Education West Midlands; Honorary Senior Lecturer in Primary Care at University of Worcester
Dr Anwar Khan - Specialty Training Lead, HE NCEL
Professor Kay Caldwell - Head of the Innovation Hub for Workforce Transformation at Middlesex University
Dr Lucille Allain - Associate Professor and Director of Social Work Programmes at Middlesex University
D29: Doctors with Difficulty Progressing in Training

Thursday: 14:45 - 16:15 hrs

This session will provide an overview of the definitions, common presentations and current research into doctors who have difficulty with training progression, and present options for managing this challenging issue.

The start of this session will provide an overview including definitions, categories and common presentations. There will be brief presentations on the research findings into:

- the value of WPBA in predicting doctors in difficulty
- how WPBA can be used to predict exam performance and/or the need for additional training time
- Investigating differential attainment in medical education and training: an update on the GMC’s work programme
- what factors contribute to successful intervention

With a wider discussion on what these findings might suggest is the optimum approach for the future

Chair:
Professor Sheona Macleod - Postgraduate Dean, Health Education East Midlands and Chair of English Deans; Honorary Professor University of Nottingham

Programme:
11:00 - 11:05 Welcome and introduction

14:45 - 15:00 Predicting and Managing Doctors in Difficulty (DiD)
Dr Mumtaz Patel

15:00 - 15:15 New insights into identifying Trainees in difficulty
Dr Sathya Naidoo

15:15 - 15:30 Differential Attainment GMC
Dr Kirsty White

15:30 - 15:50 Why do trainees fall into difficulty and how can we identify those at risk?
Dr Fiona Patterson

15:50 - 16:15 Q&A

16:15 Workshop end

Speakers:
Professor Sheona MacLeod - Postgraduate Dean, Health Education East Midlands and Chair of English Deans
Dr Sathya Naidoo - Associate Postgraduate Dean, Health Education East Midlands
Dr Mumtaz Patel - Consultant, Department of Renal Medicine, Manchester Royal Infirmary
Dr Fiona Patterson - Director for the Work Psychology Group
Dr Kirsty White - Head of Planning, Research and Data Development at the GMC
Workshops

D30: Difficult Conversations

Thursday: 14:45 - 16:15 hrs

Room Number: Exchange 1
Seating Capacity: 62

This interactive workshop will explore the development of educational interventions to address:

1. Conversational challenges which may arise when dealing with underperformance issues of trainees (and on occasion, trainers).
2. Inter-professional communication involving conflict between trainees and colleagues.

We will discuss the process, challenges, and strategies to help trainers to have constructive meetings with trainees when concerns have been raised.

We will present our experiences developing training radiology trainees to navigate difficult conversations with colleagues. Delegates will be encouraged to formulate approaches relevant to their own situations when such conversations may be needed.

Chair:
Dr Saleem Farook - Consultant and Vice Chairman, Emergency Medicine, Hamad Medical Corporation, QATAR

Programme:
Introduction - aims and objectives

14:45 - 15:15

Part A: Having that difficult conversation in medical education - top tips for educators

What is a difficult conversation?
14.45 Introduction
14.55 Brainstorming - situations which may result in difficult conversation
15.15 Identifying broad strategies to facilitate effective communication under stressful circumstances

15:30 - 16:15

Part B - Inter-professional communication under stress – understanding the barriers and how to overcome them

15.30 Where we came from/ how the need was identified
15.40 What did we need to get to where we are
15.50 Interactive example from course: what we learned
16.00 Delegates consider their own local needs and challenges; discussion of challenges

16:15 Conclusion - Lessons learned and closure

Speakers:
Dr Saqib Butt - Clinical Radiology Registrar, Addenbrooke’s Hospital, Cambridge
Dr Saleem Farook - Consultant and Vice Chairman, Emergency Medicine, Hamad Medical Corporation, QATAR
Dr Lorraine Noble - Senior Lecturer in Clinical Communications, University College London Medical School, London
Dr Francesca Peters - Consultant Radiologist Whittington Health, London
Dr Jane Young - Head of the London School of Radiology, Consultant Radiologist, Whittington Health, London
Workshops

**D31: Change and Adaptive Leadership**

**Thursday: 14:45 - 16:15 hrs**

Room Number: Exchange 11  
Seating Capacity: 64

This workshop provides an introduction to the key concepts of change and adaptive leadership for those who wish to develop an understanding of how to manage change and gain an evidence base to help them become more effective leaders in a complex world. The workshop comprises interactive group activities, short presentations and individual exercises aimed towards gaining insight into how change can be planned for, managed and led from personal, interpersonal and organisational perspectives. Core topics include the leader as an agent of change, models of change management and change in complex organisations and contexts.

**Co-Chairs:**  
**Judy McKimm** - Director of Strategic Educational Development, School of Medicine, Swansea University and Director, ASME Leadership Development Programme  
**Professor Paul Jones** - Programme Director, Graduate Entry Medicine Programme, School of Medicine, Swansea University and Course Faculty, ASME Leadership Development programme

**Programme:**

14:45  Welcome and introductions
14:55  Models of change - from linear to complex
15:05  Theory to practice - Activity (1)
15:20  Change in complex environments
15:30  Theory to practice - Activity (2)
15:45  Adaptive leadership and change
15:55  Yourself as a 'change leader' - Activity (3)
16:00  Close
Workshops

D32: Professional Standards

Thursday: 14:45 - 16:15 hrs

Room Number: Exchange 9
Seating Capacity: 96

Professional standards underpin our professional practice. All doctors become teachers, whether formally or informally, even if we no longer learn by “see one, do one, teach one”. This interactive workshop brings together examples of innovations that facilitate the very best professional practice in this area: describing and discussing ways to support the local Faculty Trainer, provide Supervisor Accreditation and Training, run a MOOC on ‘Clinical Supervision with Confidence’ and collaborate on providing academic opportunities and qualifications tailored to particular groups of educators. Bring your own ideas and come prepared to contribute to raising the professional standards of medical educators.

Chair:
Dr Susi Caesar GP - Appraiser, Medical Education, Quality Assurance and Training Provider, Associate Dean, Wessex Appraisal Service Lead, Care Quality Commission Specialist Advisor, Medical Director for Revalidation, RCGP

Programme:

Professional standards for medical educators
Demonstrating briefly 3 different methods for addressing the issue of professional standards ongoing in our region.

a) Supervisor development in line with the GMC guidelines and AoME framework within the Public Health specialty training programme, developing approval criteria and facilitating educator appraisal and peer-mentoring.

b) Developing and delivering a free, two-week open access MOOC (Clinical Supervision with Confidence) on the Future Learn platform covering ‘Giving Feedback’ and ‘Managing Trainees in difficulty’.

c) Update on how our Trusts are getting on with their programmes for supervisor accreditation and training.

Dr Veena Rodrigues - Head, Department of Medical Education, Norwich Medical School, University of East Anglia

Supporting the local Faculty Trainer
Sharing examples of how DME’s are supporting their local faculty in doing a good job and meeting the GMC requirements.

Dr Andrew Whallett - Consultant Rheumatologist & Head of Medical Education, Dudley Group NHS Foundation Trust, Russells Hall Hospital, Dudley, West Midlands

Dr Alison Cooper - Chair, NACT UK; Consultant Anaesthetist, Rotherham General Hospital

Higher education for medical educators
Sharing the experiences of the collaborative venture between Health Education Wessex and Winchester University in designing and implementing a Certificate in Medical Education for Medical Appraisers and, most recently, a Diploma in Medical Education for GP Trainers, Medical Appraisers and Dental Trainers.

Dr Susi Caesar - Associate Dean, Health Education Wessex, Southern House, Sparrowgrove, Otterbourne

Workshop activity, discussion and Q&A
Workshops

**D33: Writing for Publication**

**Thursday : 14:45 - 16:15 hrs**

Room Number: Exchange 4
Seating Capacity: 80

This workshop is structured around an interactive presentation on writing and submitting a journal article from the editorial perspective of ASMEs journals The Clinical Teacher and Medical Education - including what makes a good paper, ethical considerations, common pitfalls and the submission and review processes. Small group activities encourage participants to reflect on their experience of writing for publication, what makes a good manuscript, and defining a target audience and journal for your work. There will be plenty of opportunities for questions and discussion of any issues relating to publication which participants wish to discuss.

**Chair:**

*Dr Michael Ross* - Co-Editor-In-Chief of The Clinical Teacher journal, Programme Director MSc & PhD Clinical Education and Senior Clinical Lecturer in the Centre for Medical Education at The University of Edinburgh

**Programme:**

14:45 Welcome and introductions
14:50 Why publish?
14:55 Experiences of publication
15:05 Preparation
15:20 Submission and review processes
15:35 The aftermath
15:45 Strategies for success
15:55 Ethics, authors and interests
16:05 Questions and discussion
16:15 Workshop close

**Speakers:**

*Dr Michael T Ross* - Co-Editor-In-Chief of The Clinical Teacher journal, Programme Director MSc & PhD Clinical Education and Senior Clinical Lecturer in the Centre for Medical Education at The University of Edinburgh
1 E-learning

1-1 A PILOT STUDY OF THE USE OF VIDEO-CONFERENCING TECHNOLOGY IN MEDICAL STUDENT WELFARE MEETINGS
A Booth*, J Bedford, A Bonner
(1) Undergraduate Medical Education, Central Manchester Foundation Trust, Manchester, UK
(2) University of Manchester, Manchester, UK

1-2 AN INVESTIGATION INTO SPECIALTY TRAINEE ENGAGEMENT WITH E-LEARNING IN HEALTH EDUCATION NORTH WEST (HENW)
JM Brown*, NJ Shaw, S Agius, J Hayden
(1) Evidence-based Practice Research Centre, Faculty of Health & Social Care, Edge Hill University, St Helens Road, Ormskirk, Lancs, L39 4QP
(2) Health Education North West

1-3 PERIOPERATIVE IMPROVEMENT SCIENCE AND MANAGEMENT (PRISM): DEVELOPMENT OF A QUALITY IMPROVEMENT TEACHING WEBSITE FOR PERIOPERATIVE TRAINEES
M Chazapis*, A Whitehead, T Duncan, C Frith, M Campbell, O Blightman, L Oswald, J Modha, C Johnston, S R Moonesinghe
(1) Surgical Outcomes Research Centre, University College London, London
(2) Oxford University Hospital, London
(3) University College London, London
(4) St George’s Hospital, London

1-4 MEDWISE: AN ONLINE TEACHING, LEARNING AND ASSESSMENT RESOURCE FOR MEDICAL AND HEALTH SCIENCE EDUCATORS.
R Dennick*, C Haines, N Miranowicz and P Johnson
School of Medicine, B Floor, Nottingham Medical School, Queen’s Medical Centre, Nottingham NG7 2UH

1-5 SERIOUS GAMING DOESN’T HAVE TO BE SERIOUSLY EXPENSIVE
A Drinkall*, R Price, Information Systems and Learning Technology Manager, Yorkshire Ambulance Service
Health Education England, 2nd Floor, Stewart House, Russell Square, London, WC1B 5DN

1-6 TEAMHAEM – THE CHANGING ROLE OF SOCIAL MEDIA IN MEDICAL EDUCATION
R Evans*, E Graves, A McGregor, J Young
The Newcastle upon Tyne NHS Foundation Trust, UK

1-7 GETTING THE MOST FROM E-LEARNING FOR END OF LIFE CARE.
C Faull
Association for Palliative Medicine of Great Britain and Ireland, National Clinical Lead for e-ELCA, University Hospitals of Leicester and LOROS hospice, Leicester.
LOROS, Groby Road, Leicester LE3 9QE

1-8 DOES THE USE OF A ‘CRISIS CHECKLIST’ MOBILE PHONE APPLICATION HAVE AN EFFECT ON THE TIME TAKEN TO TREAT AN ACUTELY UNWELL PATIENT IN A PRE-HOSPITAL SETTING?
T Foreman*, S Mitra
School House, Hillside, Caerphilly, CF83 1HN
Anaesthetics Department, Gwynedd Hospital, Penrhosgarnedd, Bangor, Gwynedd, LL57 2PW

1-9 DEVELOPMENT OF AN E-LEARNING MODULE, FOR TRAINEES, CONCERNING USE OF SOCIAL MEDIA
M Forrest*
Department of Postgraduate Medical Education, Central Manchester Foundation Trust, Oxford Rd, Manchester, M13 9WL

1-10 ONE HUB TO RULE THEM ALL? DESCRIBING THE NEED FOR A NATIONAL ONLINE ‘HUB’ TO ACCESS AND SHARE TECHNOLOGY ENHANCED LEARNING RESOURCES IN HEALTHCARE
S Kennedy*, B Baxendale, E Hughes, A Ryan, R Price
(1) Health Education England
(2) Nottingham University Hospitals NHS Foundation Trust
(3) Health Education West Midlands, Technology Enhanced Learning Programme, e-Learning for Health

1-11 BREAKING THROUGH THE BARRIERS TO TECHNOLOGY ENHANCED LEARNING
N Lafferty*, M Teague, R Price
(1) Technology & Innovation in Learning (CTIL), University of Dundee
(2) JISC
(3) Information Systems and Learning Technology, Yorkshire Ambulance Service and Health Education
CTIL - Library & Learning Centre - University of Dundee - Dundee DD1 4HN
1-12
E-LECTURES ARE GREAT - PLEASE DONT CHANGE THIS
AK Lyon*
Unit of Public Health and Epidemiology School of Health and Population Sciences College of Medical and Dental Sciences University of Birmingham Edgbaston, Birmingham B15 2TT

1-13
AN ONLINE SCHEDULING TOOL ENHANCES DELIVERY OF BEDSIDE TEACHING FOR MEDICAL STUDENTS
T Mahendiran* (1), M Vincent (1), J Kakuchi (2)
(1) The Academy, Musgrove Park Hospital, Taunton TA1 5DA
(2) Yeovil District Hospital, Yeovil

1-14
THE QUEST FOR THE HOLY GRAIL: EVIDENCING THE IMPACT OF LEARNING
R Price*, Information Systems Manager, Yorkshire Ambulance Service, Yorkshire
Yorkshire Ambulance Service NHS Trust Springhill J 2 Brindley Way Wakefield 41 Business Park Wakefield, WF2 0XQ

1-15
SHOW AND TEL: WHAT WOULD A NATIONAL ONLINE TECHNOLOGY ENHANCED LEARNING COMMUNITY LOOK LIKE?
A Ryan* (1), B Baxendale (2), E Scales (1), S Kennedy (1), R Price (3), J Moore (1)
(1) Health Education England, London
(2) ASPH, London
(3) Yorkshire Ambulance Service, Leeds
Health Education England 2nd Floor | Stewart House | Russell Square | London | WC1B 5DN

1-16
ONLINE TRANSACTIONAL MEMORY FOR MEDICAL INFORMATION
JS Sandhu*, D Tarmey, L Bryne-Davis
University of Manchester Medical School, Stopford Building, Oxford Road, Manchester M13 9PT

1-17
THE ROYAL LIVERPOOL AND BROADGREEN UNIVERSITY HOSPITAL TRUST ‘EMERGENCY HANDBOOK APP’: REASONS FOR POOR UPTAKE AND LESSONS FOR OTHER NOVEL CLINICAL MOBILE APPS
NL Scott*, A Guha ††
† Academic foundation year 2 doctor in medical education, Royal Liverpool and Broadgreen University Hospital, Prescot Street, Liverpool, L7 8XP †† Professor of medical education, Royal Liverpool and Broadgreen University Hospital, Prescot Street, Liverpool, L7 8XP

1-18
SMART SOLUTIONS USING WEB BASED INDUCTION FOR TRAINEES
K Stuart*, J Bright, S Carley, B Nethercott, S Hussey, L Orrell
Postgraduate Medical Education Department, Central Manchester University Hospitals NHS, Foundation Trust, Oxford Road, Manchester M13 9WL

1-19
EVALUATING THE MOST USEFUL FEATURES OF VIDEO LEARNING RESOURCES TO INFORM PRODUCTION OF PRACTICAL CLINICAL SKILLS VIDEOS
OM Taylor*, R Kendall
School of Clinical Medicine, University of Cambridge, Addenbrooke’s Hospital, Hills Rd, Cambridge CB2 0SP, UK
2 Undergraduate education

2-1 A RANDOMISED CONTROL STUDY OF ADVERSE EVENT SIMULATION TO TEACH MEDICAL STUDENTS PATIENT SAFETY: A PRELIMINARY STUDY
I Ali, F Schwartz*, S Turle, C Sadler
Education Academy, The Royal London Hospital, Simulation Centre, Basement, Turner Street London, E1 1BB

2-2 RADIOLOGICAL ANATOMY AS A PLATFORM FOR PRECLINICAL AND CLINICAL INTEGRATION IN UNDERGRADUATE MEDICAL EDUCATION
Z Ali, S Shreya, P McCarthy
Radiology discipline, Room 316, CSI Building, School Of Medicine, National university of Ireland, Galway, Ireland

2-3 VIRTUAL ON-CALL - IMPROVING PREPARATION FOR ON-CALL WORK
C Anderson*, E Thorman*
FT2 Doctors, South Thames Foundation School

2-4 12 WEEK STUDENT MENTORSHIP PROGRAMME
A Ansari(1), J Callear(2)
(1) Royal Victoria Infirmary, Newcastle upon Tyne
(2) Stoke Mandeville Hospital, Mandeville Rd, Aylesbury, Buckinghamshire, HP21 8AL

2-5 ANALYSIS OF THE SITUATIONAL JUDGEMENT TEST AND IMPLEMENTATION OF THE FINDINGS TO IMPROVE FUTURE MEDICAL SCHOOL PROFESSIONALISM EXAMINATIONS
J Bhamrah*, J Deery; J Coomber; R Knac; R Charlton
Medical education: Professionalism and Ethics Department, University of Nottingham, Nottingham Medical School, Queen’s Medical Centre, Nottingham NG7 2UH, UK

2-6 THE EFFECT OF GENDER BIAS ON MEDICAL STUDENTS AND CAREER CHOICES: A CROSS-SECTIONAL STUDY
A Bhide*, A Garg*
Faculty of Medicine, Imperial College London South Kensington campus, Exhibition Road, London, SW7 2AZ, UK

2-7 BSMS SMARTDRUG: A NOVEL APPROACH TO THE STUDENT FORMULARY
L Bissell*, CJ Taylor, M Okorie
Division of Medical Education, Brighton and Sussex Medical School,344A Mayfield House, University of Brighton, Falmer, Brighton, BN1 9PH.

2-8 WHAT MOTIVATES STUDENTS TO PARTICIPATE IN PEER-PEER TEACHING: A QUALITATIVE ANALYSIS
D Blundell**, A Detroy (2), B Lawrence (3)
(1) Great North Childrens Hospital, Newcastle, UK
(2) Walsall Manor Hospital, Walsall, UK
(3) Queens Medical Centre, Nottingham, UK

2-9 PERSONAL DEVELOPMENT AS A STUDENT SURGICAL SOCIETY COMMITTEE MEMBER
L Bolton*, R Kalenderov*, Y Majeed, T Alexander, A Fareed, E Cornish, D Rajaa
Manchester Medical School, Stopford Building, Oxford Road, Manchester M13 9PT

2-10 RANDOMISED TRIAL TO COMPARE THE IMPACT OF SUPERVISED VIDEO FEEDBACK VERSUS UNSUPERVISED VIDEO FEEDBACK FOR STUDENTS LEARNING INTRAVENOUS CANNULATION
LR Bookless*, A Detroy (1), J Speed (2), D Burns (2), P Fisher (3)
(1) Newcastle upon Tyne Hospital NHS Foundation Trust, Newcastle-Upon-Tyne UK
(2) Anatomy and Clinical Skills Department, School of Medical Education, University of Newcastle, UK
(3) University Hospital of North Durham, County Durham and Darlington NHS Foundation Trust, UK

2-11 IMPROVING THE UNIVERSITY EXPERIENCE FOR STUDENTS WHO LIVE AT HOME
S Calvert*, J Speed (2), D Burns (2), P Fisher (3)
(1) Faculty of Life Sciences, University of Manchester, Oxford Road, Manchester M13 9PT
(2) The School of Nursing, Midwifery and Social Work, University of Manchester, Oxford Road, Manchester M13 9PL
(3) Manchester Medical School, University of Manchester, Oxford Road, Manchester M13 9PT

2-12 DEVELOPING ANATOMY PRS-SECTIONS FOR MODERN SURGICAL PROCEDURES
WH Chan*, D Hughes*
School of Medicine, University of Aberdeen, Scotland, UK

2-13 BALINT GROUPS FOR MEDICAL STUDENTS: BENEFITS & CHALLENGES. A LITERATURE REVIEW
A Chatziagorakis
Academic Unit of Psychiatry and Behavioural Sciences, Leeds Institute of Health Sciences, University of Leeds, Leeds, LS2 9JL
2-14 EEARLY AND SUSTAINED CLINICAL EXPERIENCE: AN ANSWER TO THE RECRUITMENT QUESTION?
S Cross* (1), C Holt (1), H Huthcings (1), E Marshall (1), R Minvis (1), H Qureshi (1), C Wilson Jones (2)
(1) South London and the Maudsley Core Psychiatry training programme Clinical Treatment Centre, Maudsley Hospital Denmark Hill, SE5 8AZ
(2) Department of Psychological Medicine, Institute of Psychiatry, London

2-15 MEDICAL STUDENTS’ PERCEPTIONS ON THE QUANTITY AND QUALITY OF CHILD PROTECTION TRAINING AT UNDERGRADUATE LEVEL
LF Downing*, DCM Taylor
School of Medicine, University of Liverpool, L69 3GE

2-16 GROWING A DOCTOR AND ‘GROWING’ SAFETY: MEDICAL EDUCATION AND RITES OF PASSAGE FOR COMMUNICATING THE ‘SACRED THINGS’ OF PRACTICE
I Dudley-Swarbrick*
Department of Applied Health and Social Care, Edge Hill University, St Helen’s Road, Ormskirk, Lancashire.

2-17 FACTORS AFFECTING MEDICAL STUDENTS CAREER CHOICES AND HOW THIS CAN BE USED FOR WORKFORCE PLANNING
MD Eianner (1), N Gainsborough, A Dawson, R Walker-Bone (2)
(1) Current address: Department of General Surgery Basildon and Thurrock University Hospital (2) Current address: MRC Lifecourse Epidemiology Unit, Southampton General Hospital.

2-18 EXPLORING THE IMPACT OF A SIMULATION BASED EDUCATIONAL INTERVENTION (IMASS: Integrated Medical and Surgical Simulation course) ON 5TH YEAR MEDICAL STUDENTS’ CONFIDENCE AS A MARKER OF READINESS TO ENGAGE WITH FOUNDATION YEAR 1 (FY1)
FA Fletcher*, M Marshall, P Vivekananda Schmidt, DJ Rosario
Academic Unit of Medical Education, University of Sheffield, Glossop Road, Sheffield. S10 2JL

2-19 ARIATION IN PERCEPTION OF “LEVEL OF CONCERN” WHEN ASSESSING PROFESSIONALISM ISSUES WITH TRAINEES IN DIFFICULTY
M Forrest*
Department of Postgraduate Medical Education Central Manchester Foundation Trust Oxford Rd Manchester, M13 9WL

2-20 INCREASING PREPAREDNESS FOR PRACTICE: USE OF IN SITU SIMULATION AS PART OF A STRUCTURED TRAINING PROGRAMME FOR MEDICAL STUDENTS ON WARD SHADOWING PLACEMENTS
T Furniss* (1), N Cosgrove (2), J Lanham (3),
(1) Anaesthetic Registrar, Health Education North West (Mersey), (2) Clinical Skills Educator, (3) Undergraduate Administrator,
(2+3) Warrington & Halton Hospitals NHS Foundation Trust, Lovely Lane, Warrington

2-21 P.A.S.S FOR FINALS: A NOVEL SIMULATION BASED COURSE FOR MEDICAL STUDENTS PREPARING FOR FINAL UNDERGRADUATE EXAMINATIONS
T Furniss* (1), N Cosgrove (2), J Lanham (3),
(1) Anaesthetic Registrar, Health Education North West (Mersey), (2) Clinical Skills Educator, Warrington & Halton Hospitals NHS Foundation Trust, (3) Undergraduate Administrator,
Warrington & Halton Hospitals NHS Foundation Trust.

2-22 ENHANCING MEDICAL STUDENT TEACHING BY IMPROVING CURRICULUM COMMUNICATION WITH WIDER HEALTH CARE PROFESSIONALS
C J Gibson
School of Medicine, Keele University, Staffs ST5 5BG

2-23 DESIGNING A NOVEL UNDERGRADUATE MEDICAL EDUCATION PATIENT SAFETY CURRICULUM UNDERRPINNED BY NON-TECHNICAL SKILLS
M Gordon*, J MacDowall, G Browne, C Jackson
School of Medicine, Harrington Building, University of Central Lancashire, Preston UK

2-24 MEDICAL STUDENT VIEWS OF ANXIETY WHEN RECEIVING FEEDBACK AFTER PERFORMING FILMED CLINICAL PRACTICAL SKILLS
(1) University Hospital of North Durham, County Durham and Darlington NHS Foundation Trust, UK.
(2) Royal Victoria Infirmary, Newcastle upon Tyne NHS Foundation Trust, Newcastle upon Tyne, UK.
(3) Faculty of Medicine, School of Medical Education, Newcastle University, Newcastle upon Tyne, UK.

2-25 WHO WANTS TO BE A SURGEON? A REVIEW OF THE TIMING AND FACTORS INFLUENCING MEDICAL STUDENT CHOICE TO PURSUE SURGICAL TRAINING
M Groarke*, B Hapuarachi, L Tognarelli, M Dowling
Tameside General Hospital, Manchester

2-26 TEACHING E-PRESCRIBING TO MEDICAL STUDENTS
E Grylls* (1), W Cowie (1,2), A Batchelor (1), R Babu (1,2), C Fertleman(1,2)
(1) Health Education North West (Mersey), (2) University College London Medical School

2-27 PATIENT SAFETY EDUCATION FOR UNDERGRADUATE MEDICAL STUDENTS
S Habeeb*, S Vaughn
Paediatric Department, St George’s University Hospitals NHS Foundation Trust Blackshaw Road, Tooting, London SW17 0QT
2-28
PATIENT VOLUNTEERS – WHY THEY GET INVOLVED WITH UNDERGRADUATE TEACHING  
R Hallewell*, E Woolley, G Surtees  
Cumberland Infirmary, Carlisle, Cumbria CA2 7HY

2-29
“FIND YOUR MATE”: A FUN INTERACTIVE GAME TO SUPPORT THE TEACHING OF SEXUAL HISTORY TAKING TO MEDICAL STUDENTS  
K Hara*, (1), J Fitzgerald(1), B Tometzki (2)  
(1) Department of Sexual Health and HIV Medicine, Royal United Hospitals Bath NHS Foundation Trust, Combe Park, Bath BA1 3NG  
(2) Glasgow University Medical School, University Avenue, Glasgow, G12 8QQ

2-30
ESSENTIAL EXAMINATIONS: EFFICIENT, ENGAGING & EFFECTIVE  
M Ishak* (1), A O'Reilly (2), B Ummat (3)  
(1) Birmingham City Hospital, Dudley Road, Birmingham, B18 7QH  
(2) Birmingham Children's Hospital, Steelhouse Lane, B4 6HN  
(3) Birmingham Heartlands Hospital, Bordesley Green East, Birmingham, B9 5YS

2-31
EVALUATING NEAR-PEER TEACHING SESSIONS AT IMPERIAL COLLEGE LONDON  
St. Mary's Hospital, Praed Street, London, W2 1NY

2-32
EVALUATING A CLINICAL REASONING CURRICULUM IN UNDERGRADUATE MEDICAL EDUCATION  
S Khan-Hussain*, R Dennick, P Garrud  
Medical Education Fellow, Trent Simulation and Clinical Skills Centre Queen Medical Campus Nottingham NG7 2UH

2-33
EXPLORING THE ROLE OF A STUDENT-ORGANISED CARDIOVASCULAR CONFERENCE FOR MEDICAL STUDENTS; INSIGHTS FROM A RETROSPECTIVE EVALUATION SURVEY  
RA Kotronias* (1), M Giannoudi (2)  
(1) Keele University School of Medicine, Keele University, ST5 5BG  
(2) Newcastle University School of Medicine, Newcastle upon Tyne, NE2 4HH

2-34
EXPLORING THE USE OF COMICS AS A REFLECTION METHOD  
K Kwak*, S Carley, H Kim  
Central Manchester University Hospitals NHS Foundation Trust Postgraduate Centre Manchester Royal Infirmary, Oxford Road, Manchester, M13 9WL

2-35
STRATEGIES USED IN THE WORKPLACE BY DOCTORS WITH DYSLEXIA  
R Locke* (1), G Alexander (3), R Mann (4), S Scallan (2), Kibble (5)  
(1) Faculty of Education, Health and Social Care, The University of Winchester, Winchester, Hampshire SO22 4NR  
(2) University of Winchester, Winchester, Hampshire SO22 4NR  
(3) Enabling Services, Student Services, Highfield Campus, University of Southampton SO17 1DU  
(4) Professional Support Unit, Health Education Wessex, Otterbourne, Winchester, Hampshire SO21 7RU  
(5) Faculty of Education, Health and Social Care, The University of Winchester, Winchester, Hampshire SO22 4NR

2-36
INTEGRATED LEARNING, LARGE GROUP SESSIONS WITH E-VOTING CAN FACILITATE DEVELOPMENT OF UNDERGRADUATE CLINICAL DIAGNOSTIC REASONING SKILLS  
E Lloyd*, B Hole, B Laue, J Harris  
Bristol Medical School, First Floor, Senate House, Tyndall Avenue, Bristol, BS8 1TH

2-37
INCREASING MEDICAL STUDENTS’ ENGAGEMENT IN PUBLIC HEALTH: CASE STUDIES ILLUSTRATING THE POTENTIAL ROLE OF ONLINE LEARNING  
J Sheringham (2), A Lyon* (1), A Jones (3), J Strobi (4), H Barnett (2)  
(1) Unit of Public Health and Epidemiology, School of Health and Population Sciences College of Medical and Dental Sciences University of Birmingham Edgbaston, Birmingham, B15 2TT  
(2) Department of Applied Health Research, UCL, 1-19 Torrington Place, London WC1E 7HB  
(3) Brighton and Sussex Medical School, University of Sussex, Brighton, East Sussex BN1 9PX  
(4) People’s Open Access Education Initiative, 34 Stafford Road, Eccles, Manchester

2-38
IMPROVING THE EXPERIENCE OF MEDICAL STUDENTS ON PSYCHIATRY PLACEMENTS BY INTRODUCING A “SHO-STUDENT BUDDY SYSTEM”  
I Mark*  
South West London and St George's Mental Health Trust, Springfield Hospital, 61 Glenburnie Road, London, SW17 7DJ

2-39
HUMAN FACTORS EXPERIENTIAL LEARNING VIA SIMULATION Part 2  
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2-40
THE ROLE OF THE FOUNDATION DOCTOR IN TEACHING MEDICAL STUDENTS  
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2-41 EVALUATION OF THE PROMOTION OF PROFESSIONALISM AT THE START OF A MEDICAL CURRICULUM USING GOOD MEDICAL PRACTICE

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2-42 AIDING STUDENT UNDERSTANDING OF FEMALE REPRODUCTIVE TRACT ANATOMY THROUGH THE USE OF ULTRASOUND IMAGING

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2-43 MEDICAL STUDENT PERCEPTIONS OF WORK EXPERIENCE

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2-44 HOW DO WE IMPROVE LEARNING EXPERIENCES OF MEDICAL STUDENTS IN (PAEDIATRIC) CLINICAL PLACEMENTS?

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2-45 INTRODUCTION OF A MEDICAL EDUCATION QUALITY DASHBOARD IN A UK TEACHING HOSPITAL: A USEFUL APPROACH TO DRIVE EDUCATION QUALITY?

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2-46 QUALITATIVE EVALUATION OF THE KING’S COLLEGE LONDON SCHOOL OF MEDICINE STUDENT PSYCHOTHERAPIST SCHEME

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2-47 DOES PARTICIPATION IN AN UNDERGRADUATE JOURNAL CLUB MAKE DENTAL STUDENTS MORE KNOWLEDGEABLE AND CONFIDENT IN PRACTISING EVIDENCE-BASED DENTISTRY?

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2-48 SOCIAL MEDIA – TEACHING STUDENTS TO POST IT LIKE A PRO

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2-49 ASSESSING THE LEARNING OF MEDICAL STUDENTS AFTER SPENDING TIME IN GENERAL PRACTICE: A TUTOR’S PERSPECTIVE

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2-50 NASOGASTRIC TUBE ERRORS OF THE PAST: WHO’S LEARNING?

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2-51 MEDICAL STUDENTS STRUGGLE WITH SELF-ASSESSMENT IN A RANDOMISED CONTROL TRIAL ON INTRAVENOUS CANNULATION USING VIDEO-ASSISTED FEEDBACK

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2-52 CAN PSYCHOTHERAPEUTIC GROUP WORK BECOME AN ADAPTABLE MODEL IN HELPING THE TRANSITION FROM STUDENTS TO DOCTORS?

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2-53
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2-54
HUMAN FACTORS EXPERIENTIAL LEARNING VIA SIMULATION
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2-55
PREPARING MEDICAL STUDENTS FOR FUTURE PRACTICE
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2-56
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2-57
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2-58
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2-59
MINIMALLY INVASIVE AND ROBOTIC SURGERY IN UNDERGRADUATE MEDICAL EDUCATION
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2-60
AN EXPLORATION OF THE TEACHING AND LEARNING IN A STUDENT SELECTED UNIT
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2-61
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TO TEACH IS TO LEARN TWICE – NEAR-PEER TEACHING ON THE TRANSITION FROM PRE-CLINICAL TO CLINICAL EDUCATION
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3-2 REIFYING THE VALUE OF WORKPLACE-BASED ASSESSMENT IN POSTGRADUATE MEDICAL EDUCATION
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3-3 TRAINERS’ PERSPECTIVES OF SIMULATION IN UROLOGY
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3-4 AN INVESTIGATION INTO THE USE OF MULTI-SOURCE FEEDBACK (MSF) AS A WORK-BASED ASSESSMENT TOOL
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3-5 INTRODUCING WARD SIMULATION THROUGHOUT THE HOSPITAL
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3-6 DEVELOPING AN OSCE TO ASSESS THE COMPETENCY CHECKLIST FOR PSYCHIATRY FOR CORE TRAINEES
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3-7 LEARNING LESSONS – A TRAINEE-LED CONFERENCE ON PATIENT SAFETY AND SUIs
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3-8 SHOULD POOR BASIC LIFE SUPPORT SKILLS RAISE CONCERNS ABOUT OVERALL CLINICAL PERFORMANCE?
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3-9 EQUALITY AND FAIRNESS IN MRCP(UK) EXAMINATIONS
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3-10 ACTUP: EDUCATION FREE AT THE POINT OF DELIVERY
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3-11 MIND THE GAP; A SURVEY OF LONDON ANAESTHETIC TRAINEES’ EXPERIENCE OF ROTA GAPS
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3-12 EDUCATIONAL APPRAISAL FOR SENIOR REGISTRARS: IS IT APPROPRIATE AND FEASIBLE?
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3-13 RESEARCH METHODS TRAINING FOR IATS- EXPERIENCES OF DEVELOPING A BESPOKE PROGRAM
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3-14 YORKSHIRE ANAESTHETIC TRAINEES CONFERENCE (YAT)
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**ENHANCING TEACHING FEEDBACK IN MEDICAL EDUCATION**

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3-16
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3-17
**CALL ME JOHN/JANE OR CALL ME DR SMITH? DOES TRAINER/TRAINEE FORMALITY AFFECT TRAINING AND CLINICAL PRACTICE?**

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**THE AIMS COURSE - NEAR-PEER SIMULATION TEACHING**

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**INCORPORATING ELEMENTS OF A SPECIALTY TRAINING PROGRAMME INTO A LOCAL AUTHORITY GRADUATE SCHAME**

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**WHEN LIFE GIVES YOU MANDATORY TEACHING, MAKE A PALATABLE PROGRAMME**

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3-21
**INTRODUCING INTEGRATED THEMATIC AND SIMULATION-BASED TEACHING DAYS INTO THE FOUNDATION EDUCATION PROGRAMME AT BLACKPOOL TEACHING HOSPITALS**

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**ENGAGING CORE MEDICAL TRAINEES IN RE-DESIGNING THEIR TEACHING PROGRAMME AT KING’S COLLEGE HOSPITAL**

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**IMPROVING FACULTY ENGAGEMENT IN FOUNDATION PROGRAMME SUPERVISORS**

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**PAEDIATRIC SIMULATION CAN BE USED TO DEVELOP SYSTEMS AND STAFF, IMPROVING PATIENT SAFETY, EFFICIENCY AND QUALITY OF CARE – A PROSPECTIVE OBSERVATIONAL STUDY**

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**USING PAEDIATRIC SIMULATION TO IDENTIFY AREAS FOR IMPROVEMENT IN PAEDIATRIC EMERGENCY CARE AND IMPROVE NURSING CONFIDENCE IN PAEDIATRIC EMERGENCIES: A PROSPECTIVE OBSERVATIONAL STUDY**

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**MONITORING OF ANAESTHETIC TRAINEE SUPERVISION**

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**DEVELOPING EXCELLENCE IN MEDICAL EDUCATORS FOR THE FACULTY OF SEXUAL AND REPRODUCTIVE HEALTH**

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**FLASHCARDS FOR FOUNDATION DOCTORS.**

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3-30
MAY YOUR DRE-EMs COME TRUE: HOW LONDON IMPLEMENTED A NEW ROUTE OF ENTRY INTO EMERGENCY MEDICINE
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3-38
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3-39
DOES ACADEMIC FOUNDATION TRAINING PROVIDE ACADEMIC CAREER OPPORTUNITIES?
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AN AUDIT OF COMPLIANCE OF EDUCATIONAL SUPERVISION WITH GMC STANDARDS AMONGST PATHOLOGY TRAINEES IN THE MERSEY DEANERY
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3-41
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COMPARISON OF SMALL AND LARGE GROUP TEACHING FOR FIRST CLINICAL YEAR MEDICAL STUDENTS IN A DISTRICT GENERAL HOSPITAL
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3-43
WORKPLACE BEHAVIOUR: A TRAINEE LED APPROACH TO BULLYING AND UNDERMINING
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3-48
UTILISING THE RESOURCES OF A REGIONAL BURNS & PLASTIC SURGERY UNIT TO DEVELOP AN EDUCATIONAL PROGRAMME FOR BOTH TRAINING AND NON TRAINING DOCTORS AT CORE TRAINING GRADE
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EDUCATORS’ EXPERIENCES OF ESTABLISHING POSTGRADUATE MEDICAL EDUCATION TRAINING IN SOUTH LONDON AND KENT, SURREY AND SUSSEX
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3-51
SUCCESSFULLY IMPLEMENTING SUPERVISED LEARNING EVENTS (SLEs)
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3-52
WHAT IS THE BURDEN ON CONSULTANTS IN COMPLETING WORKPLACE BASED ASSESSMENTS?
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3-53
MEASURING AND IMPROVING COMPLIANCE WITH JCST (JOINT COMMITTEE ON SURGICAL TRAINING) QUALITY INDICATORS FOR SURGICAL TRAINING (IN CORE SURGICAL TRAINING) GUIDELINES IN PLASTIC SURGERY
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3-54
VALUE OF THE NEWER WORK-PLACE BASED ASSESSMENTS IN PREDICTING DOCTORS IN DIFFICULTY
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3-55 FACTORS AFFECTING WHETHER WORKPLACE BASED ASSESSMENTS PREDICT DOCTORS IN DIFFICULTY - A QUALITATIVE INTERVIEW BASED STUDY

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3-56 STRENGTHENING APPLICATIONS FOR POST FOUNDATION TRAINING: WHERE ARE THE BEST OPPORTUNITIES?

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3-57 IMPROVING JUNIOR DOCTOR’S MANAGEMENT OF ALCOHOL WITHDRAWAL

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3-58 THE ROLE OF SIMULATION TRAINING IN TEACHING ECHOCARDIOGRAPHIC ANATOMY

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3-59 ANNUAL REVIEW OF COMPETENCE PROGRESSION (ARCP) – WHAT’S IT ALL ABOUT?

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3-60 EXAMINING THE EDUCATIONAL IMPACT OF SURGICAL SIMULATION

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3-61 A QUALITATIVE STUDY TO COMPARE THE LEARNING EXPERIENCE OF FULL TIME TRAINEES VS. LESS THAN FULL TIME TRAINEES

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3-62 A IMING FOR THE TOP OF THE PYRAMID – EVALUATING ERROR TEACHING

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3-63 SU RPRISE IN SITU CARDIAC ARREST SIMULATION IN A NON-ACUTE SATELLITE UNIT OF A DGH PROVIDES INVALUABLE TEAM TRAINING AND HIGHLIGHTS FURTHER TRAINING REQUIREMENTS FOR STAFF

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3-64 PROMOTING THE MANAGEMENT OF ACUTE UPPER GASTROINTESTINAL BLEEDS AMONGST JUNIOR DOCTORS: A QUALITY IMPROVEMENT PROJECT

E Saunbury*, E Allison, B Colley
Royal United Hospitals Bath NHS Foundation Trust, Combe Park, Bath, BA1 3NG

3-65 THE AUDIO-COT (CONSULTATION OBSERVATION TOOL) – A FRIEND OR FOE? ASSESSMENT OF GP TRAINERS’ INTEREST IN AND USE OF THIS CLINICAL ASSESSMENT TOOL

S Sales, S Scallan, S Crane, J Lyon-Maris
Portsmouth GP Education Department, Centre for Primary Care Education, Goddard Centre, St James’ Hospital, Locksway Road, Portsmouth, Hampshire PO4 8LD

3-66 THE USE OF THE EPORTFOLIO BY GP TRAINEES: A SURVEY

S Scallan*, J Rial*, J McGee, R Weaver
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD UK

3-67 PROCEDURES AND PROCESSES OF ACCREDITATION FOR GP TRAINERS: SIMILARITIES AND DIFFERENCES

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GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD UK

3-68 WORKFORCE PLANNING: FIRSTS CAREER INTENTIONS ON PLACE AND EXTENT OF WORK

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3-69 EXPLORING NON-VERBAL COMMUNICATION WITH TRAINEES FOR GENERAL PRACTICE

S Miles, S Scallan*, J Lyon-Maris
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3-70
**USING ART TO INTERPRET CLINICAL EXPERIENCE**
K Thresher, S Scallan*, L Smith, C Owen, P Fletcher, L Dennison, L Boreham
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD UK

3-71
**FAILURE TO SECURE A TRAINING POST IN AN APPLICANT’S FIRST CHOICE DEANERY AS A RISK FACTOR FOR DIFFICULTIES DURING TRAINING**
R Crane, P Haig, S Scallan*
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3-72
**FOUNDATION YEAR 1 DOCTORS AND INTRAVENOUS FLUIDS: A RISKY BUSINESS?**
NL Scott*, JS Lea, A Laket, A Guha†
†Academic Foundation Year 2 Doctor in Medical Education, Royal Liverpool and Broadgreen University Hospital, Prescot Street, Liverpool, L7 8XP
††Professor of Medical Education, Royal Liverpool and Broadgreen University Hospital, Prescot Street, Liverpool, L7 8XP

3-73
**CURRICULUM COMPETENCES-BASED EVALUATION OF GENITOURINARY MEDICINE HIGHER SPECIALTY TRAINING IN A LARGE TEACHING HOSPITAL**
G Seth†(1), A Menon-Johansson(1), M Desai(1)
(1) Department of Genitourinary Medicine, Guy’s and St Thomas’ NHS Foundation Trust, UK

3-74
**EDUCATION AND TRAINING IN ADVANCED AIRWAY “FELLOWSHIP” IN THE UNITED KINGDOM (UK)**
MN Sharma†(1), V Athanassoglou(2), I Ahmad
(1) Anaesthetic Registrar, Department of Anaesthesia, Kings College Hospital, Denmark Hill, London, SE5 9RS
(2) Consultant Anaesthetist, Department of Anaesthesia, Nuffield Orthopaedic Centre, Windmill Road, Oxford, OX3 7LD

3-75
**TEACHING SNAPSHOT**
J A Shelton*, S R Platt
Wirral University Teaching Hospital Trust

3-76
**“THE EYES AND EARS” OF THE HOSPITAL - THE CMFT TRAINEE BOARD EXPERIENCE**
ZS Shearest†(1), AG Goodheart(1), FS Spencer(2)
(1) Foundation trainees, (2) Consultant Postgraduate Medical Education, Central Manchester Foundation Trust, Oxford Road, Manchester, M13 9WL

3-77
**HOW DOCTORS IN TRAINING EXPERIENCE CLINICAL ERROR: A METASYNTHESIS**
T Siggs*, N Robertson(1)
(1) School of Psychology, University of Leicester

3-78
**DEVELOPING DOCTORS TO DELIVER (3D): SUPPORTING SERVICE IMPROVEMENT AND LEADERSHIP**
M Sullivan*, S Hailey, K Laugharne
Revalidation Support Unit, Wales Deanery, 8th Floor Neuadd Meirionnydd, Heath Park, Cardiff CF14 4YS

3-79
**SUPPORTING THE PROFESSIONAL DEVELOPMENT OF CLINICAL TEACHING FELLOWS - SETTING UP A REGIONAL SYMPOSIUM**
H Taylor*, L McAuley
Department of Medical Education NHS Lanarkshire, Kirklands Medical Education and Training Centre, Fallside Road, Bothwell, Glasgow G71 8BB

3-80
**JDOCS FRAMEWORK FOR PREVOCATIONAL DOCTORS**
S Tobin*, J Heath, K Hickey, P Truskett
Royal Australasian College of Surgeons, 250 Spring St., East Melbourne 3002, Victoria, AUSTRALIA

3-81
**WANT (WALES ANAESTHETIC NOVICE TEACHING) PROGRAMME**
JZ Walding*, L Emmett, K Beard, V Victor
Anaesthetic Dept, Royal Gwent Hospital, Cardiff Road, Newport, NP20 2UB

3-82
**AN EVALUATION OF THE RCR MENTORING SCHEME PILOT FOR NEWLY- APPOINTED CONSULTANTS**
P Washer†(1), A Husson(2), A Iversen(3)
(1) Royal College of Radiologists, 63 Lincoln’s Inn Fields, London WC2A 3JW
(2) Get the Picture Consulting
(3) Habe Consulting Limited

3-83
**NEWLY APPOINTED GPS AND CONSULTANTS ACTION LEARNING SET**
C Wedderburn*, T Battock, M Masding, S Scallan
Dorset GP Centre, Bournemouth University, Royal London House, Christchurch Road, Bournemouth, Dorset, BH1 3LT

3-84
**PREVENTING PAEDIATRIC PRESCRIBING ERRORS**
L White*, G Makin, H Thoong
Pharmacy Department, Royal Manchester Children’s Hospital (RMCH), Oxford Rd, Manchester M13 9WL
3i Primary and community care

3i-1 END OF LIFE CARE COMMUNICATION SKILLS TRAINING FOR GENERALIST PALLIATIVE CARE PROVIDERS: A SYSTEMATIC REVIEW
L Brighton* (1), L Selman (1), A Hawkins (2), C McDonald (1), V Robinson (1), R George (1), SA Khan (1), J Koffman (1)
(1) Cicely Saunders Institute, Department of Palliative Care, Policy & Rehabilitation, King’s College London, UK
(2) King’s College Hospital NHS Foundation Trust, UK
(3) Guy’s and St Thomas’ Hospital NHS Foundation Trust, UK

3i-2 DEVELOPING COMMUNICATION SKILLS WITH GP TRAINEES: THE REAM APPROACH
R Elliott*, S Scallan
Portsmouth GP Education Department, Centre for Primary Care Education. Goddard Centre, St James’ Hospital, Locksway Road, Portsmouth, Hants PO4 8LD

3i-3 GENERAL PRACTICE OUT OF PROGRAMME STUDY SESSIONS
A Butcher, J Rial, J Lyon-Maris*
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-4 WORKFORCE ISSUES IN GENERAL PRACTICE: FINDING A WAY AHEAD
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(1) GP Education Unit, Mailpoint 10, University Hospital Southampton, Tremona Road, Hampshire SO16 6YD
(2) Churchill House, 122-124 Hursley Road, Chandler’s Ford, Eastleigh, Hampshire S033 1JB
(3) Faculty of Education, Health and Social Care, The University of Winchester, Winchester, Hampshire S022 4NR
(4) GP Education Unit, Mailpoint 10, University Hospital Southampton, Hampshire SO16 6YD

3i-5 A TASTE OF GENERAL PRACTICE: FINAL YEAR GP TRAINEES (GPST3) MENTORING FOUNDATION YEAR ONE (FY1) DOCTORS
MG Masding*, B Sales, R Odbert, R Locke, S Scallan
Wessex Foundation School, Health Education Wessex; School of General Practice, Health Education Wessex; Faculty of Education, Health and Social Care, University of Winchester, UK

3i-6 VALUE ADDED GENERAL PRACTICE TRAINING COURSE
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GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-7 DO GP TRAINEES SUFFER BURNOUT? IDENTIFICATION AND EVALUATION OF TRAINEES AT RISK
B Sales, A Macdonald, S Scallan*, S Crane
Portsmouth GP Education Department, Centre for Primary Care Education. Goddard Centre, St James’ Hospital, Locksway Road, Portsmouth, Hants PO4 8LD

3i-8 FOSTERING RESILIENCE: A WORKSHOP FOR GPS
J Chinn, D Platt, S Scallan*
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-9 SUPPORTING GP TRAINEES WHO ARE ‘OUT OF SYNC’
K Thresher, S Scallan*, E Edwards, J Lyon-Maris*
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3i-10 UNDERSTANDING UNCERTAINTY
H Gaynor, S Scallan*, J Lyon-Mari, J Rial
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-11 KNOWS HOW, SHOWS HOW, DOES? ASSESSING THE IMPACT OF FACILITATED SMALL-GROUP LEARNING ON GP TRAINEES’ CONSULTATION SKILLS
S Sawhney, D Platt, A Movagordato, S Scallan*, K Thresher, J Lyon-Maris
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-12 MEETING THE EDUCATIONAL NEEDS OF GP RETAINERS: TIME FOR CHANGE?
T Smith, M Taylor, I Wyer, C Elfes, S Scallan*
Dorset GP Centre, Bournemouth University, Royal London House, Christchurch Road, Bournemouth, Dorset, BH1 3LT

3i-13 MIND THE GAP: USING EBL AS A PLATFORM FOR TRANSITION IN GENERAL PRACTICE TRAINING
R Owers, J Lyon-Maris, S Scallan*
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3i-14 MIND MAPPING IN GENERAL PRACTICE: EXPLORING THE DEVELOPMENT OF LEARNING WITH GP TRAINEES
S Kibble, S Scallan*, C Leach, J Lyon-Mari, S Wilson, R Odbert
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD

3i-15 THE VALUE OF ACTORS TO TEAMBUILDING AND DEVELOPMENT OF THE PRIMARY HEALTHCARE TEAM
S Scallan*, J Lyon-Maris, C Hamilton, S Wilding
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Posters

3i-16
GP MASTERCLASS
S Miles, J Chinn, P White, S Scallan*
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3i-17
THE USE OF THE EPORTFOLIO BY GP TRAINEES: A SURVEY
S Scallan*, J Rial**, J McGee, R Weaver
GP Education Unit, Mailpoint 10, Southampton University Hospital Trust, Tremona Road, Southampton SO16 6YD UK

3i-18
IS EXPERIENTIAL LEARNING A GOOD FORMAT FOR DEVELOPING TOMORROW’S LEADERS AND COMMISSIONERS? A REFLECTION ON AN 18 MONTH CCG PLACEMENT
F Shaheen*
Primary Care Sciences, Keele University, Staffordshire ST5 5BG

3i-19
EVALUATION OF OUT-PATIENT EXPERIENCE IN THE EARLY YEARS OF GP SPECIALTY TRAINING: PRELIMINARY FINDINGS
A Longley, C Wedderburn*, S Scallan*
Dorset GP Centre, Bournemouth University, Royal London House, Christchurch Road, Bournemouth, Dorset, BH1 3LT

3i-20
GENERAL PRACTICE FOR FOUNDATION DOCTORS
E Forde, J Turner, C Wedderburn*, A Watts, S Tomkins
Dorset GP Centre, Bournemouth University, Royal London House, Christchurch Road, Bournemouth, Dorset, BH1 3LT
3ii  Secondary care and mental health

3ii-1  CORE PSYCHIATRY TRAINEES’ PERCEPTION OF HOMOPHOBIA IN PSYCHOANALYTIC PSYCHOTHERAPY SURVEY
A Chatziagorakis*, G Fitzgerald
202 Timblebeck, Neptune Street, Leeds, LS9 8AR

3ii-2  SETTING UP THE LEEDS PSYCHOANALYTIC FILM DISCUSSION CLUB
A Chatziagorakis*, E Williams
202 Timblebeck, Neptune Street, Leeds, LS9 8AR

3ii-3  INNOVATIVE, INTERPROFESSIONAL SIMULATION WORKSHOPS AT THE MENTAL-PHYSICAL INTERFACE
A Fernando(1, 2), C Kowalski (1), S Cross (1, 2)
(1) Maudsley Simulation, South London and Maudsley NHS Foundation Trust, London, UK
(2) Institute of Psychiatry, Psychology and Neurosciences, King’s College London, UK

3ii-4  RECREATE PSYCHIATRY: INSPIRING NEW THINKING - A PLATFORM FOR COPRODUCTION

3ii-5  WORK EXPERIENCE PROJECT
L Guest*, A Ahmed, M Khan
Southwest London and St George’s NHS Mental Health Trust, London

3ii-6  POSTGRADUATE EDUCATIONAL ENVIRONMENT ANALYSIS IN PSYCHIATRY
AB Joiner*, SP Dearman
Consultant Psychiatrist & Director of Medical Education
Department of Medical Education, Cumbria Partnership NHS Foundation Trust, Carlisle Clinic, Carlisle, Cumbria, CA1 3SX

3ii-7  A PILOT NEAR/PEER MENTORING SCHEME FOR FOUNDATION DOCTORS IN PSYCHIATRY
CL Murphy*, K Au, G Ranjith
South London and Maudsley NHS Foundation Trust, Denmark Hill, London, SE5 8AZ

3ii-8  DESIGN AND DELIVERY OF AN INNOVATIVE MODEL OF ON-CALL SUPERVISION GROUP FOR PSYCHIATRY SPECIALIST TRAINEES
CL Murphy*, K Au (1), B Spencer (1), D Harding (1), L Hanna (2)
(1) South London and Maudsley NHS Foundation Trust, Denmark Hill, London, SE5 8AZ
(2) Camden and Islington NHS Foundation Trust

3ii-9  TRAINEE-LED DESIGN AND IMPLEMENTATION OF A REGIONAL TRAINING PROGRAMME FOR OLD AGE AND GENERAL ADULT PSYCHIATRY TRAINEES
CL Murphy*, J Noblett, C Wilson, J Bainton, D Jimenez, R Cairns, Y Curtis, J Moriarty
South London and Maudsley NHS Foundation Trust, Denmark Hill, London, SE5 8AZ

3ii-10  DEVELOPMENT OF A PEER OBSERVATION OF TEACHING SCHEME FOR PSYCHIATRY TRAINEES
CL Murphy*, C Le Grice, S Epstein, L Jones, D Servant
South London and Maudsley NHS Foundation Trust, Denmark Hill, London, SE5 8AZ

3ii-11  EVALUATING THE PERCEPTIONS OF JUNIOR DOCTOR WORKING SYSTEMS ON GENERAL SURGICAL WARDS
B Oremule*(1), S Brodie (1), S Ravi (1), L Hacking (2)
(1) Department of General Surgery, (2) Postgraduate Medical Education Department
Blackpool Foundation Hospital Trust, Blackpool, Lancashire, FY8 2RN

3ii-12  DO WE ALL NEED A PSYCHIATRY PIT STOP?
J Patel*, M Luay, E Watson, A Chatziagorakis, R Maziadi, C Abbott
2150 Century Way, Thorpe Park, Leeds, West Yorkshire, LS15 8ZB

3ii-13  PULMONARY ARTERIAL CATHETER’S – A POTENTIAL DODO? A CHALLENGE TO HOW WE EDUCATE THE RARE PRACTICAL PROCEDURES
A Chadwick, J Hughes, M Roode*
AICU, John Radcliffe Hospital Headington Oxford, OX3 9DU

3ii-14  MEDICALLY UNEXPLAINED SYMPTOMS IN PEDIATRICS: THE PEDIATRICIANS’ PERSPECTIVE
LE Wolpert*, M Al-Nasiri, K Patel
Royal Alexandra Childrens’ Hospital, Brighton, UK
3ii-15
WALK IN A PATIENT’S SHOES: NURTURING EMPATHY IN FOUNDATION DOCTORS
EL Wooding*, C Burns, H Waters, J Goddard, A Goddard
Medical Education Department, Horizon Centre, South Devon NHS Foundation Trust, Lowes Bridge, Torquay, Devon TQ2 7AA

3ii-16
CROSS SPECIALITY PEER TO PEER TEACHING - TRAINEE LED INITIATIVE TO IMPROVE MANAGEMENT OF PATIENTS WITH BOTH MENTAL AND PHYSICAL HEALTH NEEDS
W Zhang (1)*, S Homayoun (2), R Freudenthal (3), A Al-Diwani (4), S Porter (2), V Srivastava (4)
(1) Department of Neurology, The National Hospital for Neurology and Neurosurgery, London WC1N 3BG
(2) South London and Maudsley NHS Foundation Trust, London SE5 8AZ
(3) Highgate Mental Health Centre, London N19 5NQ
(4) Department of Medicine, King’s College Hospital, London SE5 9RS
4 Continuing professional development

4-1 DEVELOPMENT OF A MENTORING TRAINING PROGRAMME FOR PEER MENTORS
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South London and Maudsley NHS Foundation Trust Denmark Hill, London SE5 8AZ

4-2 THE USE OF A ‘REFRESHER’ TRAINING VIDEO IMPROVES NEONATAL RESUSCITATION SKILLS AMONG NEONATAL DOCTORS, NURSES AND MIDWIVES
S Boutros*, K Knight, C Harper, P Fleming
Neonatal Intensive Care Unit, Hamerton Hospital, E9 6SR London, UK

4-3 APPRAISAL FOR PRACTICE NURSES: AN EVALUATION OF A PILOT SCHEME IN WESSEX
S Caesar*, A Moger, S Scallan, D Walling
HEW, School of General Practice, Appraisal and Revalidation Service, Southem House, Otterbourne, Winchester, Hampshire, SO21 2RU

4-4 PROGRESS: ASSESSING THE QUALITY OF THE APPRAISAL DISCUSSION
S Caesar*, S Bovens, S Scott
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4-5 THE PROFESSIONAL DEVELOPMENT OF GENERAL PRACTICE APPRAISERS
J Bell, S Scallan, S Caesar*
Faculty of Education and Social Care, The University of Winchester, Winchester, Hampshire, SO22 4NR
HEW, School of General Practice, Appraisal and Revalidation Service, Southem House, Otterbourne, Winchester, Hampshire, SO21 2RU

4-6 MANAGING AND SUSTAINING A NEAR-PER COURSE: REFLECTIONS FROM FACULTY AND ADVICE FOR FUTURE EDUCATORS
LE Christie (1)*, H Laycock (1), G Franzu (1), L Petrola (1), A Sabharwal (2), V Grover (3)
(1) Imperial School of Anaesthesia, London, UK
(2) Department of Anaesthesia, Chelsea and Westminster Hospital, 369 Fulham Road, London, SW10 9NH
(3) Department of Anaesthesia and Critical Care, Royal Marsden Hospital, Fulham Road, London, SW3 6JJ

4-7 BUILDING MEDICAL EDUCATION MOMENTUM WITHIN YOUR ORGANISATION, LOCALITY AND WORKPLACE
C J Gibson*, S Gay
School of Medicine, Keele University, Staffs, BS 5BG

4-8 TEAM APPRAISAL FOR FACULTY TEAMS: FROM STRUCTURES TO EFFECTIVENESS
C Groves*, KL Wilkes, CC Collander, AG Saayman
Quality and PGES Unit, Wales Deanery (Postgraduate Medical and Dental Education), Cardiff University, Heath Park, Cardiff, CF14 4YS

4-9 CREATING SUPPORTIVE ENVIRONMENTS: TACKLING BEHAVIOURS THAT UNDERMINE A CULTURE OF SAFETY
C Crave, J Harrison*, R Hollick, V Mason, J Palan, V Paringe, G Pugh, T Reynolds, P Smitman & Y Umebuani
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Academy of Medical Royal Colleges, 10 Dalhington Street, London, ECTV 0DB

4-10 DEVELOPING EFFECTIVE ROLE MODELLING SKILLS IN DOCTORS
M Kingston*, L Patel (2), I Bradman (3)
(1) Postgraduate Medical Education, Central Manchester Foundation Trust Oxford Road Manchester M13 9WL
(2 & 3) Manchester Medical School, St John’s Hospital, Manchester M13 9PT

4-11 DEVELOPING EXCELLENCE IN MEDICAL EDUCATORS
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4-12 EVALUATING THE IMPACT OF REVALIDATION ON GP APPRAISAL: LESSONS EMERGING
K Lougher*, S Williams, S Holmes
Revalidation Support Unit, Wales Deanery, 8th Floor Neuadd Merionnydd, Heath Park, Cardiff CF14 4YS

4-13 EMBEDDING LEADERSHIP AND MANAGEMENT WITHIN CLINICAL TRAINING: THE KING’S SPECIALTY LEAD REGISTRAR (SLR) DEVELOPMENT PROGRAMME
CH Leong*, C Trim and T Lasoye
Postgraduate Medical and Dental Education (PGMDE), King’s College Hospital NHS Foundation Trust, 1st Floor, Weston Education Centre, 10 Cutcombe Road, Denmark Hill, London SE5 9RU

4-14 AN EVALUATION OF THE WELSH CLINICAL LEADERSHIP TRAINING (WCLT) FELLOWSHIP PROGRAMME
S Phillips*, AD Bullock
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Posters

4-15
PRACTICE BASED SMALL GROUP LEARNING IN WESSEX
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4-16
THE VALUE OF ACTORS TO CONTINUING PROFESSIONAL DEVELOPMENT FOR GP TRAINERS AND APPRAISERS
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4-17
WESSEX MEDICAL EDUCATION MENTORSHIP SCHEME
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Health Education Wessex, Southern House, Otterbourne, Winchester, Hampshire, SO21 2RU

4-18
NUTURING EDUCATIONAL THINKING AT HEALTH EDUCATION WESSEX
MA Szymankiewicz*, SA Price
Health Education Wessex, Southern House, Otterbourne, Winchester, Hampshire, SO21 2RU

4-19
THE EDUCATIONAL SUPERVISION AGREEMENT WALES
K Webb*, A Bullock (1); C Graves (2); E Muddiman (1); A Saayman (2)
(1) CUREMeDE, Cardiff University, King Edward VII Avenue, Cardiff, CF10 3WT
(2) Wales Deanery, Neuadd Meirionnydd, Cardiff, CF14 4YS

4-20
SUPPORTING NEWLY-QUALIFIED GPS - AN EDUCATION PROGRAMME FOR CONTINUING PROFESSIONAL DEVELOPMENT
A Butcher, C Wedderburn*
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5  Multi-professional education and training

5-1 CREATING EXCELLENCE IN A MANAGED EDUCATIONAL NETWORK
(1) CS MEN, NHS Education for Scotland, Postgraduate Office, Levetell, Ninewells Hospital, Dundee
(2) The Suttie Centre, University of Aberdeen, Foresterhill, Aberdeen, AB25 2ZD
(3) Nursing & Health Care School, 59 Oakfield Avenue, Glasgow, G12 8LP
(4) Chancellors’s Building, 49 Little France Crescent, Edinburgh, EH16 4SB
(5) School of Medicine, University of Dundee, Ninewells Hospital & Medical School, DD1 4HN

5-2 A NOVEL APPROACH TO ENHANCING HEALTHCARE NON-TECHNICAL SKILLS: THE TINSELS PROJECT
H Box*, M Gordon, A Stewart
Blackpool Teaching Hospitals Whinney Heys Road Blackpool Lancashire FY3 8NR

5-3 CAN THE INTENSIVE CARE ENVIRONMENT BE SIMULATED? EXPERIENCE FROM A BRAND NEW MULTIDISCIPLINARY COURE FOR JUNIOR DOCTORS
LE Christie (1) *, P Patel (2), M Hayes (3)
(1) Imperial School of Anaesthesia, London, UK
(2) Department of Anaesthesia and Critical Care, Hammersmith Hospital, Du Cane Road, London, W12 0HS
(3) Department of Anaesthesia and Critical Care, Chelsea and Westminster Hospital, 369 Fulham Road, London, SW10 9NH

5-4 INTERPROFESSIONAL EDUCATION - FROM WORKING IN A TEAM TO LEARNING AS A TEAM
DW Evans, M Attridge, P Blake, L Raitton, A Alomair, N Bashar, C Evans*, M Moe, J George, L Allery*
Department of Postgraduate Medical and Dental Education, Cardiff University, Wales Deanery, 1st, 8th & 9th Floors, Neuadd Meinionnydd, Heath Park, Cardiff University, Cardiff CF14 4YS

5-5 SHINE ON LABOUR WARD A MULTIDISCIPLINARY SIMULATION COURSE
G Frunza (1)*, E Mullins (2), V Mansoubi (3), C Bayton (4) K Joash (5), L Hamlyn (6)
(1) Imperial School of Anaesthesia, London, UK
(2) Department of Health, Richmond House, 79 Whitehall, SW1A 2NS
(3) Hillingdon Hospital, Field Heath Road, Uxbridge Middlesex, UB8 3NN
(4) Imperial School of Anaesthesia, London, UK
(5 & 6) Queen Charlotte’s and Chelsea Hospital, Du Cane Road, London W12 0HS

5-6 USE OF HIGH FIDELITY SIMULATION FOR MULTI-PROFESSIONAL TRAINING, ASSESSMENT AND SERVICE IMPROVEMENT WITHIN A REGIONAL BURNS CENTRE
J Bedford, N Khawaja*
Department for Burn & Plastic Surgery, University Hospital of South Manchester, Southmoor Road Wythenshawe, Manchester, M23 9LT

5-7 DEVELOPING MULTIPROFESSIONAL LOCAL TRUST MEDICAL EDUCATORS
A Garden (1), J Metcalfe* (2), E Lloyd (2)
(1) Lancaster Medical School, Lancaster University
(2) CETAD, Faculty of Health and Medicine, Lancaster University

5-8 MULTIDISCIPLINARY CLINICAL SKILLS TEACHING WEEK – IMPROVING CONFIDENCE AND ONGOING LEARNING STRATEGIES
SA Payne (1) *, K Lee (1), C Butchers (1,2), F Hanks (1), S Love (1), J Davison (1), J Szemeredi (1), R Tilley (1)
(1) Department of Undergraduate Education Guy’s and St Thomas’ NHS Foundation Trust Pridenex Building Westminster Bridge Road London SE1 7EH
(2) Division of Medical Education within the Faculty of Life Sciences. Chantry Sall. Centre (Simulation and Interactive Learning) Shepherds House Room 2.10 King’s College London Guy’s Campus London SE1 1UL

5-9 AN INTER-PROFESSIONAL APPROACH TO DOMESTIC ABUSE AND CHILD PROTECTION TRAINING
AM Popoola* (a), AR Charley (b), J Arnott (c)
(a) Department of Paediatrics, East Kent Hospitals University NHS Foundation Trust, William Harvey Hospital, Ashford. TN24 0LZ
(b) NHS Canterbury and Coastal CCG, Northgate, Canterbury, CT1 1WL
(c) School of Public Health, Social Work and Midwifery, Canterbury Christ Church University, North Holmes Road, Canterbury. Kent. CT1 1QU

5-10 DEVELOPING HEALTH EDUCATORS FOR THE FUTURE: A MULTIPROFESSIONAL EDUCATION CONFERENCE FOR LONDON AND THE SOUTH EAST
H Ryland*, E Aker, N Cater, D Fullwood, E Gowland, J Joyce, A Makan, N Malik, J May, CL Murphy, M Samuel, C Strickett
Health Education North Central and East London, Stewart House, 32 Russell Square, London, WC1B 5DN

5-11 ASSURE-ING THE CORE INTERPROFESSIONAL LEARNING DOMAINS ARE INCLUDED IN SESSION DESIGN
AL Stimpson* , R Jenkinson, S Li, V Logan, M Alqarni, S Anwer, S Akhtar, J Walsh, A Khan, J McDonald
Postgraduate School of Medical Education, Cardiff University
Institute of Medical Education Cardiff University School of Medicine Neuadd Meinionnydd Heath Park Cardiff CF14 4YS
INTERPROFESSIONAL LEARNING IN COMMUNITY SKIN CANCER SCREENING  
N Stosiek*  
Otto-Friedrich University of Bamberg, Department of General Pedagogics, Markusplatz 3, 96047 Bamberg

TRANSFORMATIVE INTERPROFESSIONAL LEARNING AND HEALTH  
N Stosiek*  
Otto-Friedrich University of Bamberg, Department of General Pedagogics, Markusplatz 3, 96047 Bamberg

THE SHAPE OF MEDICAL EDUCATION MANAGEMENT  
C Trim  
King’s College Hospital NHS Foundation Trust, Cutcombe Road, London, SE5 9RT

ECG COURSE FOR NURSES WORKING IN ACUTE INTERNAL MEDICINE: FEEDBACK-TARGETED LEARNING AND INTER-DISCIPLINARY TEAM TEACHING  
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VISUALISING QUALITY: USE OF A QUALITY DASHBOARD IN A MULTI-SPECIALTY SCHOOL  
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WORKING TOGETHER, LEARNING TOGETHER: A STUDY OF INTERPROFESSIONAL EDUCATION IN PRIMARY CARE  
E Forde, C Wedderburn*, E Farrell, A Mistry, E Monks, T Odetoyinbo  
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S Zaher*, L Metcalfe, P Kinnersley, G Thomas  
Institute of Medical Education Cardiff University
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F AL-Maqbali
School of Education, University of Glasgow, St. Andrew Building 11, Eldon Street, Glasgow G12 6NH

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ARE THERE TOO FEW WOMEN PRESENTING AT EMERGENCY MEDICINE CONFERENCES?
SD Carley* (1,4), R Carden (4), R Riley (4), N Maw (4), K Hruska (2), J Beardsell (5), M Johnston (3,4,7)
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(4) Department of Emergency Medicine, Central Manchester NHS Foundation Trust, UK;
(5) Department of Emergency Medicine, University Hospital Southampton, UK;
(6) Department of Emergency Medicine, Royal Perth Hospital, AUSTRALIA;
(7) The Royal College of Emergency Medicine

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J Collinson* (1), T Brown (1) and J Thacker (2)
(1) Royal Cornwall Hospital, 2 Penventinnie Lane, Treliske, Truro, Cornwall TR1 3LQ
(2) University of Exeter Medical School, Knowledge Spa, Treliske, Truro, Cornwall, TR1 3LQ

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A Drury*
Scotland Malawi Mental Health Education Project

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A Fernando* (1,2,3), A Piette (1,2), A Rajan (4), C Rajasooriyar (5), W Mangezi(6)
(1) Maudsley Simulation, South London and Maudsley NHS Foundation Trust, London, UK;
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(4) Nawaloka Hospital, Colombo, Sri Lanka;
(5) Tellipalai Cancer Hospital, Jaffna, Sri Lanka;
(6) Department of Psychiatry, University of Zimbabwe College of Health Sciences, Harare, Zimbabwe

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I Kakuchi* (1), ME Gilder (2), F Nosten (2), R McGready (2)
(1) Medical Sciences Division, University of Oxford, Level 3, John Radcliffe Hospital, Oxford OX3 9DU
(2) Shoklo Malaria Research Unit, 68/30 Bantung Road, PO BOX 46 Maesot, Tak 63110, Thailand

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K Naineni* (1,2), GV Ramana Rao (4), U Sate (4), S Naineni (4), S Mada (2,3)
Ashdown Forest Health Centre, UK (1). GLOCAL Academy UK (2).
County Durham and Darlington NHS Foundation Trust, UK (3).
GVK Emergency Management and Research Institute, INIDA (4).

6-8
DOES THE GOOD DOCTOR CROSS CULTURES? INITIAL EVALUATION OF A PILOT PROJECT COMPARING UK AND ETHIOPIAN MEDICAL STUDENTS’ ETHICAL RESPONSES TO SCENARIOS
D Noss*, C Simmons, A Wood, T Tolppa
Peninsula College of Medicine and Dentistry, Royal Cornwall Hospital, Truro, TR1 3HD
7 Learning across traditional boundaries  
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7-1 USE OF COLOURED LANYARDS TO ELIMINATE OUTDATED TERMINOLOGY SUCH AS ‘SHO’  
T Armstrong*, K Stuart, S Carley, S Bari, K Kwak, A Kelsey  
Central Manchester University Hospitals NHS Foundation Trust Postgraduate Centre Manchester Royal Infirmary, Oxford Road, Manchester, M13 9WL

7-2 PEER MENTORING FOR DOCTORS IN TRAINING – A MULTI-SITE CROSS-SPECIALTY MAPPING EXERCISE  
K Au*, J Moriarty  
South London and Maudsley NHS Foundation Trust Denmark Hill, London SE5 8AZ

7-3 LOVE OUR LEARNERS  
O Hampton*, C Maher, M Homan  
Health Education East Midlands, 1 Mere Way, Ruddington, Nottinghamshire NG11 6FS

7-4 TEAM UP: ENHANCING THE EDUCATION AND LEARNING OF THE CURRENT WORKFORCE THROUGH AN INNOVATIVE VOLUNTEERING PROGRAMME  
J Lainchbury*, A Frankel, A Bhan, CL Murphy, M Gupta-Wright, K Lonergan  
Health Education South London, Health Education England, Stewart House, 32 Russell Square, London, WC1B 5DN

7-5 EXPLORING THE MEANING OF ‘MEDICAL EDUCATION’ IN THE CONTEXT OF PROFESSIONAL CLINICAL PRACTICE  
MA Szymankiewicz*  
Health Education Wessex, Southern House, Otterbourne, Winchester, Hampshire, SO21 2RU
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