Developing Excellence in Medical Education Conference

Programme

Monday 2 - Tuesday 3 December 2019
Manchester Central Conference Centre, Manchester, UK

Organised and hosted jointly by

demec.org.uk

Join in the conversation... #DEMEC2019
Hosting six events at DEMEC 2019
Come and find out how we’re improving education and training in healthcare

The Academy of Medical Royal Colleges is the coordinating body for the UK and Ireland’s 24 medical Royal Colleges and Faculties. By bringing together the views of their individual specialties we can collectively influence and shape healthcare across the UK.

@aomrc  www.aomrc.org.uk
Contents

Foreword ........................................................................................................................................ 2

Organising Committee ............................................................................................................. 3

Useful Information ................................................................................................................ 4 - 5

Floor plans (Manchester Central and The Midland Hotel) ................................................... 6 - 7

Exhibition plan and exhibitor list ......................................................................................... 8 - 9

Programme

- Monday ............................................................................................................................... 23 - 29

- Tuesday .............................................................................................................................. 30 - 36

Plenary Speaker Summaries................................................................................................ 37 - 41

Parallel Sessions ................................................................................................................ 42 - 97

A1 - A14 .................................................................................................................................. 42 - 55

B1 - B14 .................................................................................................................................. 56 - 69

C1 - C14 .................................................................................................................................. 70 - 83

D1 - D14 .................................................................................................................................. 84 - 97

Posters listing .......................................................................................................................... 98 - 108

Notes ......................................................................................................................................... 109 - 112
Welcome

It is a great pleasure to welcome you back to Manchester for our third Developing Excellence in Medical Education Conference (DEMEC).

This conference is a collaboration between the leading UK organisations involved in medical education. Our aim is a joint venture focused on high quality teaching and training, which brings together the extensive talent, knowledge and expertise that we have in the UK.

DEMEC unites leaders and experts from all aspects of medical education and training to offer a wide range of educational opportunities; it facilitates the sharing of best practice, and explores current issues to provide a great opportunity for us all to consider how best to meet the challenges of the future. We have been delighted to see the enthusiasm with which healthcare educators across the UK have embraced this opportunity and have expanded capacity this year in response to the first two DEMECs being oversubscribed.

The conference is themed around the Academy of Medical Educators’ Professional Standards Framework which makes explicit the values, skills, knowledge and practical capabilities required of those engaged in medical education. It is designed to be inclusive and relevant to all clinical and non-clinical medical educators irrespective of role as increasingly, expert medical educators come from other healthcare professions, and doctors teach and train other staff, so the conference also has a focus on cross professional learning and learning in multi-professional teams.

Thank you for participating in this conference. As well as engaging with our speakers and workshops, please take the time to visit our exhibitions, discuss your ideas, network with some old friends, and make some new ones. We all know that patient care is continuously improved because of the dedication and professionalism of those involved in teaching and training, and your support here helps us to continue this collaborative celebration of high quality medical education into the future. So most of all, please enjoy the conference!

Prof Sheona MACLEOD
Chair Organising Committee - DEMEC 2019
Deputy Medical Director for Education Reform, Health Education England;
Co-Chair of Postgraduate Deans, Health Education England;
Chair, COPMeD
Organising Committee

Chair:

Prof Sheona MACLEOD
Chair Organising Committee - DEMEC 2019
Deputy Medical Director for Education Reform, Health Education England;
Co-Chair of Postgraduate Deans, Health Education England;
Chair, COPMeD

Deputy Chairs:

Dr Ian COLLINGS
Associate Postgraduate Dean / Lead for Trainee Development & Wellbeing (Interim), HEIW

Wing Commander Dudley GRAHAM
PHC Dean and Chair of COGPED

Committee:

Dr Sanjiv AHLUWALIA
Postgraduate Medical Dean, HEE working across North Central and East London

Dr Michael BANNON
Director of Education and Quality, HEE Thames Valley

Ms Helen BARRETT
Senior Communications Manager, Health Education England

Prof Adrian BROOKE
Deputy Medical Director for Workforce Alignment, Health Education England

Mrs Julie BROWNE
Deputy Chair of Council, AoME

Mr Tony CARLISLE
Executive Officer, AoME

Dr Rachel CHALL
Senior Policy Officer, Medical Schools Council

Ms Caroline CLERK
Executive Assistant, COPMeD & COGPED

Ms Veronica DAVIDS
Assistant Director, Medical Schools Council

Mr Mark DEXTER
Head of Strategic Policy Development (Education), General Medical Council

Ms Kate EVANS
Programme Manager, HEE Deans

Prof Derek GALLEN
President, Association for the Study of Medical Education (ASME)

Prof Jacky HAYDEN
President, Academy of Medical Educators

Prof Bill IRISH
Postgraduate Dean, HEE East of England

Prof Stewart IRVINE
Acting Chief Executive, NHS Education for Scotland

Prof Namita KUMAR
Postgraduate Dean, Health Education England North East & North Cumbria,
Regional Postgraduate Dean, Health Education England North East and Yorkshire

Dr Tom LAWSON
Postgraduate Medical Dean, HEIW

Mrs Jane LITHERLAND
Exec Manager, NACT UK

Mr Niall MACINTOSH
Lead Business Partner, Medical, NHS Education for Scotland

Ms Leigh MORRIS
Events and Conference Co-ordinator, ASME

Dr Diarmuid MULHERIN
Chair, NACT UK

Prof Sandra NICHOLSON
Chair, ASME

Ms Clare OWEN
Assistant Director, Medical Schools Council

Prof Rowan PARKS
Acting Medical Director, NHS Education for Scotland

Ms Lisa PEARSON
Senior Officer, Medical, NHS Education for Scotland

Ms Johanne PENNEY
Education and Training Policy Manager, AOMRC

Dr Katie PETTY-SAPHON
CEO, Medical Schools Council

Mr Duncan POLLOCK
General Manager, Medicine, NHS Education for Scotland

Ms Susan REDWARD
Policy Manager, General Medical Council
Useful information

Accreditation - CPD
‘DEMEC - 3rd Developing Excellence in Medical Education conference’ has been approved by the Federation of the Royal Colleges of Physicians of the United Kingdom for 9 category 1 (external) CPD credit(s) (Code: 127537)
Certificates of attendance will be available upon request ONLY post conference.

Badges
Participants can be identified by their badge as follows:
GREY: Delegate
PURPLE: Educational Leader (look out for the purple lanyards)
ORANGE: Speaker/Chair/Facilitator
YELLOW: Poster Presenter
BLUE: Exhibitor
BLACK: Organisers and Registration Staff

Conference app
1. Download the Attendify App from the app stores: (Google Play Link, Apple App store link)
2. Search for “DEMEC 2019” with the Attendify app.
3. Open the app and create your profile by entering the email that was confirmed within your final joining instructions and create a password of your choosing.
4. The event will appear in the app under the “Your Events” section - join it and verify your profile information.

View the programme, speaker summaries, biographies and network with colleagues.

Educational Leaders
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 attend two scheduled networking opportunities.
Educational Leaders will be available at two designated tables within the exhibition + catering area at the times given below during the arrival refreshment break. The area will be marked as the purple zone and each table will be clearly badged as the Educational Leaders networking area.
Monday: 0850 - 0930   Tuesday: 0815 - 0900
This is your chance to have advisory conversations and get top tips about clinical education.
You can also spot the educational leaders as they will be wearing purple lanyards.

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.

Internet Access
Manchester Central is fully wireless enabled with guests, delegates and exhibitors able to access high-speed broadband throughout. Charging hubs are available on the upper foyer within Manchester Central.

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

Medical Emergencies
In the event of an emergency, 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.

Parallel Session Attendance
There are 4 tracks with 14 parallel sessions in each taking place both within both Manchester Central and The Midland Hotel.

Attendance at the parallel sessions during the conference period are on pre-booked priority basis only.

View the reverse of your badge to view the sessions you are booked in to attend.

Some sessions are already fully booked. If you have not booked sessions prior to your arrival, please visit the organisers desk located in the entrance foyer and we will advise which sessions have places remaining.

ALLOW PLENTY OF TIME TO REACH YOUR SESSIONS

Poster Session
Posters will be available to view throughout the conference period during the refreshment and lunch breaks. Posters are grouped into 6 themes:

1. Designing and planning learning
2. Teaching and facilitating learning
3. Assessment of learning
4. Educational research and scholarship
5. Educational management and leadership
6. Core values of medical educators

Primary healthcare (PHC) posters will be judged on Monday 1 December with the winning poster being published in a special edition of Education for Primary Care.

Please take time to visit the posters to meet and chat with the representative authors.
The winning poster in each of the 6 themes will give an oral presentation of their work during lunch on Tuesday.
Winners will be presented with their certificate during the closing session on Tuesday afternoon and we would encourage you all to attend.

Set up:
Monday 2 December from 9:00 hrs.
Please ensure that your poster is available to view at the latest by 11:45 hrs for the mid-morning refreshment break.
We would politely ask that posters are available for view throughout the conference but you are not required to be by your poster except during lunch on Monday.

Removal:
Tuesday 3 December NO LATER than 16:00 hrs.
Posters still displayed after this time will be removed and destroyed.

Speaker Preview Area
Presentations should be loaded via the speaker preview area located in the entrance foyer within Manchester Central for presentations taking place in both Manchester Central and The Midland Hotel.

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. Remember that the technicians will be giving preference to uploading for the immediate parallel session track.

Chairpersons will be keeping 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
The Midland Hotel Venue Plan

GROUND FLOOR

- Trafford Suite
- Octagon Lounge
- The Wyvern
- Hotel Entrance
- Disabled Lift

STAIRS AND RAMPS ACCESS TO LOWER MOSELEY STREET

FIRST FLOOR

- Derby Suite
- Chester Suite
- Lancaster
- Fairclough Suite
- Rolls Suite
- Royce Suite
- Houghton Suite

THE SPA AT THE MIDLAND
- The Peterfield Suite
- Alexandra Suite
- The Auden Way
- Reception
- Hello and welcome
- Mr Cooper’s House & Garden

KEY:
- BACK OF HOUSE
- PUBLIC ACCESS
- LIFTS
- WINDOWS
- STAIRS
- TOILETS
Exhibitors

The following are companies exhibiting at DEMEC. Please do take time to visit the stands.

<table>
<thead>
<tr>
<th>Company</th>
<th>Plot Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altus Assessments</td>
<td>1</td>
</tr>
<tr>
<td>AMEE (The Association for Medical Education in Europe)</td>
<td>12</td>
</tr>
<tr>
<td>AoME (Academy of Medical Educators)</td>
<td>16</td>
</tr>
<tr>
<td>ASME (The Association for the Study of Medical Education)</td>
<td>15</td>
</tr>
<tr>
<td>Bookwise</td>
<td>11</td>
</tr>
<tr>
<td>COGPED (Committee of General Practice Education Directors)</td>
<td>17</td>
</tr>
<tr>
<td>COPMeD (Conference of Postgraduate Medical Deans of the United Kingdom)</td>
<td>18</td>
</tr>
<tr>
<td>GMC (General Medical Council)</td>
<td>13</td>
</tr>
<tr>
<td>HEE (Health Education England)</td>
<td>19</td>
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<tr>
<td>HEIW</td>
<td>20</td>
</tr>
<tr>
<td>Limbs &amp; Things</td>
<td>5</td>
</tr>
<tr>
<td>MSC (Medical Schools Council)</td>
<td>8</td>
</tr>
<tr>
<td>MYPROGRESS (My Knowledge Map)</td>
<td>6</td>
</tr>
<tr>
<td>NACT UK (The National Association of Clinical Tutors)</td>
<td>7</td>
</tr>
<tr>
<td>NES (NHS Education for Scotland)</td>
<td>14</td>
</tr>
<tr>
<td>NHS Leadership Academy</td>
<td>3</td>
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<tr>
<td>Oxford Medical Simulation</td>
<td>10</td>
</tr>
<tr>
<td>RCPSG (Royal College of Physicians &amp; Surgeons of Glasgow)</td>
<td>2</td>
</tr>
<tr>
<td>University of Central Lancashire</td>
<td>4</td>
</tr>
</tbody>
</table>
Purple zone (tables 1 and 2 refreshment area) - Meet the Educational Leaders networking opportunity

Monday: 08:50 - 9:30
Tuesday: 08:15 - 9:00
Across the healthcare professions, high quality patient care requires teams that work together. Increasingly, professionals recognise that to do this effectively, they must also learn together. Interprofessional learning is enshrined in the values of the NHS, HEE, GDC, RCVS, and many other healthcare organisations. Professional regulators now recognise and expect that it is a part of healthcare professionals’ training. However, as the culture of collaborative learning develops, questions remain: How do we learn together for patient care? What does good practice look like, and how are we sharing that good practice?

The Academy of Medical Educators’ one-day conference gives teachers in medicine, dentistry, veterinary science, and other health professions a platform to explore learning together for patient care.

The conference will feature keynote speakers, workshops, short presentations and posters.

The Albert Hall Conference Centre
North Circus Street
Nottingham NG1 5AA

For full details and to register see:
www.medicaleducators.org

Academy of Medical Educators
Neuadd Meirionnydd, Heath Park,
Cardiff CF14 4YS, Wales, UK
e: info@medicaleducators.org
t: +44 (0) 2920 687206 w: medicaleducators.org
The Committee of General Practice Education Directors (COGPED) retains a pivotal role in championing standards, providing expert advice and promoting best practice in educational delivery for general practice specialty trainees across the Four Nations. It is committed to ensuring that both the quality of training and the widening opportunities to deliver innovative training pathways deliver a resilient workforce capable of providing quality primary care across a number of settings.

COGPED works closely with external bodies such as the GMC and the RCGP to maintain standards for general practice training and to ensure the multi-professional agenda driving workforce transformation is aligned to training delivery.
Providing a focus for those responsible for the strategic overview and operational delivery of postgraduate medical training in the four nations of the United Kingdom

www.copmed.org.uk
Free, essential ethical guidance workshops for doctors new to the UK

How will the workshop help doctors?
We offer practical guidance about ethical scenarios doctors may encounter, along with the chance to connect with other international doctors and build support networks.

Doctors tell us that after attending one of our events they:
- feel more confident
- are more likely to ask for help
- feel more informed about GMC guidance.

Book a workshop for your doctors
We have advisers based across the UK who can deliver a free workshop at a time and place convenient to you.

Email us at welcomeuk@gmc-uk.org and we will arrange for a local adviser to contact you.
gmc-uk.org/welcomeUK

91% of doctors tell us that they would change the way they practice as a result of what they learnt on the day.
Welcome to DEMEC
Come and visit us at our stand
Transforming the workforce for a healthier Wales

Health Education and Improvement Wales (HEIW)

Sitting alongside Health Boards and Trusts, we are the only Special Health Authority within NHS Wales. We have a leading role in the education, training, development, and shaping of the healthcare workforce in Wales, supporting high-quality care for the people of Wales.

Established on 1 October 2018, Health Education and Improvement Wales (HEIW) brings together three key organisations for health: Wales Deanery; NHS Wales’s Workforce Education and Development Services (WEDS); and the Wales Centre for Pharmacy Professional Education (WCPPE).
ABOUT US
MSC Assessment is the assessment arm of the Medical Schools Council, the representative body for UK medical schools. Our relationship with schools has helped us bring together experts for over 10 years, allowing us to become global leaders in assessment.

WHAT WE OFFER
Our unique collaboration of assessment experts has produced Exam-Write®, an exam authoring and delivery platform designed to offer a seamless experience for bodies responsible for creating and delivering exams.

Introducing Exam-Write®
Exam authoring and delivery software developed by MSC Assessment.

Exam-Write
Experts in assessment

INNOVATION
Continually evolving so users benefit from the latest trends like Very Short Answer Questions (VSA) or Rasch

FLEXIBILITY
Developed with flexibility & security in mind, it can be accessed anywhere eliminating the need to use paper

USER-CENTRED
The platform is developed alongside those at the frontline of exam delivery

EXPERTISE
Drawing on the knowledge & experience of world-leading medical school experts

Learn more at www.exam-write.co.uk
NACT UK is a members’ organisation supporting & representing local leaders who deliver medical & dental education in the four countries of the UK.

**The “premier place” for practical educational ideas & advice. Learn & share across specialties, regions and countries.**

**Who can join?**
Anyone with a role in medical & dental education in any setting, whether undergraduate, postgraduate or CPD, is welcome. This includes:

1. Leaders e.g. Deans, Directors, Tutors, Faculty Leads etc.
2. Trainers e.g. Supervisors, trainers, teachers, skills/simulation trainers etc.
3. Managers e.g. Medical Education & Programme Managers, Deanery / LEBT staff etc.
4. Trainees/Medical Students with an interest in developing a role in Medical Education
5. Support Services e.g. careers, support units, coaching & mentoring etc.

+44 (0) 1908 272898
office@nact.org.uk
www.nact.org.uk
The Scottish healthcare system has a proud history of academic research and of internationally recognised good clinical practice, coupled with a strong record of high-quality training.

Visit our stand and learn about:

- Remote and Rural Training
- Ground breaking Lead Employer arrangements
- Medical Education Research collaboration

www.scotlanddeanery.nhs.scot
CASPer is an online scenario-based assessment used by admissions teams to select applicants. It assesses non-cognitive skills which are critical to becoming an exceptional doctor.

- Widened Participation
- Allows for Diverse Perspectives
- Reliable and Valid
- Unburdened Admissions
- No Program Cost

Trusted by our partners

Used by 220+ programs at 70+ institutions worldwide, including:
Oxford Medical Simulation (OMS) delivers virtual reality (VR) medical training. Using VR headsets, learners can practice in true-to-life clinical scenarios, receive personalized feedback, a self-guided debriefing, and may repeat each scenario as often as they like to improve their performance.

OMS has scenario libraries for medical students, physicians, colleges of nursing, RNs, ANPs and PAs and can collaborate to build the perfect simulation program for each institution.

The OMS approach is collaborative. All scenarios are customizable and come with a full analytics and reporting system through the website application. The platform runs without the need for faculty, allowing institutions to free up time, space and optimise delivery of standardised clinical training to improve patient care and patient safety.

Contact: Laura Burnett, Educational Specialist

Email: laura@oxfordmedicalsimulation.com

Website: https://oxfordmedicalsimulation.com/
Co-designed with leading medical schools across the world, Myprogress is a mobile assessment app and ePortfolio designed to work completely offline and support quality feedback throughout clinical placement.

Join us on stand 6 for a demonstration!

Contact us for a free demo at info@myprogressapp.com myprogressapp.com
BookWise Solutions Limited are healthcare scheduling experts who provide leading edge software designed to simplify your scheduling and save you time and money.

We create specialist software for healthcare and corporate organisations ranging from general room booking software to more specialist scheduling systems.

The BookWise suite of products have been developed to allow users to easily manage their resources at a click of a button.

We develop software for:

- Outpatient room & resource scheduling
- Day Unit scheduling
- Renal scheduling
- Real-time room booking
- Study leave claim management

Do you know:

- BookWise is trusted by over 160 NHS hospitals
- Our software is used in over 210 locations
- Two-thirds of the Global Digital Exemplars use BookWise
- More than half of our customers have been with us over 10 years
- 95% of our customers say our software provides an efficient & transparent solution

BookWise Solutions have a proven track record backed up by our network of reference sites and our guarantee: We provide the best healthcare scheduling, guaranteed – or your money back*. We would be delighted to provide you with a demonstration to illustrate what our software can do for you.

* Terms & conditions apply

For more information on how we can help you, please call 0800 052 0004.
For full course listings visit rcp.sg/nonclinical

The NHS Leadership Academy (part of NHS England and NHS Improvement) works to improve the care of patients and populations through developing outstanding leadership in health and care.

We work closely with the Faculty of Medical Leadership and Management and medical schools to embed leadership and management in the undergraduate curricula and with Health Education England to integrate leadership in postgraduate medical education. We have recently developed a set of resources for use by Medical Education Supervisors that will help enable the integration of effective leadership skills into supervisions sessions with all trainees.

To find out more about our leadership development programmes and resources visit us on stand 3 or go to www.leadershipacademy.nhs.uk

We combine medical experience, design expertise and innovation to create models that are anatomically accurate and procedurally correct.

Our task trainers provide hands-on experience for all levels of training.

Will you inspire and train the medics and healthcare professionals of the future?

• An introduction to medical education for new educators
• Experienced tutors can refine their skills

The distance-learning and block delivery of this programme allows professionals to study whilst working.
Programme - Monday 2 December

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>08:50 - 09:50</td>
<td>Registration</td>
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<tr>
<td></td>
<td>Refreshments + networking</td>
</tr>
<tr>
<td>08:50 - 09:30</td>
<td>Meet the Educational Leaders networking opportunity</td>
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<tr>
<td></td>
<td>Purple zone (Tables 1 + 2) Refreshment area</td>
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<tr>
<td></td>
<td>An opportunity to meet with key educational leaders</td>
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<tr>
<td>09:50 - 10:20</td>
<td>Welcome + opening address</td>
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<tr>
<td></td>
<td>Prof Sheona MACLEOD</td>
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<td></td>
<td>Exchange Hall</td>
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<td></td>
<td>Chair: Dr Ian COLLINGS</td>
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<tr>
<td>10:20 - 11:15</td>
<td>PLENARY SESSION 1</td>
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<tr>
<td></td>
<td>The Sciences of Learning: State of the Art and the Future of Medical Education</td>
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<tr>
<td></td>
<td>Dr David HIRSH MD</td>
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<tr>
<td></td>
<td>The George E. Thibault Academy Associate Professor and Director, Harvard Medical School Academy; Director and co-founder Harvard Cambridge Integrated Clerkship</td>
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<tr>
<td></td>
<td>Harvard Medical School / Cambridge Health Alliance</td>
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<td></td>
<td>Internal Medicine, Cambridge, USA</td>
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<tr>
<td>11:15 - 11:20</td>
<td>Q&amp;A</td>
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<tr>
<td>11:20 - 11:50</td>
<td>Refreshments, exhibition, networking + posters</td>
</tr>
<tr>
<td>11:50 - 12:00</td>
<td>Transfer to parallel sessions</td>
</tr>
</tbody>
</table>

**Colour coding for parallel session themes:**

1. Designing and planning learning
2. Teaching and facilitating learning
3. Assessment of learning
4. Educational research and scholarship
5. Educational management and leadership
6. Core values of medical educators

DEMEC 2019 will cover 6 themes following the AoME Professional Standards – Core Values and Five Domains

The Academy of Medical Educators’ Professional Standards Framework makes explicit the values, skills, knowledge and practical capabilities required of those engaged in medical education. The Standards have been developed in wide consultation with professional medical educators. The framework is outcome-based and generic in nature; it is designed to be inclusive and relevant to all clinical and non-clinical medical educators irrespective of role.

The Professional Standards support the maintenance of good medical practice and are used to support professional development, annual appraisal and revalidation. They are relevant to all educational roles and responsibilities. Membership and Fellowship of AoME exceed the minimum GMC requirements for clinical trainers.
<table>
<thead>
<tr>
<th>Time</th>
<th>Track: Parallel Track A</th>
<th>Event</th>
<th>Location</th>
<th>Theme</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 - 13:00</td>
<td></td>
<td>A1: Supporting and reviewing academic progress</td>
<td>Symposia</td>
<td>Royce (Midland)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A2: Assessing professional competence - is the ARCP fit for purpose?</td>
<td>Workshop</td>
<td>Exchange 9</td>
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<tr>
<td></td>
<td></td>
<td>A3: Introduction of a Longitudinal Clerkship for Wales: Community and Rural Education Route (CARER)</td>
<td>Theatre</td>
<td>Rolls (Midland)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A4: Longitudinal Integrated Foundation Training (LIFT); training differently for the future of the National Health Service</td>
<td>Theatre</td>
<td>Victoria (Midland)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A5: Reforming medical education for the workforce of tomorrow</td>
<td>Interactive presentation</td>
<td>Exchange Hall</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A6: Schwartz Rounds as a tool for Educational significant incidents</td>
<td>Theatre</td>
<td>Exchange 2+3</td>
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<tr>
<td></td>
<td></td>
<td>A7: Inclusive selection - Facilitating collaboration (and convergence of good practice) across institutions and stakeholders</td>
<td>Theatre</td>
<td>Fairclough (Midland)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>A8: How Rasch Modelling can improve standard setting and assessment - a study of thirty UK medical schools</td>
<td>Workshop</td>
<td>Exchange 1</td>
<td></td>
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<tr>
<td></td>
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<td>A9: Distributed [net]-works: on the nuts and bolts of interprofessional learning in primary &amp; community care</td>
<td>Workshop</td>
<td>Exchange 11</td>
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<td>A10: The Future Leaders Programme in Health Education England working across Yorkshire and the Humber, the jewel in our crown</td>
<td>Theatre</td>
<td>Exchange 6+7</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Session Title</td>
<td>Location</td>
<td>Theatre</td>
<td>Exchange</td>
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<tr>
<td>12:00-12:15</td>
<td>Innovative Education Across the Sectors</td>
<td>Health Education England. North London Local Office</td>
<td>Theatre</td>
<td>Exchange 4+5</td>
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<tr>
<td>12:15-12:30</td>
<td>Innovative training posts</td>
<td>GP Education Unit, Southampton</td>
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<tr>
<td>12:30-12:45</td>
<td>How can we teach clinical reasoning in UK undergraduate medical education?</td>
<td>Swansea University Medical School</td>
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<tr>
<td>12:45-13:00</td>
<td>Service Vs. Training – But need they be in conflict?</td>
<td>St George's NHS Foundation Trust</td>
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<tr>
<td>12:00-12:07</td>
<td>Introductions to the session</td>
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<td>Theatre</td>
<td>Stanley (Midland)</td>
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<tr>
<td>12:07-12:22</td>
<td>i) Training for Advanced Clinical Practice</td>
<td>Academy of Medical Royal Colleges</td>
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<tr>
<td>12:22-12:34</td>
<td>ii) Developing, Implementing and Delivering a process to assess competency progression for Advanced Clinical Practitioner Trainees</td>
<td>HEE Midlands and East</td>
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<tr>
<td>12:34-12:46</td>
<td>iii) There's No 'Eye' in Team: Transforming clinical teams through education</td>
<td>HEE and Royal College of Ophthalmologists</td>
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<tr>
<td>12:46</td>
<td>iv) The ACP marriage with surgery; Something old, Something new, Something borrowed, Something ???</td>
<td>University Hospitals of Derby &amp; Burton</td>
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<td>Closing statement and final questions</td>
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<tr>
<td>13:00-14:30</td>
<td>Lunch, exhibition, networking + posters</td>
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<td>Workshop</td>
<td>Exchange 10</td>
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</table>
### Programme - Monday 2 December

**Co-chairs:** Prof Derek GALLEN + Prof Namita KUMAR

**14:30 - 15:15**  
**THE BIG DEBATE:**  
Do doctors need their own regulator?

The NHS has established the value of multi-professional teams and their positive impact on patient care. Given the transformation of the NHS workforce, are separate regulators for our professions divisive or important in terms of professional identity? Without professional identity, are we likely to hamper or encourage recruitment. These and other issues will be discussed in a lively debate with speakers all known for their opinions.

**Debaters:**  
Prof Sara HURLEY  
Prof Neil JOHNSON  
Dame Clare MARX  
Prof Wendy REID  
Mrs Jeannie WATKINS  
Mrs Karen WILSON

**15:15 - 15:30**  
Transfer to parallel sessions

**15:30 - 17:00**  
**Parallel Track B:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Organisation</th>
<th>Theme</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Supported Return to Training (SuppoRTT) – two regional systems, same goal</td>
<td>HEE SW, HEE YH, NACT UK</td>
<td>Educational management and leadership</td>
<td>Exchange 2+3</td>
</tr>
<tr>
<td>B2</td>
<td>Differential Attainment – impact of educational environment and focus on earlier interventions to improve outcomes</td>
<td>JRCPTB and HEE NW</td>
<td>Educational research and scholarship</td>
<td>Exchange Hall</td>
</tr>
<tr>
<td>B3</td>
<td>InSPIRing ALL: Designing and implementing an interactive leadership toolkit</td>
<td>HEE South London</td>
<td>Educational management and leadership</td>
<td>Royce (Midland)</td>
</tr>
<tr>
<td>B4</td>
<td>AoME@DEMEC: The senior medical educator: developing and clarifying professional standards for educational leaders</td>
<td>AoME</td>
<td>Educational research and scholarship</td>
<td>Charter 4</td>
</tr>
<tr>
<td>B5</td>
<td>The reflective practitioner</td>
<td>Academy of Medical Royal Colleges</td>
<td>Teaching and facilitating learning</td>
<td>Victoria (Midland)</td>
</tr>
<tr>
<td>B6</td>
<td>Strategic Education Landscape: An overview of key regulatory initiatives from the General Medical Council</td>
<td>GMC</td>
<td>Educational management and leadership</td>
<td>Exchange 11</td>
</tr>
<tr>
<td>B7</td>
<td>Are Well-being education sessions for junior doctors helpful?</td>
<td>Health Education England Yorkshire and Humber</td>
<td>Designing and planning learning</td>
<td>Exchange 4+5</td>
</tr>
<tr>
<td>B8</td>
<td>The role of hi-fidelity simulation in assessment and development</td>
<td>GP Education Unit, Southampton</td>
<td>Teaching and facilitating learning</td>
<td>Interactive presentation</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
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</table>
| 9:00     | Cross Boundary Training in Mental Health working across traditional learning environments: the East Midlands approach  
**HEE EMM**  
Theme: Teaching and facilitating learning | Theatre Rolls (Midland) |
| 10:00    | Tackling academic dishonesty and cheating in high-stakes examinations  
**MRCP**  
Theme: Assessment of learning | Workshop Fairclough (Midland) |
| 11:00    | Short Communications B (i)  
Co Chairs: **Uta HILL + Clive LEWIS**  
1/ 15:30-15:45  
"Psychiatry Pitstop" – presentation of a near-peer led teaching programme  
**South West Yorkshire Partnership NHS Foundation Trust**  
Theme: Teaching and facilitating learning  
2/ 15:45-16:00  
Peer-teaching - how to nourish and flourish  
**Queen's University Belfast**  
Theme: Teaching and facilitating learning  
3/ 16:00-16:15  
Supporting Refugee Health Professionals into the workplace  
**Health Education England North East**  
Theme: Teaching and facilitating learning  
4/ 16:15 – 16:30  
I could have learnt a lot from him: leveraging personal networks to maximise workplace learning  
**St George’s NHS Foundation Trust**  
Theme: Teaching and facilitating learning  
5/ 16:30-16:45  
Let’s Get Physical! – Inter Professional Workshop learning on value of Physical Activity for health and wellbeing  
**University of Aberdeen**  
Theme: Teaching and facilitating learning | Theatre Exchange 6+7 |
| 16:45-17:00 | Discussion | Theatre |


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<tr>
<th>Time</th>
<th>Event</th>
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<th>Topic</th>
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<tbody>
<tr>
<td>1/ 15:30-15:45</td>
<td>Examining OSCEs: how might we improve contemporary approaches to performance assessment in medical education?</td>
<td>Centre for Medical Education, Queen’s University, Belfast</td>
<td>Assessment of learning</td>
</tr>
<tr>
<td>2/ 15:45-16:00</td>
<td>Making SLE's worthwhile - what are the barriers?</td>
<td>Manchester Foundation Trust</td>
<td>Assessment of learning</td>
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<tr>
<td>3/ 16:00-16:15</td>
<td>The relationship between medical student Conscientiousness Index scores and later clinical performance: a pilot study</td>
<td>University of Sunderland</td>
<td>Assessment of learning</td>
</tr>
<tr>
<td>4/ 16:15-16:30</td>
<td>Remediation of professionalism difficulty in medical undergraduates: lessons from the literature and St George’s experience</td>
<td>St George’s, University of London</td>
<td>Assessment of learning</td>
</tr>
<tr>
<td>5/ 16:30-16:45</td>
<td>Remediation: Undermining professional identities and student welfare?</td>
<td>University of Plymouth</td>
<td>Assessment of learning</td>
</tr>
<tr>
<td>6/ 16:45-17:00</td>
<td>Assessing clinical reasoning in the OSCE - strategies and practice</td>
<td>University of Manchester Medical School</td>
<td>Assessment of learning</td>
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<th>Time</th>
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<tbody>
<tr>
<td></td>
<td>Hot topics and their influence on medical education:</td>
<td>Workshop Exchange 1</td>
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<tr>
<td>Digital health</td>
<td>Mr Patrick MITCHELL</td>
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<td>Mrs Henrietta MBEAH-BANKAS</td>
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<tr>
<td></td>
<td>Hot topics and their influence on medical education:</td>
<td>Workshop Exchange 9</td>
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<tr>
<td>Staff Wellbeing Hot Topic; NHS Staff &amp; Learner Wellbeing Commission, GMC Wellbeing Review and the Academic Centre for Workforce Wellbeing</td>
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<td>Prof Simon GREGORY</td>
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<td>Dr Teresa HEWITT-MORAN</td>
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<td>Ms Anna ROWLAND</td>
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<td>Dr Gemma SIMONS</td>
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<td>17:00 - 17:30</td>
<td>Refreshments, exhibition, networking + posters</td>
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<td>17:30 - 18:10</td>
<td>AoME Awards</td>
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<td>18:10</td>
<td>Special lecture welcome</td>
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<td>Prof Jacky HAYDEN</td>
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<td>18:10 - 18:50</td>
<td>AoME Calman Lecture</td>
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<td>Integrating Neuroscience into 21st Century Medical Education: Lessons from the National Neuroscience Curriculum Initiative</td>
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<td>Dr David A ROSS</td>
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<td>Associate Professor</td>
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<td>Department of Psychiatry, Yale School of Medicine, New Haven, USA</td>
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<td>18:50 - 19:00</td>
<td>Q&amp;A</td>
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<td>19:00</td>
<td>End of conference day one</td>
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<td>19:00 - 21:00</td>
<td>Welcome canape and drinks reception</td>
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<tr>
<td>08:15 - 09:00</td>
<td>Registration + refreshments</td>
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<td>09:00 - 09:30</td>
<td>Welcome</td>
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<td>Chair:</td>
<td>Dr Tom LAWSON</td>
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<td>09:00 - 09:30</td>
<td>PLENARY SESSION 2</td>
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<td></td>
<td>Medical Education is the 4th Industrial Revolution</td>
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<td>Prof Andrew MORRIS CBE</td>
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<td>Health Data Research UK, London, UK</td>
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<td>09:30 - 09:45</td>
<td>Q&amp;A</td>
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<tr>
<td>09:45 - 10:15</td>
<td>Refreshments, exhibition, networking + posters</td>
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<td>10:15 - 11:45</td>
<td>Parallel Track C</td>
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<tr>
<td>C1:</td>
<td>Pieces of the jigsaw: recognition of unprofessional behaviour in the developing</td>
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<td>doctor.</td>
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<td></td>
<td>School of Medicine, University of Liverpool</td>
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<td>University of Manchester Medical School</td>
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<td>Theme:</td>
<td>Educational research and scholarship</td>
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<td>C2:</td>
<td>Building Fair Training Pathways: Addressing differential attainment from medical</td>
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<td>school to CCT.</td>
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<td>MSC &amp; GMC</td>
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<td>Theme:</td>
<td>Educational management and leadership</td>
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<td>C3:</td>
<td>Improving individualised training pathways and flexibility in training</td>
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<td>Academy of Medical Royal Colleges + HEE</td>
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<td>Theme:</td>
<td>Designing and planning learning</td>
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<td>C4:</td>
<td>The New Foundation Programme Curriculum</td>
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<td>AoMRC/UKFPO</td>
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<td>Theme:</td>
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<td>C5:</td>
<td>Managing Medical Uncertainty</td>
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<td>Severn Postgraduate School of Paediatrics</td>
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<td>Theme:</td>
<td>Teaching and facilitating learning</td>
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<td>C6:</td>
<td>Mental illness in doctors in training: removing the barriers to care</td>
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<td>Swansea University Medical School</td>
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<tr>
<td>Theme:</td>
<td>Core values of medical educators</td>
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<td>C7:</td>
<td>The exam game plan</td>
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<td>Theme:</td>
<td>Designing and planning learning</td>
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<td>C8:</td>
<td>AoME@DEMEC: The professional healthcare educator: core values of healthcare</td>
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<td>Core values of medical educators</td>
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<td>C9:</td>
<td>Clinical Escape Rooms – a novel way to teach human factors and non-technical</td>
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<td>University of Bristol - Gloucestershire Academy</td>
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<tr>
<td>Theme:</td>
<td>Teaching and facilitating learning</td>
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### Programme - Tuesday 3 December

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Workshop</th>
<th>Exchange</th>
<th>Theatre</th>
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</thead>
</table>
| C10:  | Responding to a trainee’s disability - roles and responsibilities  
**HEE EM**  
Theme: Educational management and leadership  
**Theatre**  
**Stanley (Midland)** | Workshop | Exchange 11 | Theatre (Midland) |
| C11:  | Short Communications C (i)  
Co Chairs: Martin ROYLE + Damian MCKEON  
1/ 10:15-10:30  
An Engaging Toolkit for Teaching Patient Safety and Medical Error  
*St George’s NHS Foundation Trust*  
Theme: Teaching and facilitating learning  
2/ 10:30-10:45  
Developing the Lifelong Learning Platform (ePortfolio)  
*Royal College of Anaesthetists*  
Theme: Teaching and facilitating learning  
3/ 10:45-11:00  
In the steps of Olympic athletes: using sports psychology to improve clinical performance and resilience  
*Edge Hill University Medical School*  
Theme: Teaching and facilitating learning  
4/ 11:00-11:15  
Enhancing training and education using workforce transformation  
*St George’s NHS Foundation Trust*  
Theme: Educational management and leadership  
5/ 11:15-11:30  
Clinical Thinking: effects of context on trainees’ learning  
*Wessex Foundation School*  
Theme: Teaching and facilitating learning  
6/ 11:30-11:45  
Creating communities of practice: A new role for education across health and social care  
*Hammersmith and Fulham GP Federation*  
Theme: Teaching and facilitating learning  
| C12:  | Short Communications C (ii)  
Co Chairs: Sam DEBBAGE + Alasdair STRACHAN  
1/ 10:15-10:30  
Teaching empathy and communication with simulated patients  
*Hull York Medical School HYMS*  
Theme: Educational research and scholarship  
2/ 10:30-10:45  
Academic Foundation Training  
*North West of England Foundation School*  
Theme: Educational management and leadership  
|
### Programme - Tuesday 3 December

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
<th>Theme</th>
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</thead>
<tbody>
<tr>
<td>3/10:45-11:00</td>
<td>Quality Management in an emerging Integrated Care System: Collaborative working and sharing of concerns</td>
<td>Health Education England - North East &amp; North Cumbria</td>
<td>Educational management and leadership</td>
</tr>
<tr>
<td>4/11:00-11:15</td>
<td>What we agree on: healthcare professions educators values and activities</td>
<td>ASME and AoME</td>
<td>Educational management and leadership</td>
</tr>
<tr>
<td>5/11:15-11:30</td>
<td>Creation of innovative career opportunities across the sectors</td>
<td>HEE - North London Local Office</td>
<td>Educational management and leadership</td>
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<tr>
<td>6/11:30-11:45</td>
<td>Inter-professional learning through Fellowship programmes</td>
<td>HEE Midlands &amp; East</td>
<td>Educational management and leadership</td>
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</tbody>
</table>

**C13:** Hot topics and their influence on medical education:
- **Workforce Challenges**
  - Mr Julian HARTLEY

**C14:** Hot topics and their influence on medical education:
- Environmental issues and sustainability
  - Dr Peter HOCKEY
  - Dr Katie KNIGHT
  - Dr Maria VAN HOVE
  - Dr Nada AL-HADITHY
  - Dr Anya GOPFERT

**11:45 - 13:15** Lunch, exhibition, networking + posters
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Chair</th>
<th>Location</th>
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<tbody>
<tr>
<td>12:15 - 13:15</td>
<td>Poster category theme winner presentations</td>
<td>Prof Rowan PARKS</td>
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<tr>
<td>12:15-12:25</td>
<td>1 Designing and planning learning</td>
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<td></td>
<td>EQUIPPING TOMORROWS DOCTORS - IT IS TIME FOR A FORMAL UNDERGRADUATE</td>
<td>Cheah A*, Navin R,</td>
<td>Guy's and St Thomas' NHS Foundation Trust, Westminster Bridge Road,</td>
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<td>ACUTE MEDICINE CURRICULUM</td>
<td>Srivastava V</td>
<td>London</td>
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<td>12:25-12:35</td>
<td>2 Teaching and facilitating learning</td>
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<td></td>
<td>SURVIVE AND THRIVE: PILOTING A WORKSHOP TO ENHANCE RESILIENCE OF</td>
<td>Crowe, K* 1, Holt,</td>
<td>Clinical Teaching Fellow, Consultant Psychiatrist, Foundation Programme</td>
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<tr>
<td></td>
<td>DOCTORS IN EARLY TRAINING</td>
<td>N 1, Hegde, R 2</td>
<td>Director - Medical Education Department, University Hospital Monklans,</td>
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<td>Monks court Avenue, NHS Lanarkshire ML6 0JS</td>
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<td>12:35-12:45</td>
<td>3 Assessment of learning</td>
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<td></td>
<td>A SCENARIO-BASED, COMPUTER-ADMINISTERED METHOD OF ASSESSMENT IN ETHICS</td>
<td>Trimble M*</td>
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<td></td>
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<td>Clinical Lecturer,</td>
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<td>12:45-12:55</td>
<td>4 Educational research and scholarship</td>
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<td>IMPACT OF IMMERSE SIMULATION TRAINING ON ON-CALL SHIFT CONFIDENCE OF</td>
<td>S. Panda*, K. Patel,</td>
<td>University Hospitals Leicester Trust</td>
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<td>TRUST GRADE DOCTORS WHO TRAINED OUTSIDE OF THE UK</td>
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<td>5 Educational management and leadership</td>
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<td>WHAT DO STUDENTS HAVE TO DO WITH MEDICAL EDUCATION LEADERSHIP AND</td>
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<td>6 Core values of medical educators</td>
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<td>IMPROVING THE LEARNING ENVIRONMENT AND CULTURE IN AN OBSTETRICS AND</td>
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<td>13:15 - 13:25</td>
<td>Transfer to parallel sessions</td>
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<td>Parallel Track D:</td>
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<td>D1:</td>
<td>Don't be unreasonable - a framework for considering requests for adjustments in high stakes assessments</td>
<td>Academy of Medical Royal Colleges</td>
<td>Theme: Assessment of learning</td>
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<td>D2:</td>
<td>Supporting international medical graduates</td>
<td>HEE NE</td>
<td>Theme: Educational management and leadership</td>
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<td>D3:</td>
<td>Faculty Development: Facilitating Inter-professional Learning among Clinical Educators</td>
<td>Norwich Medical School</td>
<td>Theme: Designing and planning learning</td>
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<tr>
<td>D4:</td>
<td>Exploring the principles of simulation-based education in health and care</td>
<td>HEE</td>
<td>Theme: Designing and planning learning</td>
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<td>D5:</td>
<td>The utility of Very Short Answer questions delivered online – Outcomes of a National Pilot</td>
<td>Medical Schools Council Assessment Alliance</td>
<td>Theme: Assessment of learning</td>
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<td>D6:</td>
<td>The platform to transform education in healthcare</td>
<td>HEE</td>
<td>Theme: Teaching and facilitating learning</td>
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<td>D7:</td>
<td>Innovative cross-specialty education in mental health for GPs in training</td>
<td>HEE EM</td>
<td>Theme: Teaching and facilitating learning</td>
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<td>D8:</td>
<td>'Edutaining' the Millenials</td>
<td>HEE Wessex</td>
<td>Theme: Teaching and facilitating learning</td>
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<td>D9:</td>
<td>An innovative training approach to managing the complex older person across primary and secondary care</td>
<td>UHL</td>
<td>Theme: Designing and planning learning</td>
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<tr>
<td>D10:</td>
<td>Improving individualised training pathways and flexibility in training</td>
<td>Academy of Medical Royal Colleges + HEE</td>
<td>Theme: Designing and planning learning</td>
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### D11: Short Communications D (i)

**Co Chairs:** Emma WALES + Andy WHALLETT

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<tr>
<th>Time</th>
<th>Title</th>
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<th>Theme</th>
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<tbody>
<tr>
<td>1/ 13:25-13:40</td>
<td>Facilitating cultural competence for International Medical Graduates - Should this be included in an induction programme</td>
<td>Stockport NHS Foundation Trust</td>
<td>Designing and planning learning</td>
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<tr>
<td>2/ 13:40-13:55</td>
<td>Implementing the new Internal Medicine Training (IMT) curriculum</td>
<td>Joint Royal College of Physicians Training Board (JRCPTB)</td>
<td>Designing and planning learning</td>
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<tr>
<td>3/ 13:55-14:10</td>
<td>Exploring how medical students develop online identities for professional use of social media</td>
<td>Brighton Sussex Medical School</td>
<td>Core values of medical educators</td>
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<tr>
<td>4/ 14:10-14:25</td>
<td>Changing the mind-set of the NHS to identifying and managing risk proactively, rather than acting on harm</td>
<td>Academy of Medical Royal Colleges</td>
<td>Designing and planning learning</td>
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### D12: Short Communications D (ii)

**Co Chairs:** Amy SLATER + Adam MALIN

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<th>Time</th>
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<tr>
<td>2/ 13:40-13:55</td>
<td>Quality Improvement across boundaries: Seamless undergraduate/postgraduate QI skills in Wales</td>
<td>School of Medicine, Cardiff University</td>
<td>Core values of medical educators</td>
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<tr>
<td>3/ 13:55-14:10</td>
<td>Evaluation of foundation placements in psychiatry and factors which influence recruitment</td>
<td>Royal College of Psychiatrists</td>
<td>Educational research and scholarship</td>
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<tr>
<td>4/ 14:10-14:25</td>
<td>The good just got better - and you can do it too</td>
<td>Health Education England Wessex Appraisal Service</td>
<td>Educational research and scholarship</td>
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### D13: Hot topics and their influence on medical education:

**The State of Medical Education and Practice – Preparedness; Everyone’s responsibility**

*Ms Nico KIRKPATRICK*

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<td>Exchange 10</td>
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### D14: Hot topics and their influence on medical education:

**Patient safety**

*Ms Pauline BROWN  
Dr Helen HIGHAM  
Prof Peter MCCULLOCH*

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<td>14:25 - 14:55</td>
<td>Refreshments, exhibition, networking + posters</td>
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<td>Chair: Prof Adrian BROOKE</td>
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<td>14:55 - 15:10</td>
<td>Presentation of poster prizes</td>
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<td>1 Designing and planning learning</td>
<td>Presented by: GMC - Colin MELVILLE</td>
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<td>2 Teaching and facilitating learning</td>
<td>Presented by: HEIW - Tom LAWSON</td>
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<td>3 Assessment of learning</td>
<td>Presented by: MSC - Katie PETTY-SAPHON</td>
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<td>4 Educational research and scholarship</td>
<td>Presented by: AoME - Jacky HAYDEN</td>
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<td>5 Educational management and leadership</td>
<td>Presented by: NES - David KLUTH</td>
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<td>6 Core values of medical educators</td>
<td>Presented by: COMPED - Sheona MACLEOD</td>
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<td>Chair: Prof Sheona MACLEOD</td>
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<td>15:10 - 15:40</td>
<td>PLENARY SESSION 3</td>
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<td>The Medical Humanities and Me: how to refresh the self</td>
<td>Prof Femi OYEBODE</td>
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<td>Professor of Psychiatry &amp; Consultant Psychiatrist</td>
<td>National Centre for Mental Health &amp; University of Birmingham</td>
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<td>15:40 - 15:50</td>
<td>Q&amp;A</td>
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<td>15:50 - 15:55</td>
<td>Closing remarks</td>
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<td>Wing Commander Dudley GRAHAM</td>
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<td>15:55</td>
<td>End of conference + delegate departure</td>
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<td>Thank you for attending.</td>
<td>We wish you a safe journey home!</td>
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Monday 2 December: 10.20 - 11:20

The Sciences of Learning: State of the Art and the Future of Medical Education

In more than a century since the Flexner report, the fields that comprise “the sciences of learning” (education, neurobiology of learning, social and cognitive psychology, among others) have advanced greatly. Despite this progress, medical education has been slow to translate these empirically-derived sciences to our educational models, structures, and practices. I created and present “The Sciences of Learning: State of the Art and the Future of Medical Education” with three aims:

1. To define and discuss the empirically-derived sciences of learning;
2. To practice the sciences of learning metacognitively within the session itself;
3. To translate the sciences of learning into medical education and support others to use (and enjoy) these approaches.

In this session, we will actively discuss and engage six empirically-derived sciences of learning using these sciences of learning. In short, we will generate learning and retention about learning and retention. My hope is that education leaders, classroom teachers, clinical educators, and learners will value and benefit from these approaches and be better able to serve our future learners, patients, and communities thereby.

Dr David HIRSH
MD
The George E. Thibault Academy Associate Professor and Director, Harvard Medical School Academy; Director and co-founder Harvard Cambridge Integrated Clerkship
Harvard Medical School / Cambridge Health Alliance
Internal Medicine, Cambridge, USA

Notes
Monday 2 December: 14:30 – 15:15

THE BIG DEBATE:
Do doctors need their own regulator?
The NHS has established the value of multi-professional teams and their positive impact on patient care. Given the transformation of the NHS workforce, are separate regulators for our professions divisive or important in terms of professional identity? Without professional identity, are we likely to hamper or encourage recruitment.

These and other issues will be discussed in a lively debate with speakers all known for their opinions.

Chair: Prof Derek GALLEN + Prof Namita KUMAR

Debaters:
Prof Sara HURLEY, Chief Dental Officer England, UK
Prof Neil JOHNSON, Dean of the Faculty of Health and Medicine, Lancaster University, UK
Dame Clare MARX, Chair, General Medical Council, UK
Prof Wendy REID, Executive Director of Education & Quality, National Medical Director, Health Education England, UK
Mrs Jeannie WATKINS, Senior Lecturer SGUL and former President FPA, UK
Mrs Karen WILSON, Director of Nursing, Midwifery and Allied Health Professions, NHS Education for Scotland, UK

Notes
Monday 2 December: 18:10 – 19:00

AoME Calman Lecture

Integrating Neuroscience into 21st Century Medical Education: Lessons from the National Neuroscience Curriculum Initiative

The Academy of Medical Educators’ annual prestigious Calman Lecture is given in honour of Sir Kenneth Calman Hon FAcadMed, one of the founders of the Academy of Medical Educators. As a tribute to Sir Ken’s own enormous involvement, leadership and contribution to teaching, learning and the organisation of medical training, the general theme for the Calman Lectures is reflections on the education of doctors.

Dr David A ROSS
Associate Professor
Department of Psychiatry
Yale School of Medicine
New Haven, USA

Notes
Tuesday 3 December: 09:00 – 09:45

Medical Education is the 4th Industrial Revolution
Healthcare is arguably the last major industry to be transformed by the information age. Deployments of information technology have only scratched the surface of possibilities for the potential influence of information and computer science on the quality and cost-effectiveness of healthcare. In this talk, the vision, objectives and scientific strategy of HDR UK will be discussed; specifically, the opportunities provided by computer science and “big data” to transform health care delivery models. Examples will be given from nationwide research and development programmes that integrate electronic patient records with biologic and health system data.

Two themes will be explored; specifically:

1. How the size of the UK (65M residents), allied to a relatively stable population and unified health care structures facilitate the application of health informatics to support nationwide quality-assured provision of care.

2. How population-based datasets can be integrated with biologic information and enabled by data science to facilitate (i) epidemiology; (ii) drug safety studies; (iii) enhanced efficiency of clinical trials through automated follow-up of clinical events and treatment response; and, (iv) the conduct of large-scale genetic, pharmacogenetics, and family-based studies essential for precision medicine.

Professor Andrew MORRIS CBE
MB ChB, MSc, MD
Director
Health Data Research UK
London, UK

Notes
Tuesday 3 December: 15:10 – 15:50

**The Medical Humanities and Me: how to refresh the self**

In this presentation Femi will speak about the role that literature (including poetry, fiction, theatre, and autobiographical accounts) has played in his career and life. Femi will draw examples from the works of other doctor poets and will also read some of his own poetry to illustrate the key points that he wishes to make.

*Professor Femi OYEBODE*
Professor of Psychiatry & Consultant Psychiatrist
National Centre for Mental Health & University of Birmingham
**A1: Supporting and reviewing academic progress**  
**HEE NW**

**Monday 2 December 2019 12:00 - 13:00 hrs**

**Duration:**  60 Minutes  
**Session Format:**  Theatre  
**Room:**  Royce (The Midland Hotel - 1st floor)  
**Seating Capacity:**  30

**Learning Objectives:**
1. Delegates to hear how academic ARCPs are run between the University of Liverpool and HEE NW.  
2. Delegates to review the content of an academic supervisor report.  
3. Delegates to consider the benefits of embedding the academic supervisor report within the e portfolio as at present the physicians e portfolio is the only one that has this.

**Session summary:**
The session will cover how the academic element of the ARCP for ACFs and ACLs has been developed by the University of Liverpool and HEE NW ICAT over the last few years to a stage whereby all trainees on the Integrated academic training pathway in all specialties are reviewed by a panel of academics and the report feeds into the trainees main ARCP review panel. A standardised Academic Supervisor Report is utilised which is embedded within the physicians e portfolio. The same report form is submitted separately for trainees in other specialties. 100% of all ACFs and ACLs are now reviewed using this methodology providing assurance that the academic element of training is progressing satisfactorily.

**Programme:**
12:00 - 12:15  Overview of support for Academic specialty trainees in Liverpool  
12:15 - 12:40  Academic Supervisor Report – Structure, Content and issues with completion and feedback  
12:40 - 13:00  Academic element of the specialty ARCP

**Session run by:**  **Prof James BARRETT** will lead an interactive session.
A2: Assessing professional competence - is the ARCP fit for purpose?

UCL Medical School

Monday 2 December 2019 12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Workshop
Room: Exchange 9 (Manchester Central – 1st floor)
Seating Capacity: 96

Learning Objectives:
1. Explore the extent to which the ARCP can be viewed as an assessment and examine the role of the ARCP as a high stakes assessment.
2. Review the evidence regarding the validity and reliability of the ARCP.
3. Consider developments to the ARCP process to enhance its educational value and protect patient safety.

Session summary:
The ARCP is a regular assessment of professional competence that is intended to ensure ongoing educational development as well as safeguarding patients. This session will examine the existing evidence about the validity and reliability of the summative and formative aspects of the ARCP process. Improvements to the current ARCP process will be considered.

Session run by:
Dr Michael PAGE
Dr Katherine WOOLF
A3: Introduction of a Longitudinal Clerkship for Wales: Community and Rural Education Route (CARER)
Cardiff School of Medicine

Monday 2 December 2019  12:00 - 13:00 hrs

Duration:  60 Minutes
Session Format:  Theatre style
Room:  Rolls (The Midland Hotel – 1st floor)
Seating Capacity:  30

Learning Objectives:
1. Learners will have a better understanding of the CARER programme.
2. Learners will enhance their knowledge of the impact of longitudinal clerkships on medical student learning and experience.
3. Learners will enhance their knowledge of the impact of longitudinal clerkships on the wider primary care workforce of extended placements.

Session summary:
The CARER programme is the first phase of an alternative learning experience to encourage students to consider working in underserved areas, offering more educational continuity, and engagement of the Primary Care workforce. We discuss the effectiveness and impact of the CARER programme for students, the primary care workforce and patients.

Programme:
12:00 - 12:05 Introduction to the session including personal introduction and session plan.
12:05 - 12:15 What do we mean by Longitudinal Clerkship? What is the role of educational continuity?
12:30 - 12:45 Feedback from groups and findings from our data.
12:45 - 13:00 Closing remarks/conclusions

Session run by:
Prof Steve RILEY
Dr Katie WEBB
A4: Longitudinal Integrated Foundation Training (LIFT); training differently for the future of the National Health Service

Monday 2 December 2019 12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Theatre style
Room: Victoria Suite (The Midland Hotel – lower ground)
Seating Capacity: 80

Learning Objectives:
1. Critically appraising the feasibility of longitudinal integrated clerkships in postgraduate medical education.
2. Understanding the impact of longitudinal integrated clerkships on the context of NHS delivery.
3. Critically appraising how longitudinal integrated clerkships support development of the NHS constitution

Chair:
Dr David HIRSH

Session summary:
The session will cover background, process, structure and outcomes from the Longitudinal Integrated Foundation Training programme which took place in the NW between 2016 and 2018. This session will also look at feedback from the LIFT2 pilot which is in progress in the North West at present. The benefits of using a multi-disciplinary team in this model of medical education will be discussed.

Speakers:
Miss Kate BURNETT
Dr David HIRSH
Prof Paul BAKER
A5: Reforming Medical Education for the Workforce of Tomorrow

Monday 2 December 2019 12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Interactive presentation
Room: Exchange Hall (Manchester Central – ground floor)
Seating Capacity: 1200

Learning Objectives:
1. To hear about the initiatives that are part of Health Education England’s Medical Education Reform Programme and its workstreams
2. To input into key pieces of ongoing work in improving medical education
3. To hear the views of a wide range of key stakeholders involved in medical education

Session summary:
HEE’s Medical Education Reform Programme is leading the evolution of the structure and delivery of postgraduate medical training to meet the needs of the future. This includes reviewing the delivery of Foundation Training, enhancing Educational Supervision and implementing the findings of our review of the progression of learners and the ARCP process.
We will look at some of our work with an opportunity to input ideas and other initiatives and to discuss the key issues.

Chair:
Ms Sam ILLINGWORTH

Programme:
• Introduction to the Medical Education Reform Programme
• Enhancing junior doctors Working Lives
• Flexibility, LTFT working and Flexible Portfolio Careers
• Improving Supervision
• Enhancing Progression
• Addressing Recruitment and Selection concerns
• Provision of SuppoRTT
• Supported from the Start Future Doctor and Population Health
• How this fits with the Long Term Plan in England
• Round up

Speakers:
Prof Sheona MACLEOD
Ms Sam ILLINGWORTH
Mr Andrew MILNER
Dr Rachel RUMMERY
Dr Katie KNIGHT
Dr Hatim ABDULHUSSEIN
Dr Mas AMIN
Mr Jonathan HOWES
**A6: Schwartz Rounds as a tool for Educational significant incidents**

**HEE NE**

**Monday 2 December 2019  12:00 - 13:00 hrs**

**Duration:** 60 Minutes  
**Session Format:** Theatre style  
**Room:** Exchange 2+3 (Manchester Central – 1st floor)  
**Seating Capacity:** 80  

**Learning Objectives:**
1. To understand the concept and use of Schwartz rounds  
2. To apply the principles in an educational context  
3. To consider how senior educators can use this technique for significant educational incidents to support those who work in educational areas

**Session summary:**
Schwartz Rounds were developed in the USA by the Schwartz Center for Compassionate Healthcare, providing a safe space to reflect on non-clinical aspects of care. The process of sharing and reflecting on experiences results in more empathy, less isolation and better communication with colleagues. This session will explore the use of the technique for educational significant incidents.

**Chair:**
**Dr Jocelyn CORNWELL**

**Programme:**

12:00 - 12:05  Welcome and Introductions - **Dr Jocelyn CORNWELL**  
12:05 - 12:15  Short overview of Schwartz Rounds in UK - **Dr Faye GISHEN**  
12:15 - 12:20  A difficult educational incident - **Prof Dame Jane DACRE**  
12:20 - 12:25  A difficult educational incident - **Prof Adrian BROOKE**  
12:25 - 12:30  A difficult educational incident - **Prof Namita KUMAR**  
12:30 - 13:00  Facilitated discussion

*Please note the nature of the session is discussion based and exact timings are subject to change.*

**Speakers:**

**Dr Jocelyn CORNWELL**  
**Dr Faye GISHEN**  
**Prof Dame Jane DACRE**  
**Prof Adrian BROOKE**  
**Prof Namita KUMAR**
A7: Inclusive selection - Facilitating collaboration (and convergence of good practice) across institutions and stakeholders

MSC

Monday 2 December 2019 12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Cabaret
Room: Fairclough (The Midland Hotel - 1st floor)
Seating Capacity: 30

Learning Objectives:
1. Describe the purpose, structure, and domains employed in multiple mini-interviews.
2. Evaluate inclusive practice in admissions.
3. Explain the value of common interview content in validity research.

Session summary:
This symposium will review and discuss the development and trialling of shared multiple mini-interview (MMI) stations. Contributions include: best practice in MMI station writing; stakeholder involvement; quality assurance; considering diversity and widening participation during development and piloting; collaborative implementation across national medical schools; analysis of initial reliability, performance and generalizability.

Chairs:
Dr Paul GARRUD
Ms Angela KUBACKI

Programme:
12:00 - 12:05 Introduction to MSC - Miss Clare OWEN
12:05 - 12:20 Overview of MSCSA MMI Project - Ms Angela KUBACKI
12:20 - 12:30 Introduction to interactive session - Dr Paul GARRUD
12:30 - 12:50 Writing task – create an MMI station to test resilience
12:50 - 13:00 Feedback & Discussion

Speakers:
Miss Clare OWEN
Ms Angela KUBACKI
Dr Paul GARRUD
**A8: How Rasch Modelling can improve standard setting and assessment - a study of thirty UK medical schools**

*Medical Schools Council Assessment Alliance*

**Monday 2 December 2019 12:00 - 13:00 hrs**

**Duration:** 60 Minutes  
**Session Format:** Workshop  
**Room:** Exchange 1 (Manchester Central - 1st floor)  
**Seating Capacity:** 32

**Learning Objectives:**
1. Understand what Rasch modelling is and how to use it.
2. Understand how Rasch modelling can avoid some of the pitfalls of other standard setting techniques.
3. Understand how Rasch modelling is especially useful when performing cross-institution comparisons.

**Session summary:**
There is a growing need for assessors to rigorously evaluate standards and compare standards across institutions. Our research for the Medical Schools Council Assessment Alliance (MSCAA) describes how Rasch modelling allows standard setters to thoroughly compare, evaluate and revise standards to make assessment fair and defensible.

**Programme:**
- 12:00 - 12:05  Introduction to session aims and test theory
- 12.05 - 12.15  Item Response Theory for the uninitiated
- 12.15 - 12.30  Rasch modelling: what the reports can tell you
- 12.30 - 12.45  Group work: Review of sample questions with Rasch modelling and standard setting data
- 12.45 - 13:00  Practical next steps and summary

**Session run by:**
*Prof David KLUTH*  
*Dr David HOPE*
**A9: Distributed [net] - works: on the nuts and bolts of interprofessional learning in primary & community care**

**HEE South London**

**Monday 2 December 2019  12:00 - 13:00 hrs**

**Duration:** 60 Minutes  
**Session Format:** Workshop  
**Room:** Exchange 11 (Manchester Central - 1st floor)  
**Seating Capacity:** 64

**Learning Objectives:**
1. Understanding the logistics of setting up interprofessional education out of hospital.  
2. Getting ready to launch a variety of IPE tools and methods in primary and community care.  
3. Becoming familiar with the theory and practice of IPE as experiential learning.

**Session summary:**
Setting up and delivering IPE in the distributed and heterogeneous system of primary and community care can be challenging. This session examines the theory behind IPE and offers some concrete examples of how this has been tackled, and achieved, in South London. We will look at placing undergraduate learners together in GP, and placing specialist doctors in innovative primary care placements, among other projects.

**Chair:**  
*Dr John LAUNER*

**Programme:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>12:00 - 12:10</td>
<td>Interprofessional education: a brief review of theory</td>
</tr>
<tr>
<td>12:10 - 12:20</td>
<td>The Pipeline Project and Learning Together</td>
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<tr>
<td>12:20 - 12:30</td>
<td>Pop-up interprofessional supervision using reflecting teams</td>
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<tr>
<td>12:30 - 13:00</td>
<td>Sharing experiences and good practice</td>
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</tbody>
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**Speakers:**  
*Dr John LAUNER*  
*Mrs Raquel WILLIAMS*
A10: The Future Leaders Programme in Health Education England working across Yorkshire and the Humber, the jewel in our crown

HEE

Monday 2 December 2019  12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Exchange 6+7 (Manchester Central - 1st floor)
Seating Capacity: 80

Learning Objectives:
2. Sharing of best practice on how a similar programme could work elsewhere.
3. Discussion of challenges faced when setting up the programme in Yorkshire and the Humber.

Session summary:
HEEYH is passionate about leadership. The Future Leaders Programme offers opportunities for our trainees to do a one year "out of programme experience" Clinical Leadership Fellowship to help grow and develop their personal leadership skills. The programme is popular in Yorkshire, accepting about 80 trainees each year.

Chair:
Dr Susy STIRLING

Programme:
12:00 - 12:10 Welcome, identification of learning needs, overview
12:10 - 12:20 Education
12:20 - 12:30 Evaluation
12:00 - 12:40 Challenges
12:40 - 12:55 Group discussion
12:55 - 13:00 Questions

Speakers:
Dr Susy STIRLING
Dr Sarah MERRIFIELD
Mr Amarvir BILKHU
A11: Hot topics and their influence on medical education: What is the role of the Doctor in the Future?

Monday 2 December 2019  12:00 - 13:00 hrs

Duration: 60 Minutes  
Session Format: Theatre  
Room: Charter 4 (Manchester Central - ground floor)  
Seating Capacity: 190

Session summary:  
The Interim NHS People Plan announced that during 2019/20 Health Education England (HEE) will work with key stakeholders and partners to establish "a clear view on what the NHS, patients and the public require from future doctors". HEE has launched a programme of work - named 'the Future Doctor Programme' - which will identify what is required to respond to the projected demands and needs from the workforce in the future, including the system changes needed to attract, train and retain future doctors.

This interactive session will explore:
• The drivers for change likely to impact the role of the doctor in 10, 20 and 30 years' time;
• What the expectations are for doctors within the multidisciplinary team of the future;
• What changes to medical education and training may be required to support the development of doctors to meet future healthcare demands.

Session run by:
Dr Tahreema MATIN
Prof Wendy REID
A12: Short Communications A (i)

Monday 2 December 2019  12:00 - 13:00 hrs

Duration:  60 Minutes
Session Format:  Theatre
Room:  Exchange 4 + 5 (Manchester Central - 1st floor)
Seating Capacity:  80

Co-Chairs:
James BATEMAN + Diarmuid MULHERIN

Programme:
1/ 12:00 - 12:15  Innovative Education Across the Sectors
Health Education England. North London Local Office
Presented by: Dr Rachel ROBERTS, Professor Anita BERLIN, Dr Osman BHATTI

2/ 12:15 - 12:30  Innovative training posts
GP Education Unit, Southampton
Presented by: Dr Laura SHELDRAKE

3/ 12:30 - 12:45  How can we teach clinical reasoning in UK undergraduate medical education?
Swansea University Medical School
Presented by: Dr Ana da SILVA

4/ 12:45 - 13:00  Service Vs. Training – But need they be in conflict?
St George's NHS Foundation Trust
Presented by: Dr Yee Ean ONG, Dr Jonathan ROUND

Speakers:
Dr Rachel ROBERTS
Prof Anita BERLIN
Dr Osman BHATTI
Dr Laura SHELDRAKE
Dr Ana da SILVA
Dr Yee Ean ONG
Dr Jonathan ROUND
A13: Short Communications A (ii)

Monday 2 December 2019  12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Stanley Suite (Manchester Central - ground floor)
Seating Capacity: 80

Co-Chairs:
Nicki MORGAN + Sue CARR

Programme:

12.00 - 12.07 Introductions to the session
   i) Training for Advanced Clinical Practice
      Academy of Medical Royal Colleges
      Presented by: Mrs Beverley HARDEN

12.07 - 12.22 ii) Developing, Implementing and Delivering a process to assess competency progression for Advanced Clinical Practitioner Trainees
      HEE Midlands and East and Winchester University
      Presented by: Mr Nathan JONES - HEE, Dr Rachel LOCKE, Dr Lucy WALLIS - The University of Winchester

12.22 - 12.34 iii) There's No "Eye" in Team: Transforming clinical teams through education
      HEE and Royal College of Ophthalmologists
      Presented by: Professor Geeta MENON

12.34 - 12.46 iv) The ACP Marriage with surgery, something old, something new, something borrowed, something ???
      University Hospitals of Derby & Burton
      Presented by: Ms Clare SUTHERLAND

12.46 Closing statement and final questions

Speakers:
Mrs Beverley HARDEN
Mr Nathan JONES
Professor Geeta MENON
Ms Clare SUTHERLAND
Dr Rachel LOCKE
Dr Lucy WALLIS
A14: Hot topics and their influence on medical education: Brexit

Monday 2 December 2019 12:00 - 13:00 hrs

Duration: 60 Minutes
Session Format: Workshop
Room: Exchange 10 (Manchester Central - 1st floor)
Seating Capacity: 48

Session summary:
This session will provide an opportunity to explore the implications of Brexit for the NHS and for medical education and research in the UK. An initial 30 minute presentation will explore the widespread misunderstanding of the EU by many in the UK and will highlight the key threats posed by Brexit. Given the uncertainty involved, the content will reflect the situation at the time of the conference. This will be followed by an open discussion in which we will explore participants’ concerns in relation to EU law and policy, thereby grounding the discussion in reality rather than the usual vague hopes that “something will work out”.

Session run by:
Prof Martin MCKEE
Supported Return to Training (SuppoRTT) – two regional systems, same goal

HEE SW, HEE YH, NACT UK

Monday 2 December 2019 15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Theatre
Room: Exchange 2+3 (Manchester Central – 1st floor)
Seating Capacity: 80

Learning Objectives:
1. Obtain an overview of Supported Return to Training (SRTT) in the South West and Yorkshire and the Humber
2. Understand challenges faced when engaging local stakeholders and the importance of sharing data across organisations
3. Appreciate importance for a trainee-driven bespoke plan
4. Sharing of best practice across other organisations
5. Breaking down barriers and perceived cultural norms making SuppoRTT a normal and embedded practice within training

Session summary:
There has been a focus on inadequate support for trainees returning to work after a gap of 3 months or more. Such a break can lead to reduced confidence, lack of familiarity and deskilling. Poignantly, this was highlighted following a manslaughter conviction of a trainee who had just returned from parental leave, was placed on take in an overstretched hospital with a poor IT system and inadequate peer and senior support. The Department of Health has recognised the importance of ‘Return to Practice’ and created recurring funding for Supported Return to Training (SRTT). We report on two different regional approaches in the South West and Yorkshire and the Humber.

Chair:
Dr Adam MALIN

Programme:
15:30 - 15:35 Ice breaker
15:35 - 15:40 HEE SuppoRTT introduction video
15:40 - 16:00 Trainee videos
16:00 - 16:20 South West SuppoRTT Overview
16:20 - 16:40 Yorkshire and Humber SuppoRTT overview
16:40 - 16:45 KIT overview
16:45 - 17:00 Panel Q & A

Speakers:
Dr Maya NARAVI
Dr Adam MALIN
Ms Caroline HINDS
Dr Laura MACNALLY
Dr Amy SLATER
Dr Clare ATTWOOD
B2: Differential Attainment – impact of educational environment and focus on earlier interventions to improve outcomes

JRCPTB and HEE NW

Monday 2 December 2019  15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Short talks
Room: Exchange Hall (Manchester Central – ground floor)
Seating Capacity: 1200

Learning Objectives:
1. Raise awareness of current research work around Differential Attainment
2. To understand how the quality of the educational environment influences training and outcomes, and how it varies in minority groups
3. To understand the challenges of addressing Differential Attainment
4. To provide a framework of potential early interventions in order to narrow the gap and improve outcomes

Session summary:
Differential Attainment (DA) is where different groups of doctors progress through training at different levels. It has existed for decades and is challenging to address.

This session will:
- Update on current research work around DA
- Examine how the quality of the learning environment interacts with assessments and outcomes
- Discuss metrics of evaluating DA and present regional analysis of outcome data
- Explore strategies and discuss interventions to address DA

Chairs/facilitators:
Dr Mumtaz PATEL
Prof Jane MAMELOK
Dr Alastair MILLER

Programme:
15:30 - 15:50 Scale of the problem; present Differential Attainment research and discuss metrics of how to measure DA
   Dr Mumtaz PATEL

15:50 - 16:10 Present how the CMT quality criteria as a marker of educational environment can potentially influence training outcomes in minority groups
   Dr Miriam ARMSTRONG

16:10 - 16:30 Present framework of potential early interventions in order to narrow the gap and improve outcomes
   Mrs Clare INKSTER

16:30 - 17:00 Panel and plenary discussion

Speakers:
Dr Mumtaz PATEL
Dr Miriam ARMSTRONG
Mrs Clare INKSTER
**B3: InSPIRing ALL: Designing and implementing an interactive leadership toolkit**

*HEE South London*

Monday 2 December 2019  15:30 - 17:00 hrs

**Duration:**  90 Minutes  
**Session Format:**  Workshop  
**Room:**  Royce (The Midland Hotel – 1st floor)  
**Seating Capacity:**  24

**Learning Objectives:**
1. Understanding how a Leadership toolkit, using the London spiral approach, can support trainees’ longitudinal personal development in leadership and management.
2. Consider how one might want to implement a leadership toolkit in a region, at trust, programme and school level.
3. Understand the barriers and enablers to delivering leadership and management experiential learning as part of clinical training.

**Session summary:**
This session will discuss the benefits of adopting longitudinally integrated leadership and management learning within postgraduate training programmes. We will present the London Spiral Leadership Toolkit as a method of delivering this, including good practice case studies, discussed in small groups to consider local implementation and best practice.

**Chair:**
*Dr Jo SZRAM*

**Programme:**

**15.30 - 15.50**  Introduction - Clinical leadership - Context, Drivers and current models / toolkit

**15.50 - 16.15**  Local implementation (region, trust, school levels) and examples of leadership activities – Group work

**16.15 - 16.25**  London approach – Spiral Toolkit principles and implementation in the School of Ophthalmology

**16.25 - 16.50**  Barriers and enablers to delivering clinical leadership as part of a training programme – Group discussion

**16.50 - 17.00**  Wrap up

**Speakers:**
*Dr Jo SZRAM*  
*Ms Emma JONES*  
*Mrs Emma BAILEY*
B4: AoME@DEMEC: The senior medical educator: developing and clarifying professional standards for educational leaders

AoME

Monday 2 December 2019  15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Charter 4 (Manchester Central - ground floor)
Seating Capacity: 70

Learning Objectives:
By the end of this session delegates will be able to
1. Outline the purpose and uses of professional standards for medical and healthcare educators.
2. Identify and describe key indicators of excellence in medical and healthcare education leadership.
3. Explain, justify and rate a range of skills, values and behaviours exhibited by leaders in medical and healthcare education.

Session summary:
Fostering and developing the healthcare education leaders of the future requires a clear professional framework that encapsulates the unique set of skills, values and knowledge required by those who hold positions of influence in the field. This workshop will be of interest to medical and healthcare educators in any discipline or specialty and at any stage of their career. It will continue the work of the Academy of Medical Educators around the development of professional standards by generating ideas, attempting to define more closely what it means to be a leader in medical education, and establishing a consensus on the relative importance of various skills, values and behaviours.

Programme:
15:30 - 15:40 Introduction, welcome, ice breaker - Team
15:40 - 15:50 Background; 'The Academy and Medical Education Leadership' - Prof Jacky HAYDEN
15:50 - 16:15 Core values in medical education leadership activity - Mrs Julie BROWNE
Each participant has 10 stickers. Write 10 things that are important to being a good leader.
30 seconds - remove 3 of the least important
20 seconds - remove a further 2
20 seconds - remove a further 2
Leaves 3. Reflect and discuss with the group for 15 mins. Feedback
16:15 - 16:40 Describe an incident with your worst leader in a health education setting. ANONYMOUS examples only.
Discuss what made their behaviour or response to the situation ineffective or inappropriate.
Write down what behaviour/attitudes they should have shown to turn the bad behaviour into good behaviour.
With the group: discuss which characteristics are technical, which personal and which value-based. Feedback
16:40 - 17:00 What evidence should the Academy of Medical Educators consider in an application from a senior leader in medical education? - Prof Alison BULLOCK + Dr Jamie READ

Speakers:
Mrs Julie BROWNE
Prof Jacky HAYDEN
Prof Alison BULLOCK
Dr Jamie READ
B5: The reflective practitioner

Academy of Medical Royal Colleges

Monday 2 December 2019  15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Victoria Suite (The Midland Hotel – lower ground)
Seating Capacity: 40

Learning Objectives:
1. To understand the principles of reflective practice
2. Practical examples and templates on how to reflect openly and honestly
3. To make suggestions for the way forward

Session summary:
Reflection is the process whereby an individual think’s analytically about anything relating to their professional practice with the intention of gaining insight and using the lessons learned to maintain good practice or make improvements.

This workshop aims to encourage participants to think differently about reflective practice to facilitate the recording of reflection on a variety of experiences.

Speakers:
Prof Sheona MACLEOD

Programme:
15:30 - 16:40 Brief presentation and interactive discussion on Reflection in professional Practice and what are the challenges?
16.00 - 16.50 How else could we approach this? An opportunity to explore thinking differently about Reflection through facilitated table workshops considering Group reflection, narrative and Art
16.50- 17.00 Summary and close

Speakers:
Dr Amy MANLEY
Dr Jo SZRAM
Dr Emma VAUX
B6: Strategic Education Landscape: An overview of key regulatory initiatives from the General Medical Council

GMC

Monday 2 December 2019 15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Theatre
Room: Exchange 11 (Manchester Central - 1st floor)
Seating Capacity: 150

Learning Objectives:
1. Learn about guidance including Welcomed and valued and the Reflective practitioner and how we've involved partner organisations, doctors, medical students.
2. Explore the impact of standards and guidance including Welcomed and valued and the Reflective practitioner education landscape.
3. Explore key GMC regulatory frameworks including for credentials and assessing professional skills and the medical licensing assessment.

Session summary:
This session will give participants an opportunity to learn about current regulatory initiatives by the General Medical Council to develop the education landscape and to support doctors in training and medical students.

Session run by:
Prof Colin MELVILLE
Prof Sue CARR
Mr Phil MARTIN
B7: Are well-being education sessions for junior doctors helpful?

Health Education England Yorkshire and Humber

Monday 2 December 2019  15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Exchange 4 + 5 (Manchester Central - 1st floor)
Seating Capacity: 58

Learning Objectives:
1. Delegates will learn about well-being education used in Yorkshire and Humber; which may be transferable to their workplace.
2. Delegates will see results of feedback surveys utilised after educational session in Yorkshire and Humber.
3. Delegates will be able to reflect on their own area and the well-being services available.

Session summary:
Staff well-being is important. There is increasing focus on supporting and valuing staff. This session is comprised of three parts; an introduction to well-being education, a review of feedback from sessions for Foundation Doctors in Yorkshire and Humber and time to consider available resources for staff well-being in healthcare.

Programme:
15:30 - 15:50 Introduction to wellbeing education - Dr Craig IRVINE
15:50 - 16:30 Wellbeing Education - an experiential introduction to exercises used in Yorkshire and the Humber and an overview of feedback received relating to education sessions delivered locally - Dr Jaimee WYLAM
16:30 - 16:45 Support Resources - Dr Matthew GITTUS
16:45 - 17:00 Questions and Close - All Speakers

Speakers:
Dr Matthew GITTUS
Dr Craig IRVINE
Dr Jaimee WYLAM
Parallel Sessions

**B8: The role of hi-fidelity simulation in assessment and development**

*GP Education Unit, Southampton*

Monday 2 December 2019 15:30 - 17:00 hrs

- **Duration:** 90 Minutes
- **Session Format:** Workshop
- **Room:** Stanley Suite (The Midland Hotel - ground floor)
- **Seating Capacity:** 48

**Learning Objectives:**

1. This interactive workshop will start with a short introduction into the possible uses of HiFi simulation, before moving to the hands-on scenario-based simulation activities.
2. Using the 'play-pause-rewind' format to run the scenarios (trainee/appraisee in difficulty /challenging behaviour; diversity issues; tele-triage; 'lucky dip'/improvisation) for participants to experience.
3. At the close of the workshop we will review the learning and share any ideas for future scenario development that emerge.

**Session summary:**

The session will explore how a trained actor can play a valuable role in assessment and development for trainees and qualified doctors. To date their use has largely been limited to playing patients in scenarios, however this workshop will explore other ways they may contribute to learning across the continuum of medical education, in an interactive way.

**Session run by:**

*Prof Johnny LYON-MARIS*
*Dr Peter HAIG*
B9: Cross Boundary Training in Mental Health working across traditional learning environments: the East Midlands approach

Monday 2 December 2019 15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Theatre
Room: Rolls (The Midland Hotel – 1st floor)
Seating Capacity: 30

Learning Objectives:
1. To gain an understanding of innovative approaches to improve mental health training for GPs and Foundation Doctors
2. To gain an understanding of innovative approaches to improving integration of physical and mental healthcare learning for doctors in training across Foundation GP and Speciality training
3. To gain an understanding of the improvements in patient care from innovative approaches to training to meet future patient need

Session summary:
The session will showcase 3 innovative projects in HEE East Midlands which have developed learning approaches across traditional boundaries reflecting the need for all doctors to gain a more holistic approach to patient care.

This will include a pilot study for a Mental health Life support package for all Foundation Doctors across the 2 Foundation schools, training psychiatry trainees in a general practice and using a GP to establish GP clinics to improve integration of physical and mental healthcare in a acute psychiatry inpatient setting for Foundation GP and Speciality trainees in psychiatry and non-medical staff.

The 90 minute slot would allow 3 projects to be presented with an introductory session setting scene and context.

Chairs:
Dr Robert POWELL + Dr Ann BOYLE

Programme:
15:30 - 15:40 Introduction and Scene Setting
15:40 - 16:05 In Pursuit of Parity: Mental Health Life Support programme for Foundation Doctors A East Midlands Pilot
16:05 - 16:25 Learning about improving physical healthcare for early years trainees in psychiatry: Developing Primary Care access in Leicestershire Partnership NHS Trust
16:25 - 16:50 Improving GP training in Mental Healthcare
16:50 - 17:00 Questions and Discussion

Speakers:
Dr Lesley THOMS
Dr Rebecca HALL
Dr Kristian ROBERTS
**B10: Tackling academic dishonesty and cheating in high-stakes examinations**

**MRCP**

Monday 2 December 2019  15:30 - 17:00 hrs

Duration: 90 Minutes  
Session Format: Workshop  
Room: Fairclough (The Midland Hotel - 1st floor)  
Seating Capacity: 30

**Learning Objectives:**
1. Identifying the reasons why candidates cheat and the various methods they use to do it.
2. Using statistical analysis (e.g. IRT) to identify anomalous results in examinations.
3. Learn how institutions can create a culture where cheating does not exist.

**Session summary:**
Research suggests that academic dishonesty is a significant problem in examinations across all levels of medical education; despite the potential very serious consequences for careers, candidates continue to cheat. This workshop will focus on the reasons why candidates cheat, identifying different types of cheating, and how to prevent it.

**Chair/Facilitator:**
Dr Kenneth DAGG + Dr Ben GILLON

**Programme:**
- **15:30 - 15:35**  Welcome and introductions
- **15:35 - 15:50**  1st Presentation: Cheating and leaking and other forms of validity threat in high-stakes postgraduate exams
- **15:50 - 16:00**  Group discussion
- **16:00 - 16:15**  2nd presentation: Crisis and Opportunity- OSCE exams in Glasgow
- **16:15 - 16:25**  Group discussion
- **16:25 - 16:40**  3rd presentation: Preventing cheating in postgraduate clinical examinations
- **16:40 - 16:55**  Group discussion
- **16:55 - 17:00**  Summing up/closing remarks

**Speakers:**
Prof Chris MCMANUS  
Prof John Paul LEACH  
Dr Kenneth DAGG
Parallel Sessions

**B11: Short Communications B (i)**

Monday 2 December 2019  15:30 - 17:00 hrs

**Duration:** 90 Minutes  
**Session Format:** Theatre  
**Room:** Exchange 6 + 7 (Manchester Central – 1st floor)  
**Seating Capacity:** 80

**Chairs:**  
Uta HILL + Clive LEWIS

**Programme:**

1/ 15:30 - 15:45  
“Psychiatry Pitstop” - presentation of a near-peer led teaching programme  
South West Yorkshire Partnership NHS Foundation Trust  
Presented by: Dr Jigna PATEL

2/ 15:45 - 16:00  
Peer-teaching - how to nourish and flourish  
Queen’s University Belfast  
Presented by: Dr Kathy CULLEN

3/ 16:00 - 16:15  
Supporting Refugee Health Professionals into the workplace  
Health Education England North East  
Presented by: Prof Jane METCALF, Mr Michael WILSON

4/ 16:15 - 16:30  
’I could have learnt a lot from him’: leveraging personal networks to maximise workplace learning  
Cardiff University  
Presented by: Dr Anna PATRICOLO

5/ 16:30 - 16:45  
Let’s Get Physical! - Inter Professional Workshop learning on value of Physical Activity for health and wellbeing  
University of Aberdeen  
Presented by: Dr Leeanne BODKIN, Mr Dominic COATES

6/ 16:45 - 17:00  
Discussion time

**Speakers:**  
Dr Jigna PATEL  
Dr Kathy CULLEN  
Prof Jane METCALF  
Mr Michael WILSON  
Dr Anna PATRICOLO  
Dr Leeanne BODKIN  
Mr Dominic COATES
**B12: Short Communications B (ii)**

Monday 2 December 2019 15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Theatre
Room: Exchange 10 (Manchester Central - 1st floor)
Seating Capacity: 100

Co-chairs: Lucy LLEWELLYN + Jessica LICHTENSTEIN

Programme:

1/ 15:30 - 15:45 Examining OSCEs: how might we improve contemporary approaches to performance assessment in medical education?
   Centre for Medical Education, Queen's University, Belfast
   Presented by: Dr Grainne KEARNEY

2/ 15:45 - 16:00 Making SLE's worthwhile - what are the barriers?
   Manchester Foundation Trust
   Presented by: Dr Joanne CUNLIFFE

3/ 16:00 - 16:15 The relationship between medical student Conscientiousness Index scores and later clinical performance: a pilot study
   University of Sunderland
   Presented by: Dr Marina SAWDON

4/ 16:15 - 16:30 Remediation of professionalism difficulty in medical undergraduates: lessons from the literature and St George’s experience
   St George’s, University of London
   Presented by: Dr Nicoletta FOSSATI

5/ 16:30 - 16:45 Remediation: Undermining professional identities and student welfare?
   University of Plymouth
   Presented by: Dr Jamie READ

6/ 16:45 - 17:00 Assessing clinical reasoning in the OSCE - strategies and practice
   University of Manchester Medical School
   Presented by: Dr Harish THAMPY

Speakers:
Dr Grainne KEARNEY
Dr Joanne CUNLIFFE
Dr Nicoletta FOSSATI
Dr Jamie READ
Dr Harish THAMPY
B13: Hot topics and their influence on medical education: Digital Health

Monday 2 December 2019 15:30 - 17:00 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Exchange 1 (Manchester Central – 1st floor)
Seating Capacity: 58

Session summary:
This session will look at some of the key challenges arising from the Topol review sharing some of the key insights from the working groups and providing an overview of the follow on work and practical actions produced by Sir David Behan’s technology task and finish group, as part of the Interim people plan. Patrick will relate this all back to the national discussions on how best we will skill the NHS workforce in a digital age and what to expect in the People Plan, especially around professionalising the digital workforce, the digital academy, accreditation, career progress, transferability of skills and the vital role of leadership.

Session run by:
Mr Patrick MITCHELL
Ms Henrietta MBEAH-BANKAS
Parallel Sessions

**B14: Hot topics and their influence on medical education:**
Staff Wellbeing Hot Topic; NHS Staff & Learner Wellbeing Commission, GMC Wellbeing Review and the Academic Centre for Workforce Wellbeing

**Monday 2 December 2019 15:30 - 17:00 hrs**

Duration: 90 Minutes
Session Format: Cabaret
Room: Exchange 9 (Manchester Central – 1st floor)
Seating Capacity: 96

Session summary:
There are many reports of distress and burnout across the NHS affecting students, trainees and staff including educators. Whilst there have been attempts to provide support tools there is good evidence to suggest that it is the working environment and culture that needs to be addressed. This session will share insights from the HEE NHS Staff and Learner Mental Wellbeing Commission, The GMC’s review of Doctor wellbeing and the work of the Academic Centre for Workforce Wellbeing.

Chair:
Prof Simon GREGORY

Programme:
15:30 - 15:50 NHS Staff & Learner Wellbeing Commission insert
15:50 - 16:00 Q & A
16:00 - 16:20 GMC Wellbeing Review insert
16:20 - 16:30 Q & A
16:30 - 16:50 Academic Centre for Workforce Wellbeing insert
16:50 - 17:00 Q & A

Speakers:
Prof Simon GREGORY
Dr Teresa HEWITT-MORAN
Ms Anna ROWLAND
Dr Gemma SIMONS
C1: Pieces of the jigsaw: recognition of unprofessional behaviour in the developing doctor
School of Medicine, University of Liverpool
University of Manchester Medical School

Tuesday 3 December 2019 10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Exchange 9 (Manchester Central - 1st floor)
Seating Capacity: 96

Learning Objectives:
1. Participants will be better placed to recognise and act on low-level unprofessional behaviour in students and foundation doctors.
2. Participants will better understand the importance of identifying, reporting and recording low-level concerns across the continuum of medical education.
3. Participants will gain insights into the identities of medical students described as unprofessional.

Session summary:
Given that the greatest proportion of complaints to the GMC concern doctors' behaviour rather than their competence, medical schools and deaneries have placed increasing emphasis on early intervention when professionalism issues arise. In practice, clinicians and educators feel isolated in dealing with professionalism lapses. This workshop will focus on a practice-led approach to recognising and managing unprofessional behaviour in the developing doctor. This will be complemented by the sharing of empirical evidence exploring the identities of unprofessional medical students. These approaches will allow participants to reflect on previous experiences and gain new insights into remediation strategies.

Programme:
10:15 - 10:20 Introductions & video clip
10:20 - 10:35 Identification of low-level professionalism issues - Dr Heidi NORTHOVER, Dr Serena TOLHURST-CLEAVER
10:35 - 11:05 Two vignettes - one undergraduate and one postgraduate - with discussion - Dr Heidi NORTHOVER, Dr Serena TOLHURST-CLEAVER
11:05 - 11:25 Stories of unprofessional behaviour - Dr Susannah BROCKBANK
11:25 - 11:40 Remediation - all
11:40 - 11:45 Summary & wrap up

Session presented by:
Dr Susannah BROCKBANK
Dr Heidi NORTHOVER
Dr Serena TOLHURST-CLEAVER
C2: Building Fair Training Pathways: Addressing differential attainment from medical school to CCT

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Exchange 1 (Manchester Central – 1st floor)
Seating Capacity: 58

Learning Objectives:
1. Understanding the differentials across the entire training pathway from application to medical school through postgraduate education to CCT.
2. To share examples of interventions that have been shown to work and discuss how these might be applied by others.
3. Practical tips on developing and evaluating local interventions.

Session summary:
A collaborative workshop to
– explore newly available information highlighting the different experiences and outcomes of Black and Minority Ethnic doctors from medical school to specialist and GP registration
– assess the interventions which have been shown to be effective which may be adapted and applied by others

Chair:
Dr Katherine WOOLF

Programme:
10:15 - 10:30 Introduction and summary
10:30 - 10:35 Experience of a student in undergraduate medical education
10:35 - 10:40 Experience of a trainee in postgraduate medical education
10:40 - 10:50 Environmental interventions
10:50 - 11:05 Q&A
11:05 - 11:35 Group discussion
10:35 - 11:45 Summary and close

Session presented by:
Dr Katherine WOOLF
Ms Margot TURNER
Dr Oluseyi ADESALU
Miss Kaobi OKONGWU
C3: Improving Individualised Training Pathways and Flexibility in Training

Academy of Medical Royal Colleges + HEE

Tuesday 3 December 2019 10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Exchange 2+3 (Manchester Central - 1st floor)
Seating Capacity: 58

Learning Objectives:
1. Discussion of collaborative role of Health Education England and Medical Royal Colleges in this work-stream.
3. Discussion on how this work-stream fits with others across HEE and Royal Colleges.

Session summary:
Following the work HEE have done around competence progression for healthcare professionals and the publication of Enhancing training and the support for learners, a small group was formed to evaluate Individualised Training Pathways. This session will discuss in more detail the steps that can be taken to build a more flexible training path for our learners.

Programme:
1. Intro and the problem we are trying to solve
2. Work undertaken by the Academy of Medical Royal Colleges to revise the Accreditation of Transferable Competencies Framework:
   a. Early movement between specialities
   b. Out Of Programme Pause pilot - background and expected developments
3. Gap analysis framework and mechanism
4. Evaluation of flexibility proposals
5. Aspirational examples for potential future introduction
6. Round table discussion
7. Concluding remarks

Session run by:
Prof Adrian BROOKE
Mr William ALLUM
**C4: The New Foundation Programme Curriculum**
AoMRC / UKFPO

Tuesday 3 December 2019  10:15 - 11:45 hrs

- **Duration:** 90 Minutes
- **Session Format:** Workshop
- **Room:** Exchange 4 + 5 (Manchester Central - 1st floor)
- **Seating Capacity:** 58

**Learning Objectives:**
1. Understand important issues in early PG medical training.
2. Gain an overview of the new FP curriculum.
3. Be aware of key changes to the UKFP curriculum.

**Session summary:**
Foundation training is the common route of entry to all postgraduate medical training/non training posts. The current UKFP curriculum is considered groundbreaking and is currently being revised in line the GMC generic professional capabilities (GPCs). The update will be nearing completion by DEMEC and delegates will be keen to be made aware of current directions.

**Chair:**
Dr Tony CHOULES

**Programme:**
- 10:15 - 10:20  Introduction
- 10:20 - 10:45  Review of new FP curriculum
- 10:45 - 11:10  Open discussion and feedback
- 11:10 - 11:20  The assessment process
- 11:20 - 11:40  Open discussion and feedback
- 11:40 - 11:45  Summary and Close

**Speaker:**
Dr Fiona CAMERON
C5: Managing Medical Uncertainty
Severn Postgraduate School of Paediatrics

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration:  90 Minutes
Session Format:  Symposia - theatre
Room:  Exchange Hall (Manchester Central – ground floor)
Seating Capacity:  1200

Learning Objectives:
1. Participants will reflect on how and when healthcare professionals learn to cope with uncertainty in their clinical encounters with patients.
2. Participants will consider how best to prepare healthcare professionals to live with, manage and perhaps even thrive in uncertainty.
3. Develop strategies for explicitly considering clinical uncertainty during medical education; role modelling coping and communication strategies.

Session summary:
Medical training often implies there is a ‘right answer’ to identify in clinical encounters. In reality, we work in an uncertain world where the best course of action is not always immediately obvious. How do healthcare professionals learn to manage medical uncertainty, and how can we support this as educators?

Chair:
Dr Russell PEEK

Programme:
10:15 - 10:35  Introduction – what do we mean by ‘medical uncertainty’
10:35 - 10:50  Small group reflections and feedback – the impact of uncertainty during career development
10:50 - 11:05  Discussion – is uncertainty a bad thing?
11:05 - 11:20  Activity - How do we discuss uncertainty with patients?
11:20 - 11:30  Activity - How should we explore uncertainty with trainees and colleagues?
11:30 - 11:45  Action planning – how to make uncertainty our friend and educational ally

Speaker:
Dr Russell PEEK
Ms Madeleine CLARKE
Ms Josie TAYLOR
C6: Mental illness in doctors in training: removing the barriers to care
Swansea University Medical School

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Fairclough (The Midland Hotel - 1st floor)
Seating Capacity: 30

Learning Objectives:
1. By the end of this presentation participants will be able to describe the lived experience of doctors in training who are mentally ill.
2. By the end of the session participants will be able to enumerate the barriers to doctors in training accessing appropriate mental health care.
3. By the end of this workshop participants will be able to describe ways of reducing barriers to mental health care for doctors in training.

Session summary:
We will present participants with evidence of narrative evidence of the suffering of doctors in training with mental illness. We will emphasise the effects of working as a doctor in training.

We will then support the participants through small group work to examine ways in which barriers to accessing mental health care by doctors in training can be overcome.

The output of the workshop will be a set of recommendations created by the participants on reducing barriers to access to mental health care for doctors in training.

Session run by:
Prof Andrew GRANT

Programme:
10:15 - 10:30  Introduction, Overview of doctors’ mental health study and data
10:30 - 10:40  Workshop goals and group work
10:40 - 11:20  Group work, determining how barriers to support can be addressed at local, regional and national level
11:20 - 11:45  Plenary. Workshop output
C7: The Exam Game Plan

Tuesday 3 December 2019 10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Rolls (The Midland Hotel - 1st floor)
Seating Capacity: 24

Learning Objectives:
1. To understand the role of coaching to support successful outcome in PG exams.
2. To understand successful and less useful strategies for exam success.
3. Explore group experience in supporting trainees with exam difficulties to share best practice.

Session summary:
A practical workshop describing initiatives developed to support trainees experiencing repeated exam failure. We will outline how a coaching strategy has supported trainees successfully overcome the exam hurdle. We will share our experiences of coaching tools used and will explore participants’ experiences managing exam failure to share best practice.

Chair:
Dr Sharon SHENFINE

Programme:
10:20 - 10:30  Introduction and expectations
10:30 - 10:40  Local picture and establishing need
10:40 - 11:00  Interventions & results
11:00 - 11:15  Sharing practice
11:15 - 11:40  Reviewing scenarios
11:40 - 11:45  Summary and close

Speakers:
Ms Alyson WILLIAMSON
Dr Sharon SHENFINE
C8: AoME@DEMEC: The professional healthcare educator: core values of healthcare educators

AoME

Tuesday 3 December 2019 10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Royce (The Midland Hotel - 1st floor)
Seating Capacity: 24

Session summary:
Healthcare educators are primary role models for their students because students learn their professional values, attitudes and behaviours from their teachers. In this workshop, we will attempt to achieve a consensus on the most important characteristics of an ethical health professions educator. Through a highly interactive and rigorous nominal group process attendees will discuss, vote in groups and feed back on key questions concerning ethical practice in healthcare education and the implications of these for the Academy of Medical Educators.

Session run by:
Mrs Julie BROWNE

Programme:
10:15 – 10:25 Briefing on the session
10:25 - 10:30 Individual ideas generation: What are the most important characteristics of an ethical healthcare professions educator?
10:30 - 11:40 Reporting and discussion in groups
10:40 - 10:50 Consolidation of ideas in groups
10:50 - 11:05 Voting in each group and discussion of results
11:05 - 11:25 Reporting back to the main group and consolidation of ideas
11:25 - 11:30 Final voting and vote count
11:30 - 11:45 Results and discussion: In the light of your discussions and the results, what are the next steps the Academy of Medical Educators should take?
C9: Clinical Escape Rooms – a novel way to teach human factors and non-technical skills
University of Bristol - Gloucestershire Academy

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration: 90 Minutes
Session Format: Workshop
Room: Charter 4 (Manchester Central – ground floor)
Seating Capacity: 70

Learning Objectives:
1. Demonstrate how to design an escape room experience in a clinical environment with limited budget and space
2. Understand the range of non-technical skills and human factors that can be taught in an escape room setting
3. Show how to choose clinical material appropriate for an escape room environment

Session summary:
The session will be designed around ‘clinical escape rooms’. All participants will have the opportunity to experience several rooms, both as a player or observer.

Chair:
Dr Phil DAVIES

Programme:
Practical sessions will be interspersed with small group work focussing on:
• The history and theory of human factors
• Application of human factors in medicine
• Designs of commercial escape rooms and their adaption to a clinical setting
• Practical steps to designing a clinical escape room

Speakers:
Dr Abigail SAMUELS
Dr Adam MCDERMOTT
Dr Laura POWELL
Dr Caitlin MCNEILL
Dr Michael CASEY
C10: Responding to a trainee’s disability - roles and responsibilities
HEE EM

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration:  90 Minutes
Session Format:  Workshop
Room:  Exchange 11 (Manchester Central - 1st floor)
Seating Capacity:  64

Learning Objectives:
1. To understand the requirements of the Equality Act 2010 in relation to a trainee’s disability.
2. To understand who has responsibility to ensure that any reasonable adjustments are put in place to support trainees with long term health conditions and disability.
3. To appreciate that a coordinated and timely response is required by all stakeholders.

Session summary:
This session held in conjunction with the GMC will use examples to promote discussion about supporting trainee’s with long term health conditions and disability and will reference the GMC’s Welcomed and valued guidance. We will explore the challenges of ensuring that reasonable adjustments are put in place and where responsibility for this lies.

Chairs:
Mr Roger KUNKLER
Ms Ioanna MARAKI

Programme:
10:15 - 10:25  Introduction and icebreaker activity
10:25 - 10:35  Description of Welcomed and valued guidance for supporting disabled learners
10:35 - 10:45  Description of work at HEE East Midlands to develop process for supporting disabled learners
10:45 - 11:05  Perspective from doctors practising with a disability
11:05 - 11:35  Case study work in groups
11:35 - 11:45  Summary and learnings from the session

Speakers:
Dr Charlotte CUDDHY
Dr Sulagna ROY
**Parallel Sessions**

**C11: Short Communications C (i)**

*Tuesday 3 December 2019 10:15 - 11:45 hrs*

**Duration:** 90 Minutes  
**Session Format:** Theatre  
**Room:** Stanley Suite (The Midland Hotel - ground floor)  
**Seating Capacity:** 80  
**Chairs:** Martin ROYLE + Damian MCKEON  

**Programme:**
1/ 10:15 - 10:30  
*An Engaging Toolkit for Teaching Patient Safety and Medical Error*  
*St George’s NHS Foundation Trust*  
Presented by: Dr Sophie VAUGHAN  

2/ 10:30 - 10:45  
*Developing the Lifelong Learning Platform (ePortfolio)*  
*Royal College of Anaesthetists*  
Presented by: Dr Toni BRUNNING  

3/ 10:45 - 11:00  
*In the steps of Olympic athletes: using sports psychology to improve clinical performance and resilience*  
*Edge Hill University Medical School*  
Presented by: Prof John SANDARS  

4/ 11:00 - 11:15  
*Enhancing training and education using workforce transformation*  
*St George’s NHS Foundation Trust*  
Presented by: Dr Jonathan ROUND  

5/ 11:15 - 11:30  
*Clinical Thinking: effects of context on trainees’ learning*  
*Wessex Foundation School*  
Presented by: Dr Mike MASDING  

6/ 11:30 - 11:45  
*Creating communities of practice: A new role for education across health and social care*  
*Hammersmith and Fulham GP Federation*  
Presented by: Dr Chad HOCKEY

**Speakers:**  
Dr Sophie VAUGHAN  
Dr Toni BRUNNING  
Prof John SANDARS  
Dr Jonathan ROUND  
Dr Mike MASDING  
Dr Chad HOCKEY
Parallel Sessions

**C12: Short Communications C (ii)**

**Tuesday 3 December 2019  10:15 - 11:45 hrs**

Duration: 90 Minutes  
Session Format: Theatre  
Room: Victoria Suite (The Midland Hotel - lower ground floor)  
Seating Capacity: 80  

Co-chairs:  
Sam DEBBAGE + Alasdair STRACHAN

Programme:

1/ 10:15 - 10:30  Teaching empathy and communication with simulated patients  
Hull York Medical School HYMS  
Presented by: Dr William LAUGHEY

2/ 10:30 - 10:45  Academic Foundation Training  
North West of England Foundation School  
Presented by: Dr Sahena HAQUE

3/ 10:45 - 11:00  Quality Management in an emerging Integrated Care System: Collaborative working and sharing of concerns  
Health Education England - North East & North Cumbria  
Presented by: Mr Peter BLAKEMAN

4/ 11:00 - 11:15  What we agree on: healthcare professions educators values and activities  
ASME and AoME  
Presented by: Prof Alison BULLOCK

5/ 11:15 - 11:30  Creation of innovative career opportunities across the sectors  
HEE - North London Local Office  
Presented by: Dr Rachel ROBERTS, Dr Duncan BROOKE, Dr Salmaan KHAN

6/ 11:30 - 11:45  Inter-professional learning through Fellowship programmes  
HEE Midlands & East  
Presented by: Mr Andrew DICKENSON

Speakers:  
Dr William LAUGHEY  
Dr Sahena HAQUE  
Mr Peter BLAKEMAN  
Prof Alison BULLOCK  
Dr Rachel ROBERTS  
Dr Duncan BROOKE  
Dr Salmaan KHAN  
Mr Andrew DICKENSON
**C13: Hot topics and their influence on medical education: Workforce challenges**

**Tuesday 3 December 2019 10:15 - 11:45 hrs**

**Duration:** 90 Minutes  
**Session Format:** Workshop  
**Room:** Exchange 6+7 (Manchester Central – 1st floor)  
**Seating Capacity:** 58

**Session summary:**
This session will look at the challenges and opportunities for developing positive, inclusive and person-centred leadership cultures in NHS organisations from the perspective of a Chief Executive. It will look at the challenges for addressing workforce shortages and developing a multiprofessional workforce fit for the future.

The session will cover:
- The experience at Leeds Teaching Hospitals in improving staff engagement
- Perspectives from Julian Hartley’s involvement in the interim NHS People Plan
- Challenges for NHS Trusts in the short and long term.

**Session run by:**
Mr Julian HARTLEY
C14: Hot topics and their influence on medical education: Environmental issues and sustainability

Tuesday 3 December 2019  10:15 - 11:45 hrs

Duration:  90 Minutes
Session Format:  Workshop
Room:  Exchange 10 (Manchester Central - 1st floor)
Seating Capacity:  48

Learning Objectives:
1. To understand the current issues around climate change and environmental sustainability in the context of healthcare.
2. To understand the role of the healthcare system in contributing to climate change and the current policy context - including the requirements for education on the topic.
3. To develop an understanding of the role medical educators can play in tackling this issue and whose responsibility it is to enact change, including:
   a. Identification of key stakeholders and interest groups
   b. Identification of key barriers and how these can be overcome
4. To build an international consensus on curriculum development for environmental sustainability in healthcare.

Session summary:
This workshop will outline the important issue of the climate emergency, its impact on health and how the healthcare system contributes to climate breakdown. We will then explore the essential role medical educators can play in the discussions, and how they can support healthcare professionals to achieve maximum impact when tackling these issues. There will be ample opportunity for discussion and debate and for all participants to contribute.

Chair:
Dr Peter HOCKEY

Speakers:
Dr Katie KNIGHT
Dr Maria VAN HOVE
Dr Nada AL-HADITHY
Dr Anya GOPFERT
Parallel Sessions

D1: Don’t be unreasonable - a framework for considering requests for adjustments in high stakes assessment

Academy of Medical Royal Colleges

Tuesday 3 December 2019  13:25 - 14:25 hrs

Duration:  60 Minutes
Session Format:  Workshop
Room:  Stanley Suite (The Midland Hotel - ground floor)
Seating Capacity:  48

Learning Objectives:
1. Participants will acquire an understanding of Equality legislation and the obligations this places on qualification bodies to support disabled candidates.
2. Participants will explore core principles and criteria for agreeing reasonable and discretionary adjustments.
3. Participants will apply the new Academy Framework for agreeing adjustments to real life scenarios.

Session summary:
The aim of this session is to support colleagues to make decisions about requests for examination adjustments in a fair and justifiable manner. New guidance from the Academy of Medical Royal Colleges will be introduced and applied to scenarios in small groups with the opportunity to discuss participant hot topics.

Chair:
Prof Chris MCMANUS

Facilitator:
Ms Claire COOMBER

Programme:
13.25 - 13.45  Introduction to legislation and current challenges facing undergraduate and postgraduate bodies
13.45 - 14.15  Practical session using Academy of Medical Royal Colleges guidance to approach complex requests using examples from undergraduate, postgraduate and allied health professionals
14.15 - 14.25  Sharing good practice and learning points

Speakers:
Dr Pauline FOREMAN
Dr Elizabeth METCALF
D2: Supporting international medical graduates

Tuesday 3 December 2019 13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Workshop
Room: Charter 4 (Manchester Central - ground floor)
Seating Capacity: 70

Learning Objectives:
1. Understand the needs of international medical graduates.
2. Understand how to provide better support for international medical graduates.
3. Understand how to address differential attainment of international medical graduates.

Session summary:
International medical doctors face a range of challenges when they come to the UK. We have investigated these challenges and developed a series of specific projects including:
1. online resources
2. support for doctors in their home country before migration
3. refugee support
4. addressing differential attainment.

Chairs:
Dr Richard BELLAMY + Dr Graham RUTT

Programme:
13:25 - 13:40  Information to support international medical graduates
   Dr Charlotte RATCLIFFE, Dr Garry MARTIN

13:40 - 13:55  Supporting international medical graduate doctors
   Dr Amelia KEHOE, Prof Jane METCALF

13:55 - 14:10  Addressing differential attainment
   Dr Graham RUTT

14:10 - 14:25  International recruitment and support in psychiatry
   Dr Jim BOYLAN

Speakers:
Dr Amelia KEHOE
Prof Jane METCALF
Dr Garry MARTIN
Dr Charlotte RATCLIFFE
Dr Jim BOYLAN
Dr Graham RUTT
**D3: Faculty Development: Facilitating Inter-professional Learning among Clinical Educators**

*Norwich Medical School*

**Tuesday 3 December 2019  13:25 – 14:25 hrs**

**Duration:** 60 Minutes  
**Session Format:** Theatre  
**Room:** Exchange 9 (Manchester Central – 1st floor)  
**Seating Capacity:** 96

**Learning Objectives:**
1. Discuss the principles of faculty development in clinical settings.
2. Explain the benefits and challenges of learning in a multi-professional environment.
3. Evaluate faculty development initiatives, including learner experience, to explore the potential for inter-professional learning.

**Session summary:**
Faculty development is required in all settings offering clinical placements to undergraduate students or postgraduate trainees. There are several common elements across health professions education and training, and delivering these in a multi-professional setting has the added benefit of inter-professional learning. This session will explore the benefits and challenges of inter-professional faculty development programmes.

**Chair:**
Prof Veena RODRIGUES

**Programme:**
- **13:25 - 13:30** Introduction to interprofessional faculty development for clinical educators - Prof Veena RODRIGUES
- **13:30 - 13:45** Experience from accredited postgraduate courses - Dr Emma PARKER-JAGGARD
- **13:45 - 14:00** Experience from undergraduate medical student curriculum - Prof Alys BURNS
- **14:00 - 14:15** Experience from Massive Open Online Courses (MOOCs) - Prof Veena RODRIGUES
- **14:15 - 14:25** Discussion / questions

**Speakers:**
Prof Veena RODRIGUES  
Dr Emma PARKER-JAGGARD  
Prof Alys BURNS
D4: Exploring the principles of simulation-based education in health and care

Health Education England

Tuesday 3 December 2019  13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Symposia - Theatre
Room: Victoria Suite (The Midland Hotel - lower ground floor)
Seating Capacity: 80

Learning Objectives:
2. Faculty development.
3. Quality outcome.

Session summary:
The Health Education England (HEE) framework for simulation-based education was published in 2018 with the vision that HEE will ensure the development of a well-trained and engaged, multi-professional workforce that is able to deliver safe, effective care by utilising meaningful and cohesive simulation-based education. This symposium will include a review of the five principles and progress to date on implementation. There will also be a closer look at two principles; faculty development and quality outcomes – delivery of safe, effective care through workforce development.

Chair:
Mr Chris MUNSCH

Speakers:
Prof Bryn BAXENDALE
Mr Mark HELLABY
Ms Sukie SHINN
Mr Stuart FISHER
D5: The utility of Very Short Answer questions delivered online - Outcomes of a National Pilot

Medical Schools Council Assessment Alliance

Tuesday 3 December 2019  13:25 – 14:25 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Rolls (The Midland Hotel - 1st floor)
Seating Capacity: 30

Learning Objectives:
1. A better understanding of the utility of VSA questions for applied knowledge assessment with evidence from a national pilot.
2. A better understanding of the cognitive processes used by students when answering Single best answer and Very short answer items.
3. Appropriate methods for standard setting VSA questions.

Session summary:
A national pilot delivering very short answer questions online has been conducted using a platform developed by the MSCAA.
This multi-centre study has considered:
- The utility of the MSCAA platform
- The utility of VSA questions for large-scale applied knowledge assessments
- Standard setting VSA questions
- Exploratory work looking at student approaches to VSA questions

Programme:
13:25 - 13:40  Introduction and rationale for very short answer questions
13:40 - 13:45  Standard setting very short answer questions
13:45 - 14:15  Review of questions in VSA and SBA formats (audience participation)
14:15 - 14:25  Results of pilot studies and insight into student cognition

Session run by:
Dr Amir H. SAM
Dr Rachel WESTACOTT
D6: The platform to transform education in healthcare

HEE

Tuesday 3 December 2019 13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Exchange 2 + 3 (Manchester Central - 1st floor)
Seating Capacity: 80

Learning Objectives:
1. An introduction to the “Learning Hub”.
2. How can the Learning Solution support training and education for the educator.
3. How the Learning Solution will support learning for the learner.

Session summary:
The “Learning Hub” is a powerful online platform being developed by Health Education England that will transform education in healthcare. It will be a single place for finding formal and informal education resources. The platform will encourage the contribution and sharing of resources; as well as enabling the community to rate, review and discuss the resources and collaborate to form communities of practice. This presentation will provide an overview of this new platform and there will be an exploration into how this can benefit both learners and educators in medical education.

Chair:
Dr Neil RALPH

Speakers:
Mr Martin SINCLAIR
Mr Richard PRICE
Mrs Victoria WINLOW
D7: Innovative cross-specialty education in mental health for GPs in training

HEE EM

Tuesday 3 December 2019 13:25 – 14:25 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Royce (The Midland Hotel - 1st floor)
Seating Capacity: 30

Learning Objectives:
1. Understanding the case for change for the delivery of mental health postgraduate education for primary care physicians
2. Review the experience of a regional teaching programme to enhance the mental health knowledge of GPs in training
3. Understanding how this programme facilitates tomorrow’s GPs for new ways of working and models of care

Session summary:
Reviewing an inter-professional project delivered across seven GP ST programmes, for all GPs in training, highlighting the importance of community orientated mental health education. The key aims of the project have been to enable tomorrow’s GPs to manage mental health illness and negotiate care pathways across the life spectrum.

Chairs:
Dr Robert POWELL
Dr Ann BOYLE

Programme:
13:55 - 14:15 Improving cross-speciality training across mental health - Enhancing physical healthcare for early years trainees in psychiatry & Improving GP training in Mental Healthcare
14:15 - 14:25 Questions and Discussion

Speakers:
Dr Lesley THOMS
Dr Rebecca HALL
Dr Ann BOYLE
Parallel Sessions

**D8: 'Edutaining' the Millennials**  
*HEE Wessex*

**Tuesday 3 December 2019 13:25 - 14:25 hrs**

- **Duration:** 60 Minutes
- **Session Format:** Workshop
- **Room:** Exchange Hall (Manchester Central – ground floor)
- **Seating Capacity:** 1000

**Chair:**  
*Dr Rachel ELLIOTT*

**Learning Objectives:**
1. Appreciate different learning styles inherent in the modern day generation.
2. Explore novel and innovative tools for learning.
3. Discover techniques to drive engagement and attainment of trainee learning needs.

**Session summary:**
This session aims to explore innovative methods of engaging the new generation of trainee (Generation Y – 'Millenial's and Generation Z – 'Digital Native's') supporting the development of a professional life long learner. Topics of discussion include immersive technology e.g. virtual reality, 'gameification'/edutainment' of small group learning and adaptive individualised tutorials.

**Programme:**
13:25 - 13:35  Edutainment in practice
13:35 - 13:45  Edutainment theory / Educating the millennials
13:45 - 14:05  Virtual Reality – does it have a role in medical education?
14:05 - 14:20  Adapting the tutorial
14:20 - 14:25  Questions

**Session run by:**
*Dr Richard ELLIOTT*  
*Dr Bryony SALES*  
*Dr Rachel ELLIOTT*
D9: An innovative training approach to managing the complex older person across primary and secondary care

Tuesday 3 December 2019  13:25 - 14:25 hrs

Duration:  60 Minutes
Session Format:  Theatre
Room:  Fairclough (The Midland Hotel – 1st floor)
Seating Capacity:  40

Learning Objectives:
1. Provide an overview on key frailty themes including Advanced Care Planning and Delirium, suggesting practical guidance and management strategies.
2. Explore the primary and secondary care interface; discuss referral criteria and illustrate how community support can be provided.
3. Suggest an innovative approach to maximise community exposure in training and enable core competencies to be achieved.

Session summary:
Care of the older person can be challenging and complex; clinicians must therefore be equipped to act holistically, across primary and secondary care. Anecdotally, community exposure in Geriatric training has been limited; we provide a practical approach to managing frailty and suggest an innovative way to provide this training.

Session run by:
Dr Christopher MILLER
Dr Lahiru SATHARASINGHE

Programme:
13:25 - 13:35  An introduction to Frailty and management strategies for common conditions
13:35 - 13:50  Exploring the interface between primary and secondary care and challenges to managing frailty in each setting
13:50 - 14:15  Current training practices for management of frailty and introduction to the ‘Innovative Training Fellowship Programme’
14:15 - 14:25  Questions

Speakers:
Dr Christopher MILLER
Dr Lahiru SATHARASINGHE
D10: Improving Individualised Training Pathways and Flexibility in Training
Academy of Medical Royal Colleges + HEE

Tuesday 3 December 2019  13:25 - 14:25 hrs

Duration:  60 Minutes
Session Format:  Workshop
Room:  Exchange 11 (Manchester Central - 1st floor)
Seating Capacity:  64

Learning Objectives:
1. Discussion of collaborative role of Health Education England and Medical Royal Colleges in this work-stream.
3. Discussion on how this work-stream fits with others across HEE and Royal Colleges.

Session summary:
Following the work HEE have done around competence progression for healthcare professionals and the publication of Enhancing training and the support for learners, a small group was formed to evaluate Individualised Training Pathways. This session will discuss in more detail the steps that can be taken to build a more flexible training path for our learners.

Programme:
1. Intro and the problem are we trying to solve
2. Work undertaken by the Academy of Medical Royal Colleges to revise the Accreditation of Transferable Competencies Framework:
   a. Early movement between specialities
   b. Out Of Programme Pause pilot - background and expected developments
3. Gap analysis framework and mechanism
4. Evaluation of flexibility proposals
5. Aspirational examples for potential future introduction
6. Round table discussion
7. Concluding remarks

Session run by:
Prof Adrian BROOKE
Mr William ALLUM
D11: Short Communications D (i)

Tuesday 3 December 2019 13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Theatre
Room: Exchange 4 + 5 (Manchester Central – 1st floor)
Seating Capacity: 80

Co-Chairs: Emma WALES + Andy WHALLETT

Programme:
1/ 13:25-13:40 Facilitating cultural competence for International Medical Graduates – Should this be included in an induction programme
Stockport NHS Foundation Trust
Presented by: Dr David BAXTER

2/ 13:40-13:55 Implementing the new Internal Medicine Training (IMT) curriculum
Joint Royal College of Physicians Training Board (JRCPTB)
Presented by: Dr Alastair MILLER, Ms Zoë FLEET, Mr Tom BAKER

3/ 13:55-14:10 Exploring how medical students develop online identities for professional use of social media
Brighton Sussex Medical School
Presented by: Miss Catherine HENNESSY

4/ 14:10-14:25 Changing the mind-set of the NHS to identifying and managing risk proactively, rather than acting on harm
Academy of Medical Royal Colleges
Presented by: Prof Peter SPURGEON

Session run by:
Dr David BAXTER
Dr Alastair MILLER
Ms Zoë FLEET
Mr Tom BAKER
Miss Catherine HENNESSY
Prof Peter SPURGEON
**D12: Short Communications D (ii)**

Tuesday 3 December 2019 13:25 - 14:25 hrs

Duration: 60 Minutes  
Session Format: Theatre  
Room: Exchange 6 + 7 (Manchester Central – 1st floor)  
Seating Capacity: 80

Co-Chairs: Amy SLATER + Adam MALIN

Programme:

1/ 13:25-13:40 The railroad to resilience – do doctors want resilience training?  
Health Education England in the North East and North Cumbria  
Presented by: Dr Beatrice DOWNIE

School of Medicine, Cardiff University  
Presented by: Dr Katie WEBB

3/ 13:55-14:10 Evaluation of foundation placements in psychiatry and factors which influence recruitment  
Royal College of Psychiatrists  
Presented by: Dr Jigna PATEL, Dr Jack HAYWOOD

4/ 14:10-14:25 The good just got better - and you can do it too  
Health Education England Wessex Appraisal Service  
Presented by: Dr Susi CAESAR

Session run by:  
Dr Beatrice DOWNIE  
Dr Katie WEBB  
Dr Jigna PATEL  
Dr Jack HAYWOOD  
Dr Susi CAESAR
D13: Hot topics and their influence on medical education: The State of Medical Education and Practice – Preparedness; Everyone’s responsibility

Tuesday 3 December 2019  13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Workshop
Room: Exchange 10 (Manchester Central – 1st floor)
Seating Capacity: 48

Session summary:
An interactive session, focussing on the importance of preparedness for trainees and doctors entering new roles (such as moving from foundation to core or core to middle grade). We know the more prepared doctors feel, the higher the satisfaction they have in their roles. We know those who are satisfied in their roles, the less likely they are to move on. The discussion will focus on what, as Educators, we can do to make change happen and what we can all do to support the next generation of doctors.

Session run by:
Ms Nico KIRKPATRICK

Programme:
13:15 - 13:40  Table Introductions
13:40 - 13:50  Brief presentation of big messages
13:50 - 13:20  Table work; Preparedness – what action is needed to make change happen?
13:20 - 13:25  Wrap up, and next steps
**D14: Hot topics and their influence on medical education: Patient Safety**

Monday 2 December 2019 13:25 - 14:25 hrs

Duration: 60 Minutes
Session Format: Workshop
Room: Exchange 1 (Manchester Central – 1st floor)
Seating Capacity: 58

**Session summary:** Universities and postgraduate healthcare training programmes have done much to inculcate patient safety into every curricula and into daily practice through programme content and learning, but how education authorities have fared in achieving this it is not well publicised; this translates to lost opportunities for sharing and learning from each other's best practice. This session will concentrate on how patient safety is being adopted and spread via education and training networks to achieve the penetration required to ensure patient safety lies at the heart of all clinical practice within healthcare.

**Chair:**
*Ms Pauline BROWN*

**Programme:**
- 13:35 - 13:55  Value of Simulation training in improving safety in healthcare - *Helen HIGHAM*
- 13:55 - 14:15  Networking and using Human Factors training to improve patient safety investigation - *Peter MCCULLOCH*
- 14:15 - 14:25  Questions

**Speakers:**
*Ms Pauline BROWN*
*Dr Helen HIGHAM*
*Prof Peter MCCULLOCH*
1 Designing and planning learning

1.1 Supporting the future workforce: Clinical Informatics in Medical Education – The North East and North Cumbria Approach

1.2 Promoting self compassion in the undergraduate medical curriculum

1.3 Time to ‘go global’ with GP education

1.4 Can we let Foundation trainees teach medical students? The value of a formal near-peer teaching programme

1.5 Salaried Portfolio Innovative Scheme (GP SPIN) – Piloting a model to address GP recruitment in NE London

1.6 Equipping Tomorrow’s Doctors - It is time for a formal undergraduate acute medicine curriculum

1.7 Has a prescriptive approach on leadership and management skills resulted in poor compliance? A pilot in South London St3 Clinical Oncology Trainees

1.8 Impact of simulated on-call scenarios on medical student confidence

1.9 Virtual reality (VR) - Can it help improve communication skills?

1.10 REG Ready: A new program to prepare core medical trainees for life as the medical registrar

1.11 Bedside teaching for MRCP PACES: Is there an app for that?

1.12 An enhanced systematic human error reduction and prediction approach to functional endoscopic sinus surgery: A pilot study to improve practice and training

1.13 Utilising playful learning and gamification to enhance engagement and learning within medical education | The EduPlaytion Education Incubator Project

1.14 Structured evaluation - Health Education England working across Yorkshire and the Humber - Regional Clinical Induction Passport

1.15 Are we singing from the same hymn sheet? – Standardising regional training for foundation doctors

1.16 Designing a multiple level, partnership-based leadership and education development programme to improve the education and experience of doctors in training in Surrey and Sussex trusts

1.17 Can a medical student sit in with you? Making the most of a fleeting visit to a sexual health clinic

1.18 Improving obstetric ultrasound training in Yorkshire and the Humber

1.19 The impact of introducing a regional specialty-specific teaching programme in medical oncology

1.20 Improving teaching for MRCPCH written exams in Wales

1.21 Dr Who? - An interactive method of engaging in public consultation to inform undergraduate medical education

1.22 Simulation of on-call stress for final-year medical students

1.23 Conceptualising complexity and uncertainty: A theoretical framework from thematic analysis

1.24 Designing a new undergraduate curriculum for general practice using the RCGP curriculum as a conceptual framework

1.25 The Hub - A user-centric platform enhancing education for paediatric trainees: Collaborative case discussions

1.26 New addition to North East Respiratory training ‘Trainee selected component.’

1.27 Mental Health ACT tribunals: Interprofessional simulation in psychiatry

1.28 Curriculum mapping: A new teaching programme for general internal medicine trainees

1.29 ‘First do no harm’ – Overdiagnosis and developing the ‘expert generalist’

1.30 Creating an improved and sustainable regional teaching programme to meet the requirements of the new RCPCH progress level 2 curriculum

1.31 Quality improvement project: The teaching of Foundation Year 1 core procedures
1-32 THE WINTERS OF OUR TRAINEES DISCONTENT
1-33 DOCTORS INDUCTION: ISN’T IT TIME TO MAKE IT RELEVANT AND INTERACTIVE?
1-34 USING PHOTOGRAPHY TO FACILITATE REFLECTIVE LEARNING FOR GP TRAINEES
1-35 DEVELOPING AN ENQUIRY-BASED LEARNING PROGRAMME: CONSTRUCTING A SPIRAL CURRICULUM
1-36 DESIGNING A NEW UK LONGITUDINAL INTEGRATED CLERKSHIP TO PREPARE STUDENTS FOR CLINICAL PRACTICE: INTRODUCING F-ZERO
1-37 USING ROTA DESIGN TO ENHANCE TRAINING OPPORTUNITIES IN SECONDARY LEVEL MEDICAL SERVICES
1-38 CREATION OF A NEW SIMULATION-BASED UNDERGRADUATE TEACHING SESSION – IMPROVING PREPARATION AND TRANSITION TO FOUNDATION DOCTOR
1-39 DE BENE ESSE: PILOTING A WELLBEING SESSION FOR JUNIOR DOCTORS
1-40 A COMMUNITY BASED HEALTH INEQUALITIES CLINICAL MODULE IN SHEFFIELD MEDICAL SCHOOL UNDERGRADUATE CURRICULUM?
1-41 THE ‘GRAND ROUND’: LIVING UP TO ITS NAME
1-42 TEACHING REFLECTION POST BAWA-GARBA: DESIGNING AND PLANNING LEARNING TO SUPPORT DOCTORS IN TRAINING TO ENGAGE IN MEANINGFUL REFLECTION
1-43 IMPROVING THE QUALITY AND PARTICIPATION FOR KENT, SURREY, SUSSEX ANAESTHETICS HIGHER TRAINING DAYS (ST5-7)
1-44 IMPROVING SATISFACTION WITH THE FOUNDATION TEACHING PROGRAMME – A TRAINEE LED QUALITY IMPROVEMENT PROJECT
1-45 A NEAR-PEER TEACHING COURSE ON DISCHARGE COORDINATION BASED ON A QUALITY IMPROVEMENT PROJECT: A NOVEL WAY OF TRAINING NEWLY QUALIFIED DOCTORS
1-46 BRIDGING THE GAP IN THE MULTIDISCIPLINARY TEAM: DEVELOPING UNDERGRADUATE SIMULATION TRAINING FOR MEDICAL AND NURSING STUDENTS
1-47 INTRODUCTION TO SURGERY AND ANAESTHESIA: A 6-WEEK SURGICAL COURSE FOR EARLY-YEAR MEDICAL STUDENTS
1-48 INTERCALATING MEDICAL STUDENTS’ PREPAREDNESS FOR CLINICAL PRACTICE
1-49 BUILT TO LAST: ENGENDERING EDUCATIONAL CONTINUITY AND DEVELOPMENT OF DOCTORS PREPARED FOR A CHANGING NHS
1-50 USING INTERPROFESSIONAL SIMULATED WARD TRAINING TO DEVELOP PROFESSIONAL SKILLS IN MEDICAL AND NURSING STUDENTS
1-51 ‘FORCING’ STUDENTS TO FLIP: A THEORETICAL EVALUATION OF IMPLEMENTATION METHODS FOR MAXIMISING ENGAGEMENT IN THE FLIPPED CLASSROOM
1-52 SIMULATED ELECTRONIC PATIENT RECORDS FOR MEDICAL EDUCATION: CUT, COPY AND PASTE?
1-53 TO BOLDLY GO WHERE NO GENERALIST HAS GONE BEFORE: TEACHING CORE INTERNAL MEDICINE IN A PRIMARY CARE SETTING

Posters
2 Teaching and facilitating learning

2-1 AUDIENCE RESPONSE TO PROMOTE ACTIVE LEARNING IN A FLIPPED CLASSROOM
2-2 IMPROVING LEARNING OPPORTUNITIES FOR THE NEW PHYSICIAN ASSOCIATES
2-3 SUPPORTING RTT: DEVELOPING RESOURCES FOR TRAINEES RETURNING TO WORK
2-4 PEER ASSISTED LEARNING (PAL) IN UNDERGRADUATE MEDICAL EDUCATION: A SYSTEMATIC REVIEW
2-5 HOW POPULAR IS EXCEPTION REPORTING AMONG FOUNDATION TRAINEES?
2-6 "I'M JUST RINGING TO GET A REPEAT PRESCRIPTION FOR MY CONTRACEPTIVE PILL DOCTOR": DEVELOPING AUTHENTIC SIMULATED TELEPHONE CONSULTATIONS FOR MEDICAL STUDENTS.
2-7 THEMATICS MULTI-STATION TEACHING IN A DISTRICT GENERAL HOSPITAL
2-8 DEVELOPMENT CLUB: AN INNOVATIVE TOOL FOR UNDERGRADUATE EDUCATION OF CHILD DEVELOPMENT ASSESSMENT
2-9 IT LINKED LEARNING
2-10 DOES A REGIONAL SURGICAL COMPETITION BENEFIT CORE SURGICAL TRAINEES?
2-11 SIMULATION TRAINING TO SUPPORT PHYSICIAN TRAINEES RETURNING TO PRACTICE
2-12 ORAL HEALTH TRAINING FOR COMMUNITY PHARMACIES AND PHARMACY STUDENTS: PUTTING THE MOUTH BACK IN THE BODY
2-13 A NOVEL EDUCATIONAL INITIATIVE TO IMPROVE PSYCHOLOGICAL SAFETY FOR MEDICAL STUDENTS
2-14 MEDICAL STUDENT INFOGRAPHICS PROJECT
2-15 PATIENT EXPERIENCE PROJECT IN THE EMERGENCY DEPARTMENT
2-16 WHO CARES? WE DO...
2-17 DEVELOPING INTEGRATED, ON-LINE, CASE-BASED RESOURCES FOR QUEEN'S UNIVERSITY BELFAST THIRD-YEAR MEDICAL STUDENTS ON THEIR GENERAL MEDICINE PLACEMENT
2-18 MEDICAL WARD BASED EDUCATORS: THE NEW MEDICAL SPECIALITY WITHIN OUR MIDST?
2-19 SURVIVE AND THRIVE: PILOTING A WORKSHOP TO ENHANCE RESILIENCE OF DOCTORS IN EARLY TRAINING
2-20 EVALUATION OF AN INNOVATIVE MULTI-SECTOR PRE-REGISTRATION PHARMACIST TRAINING PROGRAMME IN WALES
2-21 A CALL FOR SPECIALTY SPECIFIC COMMUNICATION SKILLS COURSES; OUR REGIONAL DERMATOLOGY EXPERIENCE
2-22 USING A MODIFIED ‘FLIPPED’ CLASS-ROOM IN A CLINICAL SETTING AT BARNSLLEY FOUNDATION NH TRUST [BFNHT] TO IMPROVE CLINICAL TRAINING: A MULTI-AWARD WINNER METHOD
2-23 INTRODUCING IN-SITU SIMULATION TO A DISTRICT GENERAL HOSPITAL EMERGENCY DEPARTMENT: REFLECTIONS AND RECOMMENDATIONS
2-24 CLINICAL MENTORSHIP SCHEME: A PAIRING SCHEME FOR CLINICAL MEDICAL STUDENTS WITH JUNIOR DOCTORS TO IMPROVE THE AVAILABILITY OF BEDSIDE TEACHING
2-25 USING SIMULATION AS AN EFFECTIVE TEACHING METHOD TO IMPROVE MEDICAL STUDENTS’ CONFIDENCE IN PREPARATION FOR WORKING ON CALL
2-26 A CREATIVE FORUM FOR GP TRAINEES – LEARNING HOW THE CREATIVE ARTS CAN BENEFIT HEALTH AND WELLBEING
2-27 FOUNDATION TRAINING: WHERE IN THE UK IS THE RAINBOW FLAG FLYING?
2-28 DO MULTIDISCIPLINARY TEACHING WORKSHOPS ON OBESITY ENHANCE STUDENT LEARNING?
2-29 DIFFERENTIAL ATTAINMENT: WHAT’S THE PRESCRIPTION?
2-30 HOW IS THE PROCESS OF LEARNING EXPLAINED IN THE CONTEXT OF PROJECT ECHO? – A SCOPING REVIEW
2-31 "TEACHING AND TRAINING FOR THE FUTURE" - FINAL-YEAR STUDENTS' PERSPECTIVES ON THEIR ROLE AS NEAR-PEER TEACHERS
2-32 CAN A ONE DAY RESPIRATORY SKILLS COURSE IMPROVE DOCTORS’ KNOWLEDGE AND CONFIDENCE?
The Hub - A User-Centric Platform Enhancing Education for Paediatric Trainees: A Tool to Facilitate Shared Learning

Do GP Trainees Benefit from a ‘GP-Orientated Simulation Workshop’ During Their Emergency Medicine Placement? A Pilot Workshop

Undergraduate Medical Student Perceptions of an Integrated Team-Based Learning Approach in Oncology

Medical Education in a Virtual World: Implementing a Novel Virtual Reality Simulation Tool for Medical Students

The Stop Project – Supervision of Trainees During Operative Procedures

Multi-Disciplinary Patient-Centred Education for Primary Care – Learning Together to Improve Patient Care

How Useful Are Revision Videos as an Additional Learning Resource to Link Anatomy to Clinical Presentations for Medical Students?

Let’s Talk About Oral Health: Engaging and Teaching Healthcare Professionals about the Importance of Delivering Oral Health for Inpatients in Acute Hospital Settings

Using an Observation Tool for High-Fidelity Simulation: Help or Hindrance?

The ARU Virtual Dissector - An Innovation in Anatomy Teaching Using Radiology

Using High Fidelity Immersive Simulation in General Practice Education

Using Time in Tanzania to Improve Skills and Morale of Staff in the NHS

Representation of Protected Characteristics in Case Scenarios: A Quantitative and Qualitative Investigation

Can You Pace Yourself? The Power of Language to Flatten Hierarchy and Empower Multi-Disciplinary Healthcare Teams in Simulated Critical Scenarios

Utilising Trainees’ Experiences of Serious Incidents to Support Doctors and Teach Human Factors

Feedback for the Future

You’ve Been Bleeped: Aiding the Transition from Student to F2 Doctor on Call

A Critical Analysis of the Use of the Behaviourist Didactic Teaching Technique in Delivery of Primary Care Dental Core Professional Development (CPD) Courses

Training Medical Students in Health Coaching: What Works?

Medical Simulation in Clinical Environment

Twilight Teaching: A Platform for High Quality Interprofessional Education

A Novel Teaching Technique for Laser Training in Ophthalmology

An MRCS Focussed Teaching Programme for NHS Grampian

Leadership by Staff and Associate Specialist Doctors

How Well Does Using a Flipped Classroom with Blended Learning as Part of a Masters Programme Prepare Trainee Advanced Clinical Practitioners for Their Future Role?

How Does Online Learning Directly Compare to Face to Face Learning? A Comparison of Trainee Advanced Clinical Practitioner’s Exam Performance During a Masters Programme

Integration of Ultrasound in Medical School: Effects on Physical Examination Skills in Undergraduates

Go Network: A Learner-Designed Musculoskeletal Teaching Programme for General Practitioners

A Pilot ‘Fundamental Radiology’ Course: Improving Medical Students’ Confidence with Requesting and Interpreting Radiographs

Challenging Conversations in Multi-Professional Simulation Training

Identifying Complex Mental Illness in Primary Care – Simulation Training for Primary Care Staff

Using a Reflective Workbook to Guide Learning on Chronic Kidney Disease During Undergraduate Medical Student Nephrology Placements

‘Passport To…’ A Training Programme in Bronchoscopy, Non-Invasive Ventilation, Pleural Procedures and Radiology for Respiratory ST3s in Heath Education North East (HENE)
INTRODUCING PROFESSIONALISM IN A CLINICAL CONTEXT TO EARLY YEAR MEDICAL STUDENTS THROUGH PRE-RECORDED SIMULATION SESSIONS

THE USE OF SCREEN-BASED SIMULATION APPLICATIONS IN SIMULATION-BASED MEDICAL EDUCATION: ASSESSMENT OF STUDENT'S LEVELS OF ANXIETY AND PREPAREDNESS

ANAESTHETIC TOPICS FOR MIDWIVES: aTOM COURSE

PSYCHIATRY TRAINEES EXPERIENCES OF TEACHING STUDENTS

FEEDBACK DRIVEN 6-MONTH SEMINAR SERIES FOR MEDICAL STUDENTS

UNDERGRADUATE PAEDIATRIC SIMULATION (UPS) PROJECT

PSYCHIATRY FOR THE NON-PSYCHIATRIST-IS SIMULATION THE WAY FORWARD?

EVALUATION OF A CLINICAL TEACHING FELLOW PORTFOLIO

EMPLOYMENT OF A DEDICATED CLINICAL TEACHING FELLOW IMPROVES STUDENT FEEDBACK FOLLOWING THEIR CLINICAL PLACEMENT AT A DISTRICT GENERAL HOSPITAL IN NORTH WEST ENGLAND

SURGICAL SKILLS CLUB: SIMULATION TRAINING FOR SURGICAL TRAINEES

SUPPORTED RETURN TO TRAINING (SuppoRTT) – EDUCATING THE EDUCATORS. DEVELOPING AND DELIVERING A TEACHING PROGRAMME TO IMPROVE SUPERVISORS’ SKILLS WHEN SUPPORTING TRAINEES RETURNING FROM A PERIOD OF ABSENCE

DISSECTING WHAT MEDICAL STUDENTS DO IN A DISSECTION PRACTICAL

TRAILBLAZER GP: DIVING INTO THE DEEP END

THE MEDICAL TRAINING INITIATIVE

THE AMBULANCE EMERGENCY OPERATIONS CENTRE: A NOVEL GP TRAINEE OOH PLACEMENT

LEADERSHIP CONVERSATIONS: SUPPORTING DEVELOPMENTAL CONVERSATIONS IN POSTGRADUATE MEDICAL TRAINING

LEARNING SET’ FOR THE ‘UPSKILLED’ MULTI-PROFESSIONAL WORKFORCE IN PRIMARY CARE

CLINICIANS CAN LEAD THE WAY: THE DESIGNING AND TEACHING OF A MOTIVATIONAL LEADERSHIP WORKSHOP TO DENTAL AND MEDICAL TRAINEES AT THE HEE LEADERSHIP SCHOOL ‘TRAILBLAZER’ CONFERENCE

ANALYZING ETHICS: TEACHING MORAL DISCOURSE AS CLINICAL REASONING

PILOTING AN ELECTRONIC PRESCRIBING TUTORIAL FOR POST FINALS MEDICAL STUDENTS

SUPPORTING TRAINEES TO UNDERSTAND THE SUPPORT NEEDS OF LEARNERS/TRAINEES THROUGH THE ‘GAME OF TRAINING’ (GoT)

PERFECT PLACEMENT: HOW WELL DOES SELF-ASSESSED COMPLIANCE WITH PERFECT PLACEMENT PROJECT CRITERIA CORRELATE WITH THE STUDENT EXPERIENCE OF CLINICAL ATTACHMENTS?

ENHANCING GP TRAINING THROUGH SPECIAL INTEREST PROJECTS

FACILITATORS AND BARRIERS TO DEVELOPING AN INNOVATIVE INTER-PROFESSIONAL EDUCATION PROJECT BETWEEN MEDICAL AND PHARMACY STUDENTS IN PRIMARY CARE

BRIDGING THE THEORY TO PRACTICE GAP USING A SAFE SIMULATED WARD ENVIRONMENT: AN OPPORTUNITY FOR FINAL YEAR MEDICAL STUDENTS TO PRIORITISE AND MAKE DECISIONS INDEPENDENTLY

QUICK-FIRE EAR, NOSE AND THROAT (ENT): A TIME-EFFICIENT AND EXAM-FOCUSED QUESTION BASED APPROACH TO DELIVERING UNDERGRADUATE REVISION

PAEDIATRIC BOOTCAMP; ARE THEY MORE PREPARED? CHANGE IN PERCEPTION OF STUDENT PREPAREDNESS FOR UNDERGRADUATE PAEDIATRIC ROTATION
3 Assessment of learning

3-1 DO SCHOOL STUDENTS WANT TO BE GENERAL PRACTITIONERS?
3-2 UNDERGRADUATE EXPOSURE TO THE WORKPLACE AND SELF-REPORTED PREPAREDNESS IN FOUNDATION YEAR 1 TRAINEES
3-3 TRAINING A MULTI-DISCIPLINARY TEAM IN POST-STROKE EMOTIONAL MANAGEMENT
3-4 DEVELOPING A GREATER UNDERSTANDING OF ASSESSMENT BY ENGAGING WITH PRIMARY CARE HEALTHCARE PROFESSIONALS INVOLVED IN GROUP LEARNING ABOUT RESILIENCE
3-5 USING ASSESSMENT TO DRIVE LEARNING: UTILISING PAEDIATRIC SINGLE BEST ANSWER QUESTIONS FOR UNDERGRADUATE MEDICAL EDUCATION
3-6 SUPPORTING THE DEVELOPMENT OF COMMUNICATION SKILLS IN INTERNATIONAL GPs
3-7 DEVELOPING ASSESSMENT AND PSYCHOMETRIC LITERACY IN YEAR 1 MEDICAL STUDENTS
3-8 DO ALL FOUNDATION DOCTORS MEET THE MENTAL HEALTH COMPETENCIES IN THE FOUNDATION PROGRAMME CURRICULUM?
3-9 IS THERE ANY VARIATION IN LEARNING AMONGST DIFFERENT PROFESSIONAL GROUPS IN INTER-PROFESSIONAL STROKE LEARNING?
3-10 POST-GRADUATE OSCES FOR PLASTIC SURGERY: A FORMATIVE ASSESSMENT
3-11 IMPROVING QUALITY OF EDUCATIONAL SUPERVISOR REPORTS AND SUPERVISED LEARNING EVENTS
3-12 DEVELOPMENT OF THE NOTSS TOOL IN O&G TRAINING
3-13 EMBRACING TECHNOLOGY TO ASSESS SKILLS AND COMPETENCIES OF THE COMMUNITY PHARMACY WORKFORCE TO DELIVER NATIONAL ENHANCED SERVICES
3-14 DETERMINATION OF SINGLE-BEST ANSWER QUESTION CHARACTERISTICS ASSOCIATED WITH VARIATION IN STANDARD SETTING AND STUDENT PERFORMANCE
3-15 A SCENARIO-BASED, COMPUTER-ADMINISTERED METHOD OF ASSESSMENT IN ETHICS
3-16 THE MEDICAL EDUCATION ARMAMENTARIUM IS ENHANCED BY THE PLACEMENT SUPERVISION GROUP TOOL
4 Educational research and scholarship

4-1 CHANGING PERCEPTION: AN EVALUATION OF THE LEEDS MEDICAL EDUCATION ACADEMY SUMMER SCHOOL
4-2 DOES TIME OUT OF PROGRAMME OFFER BENEFITS IN TERMS OF ACADEMIC OUTPUTS IN SPECIALIST REGISTRARS IN GERIATRICS – THE SOUTH EAST LONDON TRAINING PROGRAMME EXPERIENCE
4-3 BURNOUT IN UNDERGRADUATE MEDICAL STUDENTS: A NARRATIVE ANALYSIS
4-4 UNDERSTANDING THE PROFESSIONAL DEVELOPMENT NEEDS OF EDUCATORS IN RELATION TO INTER-PROFESSIONAL SUPERVISION IN THE PRIMARY CARE SETTING
4-5 UNDERSTANDING THE LEARNING NEEDS OF LONDON-BASED GP TRAINEES IN CONDUCTING TELEPHONE CONSULTATIONS
4-6 WHAT INFLUENCES THE IMMEDIATE REACTION AND RESPONSE OF CLINICAL RADIOLOGISTS FOLLOWING THEIR DIRECT INVOLVEMENT IN A SERIOUS INCIDENT WHICH RESULTS IN HARM TO THE PATIENT?
4-7 THE CASE FOR UNDERSTANDING HOW HEALTHCARE PROFESSIONALS JUSTIFY CLINICAL DECISIONS TO THEIR PATIENTS: ANDRAGOGIC PRINCIPLES
4-8 DIFFERENTIAL ATTAINMENT: TRAINEES REQUIRING EXTRA SUPPORT
4-9 DOES C21 PREPARE MEDICAL STUDENTS FOR DOCTORING IN FOUNDATION? A MIXED-METHODS STUDY
4-10 THE PERCEIVED EDUCATIONAL VALUE OF UNDERGRADUATE MEDICAL STUDENT PARTICIPATION IN A CANCER PATIENT’S PATHWAY
4-11 CRACKS IN THE REFLECTION: CURRENT PERCEPTIONS OF UK JUNIOR DOCTORS’ OF WRITTEN REFLECTION AND THEIR REACTIONS TO RECENT GMC GUIDANCE
4-12 DIFFERENTIAL ATTAINMENT: LESSONS LEARNED FROM A FOCUSED INDUCTION FOR SELECT GP TRAINEES
4-13 SOCIAL ACCOUNTABILITY AT IMPERIAL COLLEGE LONDON SCHOOL OF MEDICINE – EXPLORING INTRA AND EXTRA CURRICULA ACTIVITIES
4-14 PERCEIVED CAUSES OF ETHNIC DIFFERENCES IN ATTAINMENT IN MEDICAL EDUCATION
4-15 IMPACT OF IMMERSIVE SIMULATION TRAINING ON ON-CALL SHIFT CONFIDENCE OF TRUST GRADE DOCTORS WHO TRAINED OUTSIDE OF THE UK
4-16 HOW DO CORE MEDICAL TRAINEES LEARN TO MANAGE ACUTELY UNWELL PATIENTS? A QUALITATIVE INTERVIEW STUDY
4-17 REFLECTING ON REFLECTION WITH FOUNDATION DOCTORS; HOW DO JUNIOR DOCTORS FEEL ABOUT LEARNING BY REFLECTIVE PRACTICE IN A MODERN NHS?
4-18 HOW CAN EDUCATIONAL RESEARCH SUPPORT THE PROFESSIONAL DEVELOPMENT OF GP EDUCATORS AND APPRAISERS?
4-19 SELF-PERCEIVED CONFIDENCE OF MEDICAL STUDENTS TOWARDS PAEDIATRICS PATIENTS IN A 7-WEEK PAEDIATRIC PLACEMENT: A PILOT SURVEY STUDY
4-20 SUPPORTING NEW F2 DOCTORS: A CASE FOR THE INTRODUCTION OF PRE-TRANSITION SHADOWING
5 Educational management and leadership

5.1 JUNIOR DOCTOR HANDOVER IN SURGERY
5.2 QUALITY CRITERIA FOR CORE MEDICAL TRAINING – IMPACT ON EDUCATIONAL EXPERIENCE
5.3 DO SURGICAL TRAINEES WANT MENTORING? THE RESULTS OF ASKING A SCHOOL OF SURGERY
5.4 ANNUAL SPECIALTY REPORTING: LESS IS MORE
5.5 DEVELOPING AN ONLINE TOOL TO SUPPORT COMMUNITY DENTIST APPRAISAL
5.6 A PICTURE SPEAKS A THOUSAND WORDS: USING RUN CHARTS TO IMPROVE THE QUALITY OF CLINICAL TEACHING
5.7 MEDIROTA, THE FUTURE TO IMPROVING WORK-LIFE BALANCE
5.8 EVALUATING THE IMPACT OF ‘NEXT GENERATION GP’: A NATIONAL LEADERSHIP PROGRAMME FOR GP TRAINEES AND EARLY CAREER GPS
5.9 TRAINING PROGRAMME QUALITY REVIEWS: DO WE ALREADY HAVE THE ANSWERS?
5.10 OCCUPATIONAL THERAPY: AN EMERGING ROLE IN PRIMARY CARE
5.11 “BECOMING THE MED REG” - FROM PILOT TO A SOUTH LONDON PROGRAMME
5.12 "UTILISING THE MULTI-PROFESSIONAL LEARNER VOICE TO ENHANCE THE QUALITY OF EDUCATION" – AN EXPLORATION INTO HOW STUDENTS’ VOICES ARE HEARD
5.13 PATIENT SAFETY INCIDENTS: LEADING EDUCATION FOR THE DENTAL PROFESSION
5.14 WORKING ACROSS THE EAST OF ENGLAND TO RETAIN TRAINEES VIA SUPPORTING RETURN TO TRAINING
5.15 HEETV TRAINING DEVELOPMENT FELLOWS FOR SUPPORT: ENGAGEMENT OF A CROSS-SPECIALTY LEARNER GROUP TO DRIVE IMPLEMENTATION OF NATIONAL EDUCATION INITIATIVES
5.16 DEFINING QUALITY ASSURANCE MECHANISMS FOR UNDERGRADUATE PRIMARY CARE
5.17 DEVELOPING THE ANNUAL REVIEW OF COMPETENCY PROGRESSION (ARCP) APPEAL PROCESS
5.18 HOW CAN WE SUPPORT SUPERVISORS TO SUSTAIN THEIR SKILLS? – REAPPRAISAL RESOURCES FOR CLINICAL AND EDUCATIONAL SUPERVISORS OF FOUNDATION TRAINEES
5.19 FUTURE LEADERS’ CONFERENCE 2019: DOUBLING THE DOSE OF LEADERSHIP EDUCATION
5.20 TRAINING EDUCATIONAL SUPERVISORS TO SUPPORT PHYSICIAN TRAINEES RETURNING TO PRACTICE
5.21 LUNCHTIME LECTURES FOR ALL!!
5.22 DEVELOPING A CLINICAL NETWORK FOR DENTAL TEAMS IN SECURE SETTINGS IN THE MIDLANDS
5.23 THE BENEFITS OF A COMMUNICATIONS OFFICER IN MEDICAL EDUCATION
5.24 DELIVERED EDUCATIONAL PROGRAMME FOR FOUNDATION DOCTORS IN THE EAST OF ENGLAND - PILOTING NEW 60 HOURS TEACHING PROGRAMME
5.25 DEVELOPMENT OF QUALITY CRITERIA FOR THE ROLE OF GENERAL (INTERNAL) MEDICINE AND ACUTE (INTERNAL) MEDICINE REGISTRAR
5.26 LEADING THE WAY: A LEADERSHIP AND MANAGEMENT COURSE FOR JUNIOR TRAINEES
5.27 A QUALITATIVE STUDY OF AN APPROACH TO CHANGE MANAGEMENT IN MEDICAL EDUCATION
5.28 TACKLING THOSE DIFFICULT CONVERSATIONS IN THE MEDICAL TRAINING ENVIRONMENT
5.29 USING THE HEALTH EDUCATION ENGLAND (HEE) MATURITY MATRIX TO ASSESS THE ABILITY OF TRAINING HUBS IN THE EAST MIDLANDS TO MEET THE INCREASED DEMAND IN COMMUNITY TRAINING CAPACITY NEEDED TO DELIVER THE 10 YEAR NHS LONG-TERM PLAN
5.30 INTRODUCING PIPS (PEER TEACHERS IN PRACTICE) - A NETWORK FOR NORTH WEST FOUNDATION DOCTORS ENGAGED IN MEDICAL EDUCATION
5.31 REVALIDATION QUALITY ASSURANCE REVIEWS
5.32 ENHANCED FACULTY DEVELOPMENT: USING THE GENERAL MEDICAL COUNCIL NATIONAL TRAINING SURVEYS DATA TO RUN A TRAINER DEVELOPMENT WORKSHOP
5.33 A MODEL FOR IMPROVING POSTGRADUATE MEDICAL EDUCATION USING THE GENERAL MEDICAL COUNCIL NATIONAL TRAINING SURVEYS
5.34 INTRODUCING A SYSTEM FOR IDENTIFYING AND SUPPORTING TRAINERS IN DIFFICULTY
5.35 HOW 54 MENTAL HEALTH TRUSTS (APPARENTLY) IMPROVED HANDOVERS IN 2016
<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-36</td>
<td>THE GMC NATIONAL TRAINING SURVEYS AND THE CASE OF THE MISSING FOUNDATION YEAR ONE DOCTORS</td>
</tr>
<tr>
<td>5-37</td>
<td>IMPROVING MULTISOURCE FEEDBACK FOR TRAINERS AT THE LOCAL LEVEL</td>
</tr>
<tr>
<td>5-38</td>
<td>FOUNDATION PROGRAMME EDUCATION – A JOURNEY THROUGH MOVING FROM TRADITIONAL CLASSROOM TEACHING TOWARDS MORE HANDS-ON, SELF-DIRECTED LEARNING IN EAST OF ENGLAND DEANERY</td>
</tr>
<tr>
<td>5-39</td>
<td>GPWEP THE NEW NAME FOR GPSI: DEVELOPMENT FOR AN ACCREDITED GENERIC FRAMEWORK</td>
</tr>
<tr>
<td>5-40</td>
<td>THE GP RESILIENCE PROGRAMME: KEY THEMES</td>
</tr>
<tr>
<td>5-41</td>
<td>WHAT IS A GP?</td>
</tr>
<tr>
<td>5-42</td>
<td>CELEBRATE YOUR TRAINEES!</td>
</tr>
<tr>
<td>5-43</td>
<td>LESSONS LEARNED FROM LEGAL CHALLENGES TO THE SYSTEM – CRITICAL APPRAISAL AND REVIEW BY CO-EDITORS OF THE GOLD GUIDE (REFERENCE GUIDE FOR POSTGRADUATE SPECIALTY TRAINING IN THE UK)</td>
</tr>
<tr>
<td>5-44</td>
<td>A UNIQUE OPPORTUNITY TO CHANGE THE PROFESSIONAL SUPPORT AND WELLBEING OF JUNIOR DOCTORS WITHIN THE EAST OF ENGLAND DEANERY: EXPERIENCES FROM TWO YEARS OF THE MENTOR FELLOWSHIP PROGRAMME</td>
</tr>
<tr>
<td>5-45</td>
<td>HOW TO SET UP A MENTORING SCHEME: A STEP BY STEP GUIDE TO SETTING UP A MENTORING SCHEME FOR JUNIOR DOCTORS WITHIN A FINANCIALLY LIMITED NHS; AS WELL AS A REVIEW OF COMMON CHALLENGES AND THEIR SOLUTIONS</td>
</tr>
<tr>
<td>5-46</td>
<td>A NOVEL PILOT FOR CORE TRAINEE PERSONAL DEVELOPMENT IN PSYCHIATRY: OUTCOMES AFTER 12 MONTHS</td>
</tr>
<tr>
<td>5-47</td>
<td>THE INTRODUCTION AND OUTCOME OF THE SPIRAL LEADERSHIP PROGRAMME IN OPHTHALMOLOGY IN LONDON</td>
</tr>
<tr>
<td>5-48</td>
<td>TEACH IN TEN: FLEXIBLE TEACHING IN A TRAINING POST</td>
</tr>
<tr>
<td>5-49</td>
<td>BE WISER ABOUT YOUR SUPERVISOR – IMPROVING EDUCATIONAL SUPERVISION ACROSS SOUTH LONDON</td>
</tr>
<tr>
<td>5-50</td>
<td>TOGETHER EVERYONE ACHIEVES MORE – COSL EDUCATIONAL FORUM</td>
</tr>
<tr>
<td>5-51</td>
<td>THE STATE OF PHYSICIANLY TRAINING IN THE UNITED KINGDOM</td>
</tr>
<tr>
<td>5-52</td>
<td>DEVELOPING AN APPROACH TO NATIONAL QUALITY ASSURANCE OF PHYSICIANLY TRAINING IN THE UNITED KINGDOM</td>
</tr>
<tr>
<td>5-53</td>
<td>DOES OVERSEAS DELIVERY OF THE CLINICAL YEARS OF A GMC-APPROVED UNDERGRADUATE CURRICULUM DISADVANTAGE STUDENTS IN UK CLINICAL EXAMINATIONS? IMPLICATIONS FOR TRANSNATIONAL MEDICAL EDUCATION COLLABORATIONS</td>
</tr>
<tr>
<td>5-54</td>
<td>SINGING IN THE WORKPLACE</td>
</tr>
<tr>
<td>5-55</td>
<td>UNDERSTANDING NORMAL – INTRODUCING NORMAL CHILDHOOD HEALTH, GROWTH AND DEVELOPMENT AS PART OF A SPIRAL CURRICULUM PREPARES STUDENTS FOR CLINICAL CHILD HEALTH BLOCKS AND FUTURE CAREERS</td>
</tr>
<tr>
<td>5-56</td>
<td>THE TUTORIAL IS DEAD: LONG LIVE THE TUTORIAL</td>
</tr>
<tr>
<td>5-57</td>
<td>THE IMPACT OF A WORK-LIFE BALANCE (WLB) ASSESSMENT ON DOCTORS’ CONTINUING PROFESSIONAL DEVELOPMENT AND PERFORMANCE</td>
</tr>
<tr>
<td>5-58</td>
<td>NORTH WEST SCHOOL OF ANAESTHESIA RETURN TO WORK COURSE: RESULTS OF 6 YEARS HELPING DOCTORS RETURNING TO PRACTICE AFTER A PERIOD OF ABSENCE</td>
</tr>
<tr>
<td>5-59</td>
<td>INTERNATIONAL GP RECRUITMENT – AN EVALUATION OF THE STRUCTURAL, EMPLOYMENT AND EDUCATIONAL ASPECTS OF THE PROGRAMME AND THE IMPLICATIONS FOR FUTURE WORKFORCE INITIATIVES.</td>
</tr>
<tr>
<td>5-60</td>
<td>INNOVATIVE TRAINING AND RECRUITMENT PROGRAMME IN SURGERY</td>
</tr>
<tr>
<td>5-61</td>
<td>WHAT DO STUDENTS HAVE TO DO WITH MEDICAL EDUCATION LEADERSHIP AND MANAGEMENT?</td>
</tr>
<tr>
<td>5-62</td>
<td>IMPROVING OUR LEADERSHIP CULTURE, DEVELOPING FUTURE LEADERS AND SPREADING HIGH QUALITY LEADERSHIP AMONGST OUR CLINICAL AND EDUCATIONAL SUPERVISORS ACROSS HEALTH EDUCATION EAST OF ENGLAND</td>
</tr>
<tr>
<td>5-63</td>
<td>QUALITY IMPROVEMENT OF THE EDUCATION AND TRAINING OF EDUCATORS ACROSS HEALTH EDUCATION EAST OF ENGLAND. A STRATEGY FOR CURRICULUM DELIVERY TO DEVELOP CLINICAL AND EDUCATIONAL SUPERVISORS</td>
</tr>
<tr>
<td>5-64</td>
<td>AN EVER INCREASING NUMBER OF MEDICAL STUDENTS –UTILISING RESOURCES AND THE MULTI-DISCIPLINARY TEAM</td>
</tr>
<tr>
<td>5-65</td>
<td>IT’S ALL ABOUT THE MONEY: LINKING QUALITY OF EDUCATIONAL SUPERVISION WITH FINANCIAL ACCOUNTABILITY</td>
</tr>
<tr>
<td>5-66</td>
<td>LONDON FELLOWS NETWORK: MAXIMISING THE LONG-TERM BENEFITS OF FELLOWSHIP PROGRAMMES</td>
</tr>
</tbody>
</table>
NO MONEY FOR AN EDUCATION FELLOW? THINK AGAIN
LOOK, LISTEN AND LEAD: THE DENTAL LEADERSHIP FELLOW ALUMNI TAKING THE LEAD NOW FOR THE FUTURE
INCREASING THE NUMBER OF PRE-REGISTRATION NURSE PLACEMENTS IN PRIMARY CARE
STUDENT EXPERIENCE AND THE BENEFITS GAINED FROM WORKING AS A MULTIDISCIPLINARY COLLABORATIVE TO DELIVER MENTORING IN ORDER TO DEVELOP TRANSFERABLE SKILLS IN MEDICAL, DENTAL AND VETERINARY MEDICINE APPLICANTS.
DOES THE GMC SURVEY REALLY HELP IMPROVE STANDARDS? ANALYSIS OF CHANGES OVER TIME
A PILOT ONLINE PLATFORM OF RESOURCES FOR TRAINEES RETURNING TO CLINICAL PRACTICE FOLLOWING MATERNITY LEAVE
ASSESSING THE IMPACT OF A DEDICATED ROTA CO-ORDINATOR AND E-ROSTERING ON ROTA GAPS IN A LARGE TEACHING HOSPITAL
CONSIDERATION OF PERSONAL SPECIAL CIRCUMSTANCES IN THE ALLOCATION OF TRAINEES TO SPECIALTY TRAINING PROGRAMMES
EVALUATION OF A NOVEL PEER-LED APPROACH TO ASSESSING THE LEARNING ENVIRONMENT ON CLINICAL PLACEMENTS
6 Core values of medical educators

6-1 HOW DO NEGATIVE ROLE MODELS AFFECT MEDICAL STUDENTS’ PROFESSIONAL DEVELOPMENT?
6-2 SUPPORTING EDUCATORS TO SUPPORT TRAINEES
6-3 INTRODUCING MULTIDISCIPLINARY STUDENT SCHWARTZ ROUNDS TO UNDERGRADUATE CLINICAL PLACEMENTS
6-4 CORE VALUES OF MEDICAL EDUCATORS
6-5 MENTORING MATTERS: IMPROVEMENTS WITH HINDSIGHT
6-6 ASSESSING MEDICAL STUDENTS’ AWARENESS AND PERCEPTIONS OF THE ‘RAISING A CONCERN POLICY’
6-7 AN ELECTIVE IN THE HOLY LAND
6-8 CREATING A SPECIALITY TRAINEE-LED MENTORING SERVICE FOR FOUNDATION TRAINEES WITHIN A LARGE TERTIARY LEVEL TEACHING HOSPITAL: THE UCLH EXPERIENCE
6-9 A NEW CONSULTANT MENTORING SCHEME – “A BRILLIANT IDEA”
6-10 IMPROVING THE LEARNING ENVIRONMENT AND CULTURE IN AN OBSTETRICS AND GYNAECOLOGY DEPARTMENT USING A NOVEL MODIFIED CHANGE LABORATORY METHODOLOGY
6-11 CAN TRAINEES ENHANCE EDUCATIONAL SUPERVISORS TRAINING?
6-12 MEDICAL EDUCATION ENHANCED E&D TRAINING - USING REAL CASES FOR MEANINGFUL IMPACT
6-13 DOES CURIOSITY MATTER IN MEDICINE? UNDERSTANDING MEDICAL EDUCATORS’ APPROACH TO CURIOSITY IN MEDICAL EDUCATION; A QUALITATIVE INTERPRETIVE STUDY
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