

University of Manchester Medical Education Conference

Wednesday 26th June 2024

Time: 10:00am – 4:30pm

Locations: Stopford Lecture Theatre 1 & Core Technology Facility (CTF) rooms

Provisions: Tea/Coffee and Lunch for all attendees

Purpose: To celebrate innovations and achievements in teaching, learning and assessment within medical education, and education more broadly within the School of Medical Sciences and wider Faculty of Biology, Medicine and Health. Also to serve as training and experience for staff and students to build education-related research capacity within the Faculty.

Structure:

9:30am – 10am	Registration and Tea/Coffee	Stopford Reception and Lecture Theatre 1
10am – 10:30am	Welcome and Introduction by Jo Hart (Head of Division)	Stopford Lecture Theatre 1
10:30 – 12pm	Keynote Speakers (Jennifer Hallam & Charlotte Haigh)	Stopford Lecture Theatre 1
12pm – 1:30pm	Lunch and research poster viewings	CTF ('The Street') and Innovation Café (invited guests)
1:30pm – 3pm	Workshops topics and leading academics (allocated attendance)	
	Stream 1: Ethics and Evaluation for Educational Projects (Aaron Drovandi)	CTF (Innovation Suite)
	Stream 2: Developing as an Inclusive Healthcare Professional (Enam)	CTF (Rutherford & Boardroom)
	Stream 3: Digital Teaching Technologies and Digital Capabilities (Helen Jopling)	CTF (Dalton)
	Stream 4: Internationalisation in Medical Education (Silke Conen)	Stopford Lecture Theatre 1
3pm – 4pm	Research Presentations and coordinator (first-in first-served attendance)	
	(see next page for details on presenters and topics)	
	Stream 1: Student Medical Education Projects (Helen Jopling)	CTF (Dalton)
	Stream 2: Staff Medical Education Projects (Jo Hart)	CTF (Rutherford & Boardroom)
	Stream 3: Staff Health Professional Education Projects (Aaron Drovandi)	CTF (Innovation Suite)
4pm – 4:30pm rooms	Awards and close by Tony Hegarty (Head of School) CTF (Dalton) + Livestream to other CTF rooms	



Key Speaker – Professor Jennifer Hallam

Professor Jennifer Hallam is an experienced academic leader with a sustained track record of improving staff culture, developing academic teams, and enhancing student education outcomes and satisfaction. She possesses broad leadership expertise across health professions education, with particular skills in assessment design and delivery, digital education, and psychometric analysis. As a psychologist by training, Professor Hallam established her expertise in mixed methods and psychometrics, which she has leveraged to challenge and innovate the way assessment and technology are utilized within healthcare professions education. Her contributions have significantly advanced educational practices, ensuring that both students and educators benefit from her forward-thinking approaches. Professor Jennifer Hallam holds several national and international roles in assessment, digital education, artificial intelligence, and health professions education. Currently, she is based at the University of Leeds as chair in assessment and educational advancement and deputy director of the Leeds Institute of Medical Education (LIME). From the 1/7/2024, she will take up the role of Vice-Dean for Teaching, Learning and Students in the Faculty of Biology, Medicine, and Health at the University of Manchester.



Key Speaker – Professor Charlotte Haigh

Professor Charlotte Haigh is the Dean of Student Education: Educational Enhancement and Student Experience at the University of Leeds. Charlotte has been at the University of Leeds, for 21 years in a student facing role. She has worked on many scholarship projects both locally and internationally in particular within the skills development area. She is a senior fellow of the higher education academy and a collaborative award for teaching excellence awardee. Charlotte has a keen interest in public engagement, delivering major research projects in this field as well as working closely with the National Co-ordinating Centre for Public Engagement. As part of her Student Education Fellowship (2015-18), she created a discovery module focusing on public engagement skills and communicating research to the public. This is still ongoing and very popular module with students which encourages them to collaborate with researchers at Leeds, in developing tools and activities for them to engage with an audience beyond the University.

Currently Charlotte is working on projects such as co-creating knowledge and enriching experiences with students as partners across the institution, leading the embedding of the Leeds curriculum across the institution and working closely with the Leeds Institute of Teaching Excellence (LITE) who aim to be sector leaders in scholarly research informing educational practice.

Research – Oral Presentations (3pm – 4pm) and Poster Presentations (during lunch)

Stream 1: Student Medical Education Projects (Helen Jopling) CTF (Dalton)

- ❖ What are the Impacts of Being a Healthcare Assistant (HCA) During Medical School? (Matthew Read)
- ❖ The Impact of Sustainable Healthcare Workshops on Learners and Educators (Amrique Dosanjh)
- ❖ Medical Education: Reflective Practice for Medical Students on Oncology & Palliative care placements (Lamisah Aamir)
- ❖ Interprofessional Education and Virtual Reality Simulation: VR Piloting Study (Nebras Alghanaim)
- ❖ Understanding how placements in the Global South impact NHS doctors' careers: A life history approach (Natalie Carr)

Stream 2: Staff Medical Education Projects (Jo Hart) CTF (Rutherford & Boardroom)

- ❖ EHR Essentials: A learning package to prepare healthcare students for the digital workplace (Asieh Yousefnejad Shomali)
- ❖ Population Health - Real World Learning Using Webinars (Emma Pimlott)
- ❖ Educating the Educators: Supporting Transformative Transition (Abdullah Alakhras)
- ❖ Notes That Matter: A Documentation Workshop for Medical Students (Hannah Morgan)
- ❖ A multi-organisational success story for refugee and asylum seeker (RAS) doctors under the University of Manchester social responsibility umbrella (Aisha Awan)

Stream 3: Staff Health Professional Education Projects (Aaron Drovandi) CTF (Innovation Suite)

- ❖ Evaluation of Eye Inter Professional Education (Catherine Porter)
- ❖ Discussing sex / sexual health / pregnancy prevention in those with Autism and / or LD (Shy Teli)
- ❖ Exploring a New Blended Model in Postgraduate Programmes: Incorporating Exclusive Online Units for Enhanced Flexibility and Accessibility (Grace Lipowska-Bhalla)
- ❖ Exploiting the benefits and exploring the challenges of Artificial Intelligence (AI) for Medical and Health Learners (Siobhan Brennan)
- ❖ Student Professionalism Toolkit (Jason Hall)

Posters: On display for viewings and discussions during the lunch break CTF 'The Street'

- ❖ The Use of Educational Games in a Medical School Setting (Robert Fryer-Spedding and Abigail Wood)
- ❖ Promotion and expansion of sustainable healthcare student quality improvement (QI) projects (Erin Samuels)
- ❖ Teaching and learning with historical medical objects: Approaches from the Museum of Medicine and Health (Harriet Palfreyman)
- ❖ An asynchronous online teaching session on cultural humility in clinical communication for medical students (Karabo Sibasa)
- ❖ Understanding Professionalism in Medical Education: Peer Assessment in the Arab Region (Wafa Alotaibi)
- ❖ Formative feedback assessment in postgraduate medical and health education: Friend or Foe? (Michael Modell)
- ❖ Skilling up in Communities: An innovative new placement for Early Clinical Experience (Anjali Vaidyanathan)
- ❖ Improving student engagement and clinical skills in history-taking (Olivia Burt)
- ❖ Healthcare career workshops for primary schools in deprived areas (Gracie Fletcher & Natasha Carmichael)