

PRiME Network: Clinical Placement Supervisor (CPS) Away Days 2025

Please see below for the workshop descriptions which we have available for you this year. Both events this year will be at **Salford Community Stadium (formerly known as AJ Bell)**, 1 Stadium Way Eccles Manchester M30 7EY. Content on each day is similar so please just book on one day using the Eventbrite links below or in your invitation email:

[Wednesday 18th June 2025](#)

Or

[Tuesday 24th June 2025](#)

Important:

- GPs please book both of the CBLE essential update for GP workshops (both afternoon time slots) and then your choice of another 2 workshops in the morning – you do not need to attend the Year Updates.
- Consultants – please book the Year 3, Year 4 and/or Year 5 update workshop/s for the year of students whom you supervise, and your choice of 2 other workshops around these.

Workshops

Title	Workshop Description	Intended Outcomes/Aims of the workshop
Year 3: Essential Updates for Consultants <i>Please note: this workshop only runs once so please prioritise if you supervise Year 3 students</i>	This workshop will focus on updates to the Year 3 Clinical Placements, including the assessment requirements. Essential if you supervise Year 3 students.	<ul style="list-style-type: none"> ▪ The importance of patient assessments in Clinical Placements ▪ Clinical Placement induction and sign-off meetings, and navigating student dashboard ▪ Effective teaching in Clinical Placements to meet the GMC's Outcomes for Graduates framework
Year 4: Essential Updates for Consultants <i>Please note: this workshop only runs once so please prioritise this booking if you supervise Year 4 students</i>	This workshop is essential for all Clinical Placement Supervisors who supervise Year 4 students. Essential if you supervise Year 4 students - Consultants (only) <i>GPs please sign up to the update sessions running in the afternoon.</i>	<ul style="list-style-type: none"> ▪ Keep up to date with key priorities and changes in the delivery of Year 4 ▪ Understand importance of student eforms and logbook ▪ Understand how to effectively assess and sign-off students for their clinical placements
Year 5: Essential Updates for Consultants <i>Please note: this workshop only runs once so please prioritise this booking if you supervise Year 5 students</i>	This workshop is essential for anyone who supervises Year 5 medical students on their placements. Essential if you supervise Year 5 students Consultants (only). <i>GPs please sign up to the update sessions running in the afternoon.</i>	<ul style="list-style-type: none"> ▪ Describe the structure of year 5, including clinical placements, QEPEP and Student Assistantship. ▪ Explain the workplace-based assessments and Medical Licensing Assessment required in Year 5. ▪ Recognise new teaching developments in Year 5.

<p>CBLE: Essential Update for GPs</p> <p><i>Please note: this workshop only runs once so please prioritise this booking if you supervise students in the community. This will cover Year 4 and 5 updates.</i></p>	<p>This workshop is for GP CPSs who take students at their practice. Opportunity to meet with other GP CPSs, as well as Lecturers and Administrative personnel from the University Community-Based Medical Education team.</p> <p>Essential if you are supervising students (any year) in GP or community placements. No need to book Year Updates in addition.</p>	<ul style="list-style-type: none"> ▪ Network with fellow Community CPSs to share ideas and tips in supervising medical students in practice. ▪ Have opportunity to debrief and field questions to members of the University Academic and Administrative team and troubleshoot common issues. ▪ Year 4 and 5 essential updates for GPs
<p>Effective learning opportunities during Clinical Placements</p> <p>Anthony Chan, Enam Haque & Mousumi Sadhukhan</p>	<p>This interactive workshop will discuss maximising learning and assessment opportunities in clinical placements with a focus on the clinical reasoning between primary and secondary care settings.</p>	<ul style="list-style-type: none"> • Teaching in placements and how it links to teaching curriculum and the MLA • Clinical reasoning and communication between primary and secondary care settings • Integrating UPSAs into clinical activities • Learning from other CPSs in other specialities in the workshop
<p>First Impressions Count</p> <p>Fiona Rae & Isobel Heyworth</p>	<p>Interactive session, exploring how we are perceived as supervisors, as well as how we form initial impressions of students.</p> <p>Although the focus will be on undergraduate students on clinical placement, the discussions and outcomes will be relevant to all areas of practice and training.</p>	<ul style="list-style-type: none"> ▪ Gain a better understanding of the importance of initial meetings with students and the influence of the first impression on the rest of the placement. ▪ Understand ourselves and the rest of the team as role models; and explore some options on how to support the rest of the team in creating a good first impression. ▪ How to manage expectations of students and encourage them to think about role modelling in the workplace.
<p>Helping Students to Prescribe on Placement</p> <p>Hiten Mitha, Prescribing & Medicines Safety Team</p>	<p>This workshop is for all CPSs with an interest in using prescribing related resources, such as the BNF and the Electronic Patient Record, to enhance medicines related teaching.</p> <p>We will discuss tasks students can undertake on placement alongside guidance on logbook tasks, assessments and preparation for practice.</p>	<ul style="list-style-type: none"> • Be better acquainted with resources available to students during teaching and assessment and understand their roles in placement learning. • Think about how to implement medicines related teaching and assessment at your trust/practice. • Obtain experience in use of the prescribing platform, currently in use for teaching and assessments.
<p>Generative AI in Medical Education: Challenges, Opportunities and Responsibilities.</p> <p>Paul Shore & Mo Zahir</p>	<p>This workshop will explore the latest developments and dilemmas in Artificial Intelligence.</p>	<ul style="list-style-type: none"> ▪ To understand key concepts in relation to Artificial Intelligence ▪ To discuss challenges in relation to AI in teaching

Brains we need brains Clare Clarke & Imran Sahgal <i>Wednesday 18th only</i>	<p>We will be discussing and celebrating the different types of neurodivergent brains that we may have ourselves as clinicians and of the learners we encounter</p>	<ul style="list-style-type: none"> • Discuss useful hints and tips on working with different types of cognitive processing • Reflect on how to support those who disclose as neurodivergent or who seem to have neurodivergent traits • Identify tools for inclusivity in the learning environment and signposting for further support.
Gamification in teaching Ryan Peers & Karen Waldon <i>Wednesday 18th only</i>	<p>In this session we will look at the origins of gamification, where it is successful and why. We will look at what makes a good medical education game and how we can develop our own for use with students. Attendees will have the opportunity to develop their own game and trial run one of the games developed in the session.</p>	<ul style="list-style-type: none"> ▪ Gain an understanding of the origins of gamification ▪ Understand why gamification is increasingly being used in education ▪ Attempt to develop your own game
Heart Sink Moments in Supervision? Build Skills to Lift the Load! Helen Marsden & Sarah Sharp <i>Wednesday 18th only</i>	<p>In this interactive workshop, participants will use real-life case analyses and small-group activities to explore effective supervision strategies. Through participatory learning, supervisors will identify factors impacting student behaviour, practice handling challenging interactions, and develop supportive techniques to encourage student potential and well-being. Join us to enhance your skills, build confidence, and create a positive learning environment for students.</p>	<ul style="list-style-type: none"> • Identify key factors influencing student behaviour in clinical settings. • Analyse and navigate challenging supervisory interactions. • Strengthen communication and teaching approaches for effective supervision. • Develop supportive strategies to promote student well-being. • Enhance reflective and problem-solving skills in supervisory roles. • Encourage a positive, inclusive culture in clinical teaching.
Internationalisation – what can we learn and how could we improve connections? Gerry Murphy <i>Tuesday 25th only</i>	<p>An overview of the current international partners and how we currently support their development. The second half of the workshop will explore ideas of how we could improve networks and support those in Manchester</p>	<ul style="list-style-type: none"> ▪ To understand MBChB international partnerships and why these have developed ▪ Analyse the benefits of international connections for our Manchester staff development ▪ Consider how could internationalisation benefit our students
Healthy planet, healthy people: how sustainability and Lifestyle Medicine transform healthcare Emma Pimlott & Omodunni Adeniyi <i>Tuesday 25th only</i>	<p>This workshop focusses on sustainability and lifestyle medicine, thinking about how this can help our students on placements.</p>	<ul style="list-style-type: none"> ▪ Identify the 6 pillars of Lifestyle Medicine ▪ Understand the relationship between preventative healthcare and sustainable patient care ▪ Understand relevance of Lifestyle Medicine and planetary health to the undergraduate medical curriculum. ▪ Support students in demonstrating effective shared management with patients

Supporting Medical Students Gary McCullagh & student support team	<p>This workshop is for all CPSs. In this workshop we'll explore the support needs of our medical students and how you as supervisors can help guide students to appropriate support.</p>	<ul style="list-style-type: none"> How to spot a student needing additional support How to approach suggesting support Where to signpost student for support
Strategies for Navigating Difficult Conversations Sarah Merrifield & Keiarash Kazemi-Jovestani	<p>Drawing from Crucial Conversations and Courageous Conversations frameworks, this session will provide practical techniques to navigate discussions effectively, maintain open dialogue, and foster a professional development culture.</p>	<ul style="list-style-type: none"> <i>Learn about concepts of Crucial and Courageous Conversation frameworks.</i> <i>Explore strategies to balance honesty with empathy, build trust, and reinforce standards of professionalism.</i>
The Dreaded Role Play – Could Medical Improv have a role in clinical teaching? Elora Baishnab & Helen Marsden	<p>This workshop will look at role play and improvisation techniques which can be used in clinical placements – be ready to be willing and active participants!</p>	<ul style="list-style-type: none"> <i>.Describe key concepts in medical improv and the evidence base for clinical teaching</i> <i>Practice medical improv activities and theatre techniques.</i> <i>Consider how to integrate these activities into clinical teaching.</i>
Feedback: Core to effective learning, so let's check we're doing it OK Rachel Lindley <i>Wednesday 18th only</i>	<p>We all know it is the most fundamental element for learning. How can we do it best, particularly when time is so tight?</p> <p>I'd like to hear your challenges and we'll talk through some solutions.</p>	<ul style="list-style-type: none"> Have the opportunity to reflect on what you find hardest when giving feedback Revise popular strategy for verbal feedback on knowledge, skills and behaviour Summarise the key points to remember when you need to document feedback
Helping your students prepare for their assessments Harish Thampy & the Assessment Team	<p>This workshop will explore the range of assessments that are used across the five-years of the of the Manchester MB ChB with a particular focus on assessing students' clinical reasoning skill. Through sharing best practice, participants will explore approaches to best help their students prepare for their exams. Lastly, we will discuss the introduction of the GMC Medical Licensing Assessment (MLA).</p>	<ul style="list-style-type: none"> Understand the range of assessments used in the Manchester MB ChB Explore how we assess our students' clinical reasoning skills. Discuss the introduction of the GMC Medical Licensing Assessment (MLA) and explore its impact on the Manchester MB ChB Share best practice in helping student prepare for their assessments.
eLearning tools and 1Med including eforms TELiM & FBMH eLearning teams	<p>This is a flexible session where you will have experts from eForms and 1Med available to answer queries and help you navigate the platforms used for the Manchester MBChB with confidence</p>	<ul style="list-style-type: none"> Understand more about 1Med and eforms Have any particular queries answered by the experts <p>If you wish to take part in this workshop, please complete the following questionnaire in advance, which will help the team cater to your needs</p>

<p>MBChB Graduate Entry (GEM) at Manchester: Reflections on our first year and thinking ahead to the future</p> <p>Cathy Armstrong</p>	<p>In September 2024, the University of Manchester welcomed its first cohort of MBChB Graduate Entry Medicine (GEM) students, launching an innovative 4-year medical program. The GEM program combines bespoke elements tailored specifically to graduate-entry learners with integrated components where GEM students join the 5-year MBChB cohorts. This workshop provides an opportunity to reflect on the first year of the GEM program, evaluating its' key successes, challenges, and lessons learned. We will also explore how the first GEM cohort will transition into the clinical years of the 5-year pathway and discuss the considerations and adaptations needed to support a seamless integration.</p>	<ul style="list-style-type: none"> ▪ Understand the vision, objectives, and structure of Manchester's GEM program with reflection on its first year of implementation. ▪ Develop an awareness of the diverse backgrounds and experiences of our GEM students and how these inform their learning needs, strengths, and potential challenges. ▪ Explore upcoming integration with the 5-Year Pathway and identify key considerations for integrating GEM students into the clinical years alongside 5-year MBChB cohorts, ensuring equity and cohesion
<p>Medical students and Fitness to Practice</p> <p>Emyr Benbow</p>	<p>This workshop will describe the Medical Schools' Fitness to Practice processes (SFtP) , and the role that placement supervisors may be asked to play. Anonymised cases will be discussed, demonstrating the importance of good quality information about student performance in clinical placements.</p>	<ul style="list-style-type: none"> • Know the structure of FtP processes in the Medical School and in the Faculty • Understand the emphasis placed on FtP processes as a means of helping students become better practitioners • See how decisions are made about individual students, and how the School FtP Committee interacts with student support
<p>Approaches to teaching scenario-based medical ethics and law on placements</p> <p>Ruth Bromley & Jon Evans</p>	<p>A workshop to explore and share experiences in using case discussions to develop students' ethics and law knowledge</p>	<ul style="list-style-type: none"> ▪ Understand students prior teaching in ethics and law before you meet them ▪ Explore some decision-supporting tools and frameworks ▪ Share ideas about how we can best develop students' ethical and legal thinking during practice placements
<p>Clinical sense-making: Helping your student to learn to think like a doctor.</p> <p>Kurt Wilson <i>With thanks to C Koufidis</i></p>	<p>Clinical sense-making provides a conceptual learning model of how students learn to reason in the clinical environment. This session will explore the model and provide opportunities for discussion about how best to incorporate and augment clinical sense-making into student experiences on your clinical placement.</p> <p>The session will help you to build student confidence and help them to prepare for examinations and practice as newly qualified doctors.</p>	<ul style="list-style-type: none"> ▪ Describe and understand clinical reasoning in three conceptual ways; as cognitive activity, as contextually situated activity, and as socially mediated activity. ▪ Be equipped to augment student experiential learning on your placement through incorporation of discussion to support clinical sense-making ▪ Help students to make sense of clinical encounters they participate in and deal with tensions they may experience during their learning from these encounters,

<p>Educating Generation Z: Bridging the generational gap to positively impact our teaching</p> <p>Anjali Vaidyanathan & Genevieve Shimwell</p> <p><i>Wednesday 18th only</i></p>	<p>Generation Z (those born approx. between 1995- 2010) have various factors that have shaped them and the way they learn. As educators it is important we understand their overarching characteristics, perspectives, and learning styles, and how this shapes their worldview and learning needs. In this workshop we will look at the differences in different generational learning styles and possible reasons for this; and we will discuss ways we can educate and engage Generation Z in a way that better suits their generational needs and reflects the modern world.</p>	<ul style="list-style-type: none"> ▪ Better understanding of the 'generations' and what has helped to shape each 'group', and therefore their learning styles ▪ Increased skills in how we as tutors can help to improve engagement by changing and adapting our ways of teaching accordingly ▪ Increased knowledge and skills in being able to apply this to our teaching sessions, and feel more confident when educating Generation Z.
<p>Tools and techniques for teaching clinical reasoning in placements</p> <p>Pippa Watson, Matt Jones & Susan Harris</p>	<p>This workshop is aimed at attendees from both primary and secondary care, with an understanding of clinical reasoning, who wish to further develop this and practically apply it to teaching and assessment of clinical reasoning.</p> <p>We will explore the use of tools in the Manchester programme including the clinical reasoning tool and illness script tool. In this practical workshop delegates will discuss techniques for involving students in patient care and promoting clinical reasoning through clinical encounters and workplace-based assessments.</p>	<ul style="list-style-type: none"> ▪ To explore the application of tools used within the MBChB programme for teaching clinical reasoning including the clinical reasoning tool and illness script tool. ▪ To explore practical ways of incorporating clinical reasoning teaching into history taking, clinical examination and patient presentations and consider how these might be implemented ▪ To share ways of formatively assessing clinical reasoning within workplace-based history and examination feedback
<p>Behaviour change conversations teaching throughout MBChB</p> <p>Natalie Carr</p> <p><i>Wednesday 18th only</i></p>	<p>This workshop will focus on what is taught and when in relation to behaviour change conversations, including assessments.</p>	<ul style="list-style-type: none"> ▪ To gain a deeper understanding of the behaviour change conversations curriculum. ▪ To discuss your role in supporting behaviour change conversations in practice. ▪ To identify any training needs for CPS role.
<p>Burnout - the Beginning not the End</p> <p>Susan Harris and Louise Fisher</p> <p><i>Wednesday 18th only</i></p>	<p>The GMC's 2023 annual State of Medical Education and Practice survey, declared "workplace experiences being reported by doctors from all branches of practice 'are now worse than at any time' in the survey's history." Simultaneously UK doctors are burning out at the highest rate ever recorded.</p> <p>This workshop looks at CPSs experiences in the workplace, and how to support each other.</p>	<ul style="list-style-type: none"> ▪ What is burnout and why can it happen? ▪ How to recognise it in yourself and your colleagues and your learners, <i>and</i> how to start those conversations. ▪ After the storm – Tips for building a new normal ▪ How to support students to protect the workforce of the future
<p>What Else is there? Teaching roles in the MBChB</p> <p>Jess Grundy</p>	<p>This workshop is a chance to talk through different roles within the MBChB</p>	<ul style="list-style-type: none"> ▪ To learn about other teaching roles which complement the CPS role

<p>What's UP(SA) – a comprehensive guide to UPSAs and much more!</p> <p>Anna Rennie & Louise Smith</p>	<p>This workshop is ideal for clinical placement supervisors who are involved in the teaching and assessment of clinical skills.</p>	<ul style="list-style-type: none"> ▪ What clinical skills are taught on the MBChB programme and when ▪ · What UPSAs are, how they are assessed and when ▪ · What the Outcomes for Graduates are in relation to clinical skills ▪ · How to develop your students' clinical skills; moving the students from learning clinical skills in a lab to applying them to the patient in a clinical environment.
<p>Coaching for your students' potential</p> <p>Jasmin Farikullah, Liz Shackley, Shireen Tahir</p>	<p>This workshop will focus on coaching strategies which can help your medical students reach their potential and prepare them for lifelong learning as a doctor</p>	<ul style="list-style-type: none"> ▪ Discover how to inspire and motivate students to achieve their full potential. ▪ Understand the differences between teaching, mentoring and coaching skills and how this applies to you as a supervisor. ▪ Practice using a coaching model to help students achieve their goals. ▪ Learn how to ask powerful questions.