

Please see below for the workshop descriptions which we have available for you this year. Both events this year will be at **CorpAcq 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:

[Tuesday 23rd June 2026](#) or

[Wednesday 1st July 2026](#)

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 To Book

Title	Workshop Description	Intended Outcomes/Aims of the workshop
<p>Year 3: Essential Updates for Consultants</p> <p><i>Please note: this workshop only runs once so please prioritise if you supervise Year 3 students</i></p>	<p>This workshop will focus on updates to the Year 3 Clinical Placements, including the assessment requirements.</p> <p>Essential if you supervise Year 3 students.</p>	<ul style="list-style-type: none"> ▪ Key updates for the coming academic year ▪ 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
<p>Year 4: Essential Updates for Consultants</p> <p><i>Please note: this workshop only runs once so please prioritise this booking if you supervise Year 4 students</i></p>	<p>This workshop is essential for all Clinical Placement Supervisors who supervise Year 4 students.</p> <p>Essential if you supervise Year 4 students - Consultants (only)</p> <p><i>GPs please sign up to the update sessions running in the afternoon.</i></p>	<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
<p>Year 5: Essential Updates for Consultants</p> <p><i>Please note: this workshop only runs once so please prioritise this booking if you supervise Year 5 students</i></p>	<p>This workshop is essential for anyone who supervises Year 5 medical students on their placements.</p> <p>Essential if you supervise Year 5 students Consultants (only).</p> <p><i>GPs please sign up to the update sessions running in the afternoon.</i></p>	<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>MBChB Community Team session: 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 Teams.</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 commonly arising issues. ▪ Essential community placement updates for Years 1 and 2, GEM, Year 4 and 5, and Student Selected Options
<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</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>Prescribing Foundations: Unlocking prescribing competence through effective medicines safety supervision</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"> • Understand recent updates to the undergraduate prescribing curriculum and identify practical opportunities within clinical placements to support students' development in safe and effective prescribing. • Recognise common challenges students face with electronic prescribing systems and apply strategies, including simulation and supervised practice, to enhance their prescribing competence and medicines safety. • Apply appropriate workplace-based assessment tools and deliver

		constructive, structured feedback to evaluate and improve students' prescribing performance in real and simulated clinical settings.
<p>Generative AI in Medical Education: Challenges, Opportunities and Responsibilities.</p> <p>Paul Shore & Mo Zahir</p>	This workshop will explore the latest developments and dilemmas in Artificial Intelligence.	<ul style="list-style-type: none"> ▪ To understand key concepts in relation to Artificial Intelligence ▪ To discuss challenges in relation to AI in teaching
<p><i>Decolonising the Curriculum: Helping students find a sense of belonging through diversifying medical education</i></p> <p>Tulsi Naveenan Jasmin Farikullah</p> <p><i>Wed 1st July only</i></p>	This interactive workshop introduces clinical supervisors to practical, reflective strategies for recognising how colonialism has influenced and shaped medical education and start to critically analyse their teaching to create a more inclusive and equitable learning environment.	<ul style="list-style-type: none"> ▪ Explain what decolonising the medical curriculum means and why it matters in clinical education. ▪ Identify examples of colonial bias within clinical teaching and supervision practices. ▪ Apply decolonising principles from the Manchester "Decolonising the Curriculum Toolkit" to adapt at least one aspect of their own clinical teaching.
<p>Supporting Medical Students</p> <p>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.	<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
<p>Teaching Clinical Reasoning with a focus on uncertainty</p> <p>Pippa Watson and 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 specific aspects of teaching clinical reasoning.</p> <p>We will explore the use of the Manchester CR tool, techniques for summarising, creating differential diagnoses, and handling uncertainty.</p>	<ul style="list-style-type: none"> ▪ To explore the application of tools used within the MBChB programme for teaching clinical reasoning ▪ To explore practical ways of helping students create summarise, create differentials and manage uncertainty
<p>Helping your students prepare for their exams</p> <p>Harish Thampy & the Assessment Team</p>	This workshop will explore the range of exams 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 Licencing Assessment (MLA).	<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 Licencing Assessment (MLA) and explore its impact on the Manchester MB ChB ▪ Share best practice in helping student prepare for their assessments.

<p>Leading Compassionately Liz Shackley</p>	<p>This workshop invites you to explore how compassionate leadership can strengthen your approach to supporting learners</p>	<ul style="list-style-type: none"> ▪ Understand what compassionate leadership is and why it matters ▪ Identify practical approaches to integrate compassion into supervision
<p>MBChB Graduate Entry (GEM) at Manchester: Reflections on the first 2 years and clinical integration</p> <p>Cathy Armstrong Lubna Bhatt Gwen Tawy</p>	<p>Manchester’s MBChB (Graduate Entry) Pathway is now two years into delivery, with two iterations of GEM Year complete and the first GEM Block—the 9-week, on-campus APEP replacement—successfully delivered. As our first GEM cohort progresses through the clinical years after joining Year 3 of the 5-year MBChB, this workshop provides an opportunity to reflect on how well GEM-specific preparation has supported their integration into the wider programme.</p> <p>We will share an update on the development of GEM Year and GEM Block, explore how students experienced the transition into clinical placement and larger cohort learning, and gather insights from clinical supervisors who have now worked with our first clinical cohort. Together, we will identify successes, challenges, and priorities for refining the pathway for future GEM students.</p>	<ul style="list-style-type: none"> ▪ Understand recent developments in GEM Specific components (GEM Year and GEM Block) and their role in preparing students for integration into the 5-year MBChB. ▪ Reflect on the experiences of the first GEM clinical cohort, including insights from clinical placement supervisors. ▪ Identify key strengths and areas for enhancement to refine GEM student preparation and integration for future cohorts.
<p>From theory to consultation: Embedding Behavioural and Social Sciences in medical education</p> <p>Jacqueline Lavallée</p> <p><i>Tue 23rd June only</i></p>	<p>How do we prepare future doctors to tackle the behavioural, psychological and social factors that shape health? We will provide an overview of our current Behavioural and Social Sciences (BSS) curriculum and consider why this matters for patient outcomes and GMC requirements, and the Evidence-based approaches for teaching BSS.</p>	<ul style="list-style-type: none"> ▪ Explain the core principles of BSS in medical education ▪ Identify effective strategies for teaching BSS knowledge and skills to medical students ▪ Recognise barriers and enablers to embedding BSS in clinical teaching
<p>Moving online platforms: from 1MedLearn to Canvas</p> <p>Caroline Townley and team</p>	<p>Canvas is a new online platform which students in Year 1 have been using, and which all students across the programme will be using from 2027.</p> <p>To transition, we will be moving all the content from the 1MedLearn Staff pages over into the Canvas platform from the new academic year 2026.</p> <p>This session will also cover accessing the existing Years 3-5 learning materials in 1MedLearn and using eForms for the End of Placement sign-off process.</p>	<ul style="list-style-type: none"> ▪ Learn about the changes to our online platforms ▪ Learn how to leverage the new functionality that Canvas offers ▪ Be able to log-in and see the new Staff Pages on Canvas ▪ Be able to log-in and see the existing student learning materials in 1MedLearn ▪ Understand how the End of Placement sign-off process works in eForms and overcome common sign-off issues

<p>Medical students and Fitness to Practice</p> <p>Emyr Benbow</p> <p><i>Wed 1st July only</i></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 in contemporary medicine.</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>Zoomers - Debunking the snowflake myth</p> <p>Miles Riddle</p> <p><i>Tues 23rd June only</i></p>	<p>The workshop explores generational differences and how this is relevant in an organisation such as the NHS. It looks at specific challenges to those people born between 1997 and 2012, who are now our medical students and resident doctors.</p>	<ul style="list-style-type: none"> ▪ Have opportunity to discuss case studies based on real-life scenarios. ▪ Explore the unique challenges faced by this generation and how their resilience and tenacity shines through.
<p>Educating Generation Z: Bridging the generational gap to positively impact our teaching</p> <p>Anjali Vaidyanathan & Genevieve Shimwell</p> <p><i>Wed 1st July 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>Failing to Fail: Making Fair Decisions in Clinical Supervision</p> <p>Sarah Merrifield & Keiarash Kazemi-Jovestani</p>	<p>This workshop explores why supervisors sometimes feel reluctant to fail students, and how to manage concerns confidently and fairly. Through discussion and case examples, we will look at early recognition of problems, giving clear feedback, documenting concerns and using escalation pathways. The aim is to support supervisors in making safe, defensible decisions and ensuring learners meet required standards.</p>	<ul style="list-style-type: none"> ▪ Describe common barriers to failing students and why it matters. ▪ Spot early signs of underperformance during placement. ▪ Give clear, constructive feedback to support improvement. ▪ Document concerns objectively and appropriately. ▪ Know when and how to escalate concerns or fail a placement

<p>Manchester Clinical Reasoning Tool – Roundtable discussion</p> <p>Matt Jones</p>	<p>This session is aimed at CPSs and other teaching colleagues with an interest in Clinical Reasoning (CR). Since 2017 we have been using a Clinical Reasoning Tool to help students learn about CR when performing patient assessments. We also use this tool as a framework for tutor-guided feedback in workplace-based assessments</p>	<ul style="list-style-type: none"> ▪ It's time to revise the tool and the MBChB wants CR-minded tutors and teachers to inform the next iteration of this valuable tool. ▪ Please come along with your ideas for how we can make teaching and formatively assessing CR better for our students
<p>Humour in Teaching</p> <p>Enam Haque, Ellie Lister</p> <p><i>Wed 1st July only</i></p>	<p>Using humour in medical education can enhance student engagement and learning. For supervisors, understanding when and how humour is appropriate is essential to support learning while maintaining professionalism and trust.</p>	<ul style="list-style-type: none"> ▪ Describe evidence-based benefits and potential risks of using humour in clinical teaching. ▪ Apply practical strategies to use humour safely and inclusively with medical students in placement settings. ▪ Recognise and respond appropriately to situations where humour may undermine professionalism, equity, or student wellbeing.
<p>Internationalisation – what can we learn and how could we improve connections?</p> <p>Nick Smith</p>	<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
<p>What is Sustainable Healthcare and why does it matter?</p> <p>Emma Pimlott</p> <p><i>Tues 23rd June only</i></p>	<p>The Medical Schools Council have published a curriculum for sustainable healthcare. Updated GMC Good Medical Practice now includes reference to sustainability. This workshop, co-created with students, will explore what sustainable healthcare is and why it matters.</p>	<ul style="list-style-type: none"> ▪ Define the principles of sustainable healthcare ▪ Discuss application of sustainable health care principles to student teaching ▪ Support students in demonstrating application of sustainable healthcare
<p>What Else is there? Teaching roles for Consultants</p> <p>Susan Harris & Suparna Dasgupta</p>	<p>This workshop is a chance to talk through different roles within the MBChB for Consultants.</p> <p><i>This content will be delivered within the Community Team workshops for GPs.</i></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>Using the student voice to enhance professional development and student experience</p> <p>Omodunni Adeniyi & Fiona Leslie</p>	<p>This interactive session highlights the main themes from students about great practices and challenges that affect their ability to engage in placement and teaching sessions and explores ways to enhance student engagement and experience.</p>	<ul style="list-style-type: none"> ▪ Identify and contextualise themes from student feedback and understand their impact on the learning experience. ▪ Co-develop strategies to integrate medical students more effectively into the clinical team and increase their sense of belonging and professional development. ▪ Devise a plan incorporating at least one new teaching or supervisory strategy learned during the session.
<p>Empathy in placements</p> <p>Elora Baisnab & Sarah Sharp</p> <p><i>Tues 23rd June only</i></p>	<p>This interactive workshop will examine existing literature and frameworks around empathy in healthcare and consider strategies to foster empathy in medical education</p>	<ul style="list-style-type: none"> ▪ Understand the definition and components of therapeutic empathy ▪ Explore the literature base around empathy in healthcare ▪ Learn about validated tools to support empathic healthcare practice ▪ Design a brief teaching intervention applicable to your own healthcare setting
<p>Electronic Health Record (EHR) Essentials: Preparing your students to work with and alongside EHRs in clinical practice</p> <p>Kurt Wilson & Fatima Nadeem</p>	<p>The Electronic Health Record (HER) represents an important information source for the clinical team and for other audiences, including patients and their carers. Interaction with EHRs on the programme has been largely experiential and relied on a number of factors including access to systems and computers, availability of clinical staff and interest from willing students.</p> <p>This session will explore EHR teaching currently on offer during the MB ChB programme and provide opportunities for discussion about how best to incorporate and augment EHR data into student experiences on your clinical placement.</p>	<ul style="list-style-type: none"> ▪ Discuss student feedback about their perceived education needs related to the use of Electronic Health Records (EHRs) ▪ Be familiar with EHR teaching and resources that are being made available to medical students on the MB ChB course ▪ Be equipped to augment student experiential learning on your placement through student access to EHRs ▪ Help students to make sense of clinical data within EHRs and augment their clinical reasoning through this process, and contribute in a professional and helpful manner ▪ Find out about a training EHR platform that we can now use to create custom simulated patient records
<p>Feedback: Core to effective Learning so let's check we are doing it ok</p> <p>Rachel Lindley</p> <p><i>Wed 1st July only</i></p>	<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

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We also have the following for which there is need to book – please just come along

What's on	When	Where
<p>Help with 1Med Access</p> <p>E-learning and Canvas Teams</p>	<p>Available at Lunch and both Refreshment Breaks</p> <p>No need to book, just turn up if you have any questions or problems accessing/logging in to 1Med.</p>	<p>Cadishead</p>
<p>Student Perspective: Unteachable Skills</p> <p>Yanna Mihaylova (Year 5 student)</p> <p>This session explores what we mean by 'good medical care' and how this is best taught to students. The piece involves Yanna's experience on clinical placement, and what students benefit most from on placement. She will also talk about the hierarchical environment within hospitals, and how this can negatively impact teaching.</p>	<p>Grab some lunch and then join Yanna at 1pm to hear her talk and have a chance to ask her questions.</p> <p>No need to book</p>	<p>The Willows</p>