Welcome to the seventeenth edition of the Leicester Medical School Clinical Teachers’ Newsletter.

We start this issue with a report on the key outcomes from the GMC Review of Leicester Medical School. You will see that the review was extremely positive and highlighted many areas of good practice throughout the School. On page 2, Dr Andy Ward reports on the successful GP Annual Conference, which took place in the Centre for Medicine on 7 September 2017. We also include an article written by fourth year medical student, Marsha Green, who reflects on what she likes and dislikes most about clinical teachers. On page 3, we announce the launch of this year’s Teaching and Administrator Excellence Awards, which recognise and reward individuals and teams who are committed to delivering exceptional teaching and undergraduate administration to Leicester Medical Students. Finally, on the back page, we announce our block star tutor winners from the Primary Care, General Medicine and Cancer Care Blocks.

Medical School Delighted with GMC Regional Review Report

Leicester Medical School was pleased to receive an overwhelmingly positive inspection report from the GMC. The School was visited in November 2016, as part of a wider review of medical education in the East Midlands. The GMC emphasised that not only were many standards being met, but they were also very well embedded in the organisation.

The report highlighted several areas which are working well:

“The School has given their students access to technology enhanced learning opportunities through the distribution and use of iPads by all students within their School and clinical settings.”

“The staff and students we met praised the clinical skills unit which provides all learners with good simulation based learning opportunities.”

“The students we met were very enthusiastic about the School’s recruitment, interview and selection process; they felt they it was open and fair.”

“The pastoral support team are highly effective in supporting students’ health and wellbeing and this includes good occupational health services.”

The GMC also praised exceptional and innovative examples of good practice:

“The quality management framework in place at the school is very strong. The school is highly effective in the way it shares and reports information about quality management with other bodies to set key performance indicators, identify risk and share good practice.”

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Annual GP Clinical Teachers Conference 2017 – Rethinking Medical Education

On 7th September, almost a hundred GPs and other primary care teachers of Leicester medical students attended the Annual Clinical Teachers Conference at the Centre for Medicine with the theme Rethinking Medical Education. The day started with a presentation from Professor Richard Holland, Head of School, who described some of the challenges facing the medical school over the coming years. Primary care will have an increasing role to play in the new curriculum, so it was good to see the very positive feedback received from students about their GP attachments. Second year medical students Nina Sardar and Rachel Bagust then gave a short presentation about the lessons they had learnt during the Patients Know Best project in the first year of the Compassionate Holistic Diagnostic Detective course.

Delegates were impressed by the understanding of life with a long-term condition they had developed through the project and were interested to hear about the experience of communicating online with a patient. Workshops followed, with such diverse subjects as mindfulness, compassion, technology-enhanced teaching and Chekhov. After an excellent lunch, the afternoon started with a new event for the conference – the Dragons Den. Four short presentations were given on teaching ethical dilemmas, CBT training for medical students, a new method of teaching diagnostic reasoning and the use of extended scope physiotherapists to teach musculoskeletal examination. The audience then voted for their favourite proposal with Gopal Sharma and Heath Scoles winning for their musculoskeletal idea.

Iona Heath, former president of the Royal College of GPs, finished the day with an inspirational and thought-provoking lecture which reminded us of the necessity of listening to patients’ stories as healthcare increasingly gets driven by technology, guidelines and targets. Feedback from the delegates was very positive, with one commenting on the Chekhov workshop: “Taught with great passion and enthusiasm... really, really good”.

Dr Andy Ward, GP Specialist Educator

What Students Like and Dislike Most About Clinical Teachers

I would like to start this article with the caveat that the vast majority of my clinical teaching has been a positive experience, and that I can only express my own opinion.

I have found that the most positive experiences on wards occurs when we are included within the ward team and feel as though we have something to contribute. The juniors in particular are great at this, they always have a deluge of jobs they are happy to delegate and often make attempts to include us on ward rounds. And many take the opportunity to practice their own skills through bedside teaching, which we greatly benefit from and appreciate wholeheartedly. This attitude not only makes us less nervous on the wards but gives us a better insight into what life is actually going to be like as a foundation doctor, with the vast majority of our time spent doing ward rounds, or ward jobs and interacting with patient in this context.

However, clinics are also invaluable teaching opportunities, as this is often where we get to see the really detailed history taking and diagnostic process occurring, and the best clinics are when the staff involved take the time to brief us on a case before and after to allow us practice in diagnosis and examination.

In all honesty, the only time I personally dislike any clinical teacher is when we are dismissed out of hand or treated like a nuisance. As students, we understand that the work environment of the NHS is highly pressured, and we often take great pains to stay out of the way of, or help anyone obviously overworked. But I would like to add that when we annoy you with our constant questions, we only ask now, so that we don’t have to when people’s health directly depends on us.

Overall, my clinical experience has generally been with enthusiastic clinical staff from all professions who are more than happy to take that little extra time to help.

Marsha Green, 4th Year Medical Student
Fantastic Foxes Training Hub Receive John Horder Award

We were honoured to receive this award at the council chambers at Kings College in London on 14th June. Attending such a prestigious location to collect the award was perhaps in contrast to the site in which we both practice as GPs, in an area of higher deprivation in inner city Leicester. We identified with the work of Lord Victor Adebowale which he described in the following lecture on supporting the vulnerable, which seemed particularly relevant to our practice population and ethos. This issue was also brought into stark relief as events unfolded with the terrible fire at Grenfell tower that day.

We recognise that achieving this award was a truly collaborative effort and would not have happened without the help of the wider surgery team, as well as colleagues at the University of Leicester Medical School and De Montfort University School of Pharmacy. It was noted that the assistance given by Professor Elizabeth Anderson and Dr Neena Lakhani was invaluable, who were present at the event.

The Fantastic Foxes training hub has energised local education through an initiative to train local educators in Inter Professional Education (IPE). Initially the Saffron Practice had little experience of embracing the values of IPE. To address this the GP’s and practice staff attended a Master Class session at the University of Leicester on IPE facilitated by Professor Elizabeth Anderson and Dr Jenny Ford.

This cascaded into a rolling programme for all the Spoke practices and between the summer from 2015-2017 a total of 58 practitioners, including clinical pharmacists, social workers, managers etc. completed the half-day course. The outcome showed that none of these NHS staff had any in-depth understanding about IPE values and led to some new insights not just into how to organise teaching for learning but also in how to manage all practice-team-based activities.

Armed with these new understandings energy flowed to establish more community-based IPE events and pilots within the Saffron Group Practice.

Dr David Kerbel, Dr Chris Sanders and Members of CEPN Foxes Bid

LMS Student Nominated Excellence Awards 2017

The LMS will be seeking nominations from students between 16 October and 10 November for the 2017 Teaching and Administrator Excellence Awards. Entering their third year, the awards recognise and reward individuals and teams who are committed to delivering exceptional teaching and undergraduate administration to Leicester Medical Students.

Outstanding Clinical Teacher Award
This award is open to all Clinical Teachers who teach Leicester Medical Students and who have demonstrated excellence in teaching and supervision.

Outstanding Clinical Team Award
Students can also nominate clinical teams. This award will recognise teams who have demonstrated excellent team work in the delivery of teaching and who have been particularly helpful and supportive to students. This award is open to all clinical teams who teach Phase 1 or 2 Leicester Medical Students.

Outstanding Phase 1 Teaching Award
This award is open to all Phase 1 Teachers who teach Leicester Medical Students and who have demonstrated excellence in teaching.

Outstanding Administrator Award
This award is open to all administrators who co-ordinate and support teaching for Phase 1 and 2 Leicester Medical Students. The award will go to the person who has demonstrated excellent organisational and communication skills, who has been particularly helpful and supportive to students, and who has gone the extra mile to deliver a high-quality service to students.

The Award Winners will be presented with their prize at the Annual Medical School Day in February 2018.
I rarely make time for academic/extra-circular projects as, any Leicester medical student knows, there’s already an ever-endless list of topics to revise or signatures to collect. However, when I was skim-reading my emails I came across the BAUS medical student essay competition which captured my interest for two reasons:

1) The essay topic ‘urological technology: where will we be in 20 years?’ was a topic I knew I’d enjoy postulating/writing about and I thought my BEng in Medical Engineering might give me an edge on the competition.

2) This particular essay competition awarded prizes to regional winners as well as a national winner!

So, I decided to spend a few weekends throwing an essay together and nervously checked every new email for the next few weeks.

Ironically, my swelled pride of winning the regional round was quickly crushed on discovering that I was the only submission from LMS...! Yet, a few weeks later I received an email informing me that my essay had been selected as joint-best in the UK.

I later attended the BAUS annual scientific meeting in Glasgow where I was granted my award.

Mostafa Beshr, 4th Year Medical Student