

FACILITATOR

UPDATE FROM ASSOCIATE DEAN



Welcome once again to 'Facilitator' and a huge thank you to all of you who develop and deliver medical education throughout the Faculty with such enthusiasm, year on year. In all the business of getting on with the job it is sometimes easy to lose sight of why we do what we do. By nurturing, guiding, inspiring and instructing we together succeed in delivering over 220 new Foundation doctors to the NHS each year.

It is so rewarding to see the beaming faces of our students receiving their degrees at Graduation each July. The stresses of the MCQs, OSCEs, clinical competencies, written paper, the SJT, the PSA – all those are behind them. The new challenge of working as a happy, fulfilled doctor lies ahead. This year, for the first time in our Faculty's history, our new graduates stood and made a declaration based on the 'Duties of a Doctor' during their ceremonies. Many students and their supporters told me it was the highlight of the day – a really fitting way to mark the transition from medical student to doctor. We can be truly proud of the graduates 'we' together produce.

Education is the bedrock of the medical school. Many of you work so competently, conscientiously and innovatively in leading, developing and delivering our programmes and it was really disappointing to learn of the University's bronze award in the recent TEF exercise. I know that the metrics on which this award was based do not truly reflect the teaching behind the programmes we deliver. Subject-level TEF is likely to be introduced in a few years and we must make sure that we capture our excellence in medical education, so that the great teaching delivered here will be appropriately recognised.

Alongside TEF, we also face the challenges of national and international rankings tables. The results of the annual National Student Survey (NSS) are hugely important within the University strategy of 'Simply Better'. Putting it bluntly, we do not shine as brightly as we should in the NSS. Our students rate us highly in many areas but we can, and should, do better. We have many ideas as to how we can improve our scores. One is to make more use of our huge number of Personal Academic Tutors (PATs). We launched our new Faculty Essential PAT Guide (available to download from MEDUSA) at our first PAT briefing event in November. Many thanks to Tessa Davies our Lead Senior Tutor and Dr Clare Polack for putting this really useful guide together, which is well worth a look.

And finally, as further evidence of the excellence in medical education here in Southampton, many congratulations to Dr Judith Holloway, our lead for Postgraduate Taught programmes, on her award of a National Teaching Fellowship from the Higher Education Academy, and to Dr Scott Border, Principal Teaching Fellow in anatomy, on his shortlisting for the Most Innovative Teacher category in this year's Times Higher Education Awards.

Karen Morrison

Associate Dean (Education & Student Experience)

BEING AN EFFECTIVE PERSONAL ACADEMIC TUTOR

Tessa Davies, Lead Senior Tutor, and Dr Clare Polack, Chair of the Student Progress Committee, have put together an essential guide for Personal Academic Tutors (PATs) in the Faculty of Medicine. This guide outlines what you need to know and do to fulfil your role as a PAT. It reminds you of the formal University policy regarding the role of the PAT, what is expected of you, and how you can help your tutee develop through encouraging Realism, Responsibility and Resilience. It also contains information about wider University support, available training and who to contact if you have any queries. The guide is intended as a quick 'go to' document. Further information can also be found online in the University PAT Handbook and the MEDUSA PAT Training Module.

Download the guide from
www.southampton.ac.uk/medusa



UOS MEDICINE AT AMEE 2017 HELSINKI

The Association for Medical Education in Europe's (AMEE) annual conference is the key meeting for all those involved in medical and healthcare professional education.

The conference this year looked at the current issues in medical education and highlighted the need for better collaboration, social accountability and equity to achieve improved healthcare. Promoting diversity and continuing professional development were two of the highlighted themes.

Staff and students from Southampton presented their work at the 2017 Helsinki meeting:

- **Kathy Kendall** and colleagues from Edinburgh and Plymouth medical schools ran a pre-conference workshop to extend the community of practice of behavioural and social sciences teaching within medical education. [Top Tips: Teaching Social and Behavioural Sciences in Medical Education (#PCW24)]
- **Cameron Gemmell** presented a poster on the Widening Access to Medicine Society (WAMSoc), a student-led initiative, highlighting one of the many social accountability projects our students are involved with. [The Widening Access to Medicine Society (WAMSoc): a student led widening participation initiative at the University of Southampton (#41104, page 248)]



- **Trevor Pickup** and **Sunhea Choi** showcased two other examples of social accountability projects with real world impact. Trevor presented a poster on using social media to promote global healthcare. [Social media in promotion and dissemination of online training opportunities among health professionals globally: an explorative study (#5HH05, page 358)]. Sunhea gave an oral presentation on delivering a global nutrition healthcare programme to support communities. [Scenario-based Nutrition Community design approach to facilitate medical and allied health professionals' training of nutrition (#7M6, page 410)].
- **Susie Rebelo Hopkins** presented a poster showing that peer assessment can be a predictor of student performance in the undergraduate curriculum and disseminated her research via social media using an infographic. [Peer assessment as an indicator of student performance (#5JJ01, page 363)]
- **Lynn Andrews** gave an oral presentation demonstrating how medical student engagement with an e-portfolio can be a good predictor of final examination results and how it can be used to detect and support struggling students. [Medical Student engagement with an e-portfolio; A good predictor of Final Examination performance (#713, page 396)]
- **Fiona Vincent**, supported by Shelley Parr, gave a commended PechaKucha presentation on student engagement and support, key factors in the Faculty of Medicine 2014 ASPIRE student engagement award. [Students as partners in the highs and lows of medical school life (#8G3, page 525)]
- **Emma Vaccari** presented a poster on the novel clinical summary exam for final year medical students. [The Clinical Summary Exam - assessing information processing skills in medical school finals (#10EE12, page 821)]
- **Shelley Parr** is a member of the ASPIRE Academy Board and attended their meeting. She also met international colleagues to prepare for the AMEE/MedEdWorld Webinar (129: How do you enhance student engagement to achieve excellence-ASPIRE criteria?) that she co-facilitated a few weeks after the conference. A recording of the webinar is available here <https://ameelive.adobeconnect.com/pz3dv9sxug5y/>

For more information, click on the link to Twitter moments: [UoS Medicine at AMEE 2017 Helsinki twitter.com/i/moments/921014443777064960](https://twitter.com/i/moments/921014443777064960).

Kathy Kendall, Shelley Parr, Susie Rebelo Hopkins

Back row: Emma Vaccari, Shelley Parr, Susie Rebelo Hopkins, Kathy Kendall, Brian Yuen, Sunhea Choi

Front row: Nik Martin, Cameron Gemmell, Fiona Vincent

MY EXPERIENCE AT AMEE 2017

By Cameron Gemmell

AMEE 2017 in Helsinki was a fantastic experience. Because it was the first international conference that I was attending, I didn't really know what to expect. When I arrived, the enormity of the event was remarkable, and it took me a while to prioritise which sessions I was going to attend. It was very impressive to see people from all different parts of the world coming together to discuss the numerous areas of medical education! I was extremely grateful for the chance to present a poster displaying all the hard work done by WAMSoc since its conception two years ago. Presenting the poster ended up being not only a great learning experience for me but also an incredibly valuable experience for WAMSoc as we were able to discuss widening access with like-minded individuals from all corners of the globe. We would like to take this opportunity to thank the Leonard Thomas conference attendance fund without which this rewarding experience would not have been possible.

By Fiona Vincent

AMEE 2017 was the first international conference I attended and presented at. Another first was being tasked to deliver my talk as a PechaKucha presentation. PechaKucha is a Japanese presentation technique requiring 20 slides which automatically change after 20 seconds. Slides are not supposed to contain text allowing the presenter to deliver their talk against a backdrop of supporting images.

My presentation 'Students as Partners in the Highs and Lows of Medical School Life' explored three key aspects of student engagement within the Faculty of Medicine. The first was student representation and outlined the feedback structure within our medical school, such as the 'you said we did' campaign. I also talked about the Connect Project as an example of a successful staff-student partnership. This student initiative links research project opportunities to medical students. The second key aspect was student welfare where I talked about the support offered by Senior Tutors and also the partnership between the Medsoc Welfare Representative and the Senior Tutor Team. Finally, I talked about celebrating success within the Faculty of Medicine. Examples of this include the Excellence in Teaching Awards which recognise staff who have gone above and beyond to deliver great teaching and the new Dean's List Awards to recognise non-academic achievements by students.

I enjoyed the challenge of delivering this presentation and was pleased that my performance using this novel technique appeared to be well received and was commended.

I also enjoyed attending the keynote lectures and attended as many other talks as I could fit in as well as exploring Helsinki, too!



WORKING WITH STUDENTS AS PARTNERS IN EDUCATION AND RESEARCH

In Facilitator issue 47, we were delighted to announce the launch of The Connect Project. Connect was designed to open the world of cutting-edge research to medical students. It reflects a growing enthusiasm amongst students to get involved in academia and worked by allowing educators, clinicians and scientists to directly promote opportunities to them.

Since its launch, Connect has had over 60 projects run through its pages. With the support of SUSU and Pro-Vice Chancellor, Alex Neill, we are now expanding university-wide. Connect's remit now includes a wide range of opportunities in and around the University; everything from teaching to studentships to volunteering and outreach programmes. Moreover, Connect encourages a multidisciplinary approach and collaboration between faculties, bringing the University together.

Connect has now received growing national interest, including an invitation to present at the Healthcare Leadership Academy (HLA). This then saw us showcase Connect at the House of Lords, at an event hosted jointly by the HLA and Lord Kirkwood. It was a privilege to present at such a prestigious location, and highlighted the possible impact Connect could have on a national scale.

Adding more strings to its bow, we won the Digital Health Education prize at the Alternative Doctors conference in October. The aim of the conference was to showcase the diversity of roles available within the NHS and the rapidly evolving healthcare sector.

We have been collaborating with members of staff and students across the University to help make Connect a reality. Special thanks to the Medical Education Innovation Network (MEIN) and Medical Education Academic Unit for their support. However, despite a promising and exciting launch, it is still early days and for Connect to continue to succeed, we need you to get involved. Join us at connectproject.co.uk

Callum Taylor

Final year student


NEW ASSESSMENTS IN YEAR 1

This year sees welcome changes to assessments in BM Year 1, a crucial year of transition for 225 school-leavers, mature students, BM6 students and BM(EU) students entering the five-year programme in 2017-18. Year 1 benefits from excellent teaching by dedicated staff, but has experienced over-stretch following modularisation, which tended to proliferate assessments and multiply administrative workload. New assessments have now been approved featuring principally a 'synoptic' assessment covering the learning outcomes and content of all three systems modules (Foundations of Medicine; Nervous & Locomotor 1; Respiratory, Cardio & Renal 1), to be sat in June. This synoptic assessment will comprise only three summative papers and replaces seven module papers formerly spread across the year. Medicine in Practice 1 and Student Selected Unit assessments will continue to run in parallel. Cutting the Gordian knot in this way enables a more integrated assessment approach across the systems modules, while enhancing exam reliability, encouraging long-term learning and reducing the overall assessment burden for our students, academic staff and admin teams. It also creates an opportunity for enhanced formative assessment in January, enabling new medical students to benchmark their performance and workload at an early stage without detriment to long-term progression. These new assessments represent major progress in developing Year 1 for revalidation in 2019-20.

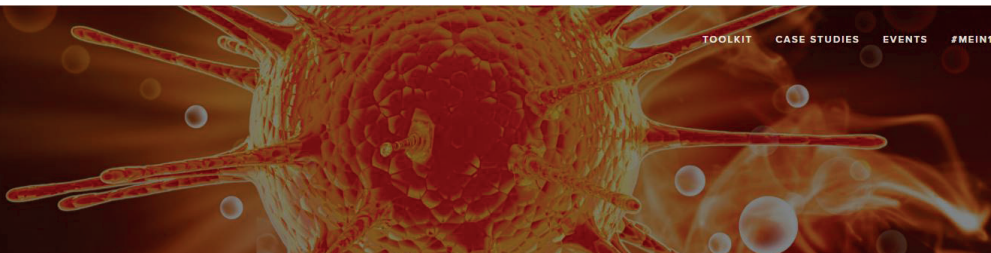
Tony Sampson

BM Year 1 Lead




MEIN

[TOOLKIT](#)
[CASE STUDIES](#)
[EVENTS](#)
[#MEIN17](#)
[GET INVOLVED](#)



MEDICAL EDUCATION INNOVATION NETWORK


MEIN is formed of a dedicated group of teaching-focused academics within the Faculty to share best practice in education to improve students' learning experiences. We would like to grow this network to include all those who are passionate about teaching excellence.

Our aims are to support new educational strategies, disseminate cutting-edge educational research and promote innovative projects and we would like you to share your innovative teaching tools and educational stories with us. There are many ways you can contribute: maybe you are promoting an event, could offer an interesting case study, or you have recently used some technology in your teaching which is new and exciting. All you need to do is go to the website and select the 'get involved' tab. We would love it if you would share your innovations with us so please get involved!

The half-day conference to launch the Medical Education Innovation Network (MEIN) on the 25th of September brought together staff and students to share innovative teaching practices.

Please do visit our website to have a look around and to view abstracts and talks from the conference at **www.mein.academy**

Scott Border, Tom Cecot, Nick Evans, Judith Holloway, Susie Rebelo Hopkins, Anna Ruff, Christopher Torrens
Medical Education Innovation Network Team



MEIN
 Medical Education Innovation Network

EVERYBODY IS TALKING ABOUT... THE NATIONAL STUDENT SURVEY

The National Student Survey (NSS) and the Teaching Excellence Framework (TEF) are hot topics for universities and medical schools as well as university teachers and placement centres.

The NSS originated with the Higher Education Funding Councils in 2005. It takes place annually and is carried out nationwide by the polling company, Ipsos MORI. The NSS gathers students' opinions on the quality of their courses. The purpose of this is to contribute to public accountability, help inform the choices of prospective students and provide data that assists institutions in enhancing the student experience. Undergraduate students in their final year of university are asked to rate the teaching provision they have experienced. For those involved in Final Year teaching or with Final Year students, please note that there are strict rules about 'inappropriate influence' (www.thestudentsurvey.com/institutions.php). If you require further clarification, please contact the Faculty NSS Lead (a.timm@soton.ac.uk).

The NSS features prominently in all the UK university rankings, such as the Times Higher, The Guardian, etc. and plays an important role in student recruitment.

What does the NSS cover?

The NSS seeks to elicit student experiences via a one-off survey that consists of 27 questions organised into nine question banks.

Learning community	Organisation & Management	Learning resources
The teaching on my courses	Assessment & Feedback	Academic support
Student voice	Learning opportunities	Overall satisfaction

The question banks that are particularly relevant for the TEF are the three green ones.

Will the NSS replace internal module or placement evaluations?

All university teaching is already evaluated internally through focus groups, end-of-module surveys, end-of-placement forms, etc., which are highly targeted to the specific set-up.

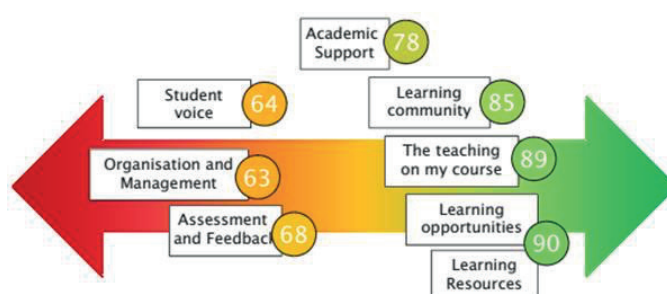
The key differences between internal evaluation and the NSS are:

- The NSS asks only students in their final year when it is too late to make changes.
- The NSS questions are general, so as to enable cross-disciplinary comparisons. However, given this, it is unclear how they are interpreted by students.
- Given the general level of the NSS questions, it is unclear how they are interpreted by students.

In fact, many aspects of the medical student experience at Southampton and in placement centres will not be captured by the NSS. For example, the one-to-one teaching students get while on clinical placement, the relationship they develop with their Personal Academic Tutor, the pastoral support received from the Senior Tutor team, and the NHS accommodation provided.

How do we score?

The NSS uses a five-point scale for its 27 questions. The results are then given as percentages. The graphic below indicates the Faculty's performance in 2017:



Most medical schools score quite similarly in the NSS; for example, students appreciate the learning opportunities and learning resources provided, especially those in the clinical contexts. However, the similarity in scores means that even very small changes can make a big difference to the sector ranking of individual institutions.

2017 was an interesting year for the NSS. The survey questions were changed and extended. The National Union of Students called a boycott of the NSS to scupper the TEF. This was successful in many Russell Group Universities, which were not returned. This means that this year, both historical and subject-level comparisons are unreliable.

The TEF award also takes into account metrics relating to the entrance tariff required (e.g. A-level grades, etc.), widening participation and outcome data on graduate employability. In addition, every university provides an institutional statement. In 2017, the University of Southampton received a bronze award, which it considered disappointing.

What's next?

Given the importance of the TEF to the sector, Southampton will reapply for a TEF award in 2018. Moreover, in 2018, the TEF will be awarded in relation to subject-level rankings. So, each Faculty's performance will receive ever greater scrutiny. The NSS has just changed (as outlined above) and the TEF is still evolving. However, the importance of both is likely to grow once results become linked not only to league tables but to university funding.

Health Education England is one of the key stakeholders and funders of the NSS and the GMC takes the NSS results into account alongside its own pre-visit survey. So, it is important that all those working for or with the Faculty are aware of these developments (and the limitations of the tools being used). The 2018 NSS will run from 8 February to 30 April. Future updates will be provided through the Committees and Away-days.

Anja Timm

FMED Lead: National Student Survey

FACULTY DEVELOPMENT UPDATE

NEW COURSES AND RESOURCES FOR BM TEACHERS

The faculty development team has been reviewing and updating our course materials and the information available online for our teachers. As well as housing our e-learning modules, the new MEDUSA website now provides access to a range of medical education resources, and we are adding to this on an ongoing basis. Please do have a look at MEDUSA and our website and give us any feedback you have or any suggestions of resources we could add. We sometimes receive feedback that our systems are hard to access and difficult to navigate around, and we are trying to address this. If you experience any difficulty accessing our resources, please let us know by contacting meded@southampton.ac.uk

Feedback on our face-to-face courses continues to be extremely positive, and courses are over-subscribed, especially 'Teaching Tomorrow's Doctors'. This means some people with smaller teaching roles or who are new to teaching can be repeatedly unsuccessful in gaining a place. We are therefore piloting two new courses to give more choice to teachers, depending on their level of teaching experience:

- Teaching BM Students – Introduction. A two-day introduction to BM teaching and to learning & teaching theory, for BM teachers new to teaching or new to teaching at Southampton;
- Teaching BM Students in a Clinical Setting – Refresher. A one-day workshop on clinical teaching skills for clinical teachers who have been teaching for three years or more.

Jacquie Kelly and Martina Johnson

Faculty Development Team

DEVELOPMENT AND TRAINING DATABASE GOES LIVE!

I have the pleasure to report that our Development and Training Database is now live, with education training data entered for 3500 of our BM teachers! Huge thanks go to Natalie Taylor-Bannister, our database administrator, for all her hard work on this. Creating the database has been a far more difficult task than anticipated, slowed by ongoing technical obstacles over the last two years.

This means that we can now progress with the review of education training of our teachers, which will enable us to comply effectively with the requirements the GMC set out for us after their visit in 2013. This will start this year with Programme Deputies, and Year, Module and Assessment Leads.

At the same time, it is an ongoing task to ensure that all staff in the two GMC-identified education leadership roles (those responsible for overseeing students' progress and lead coordinators at each local education provider) are given the required recognition as undergraduate trainers. We submitted an updated list of our recognised trainers to the GMC in July 2017.

Another ongoing focus is the recording of Equality and Diversity training, which is a requirement for all educators. A recent drive asking GPs to confirm they have undertaken E&D training has increased the compliance rate in primary care. All the NHS Trusts have confirmed that their staff have this training. Thanks to everyone who has responded to our requests for this information.

Training for assessors was identified as a very high priority in the GMC report in 2013. Martina is working with the assessment team and the Taught Programmes Assessment Committee (TPAC) to map the considerable amount of training that is already in place for staff, and identify any gaps in the training provided.

Jacquie Kelly

Faculty Development Lead

Would you like to attend a faculty development workshop or course?

We offer a range of faculty development activities on teaching, learning and assessment. To find out what is on and to register for a course, please visit www.southampton.ac.uk/medu and look on the 'Faculty development' tab.

Organising a faculty development event?

Please let Sue Hildyard know by emailing meded@southampton.ac.uk

CONGRATULATIONS TO OUR NEW FACULTY DEVELOPMENT LEAD

In July 2017, Jacquie Kelly was appointed Principal Teaching Fellow (Faculty Development Lead), after acting up in the role for nine months. Jacquie has worked in the faculty development team since January 2014, and was previously responsible for providing faculty development for teachers who deliver our clinical modules.

Jacquie has a clinical background in youth counselling, having worked for 25 years with young people in various contexts, including voluntary organisations, youth service, colleges and in an NHS adolescent mental health service. She began teaching medical students in 2010, as a Learning Facilitator in the Child Psychiatry medical student teaching team in Southampton, and became increasingly interested in staff development, finally making the move out of the NHS in October 2016.



MEDUSA UPDATE

The new MEDUSA website is live! MEDUSA is a website offering resources designed to support anyone teaching Southampton medical students. Over several months, the migration of MEDUSA to a new site took place and this is now complete. Many thanks to the Digital Learning team in iSolutions, particularly Anna Ruff and Mimi Lee, for their help and patience in making this happen, and the wider iSolutions team. Many thanks also to all those who road-tested the new e-learning modules to check for usability.

The new site features a number of exciting changes and additions. The e-learning modules have all been updated and have a fresh new look. There is a new section called 'Topics' which provides you

with lots of resources, such as survival guides, tips and resources available at the University, as well as links to external resources. Topics covered include 'Assessment and feedback', 'Teaching and learning', 'Diversity', 'Supporting students', 'Curriculum' and 'Quality assurance'.

Take a look around and let us know what you think by contacting meded@southampton.ac.uk. If there are any resources you use and love, please let us know and we will add them to MEDUSA.

Martina Johnson

Senior Teaching Fellow (Faculty Development)

CONGRATULATIONS

Congratulations to Associate Professor **Dr Judith Holloway** who has received a National Teaching Fellowship in recognition for her outstanding contribution to education. She has transformed the understanding of allergy through her extraordinarily successful MSc in Allergy at the



University, the only Centre of Excellence recognised by the World Allergy Organisation (WAO). Judith is passionate about giving doctors, nurses and dieticians the knowledge and skills to save lives and implement best practice.

“It’s such an honour to receive this award,” she said. “I love being able to parcel my knowledge in such a way that my students - GPs, nurses, consultants and dieticians - can use that knowledge and make use of it for their clinical practice.”

Judith’s goal from the beginning was, and still is, to ensure that students benefit from a focused and dynamic education experience. Using innovative approaches to put across complex subjects such as memorable analogies, recognisable backgrounds, and meaningful, real-word assessment techniques, her students are able to understand, process and progress through their course, changing the way they practise in their careers.

On her successful nomination as National Teaching Fellow, Professor Alex Neill, Vice-President (Education) stated: “Judith’s passion for advancing allergy care across the globe is boundless. Her vision to create education that is fit-for-purpose through her ability to translate complex concepts into accessible ideas, to promote authentic assessment, to work with colleagues and students to disseminate ideas nationally and internationally, and to lead with a passion and vision that promotes collaborative practice, are second to none.”

Congratulations to **Dr Scott Border**, Principal Teaching Fellow in Anatomy, who has earned a place on the Times Higher Education Awards short-list for the Most Innovative Teacher of the Year award for his innovative approach to higher education.



He has built a centre of excellence for neuroanatomy teaching at Southampton that is unrivalled by any other anatomy department.

Amongst his many achievements to date, Scott has partnered the development of face-to-face and online Near-Peer Teaching programmes by embedding student-driven scholarships to empower medical students to demonstrate their motivation and dedication towards the neural sciences. He has also created and developed, in partnership with students, the first National Undergraduate Neuroanatomy Competition - the only event of its kind in the UK.

His development of the Soton Brain Hub educational channel on YouTube offers mobile and flexible learning, which has proven to be an international forerunner in the development of online neuroscience education due to its mass appeal and accessibility.

He said: “My vision is to inspire the next generation of neurosurgeons and neurologists and all my work has students at its heart. Clinical neuroanatomy is a complex subject; the challenge for educators is to not only teach the discipline effectively, but to inspire and nurture those eager to pursue a neurological career.”

“My goal has been twofold: to support students’ learning and alleviate apprehension and anxiety associated with studying this difficult subject, and to give neuro-enthusiasts opportunities to prepare them for speciality training.”

“Working in partnership with my students is the single most important element that ties all my projects together and defines my ethos of working. I am motivated by the pleasure that comes from seeing students flourish academically and thriving in their workplace.”

NEWSLETTER ARCHIVE

Facilitator is published twice a year and previous editions can be viewed at www.southampton.ac.uk/medu by going to the News & events section and clicking on Newsletter Archive.

Contact us

If you would like to contribute to future newsletters, please email meded@southampton.ac.uk

 **Find out more:**
www.southampton.ac.uk/medu