FOREWORD by Katie Collins, Lead Medical Education Fellow

Welcome to the 2017 edition of the Wessex Medical Education Fellows’ (MEF) newsletter. The MEFs are a group of trainees with a special interest in medical education. The fellowships are unpaid but support the professional development of trainees with an interest in this area. We also support a small group of Medical Education Associates (post-CCT MEFs) and run a mentorship programme for less experienced trainees in the earlier stages of developing their educational interests. We hope to appoint our first Staff & Associate Specialist MEFs imminently.

This newsletter showcases a few of the activities that MEFs have undertaken recently. To find out more why not come along to our conference at Chilworth Manor, Southampton on Tues 21 November. More information at http://www.wessexdeanery.nhs.uk/medical_education_fellows/mef_conferences/eleventh_annual_conference.aspx

The Medical Education Fellows are led by Dr Rosie Lusznat - Associate Dean for Educational Development Health Education Wessex and the trainee Lead Dr Katie Collins.

Further details about our current Fellows or how to apply for the role can be found at:

http://www.wessexdeanery.nhs.uk/medical_education_fellows.aspx or by contacting julie.worthington@hee.nhs.uk, PA to Dr Rosie Lusznat.
Medical Student Assessment Methodology

By Emma Vaccari

As part of the wider curriculum redesign, the Faculty of Medicine at Southampton has been revamping its final year examinations. As well as the usual written papers and OSCEs, the Faculty has introduced a new type of assessment: the Clinical Summary Exam (CSE). You can think of it as a hybrid between a written paper and an OSCE. It aims to test routine junior doctor skills that involve analysing and evaluating information to create a new, reorganised piece of information. For example, one task might be to distil the important information from a patient's clinical notes to complete a concise but relevant discharge summary. Another task might be to observe a handover meeting and compile a job list that is appropriately prioritised. Students will sit the CSE in a lecture theatre and will be given a finite amount of time for each task before moving on to the next. I have been mainly involved with one of the psychiatry tasks, which requires students to watch a video of a clinical interaction and produce a well-structured written Mental State Examination.

In order to portray all the relevant signs and symptoms in a short amount of time, the clinical interactions had to be quite heavily scripted. The whole process of choosing the scenarios, writing the scripts, thinking about the marking schemes and shooting the video clips has been (and continues to be) great fun. I presented the concept of the CSE at AMEE (An International Association for Medical Education) 2017 in Helsinki in August: the feedback was generally that this is a very innovative solution to the challenges of assessing information synthesis skills, and some people were interested in getting in touch with Southampton to find out more about it.
Recognising trainee educators in Wessex

Being an OSCE Examiner

By Emma Froment

As a non-Southampton student, I was quite interested to see how their OSCEs (Objective Structured Clinical Examinations) differed from mine (a lot it seems!). I had to attend a half day training session, with a PowerPoint explanation of the role benchmarking and mock stations.

On the day, there was an introduction talk, you were allocated your station and met with your actor (if applicable). There were refreshments and a free lunch. There are loads of helpers directing you, plus I was lucky that my actor was friendly and had done it many times before. You are given a mark scheme which is specific and there are opportunities for feedback/changing it for the future.

I admit that by the end of the day I was starting to flag and getting a little bored of the same station – but I think continuity helps the reliability of results. However, it was a fantastic learning prompt for me (other examiners also remarked on this). A few students performed components of the exam I had not seen before (or maybe just forgotten!), or approached it in a novel way which was refreshing.

Overall I enjoyed the day, it was great to see the topics the students are marked on, and it gave me an insight into the exam, and the level of clinical skill expected of them, to better support the medical students at my practice.

If anyone is interested in becoming an OSCE examiner please email:

Exams.FM@soton.ac.uk
Recognising trainee educators in Wessex

**A year in the life of a Medical Education Fellow on Secondment**

By Freddie Speyer

A year ago one of my fellow Registrars turned to me, tilted their head, scrunched their right eye a little and asked ‘What does the Deanery do?!’ I gave an attempt at an answer … something along the lines of ‘supporting trainees, monitoring their progress, offering training courses’. But it was not the most cohesive answer. In fact, despite having been heavily involved in medical education since I graduated ten years ago, I felt my answer was somewhat feeble.

What does it do? ‘It’ … the Deanery … What indeed is ‘the Deanery’. If only the concept was as simple as ‘it’. But like the rest of healthcare, medical education is a complicated and complex system with many layers and many dimensions.

Over the past year I have spent one day a week undertaking the Secondment in Medical Education with Health Education England (Wessex), which has helped unpick the complexities of a postgraduate education environment. I use the term ‘environment’ as it encompasses not just the physical organisations (NHS England, Local Education Training Boards, Trusts, Schools) but also the educational ethos, and the political agendas that both drive and conflict this ethos.

My exploration has been through a variety of observation of events (e.g. School of Surgery site visit, ARCP panel, joint Heads of School

and Director of Medical Education meetings, HEE(W) Senior Leadership Team meetings), being tasked with organisational roles (e.g. coordinating the Education Journal Club), and undertaking novel research evaluating the translational impact of the Tomorrow’s Teachers Course.

Throughout all these experiences the resounding impression I have is that of how dedicated people are to making our training environment supportive and progressive. There will always be change within healthcare education … Calman, MMC, Tooke, Greenaway, EWTD, JDC … and whilst it feels like trainees are being constantly bombarded by these agendas it is surprising to discover how much of this is buffered (for the good) before it reaches us.

So if someone came up to me today and asked the question ‘What does the Deanery do?’ I would refrain from describing its functions, and simply state its value; and that is ‘It cares’.
The Medical Education Mentorship Programme

By Ashley Towers

It is with great pleasure and pride that I have taken on the lead role for the Medical Education Mentorship. This initiative was created with a view to bridging the gap for junior trainees interested in education but not yet ready to take on the role of MEF. MEF mentors are paired up with mentees to provide support and guidance to plan their development as an educator.

At last count, we have 7 mentees actively engaged in the programme (with one currently stepped out for maternity leave) and over 20 MEF mentors keen to be involved, so the programme continues to go from strength to strength.

I am currently in talks with David Young from the Management, Leadership and Interpersonal skills team at the University of Southampton who will be providing mentorship training for us over the coming months; 2 half days either side of Christmas. The training themes are based on feedback from the MEF mentors; how to create a mentorship contract, how to ensure sustainability and knowing how/when to end the mentorship.

I will soon be emailing MEFs a doodle poll with dates and a request for a wish list of specific topics/challenges to discuss, so please keep your eyes peeled. As always, please drop me a line if there’s anything you would like to know/ask about the programme and I look forward to seeing as many of you as possible at the upcoming training days!

Conference Dates for Your Diary

8th ASPiH Annual Conference 2017
6-8 November : Telford International Centre
http://www.aspihconference.co.uk/

ASME Researching Medical Education
https://www.asme.org.uk/events/event/1-researching-medical-education.html

Developing Excellence in Medical Education
27-28 November 2017 : Manchester Central Conference Centre
https://www.asme.org.uk/events/event/5-developing-excellence-in-medical-education.html

BSMS Health Education Conference
8 December 2017 : Conference Centre, University of Sussex, Falmer
https://www.bsms.ac.uk/about/events/2017/12-08-bsms-health-education-conference.aspx

2nd International Selection in the Health Professions Conference
11-13 April 2018 : Monash University, Melbourne Australia

ASME Annual Scientific Meeting
11-13 July 2018 : Sage Gateshead
https://www.asme.org.uk/events/event/4-asme-asm-2018.html

AMEE (Association for Medical Education) 2018
25-29 August 2018 : Basel Switzerland
https://amee.org/conferences/amee-2018