






# The Inaugural CTF Conference 2024

Friday 5<sup>th</sup> April 2024

Frank lecture Theatre, Physics Building, University of  
Bristol

**e-Programme**

## TICC 2024 Objectives

-  To see and share the accomplishments of regional CTFs within the field of medical education.
-  To develop the research and innovation skills of junior doctors within the field of medical education.
-  To practice presenting medical education-themed work before presenting at national or international conferences.

## e-Programme Contents

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# Overview of Proceedings



<b>08:30 – 09:00</b>	<b>Registration and Refreshments</b> <i>Powell Lecture Theatre Foyer</i>			
09:00 – 09:15	<b>Welcome and Opening Remarks</b> <i>Frank Lecture Theatre</i>			Sam Chumbley Ed Luff David Rogers
09:15 – 10:00	<b>Keynote Presentation</b> <i>Frank Lecture Theatre</i>			Jo Hartland
10:00 – 10:45	<b>CTF Presentations</b> <i>Enderby A</i>	CTFs	<b>CTF Presentations</b> <i>Enderby B</i>	CTFs
<b>10:45 – 11:00</b>	<b>Coffee</b> <i>Enderby Foyer</i>			
11:00 – 11:55	<b>CTF Presentations</b> <i>Enderby A</i>	CTFs	<b>CTF Presentations</b> <i>Enderby B</i>	CTFs
12:00 – 12:45	<b>The future of undergraduate medical education in the UK. How can I contribute?</b> <i>Enderby A</i>	Andrew Blythe	<b>From emotion to innovation – in your role as CTF and clinician</b> <i>Enderby B</i>	Fatima Camp Qotaiba Jamal
<b>12:45 – 13:30</b>	<b>Lunch</b> <i>Frank Lecture Theatre Foyer</i>		<b>Poster Hall Opens</b> <i>Powell Lecture Theatre Foyer</i>	
13:30 – 14:15	<b>From innovation to transformative education</b> <i>Frank Lecture Theatre</i>			David Grant
14:15 – 14:45	<b>CTF Showcases</b> <i>Enderby A</i>	CTFs	<b>CTF Showcases</b> <i>Enderby B</i>	CTFs
<b>14:45 – 15:00</b>	<b>Coffee</b> <i>Enderby Foyer</i>			
15:00 – 15:45	<b>Sculpting change</b> <i>Enderby A</i>	Sam Chumbley	<b>Demystifying Ethics – Can it be a help, not a hurdle? A Panel Discussion with Q&amp;A</b> <i>Enderby B</i>	Asim Ali David Hettle Ed Luff
15:45 – 16:30	<b>Writing for publication: tips for successful publication of your medical education research</b> <i>Enderby A</i>	Karen Forbes	<b>Qualitative research methods and how to apply them</b> <i>Enderby B</i>	Jonathan Banks Andrew Turner
16:30 – 16:45	<b>Closing Remarks and Prizes</b>			Sam Chumbley Ed Luff David Rogers

# Breakdown of CTF Presentations – 10:00



## Enderby A

**10:00** Start  
**10:04** Exploring the Impact of Augmented Reality on Simulation-Based Ward Rounds: Effects on Confidence and Resource Efficiency  
 Alison Brown, Chris Rainforth, Aneeta John

*Oral Presentation*

10:14 – Q&A

**10:17** ‘On-Call’ Reviewing of X-Rays from the Classroom: Innovative small-group teaching to practice clinical decision-making for Final Year Medical Students  
 Elizabeth Tighe

*Oral Presentation*

10:27 – Q&A

**10:30** Cultivating constructive colleague communication: A simulation based intervention for undergraduate medical students  
 Elizabeth Lunn, Eleanor Hennebry

*e-Poster Presentation*

10:33 – Q&A

**10:35** Integrating Patients and Carers into Postgraduate Medical Education: A quality improvement project  
 Adhrra Isaacs, Peter Browne, Richard Brown, Loyisa Wilson, Zoe Grey

*e-Poster Presentation*

10:38 – Q&A

**10:40** “You learn by doing, and by falling over”: A simulation-based approach to frailty, falls and fractures.  
 Beth Robbins, Annie Price

*e-Poster Presentation*

10:43 – Q&A

**10:45** End

## Enderby B

**Start**  
**Podcasts for Placements: Accessible Medical Education on the Move**  
 Dominic Padfield

*Oral Presentation*

10:14 – Q&A

**QUALITIES: how to close consultations**  
 Henry Smith, Katie Greatorex, Katie Craster

*Oral Presentation*

10:27 – Q&A

**Is engagement in structure teaching sessions predictive of assessment performance?**  
 Namritha Ramanujam, Thomas Yeung

*e-Poster Presentation*

10:33 – Q&A

**Is There an Optimum Frequency for Bedside Teaching?**  
 Abigail Perrott

*e-Poster Presentation*

10:38 – Q&A

**Training in Teaching Pilot Scheme - Is it applicable to undergraduate curriculum?**  
 Eamon Rawlins, Chun Ming Chiu, Jade Lopes, Mario Jimenez, Hannah Luckhurst, Robbie McIntock, Alan Smallwood

*e-Poster Presentation*

10:43 – Q&A

**End**

# Breakdown of CTF Presentations – 11:00



## Enderby A

- 11:00** Preparing for Take-Off: a mixed methods study analysing the impact of a novel out-of-hospital, aeroplane-based simulation on the management of non-technical factors in medical emergencies for final year medical students

Andrew Westripp, Madeline Izza, Thomas Shackshaft, Caitlin O'Donovan, Rob Flather, Alice Evans, Lizzie Tighe, Amy Baker, Rachel Nigriello

*e-Poster Presentation*

11:03 – Q&A

- 11:05** Preparation for F1: A series of bespoke teaching sessions for final years

Gabriela Di Scenza

*e-Poster Presentation*

11:08 – Q&A

- 11:10** Regional teaching programme delivered in 2021 for the MRCS preparation: Amenable to online delivery, still the case today and the future?

Ross Mercer

*e-Poster Presentation*

11:13 – Q&A

- 11:15** Development of virtual reality simulation scenarios - a teaching fellow perspective

Callum O'Keeffe, Awais Ahmed, Chris Jacobs

*e-Poster Presentation*

11:18 – Q&A

- 11:20** Intrinsic motivation achieved through positive feedback: A qualitative study of a Learning from Excellence project from a self-determination theory perspective

Harry Chappell, Pippa Dodd, Philip Davies, Abigail Samuels

*e-Poster Presentation*

11:23 – Q&A

## Enderby B

- To MedEd infinity and beyond: Exploring your options in MedEd after being a CTF

David Hettle  
*Open Forum*



**11:25 Closing The Gap: Improving Surgical Skills Teaching For Foundation Year One Doctors**  
Robert Flather

*[Ongoing as above]*

*e-Poster Presentation*

11:28 – Q&A

**11:30 Learning to Teach: Addressing Challenges in Medical Education**  
Megan French, Thomas Shackshaft, Elizabeth Tighe, Vinay Mandagere, Jack Beeson

**The Prescribing Escape Room**  
Eleanor Hennebry, Elizabeth Lunn

*Oral Presentation*

*Oral Presentation*

11:40 – Q&A

11:40 – Q&A

**11:43 Why future doctors need to be taught about AI**  
Rohin Athavale

**18 Weeks Of Geriatrics: A Marathon Not A Sprint**  
Aneeta John, Alison Brown, Chris Rainforth, Freya Daws, Uzayr Mahmood

*Oral Presentation*

*Oral Presentation*

11:53 – Q&A

11:53 – Q&A

**11:56 End**  
*4-minute opportunity for delegates to switch rooms for workshops*

**End**  
*4-minute opportunity for delegates to switch rooms for workshops*



# CTF Showcases – 14:15

## Enderby A

**14:15** Start

**14:20** Involving Experts by Experience in Postgraduate Education: Reflecting on what we've learned and making things better!

*Peter Browne, Adhraa Isaacs, Richard Brown, Louisa Wilson, Zoë Gray, Thomas Fisher*

There is increasing recognition of the value of those with lived experience in medical education. The CTF team at AWP have extended the existing Expert by Experience teaching to a postgraduate study day that runs 3 times a year. The first time we ran this we had some unexpected challenges, and in subsequent iterations we put in place a new structure for these sessions, which seems to have improved the experiences of the EBEs and participants alike. We are now embarking on a new plan to gather feedback consistently from all EBEs and use this to improve and evaluate all future sessions.

*Showcase*

14:40 – Q&A

**14:45** End

## Enderby B

Start

The dreaded online lecture: An evaluation and redesign of online teaching

*Lucy Moy*

Background and Aims: Online learning has gained prominence in medical education, particularly following COVID-19. Using Design Based Research (DBR) principles of continuous cycles of design, evaluation and redesign, we evaluated the effectiveness of online lectures for 4th-year Bristol medical students during their Reproductive Health and Care of the Newborn (RHCN) module... Conclusion Continuous evaluation and refinement demonstrate the potential for improved satisfaction among both students and teachers. This study provides insights into enhancing online teaching methods, emphasising stakeholder collaboration, understanding underlying processes, and advocating for a multi-step refinement process.

*Showcase*

14:40 – Q&A

End



# Prizes

The following prizes are available at TICC 2024, and will be awarded at 16:35:

- Best e-Poster Submission<sup>1</sup>**
- Best Oral Presentation<sup>2</sup>**
- Best Social Media Post<sup>3</sup>**

**1** – Best e-Poster Submission will be awarded based on votes given by TICC-attendees using the following Microsoft Form:



[TICC 2024 Best e-Poster Nominations](#)

**2** – Best Oral Presentation will be awarded based on evaluations made by selected TICC-attendees using the following criteria:

- **Quality** of project
- **Significance** of project
- **Value** of project
- **Originality** of project
- **Impact** of presentation
- **Clarity** of presentation

**3** – Best Social Media Post will be awarded base on a global judgement made by TICC Co-ordinators (Ed Luff and Sam Chumbley).

Only posts to X (formally Twitter) with “#TICC24 @BristolUni @BristolUniBMERG @BrisHealthSci” will be considered.

# Feedback forms

Please use the following feedback form to provide feedback on:

- CTF Presentations**
- Workshops**
- The overall event of TICC 2024**

Completing this form will help to develop the conference, the workshops, but most importantly, the presentation skills/resources of CTFs.



[TICC 2024 Feedback Forms](#)





# Research and Innovation: Your Future

*There are lots of ways to get involved in research whilst working at The University of Bristol; CTFs often work with colleagues locally in Academies, but we would like to introduce a couple of research groups based at The University who can provide support, guidance and inspiration:*

## **Bristol Medical Education Research Group (BMERG)**

This is a sub-group of the University of Bristol Medical School Education Committee which aims to bring together all staff who have an interest in Medical Education Research at Bristol Medical School and beyond. It aims to support all aspects of Medical Education Research, and to showcase work both within the University and internationally.

Website: [www.bristol.ac.uk/medical-school/research/medical-education-research/](http://www.bristol.ac.uk/medical-school/research/medical-education-research/)

Follow BMERG on twitter: @BristolUniBMERG

## **The Centre for Health Sciences Education (CHSE)**

This is a faculty-wide initiative, that promotes and supports innovation and excellence in education. Anyone who is involved in teaching and learning in the Faculty of Health Sciences, or generally interested in education in relation to health sciences, is welcome to be part of CHSE.

Their website details information about the group, upcoming events and activities, and provides advice on how you can become more involved in health sciences education.

<https://www.bristol.ac.uk/health-sciences/chse/>

*For those moving on to work elsewhere, you are welcome to keep in touch with us and these groups, but we would also like to highlight another place where you can continue building connections and sharing your work in medical education:*

## **Developing Medical Educators' Group of the Academy of Medical Educators (DMEG)**

The Developing Medical Educators Group, DMEG, aims to promote the development of early career educators including doctors, medical students, dentists, PAs and veterinary educators and to provide support to new educators in their development to become Members of the Academy.

Website: <https://www.medicaleducators.org/DMEG>

*And don't forget about...*



# Teaching, Innovation, and Collaboration for CTFs