

# ShapingCultures:

How should we train and sustain professionals to deliver  
21st Century healthcare?

Thursday 25th January 2018

14:00-20:00

The John Bull Building

**RESEARCH  
FESTIVAL  
WITH  
PLYMOUTH  
UNIVERSITY**

**CAMERA  
WITH  
PLYMOUTH  
UNIVERSITY**

**HEALTH &  
HUMAN  
SCIENCES  
WITH  
PLYMOUTH  
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**PedRIO  
WITH  
PLYMOUTH  
UNIVERSITY**

**PLYMOUTH  
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PENINSULA**  
SCHOOLS OF MEDICINE & DENTISTRY

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## Event Introduction

Healthcare systems focused on patient care and safety are dependent on the recruitment, development and retention of high quality people however major inquiries like the Francis Report after the Mid Staffordshire scandal can reveal a 'toxic' culture. This event aims to bring together everyone involved in the training and continued education of healthcare students and professionals to explore ways in which we already research with partners to develop the evidence base for best practice but also to consider how we might do this better. This will include the launch of the Collaboration for HeAlthcare Professions Educational Research (CHAPtER).

## CHAPtER

CHAPtER is a new initiative within the University of Plymouth that aims to build a community for all those involved in healthcare professions education research. The University of Plymouth is 'First Choice' for Health as it trains nearly all the different healthcare professionals needed for our increasingly complex 21st Century healthcare systems. The University of Plymouth also has a proud history of student focussed pedagogy with a strong ethos of educational research supported by the Pedagogic Research Institute and Observatory (PedRIO).

CHAPtER has been created to help bring together researchers, academics and practitioners in a shared community to help establish the evidence base for best practice for the training and sustaining of a world class healthcare workforce. Healthcare workforce sustainability is of primary importance to the health and wealth of the nation and brings together policy, economic, as well as educational concepts that shape, form and reform the workforce and its ability to develop positive cultures focussed on person-centred care, quality and safety.

CHAPtER aims to support a community focussed on developing collaborations, research programmes, and implementation strategies that will help train and sustain healthcare professionals locally, nationally and indeed internationally for the benefit of all.

## **CAMERA**

The Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA) exists to improve healthcare through evidence-based education and to inform assessment in medical curricula across medical education. Funded, collaborative research by a multi-professional group impacts directly on the international literature, educational theory, practice and policy at Plymouth University Peninsula Schools of Medicine and Dentistry (PU PSMD), as well as nationally and internationally. Research is centred around three key themes:

1. Preparedness for practice;
2. Patient and Public Involvement and;
3. Regulation

## **PedRIO**

The Pedagogic Research Institute and Observatory (PedRIO) at Plymouth represents researchers whose breadth of knowledge and expertise range across all aspects of higher education (HE) pedagogy, helping us to understand the ways in which students experience higher education in a range of different contexts, and to enhance the opportunities for learning and personal transformation which access to higher education brings. Involvement of researchers from all disciplines of the University provides a platform for interdisciplinary research which impacts and influences policy and practice.

## Event Schedule

Time	Location	Event	Presenters
14:00-14:15	JBB Lecture Theatre	<b>Welcome Address</b> <i>Followed by the launch of CHAPtER</i>	Julian Archer / Ray Jones
14:15-15:00	JBB Lecture Theatre	<b>Keynote Address</b> <i>Professor Wendy Reid of Health Education England</i>	Professor Wendy Reid
15:00-16:00	JBB Lecture Theatre	<b>Seminar 1</b> <i>Health professions regulation and fitness to practise.</i>	Professor Julian Archer, Dr Marie Bryce, Margaret Fisher, Dr Helen Lloyd & Pamela Rae
	JBB Seminar Room 4	<b>Seminar 2</b> <i>What is the role of Patients and the Public in training tomorrow's healthcare professionals?</i>	Rebecca Baines, Molly Bradbury, Jools Symons & Dr Daniel Zahra
	JBB Seminar Room 2	<b>Seminar 3</b> <i>Digital innovations in Health Education/Training: Research Considerations</i>	Dr Arunangsu Chatterjee, Dr Thomas Gale, Dr Payal Ghatnekar & Professor Ray Jones
16:00-16:30	JBB Café	<b>Tea &amp; Coffee</b> <i>Complimentary refreshments alongside academic posters.</i>	
16:30-17:15	JBB Lecture Theatre	<b>PhD Showcase</b> <i>PhD students across the university undertaking healthcare professions educational research will present their research for 3 mins followed by some time for discussion.</i>	PhD Students
17:15-18:15	JBB Café	<b>Evening Refreshments &amp; TELMeD Demonstrations</b> <i>Complimentary buffet with live demonstrations from TELMeD including Virtual Reality, Mixed Reality &amp; Microsoft HoloLens.</i>	
18:15-19:15	JBB Lecture Theatre	<b>Workshop 1</b> <i>What is the role of regulation in the future sustainability of the healthcare professions?</i>	Professor Julian Archer & Margaret Fisher
	JBB Seminar Room 4	<b>Workshop 2</b> <i>Digital innovations in Health Education/Training: Research Considerations</i>	Dr Arunangsu Chatterjee, Dr Thomas Gale, Dr Payal Ghatnekar & Professor Ray Jones
	JBB Seminar Room 2	<b>Workshop 3</b> <i>Evaluating the impact of Clinical Education Programmes at 4 UK Institutions</i>	Dr Lucy Spowart, Dr Jennie Winter, Professor Hilary Neve & Ms Jane Rowe
19:15-20:00	JBB Lecture Theatre	<b>Keynote Address</b> <i>Jools Symons of Leeds Institute of Medical Education &amp; Presentation of PhD Showcase award</i>	Jools Symons

## Afternoon Seminars (15:00-16:00)

### **Seminar 1: Health Professions Regulation and Fitness to Practise**

**Professor Julian Archer, Dr Marie Bryce, Mrs Margaret Fisher, Dr Helen Lloyd & Mrs Pamela Rae**

Much of the focus has shifted in healthcare education to sustaining the workforce. Historically healthcare professionals were always highly trained but they were then left to practise unmonitored. Only if concerns were raised, such as through a serious complaint, would a healthcare professional's registration be brought into question. However, over the last decade, this has slowly changed with the development of proactive registration/licensing processes such as revalidation in medicine, nursing and midwifery.

This seminar brings together researchers from across the two faculties of PUPSMD and FHHS to present national research being undertaken to understand, evaluate and shape the future of revalidation processes, fitness-to-practise procedures and remediation programmes. These interlinked processes are increasingly important; as more healthcare professionals are being discovered struggling through regulatory processes but in a climate of staff shortages how do we best protect the public through fitness-to-practise procedures but also when appropriate support professionals through remediation?

### **Seminar 2: What is the role of Patients and the Public in training tomorrow's healthcare professionals?**

**Rebecca Baines, Molly Bradbury, Jools Symons & Dr Daniel Zahra**

Patient and public involvement (PPI) is a central policy agenda across professional education. For example, the General Dental Council, Nursing and Midwifery Council and the General Medical Council clearly identify PPI as a mandatory standard for undergraduate education. In line with the well documented importance and benefits of PPI, institutions, educators and regulators across the UK are therefore actively encouraged to facilitate and support 'a variety of innovative approaches to PPI'. However, the practice of PPI in education is at times described as problematic and difficult to implement. This enlightening and engaging seminar challenges some of these assumptions by presenting and discussing innovative examples of PPI across the education curriculum, from undergraduate selection through to ongoing postgraduate performance.

While enjoying some home baked cake (all will be explained in the seminar), presenters will share validated examples of PPI in undergraduate selection, widening participation, assessment, special study units and postgraduate performance measures including the provision of patient feedback. The seminar will be of interest to educators, researchers, regulators, patients and members of the public interested in improving current PPI opportunities to help enhance the way we train and sustain tomorrow's healthcare professionals.

### **Seminar 3: Digital Innovations in Health Education/Training: Research Considerations**

**Dr Arunangsu Chatterjee, Dr Thomas Gale, Dr Payal Ghatnekar & Professor Ray Jones**

Our work spans a number of intertwining themes as we engage with a range of multidisciplinary experts, including healthcare professionals, psychologists, sociologists, computer scientists and pedagogical experts. We also work closely with service users and patients to ensure our research always remains relevant to those who ultimately benefit from it. This session will involve discussion of applications for and role of technology towards educational opportunities in health. Considerations include new interaction design challenges, questions about 'pedagogy' and etiquette, cost considerations, barriers to adoption and how to work with educational research colleagues to realise teaching content.

## Evening Workshops (17:15-18:15)

### **Workshop 1: What is the role of regulation in the future sustainability of the healthcare professions?**

**Professor Julian Archer & Margaret Fisher**

While regulators are moving towards more proactive regulatory practices such as revalidation, the Professional Standards Authority (who regulator the healthcare regulators) is calling for a “right touch” approach. This includes regulation practices that are: Proportionate – regulators should only intervene when necessary. Remedies should be appropriate to the risk posed, and costs identified and in promoting professionalism, reforming regulation minimised; Consistent – rules and standards must be joined up and implemented fairly; Targeted – regulation should be focused on the problem, and minimise side effects; Transparent – regulators should be open, and keep regulations simple and user friendly; Accountable – regulators must be able to justify decisions, and be subject to public scrutiny; and Agile – regulation must look forward and be able to adapt to anticipate change. Yet, there is also likely to be a major reconfiguration in regulatory provision as the British government are currently out to consultation looking at streamlining the number and scope of healthcare regulators (*Promoting professionalism, reforming regulation*). In such a fluid environment, we will be exploring what the role of regulators are and should be in sustaining a modern healthcare workforce, drawing on national and international research into revalidation of doctors, nurses and midwives.

### **Workshop 2: Digital Innovations in Health Education/Training: Research Considerations**

**Dr Arunangsu Chatterjee, Dr Thomas Gale, Dr Payal Ghatnekar & Professor Ray Jones**

Our work spans a number of intertwining themes as we engage with a range of multidisciplinary experts, including healthcare professionals, psychologists, sociologists, computer scientists and pedagogical experts. We also work closely with service users and patients to ensure our research always remains relevant to those who ultimately benefit from it. This session will involve discussion of applications for and role of technology towards educational opportunities in health. Considerations include new interaction design challenges, questions about ‘pedagogy’ and etiquette, cost considerations, barriers to adoption and how to work with educational research colleagues to realise teaching content.

### **Workshop 3: Evaluating the Impact of Clinical Education Programmes at 4 UK Institutions**

**Dr Lucy Spowart, Dr Jennie Winter, Professor Hilary Neve and Ms Jane Rowe**

Teaching in the clinical environment is nuanced, expensive and often highly pressurised. Knowing ‘what works’ in teaching and learning is therefore vitally important. However, as has been found right across the Higher Education (HE) sector, little is known about the value of teacher education courses (Kneale *et al.* 2016; Spowart *et al.* 2017; Winter *et al.* 2017). This two-year project which commenced in September 2017, explores what value clinical education programmes hold for teachers studying in four UK HE institutions. The project builds on previous work undertaken by Plymouth university staff on behalf of the Higher Education Academy which resulted in the development of a toolkit for use when evaluating a range of educational interventions.

Specifically, this project aims to:

- Establish what impact postgraduate clinical education programmes have on teaching practices and conceptual change;
- Identify particularly effective elements of clinical education programmes that facilitate change;
- Identify barriers to changes in teaching practice;
- Test the utility of the Higher Education Academy toolkit, in a different context.

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During the workshop the project team will provide an overview of the background to the study, including sharing the main principles of the evaluation toolkit. A summary of some of the main findings of the initial Benchmarking Survey (September-November 2017) will be shared and discussed. Importantly, however, we wish to engage the audience in a conversation about the transition from educational intervention to practice. Phase 2 of this research project will involve qualitative interviews with a sample of Clinical Education participants. We wish to utilise this interactive workshop to explore the interview questions and to tackle the thorny issue of 'How do we evaluate the impact of clinical education on patients?' Come prepared to engage in a conversation about the complexities of evaluating long-term impact and to offer your thoughts on your experiences of teacher-education. We welcome all participants, but would be particularly keen for those who have some experience in clinical education (either as teachers or participants) and/or evaluation to join us.

## Keynote Speakers



### **Professor Wendy Reid**

*The below is taken from the Royal College of Physician's Website.*

Professor Wendy Reid is Health Education England's first national medical director, in addition to being its director of education and quality.

After graduating from London's Royal Free Medical School, Wendy specialised in obstetrics and gynaecology, gaining first membership, then fellowship of the Royal College of Obstetricians and Gynaecologists. In 1994 she was appointed as a consultant at London's Royal Free Hospital, where she continues to hold clinics. Professor Reid was previously both associate and postgraduate dean in London, responsible for medical education across the capital. She has held several national roles, including being clinical adviser to the Department of Health on the European Working Time Directive, and vice president of the Royal College of Obstetricians and Gynaecologists.

In addition to her many achievements, in 2009 Wendy Reid was made an honorary professor at Barts and The London School of Medicine and Dentistry, Queen Mary, University of London.

## Keynote Speakers



### Jools Symons

I am the Patient & Public Involvement Manager and Communication Skills Lead for Year 2 at the Leeds Institute of Medical Education (LIME). I have built up a community of over 200 active members of the Patient | Carer Community (PCC) at LIME and have also formed and lead the Lived Experience Network (LEN), an international community for Patient and Public Involvement (PPI) in education and healthcare in the UK.

I have worked in higher education for over 15 years as an advocate for the full involvement of patients and carers in all aspects of the curriculum. I am a campaigner for the recognition of the knowledge and value they bring to education; striving to 'work with' rather than 'use' patients and carers. As a former carer I am passionate about partnership working in undergraduate medical education and continue to prove that patients and carers can be successful co-creators and co-deliverers of teaching, evaluation and dissemination.

As a nationally recognised expert on PPI in health education I have contributed to Tomorrow's Doctors (2009) guidelines for the General Medical Council, the framework for the training of all UK medical undergraduates.

I have written for a number of publications such as the British Medical Journal, Health Expectations and Practice Development in Healthcare on issues such as patients as teachers and shared decision making. And I have also co-authored a chapter on Preparing for Patient-centred Practice in Beyond Reflective Practice.

Currently I am researching the role of learning disabled adults and people with dementia as educators, teaching communication skills through creative partnerships in theatre workshops.

Finally, all my PPI activities start and end with Yorkshire tea and homemade cakes, cheers!

## Presenters



### **Professor Julian Archer**

**[julian.archer@plymouth.ac.uk](mailto:julian.archer@plymouth.ac.uk)**

- Professor of Medical Education Research & Director of the Collaboration for the Advancement in Medical Education Research & Assessment (CAMERA)
- Honorary Consultant Paediatrician, Plymouth Hospital NHS Trust



### **Rebecca Baines**

**[Rebecca.baines@plymouth.ac.uk](mailto:Rebecca.baines@plymouth.ac.uk)**

- Research Assistant at the Collaboration for the Advancement in Medical Education Research & Assessment (CAMERA)
- PhD Student in the impact of public and patient involvement in the design, delivery and evaluation of patient feedback tools for psychiatrists



### **Dr Marie Bryce**

**[Marie.bryce@plymouth.ac.uk](mailto:Marie.bryce@plymouth.ac.uk)**

- Research Fellow at the Collaboration for the Advancement in Medical Education Research & Assessment (CAMERA)
- PhD in History, University of Exeter
- Associate Fellow of the Higher Education Academy



### **Dr Arunangsu Chatterjee**

**[Arunangsu.chatterjee@plymouth.ac.uk](mailto:Arunangsu.chatterjee@plymouth.ac.uk)**

- Associate Professor (Senior Lecturer)
- Director of Technology Enhanced Learning & Distance Learning within PUPSMD
- Fellow of the Higher Education Academy



### **Margaret Fisher**

**[M.Fisher@plymouth.ac.uk](mailto:M.Fisher@plymouth.ac.uk)**

- Associate Professor (Senior Lecturer) Midwifery
- Nursing and Midwifery Revalidation Lead
- Midwifery Masters Lead

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## **Dr Thomas Gale**

**Thomas.gale@plymouth.ac.uk**

- Director of Assessment (PUPSMD)
- Director of Clinical Skills and Simulation
- Programme Lead, Masters in Simulation and Patient Safety



## **Dr Payal Ghatnekar**

**Payal.ghatnekar@plymouth.ac.uk**

- Research Fellow in Technology Enhanced Learning (PUPSMD)
- PhD Human Computer Interaction/Persuasive Technology



## **Andrew Grace**

**Andrew.grace@plymouth.ac.uk**

- Senior Equality & Diversity Administrator in Health & Human Sciences (starting January 2018)
- Member of British Education Studies Association and British Educational Research Association



## **Professor Ray Jones**

**Ray.jones@plymouth.ac.uk**

- Professor of Health Informatics
- School of Nursing & Midwifery (Faculty of Health & Human Sciences)
- Part of Plymouth Inequalities Group (Research Group)



## **Dr Helen Lloyd**

**Helen.lloyd@plymouth.ac.uk**

- Lecturer on Doctorate in Clinical Psychology- Year 1 lead
- Visiting Specialist to Dental School - Communication & Psychology
- Researcher in Medical Education

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## **Professor Hilary Neve**

**Hilary.neve@plymouth.ac.uk**

- Professor in Medical Education
- National Teaching Fellow 2016
- Co-Chair, UK Council for Teachers of Professionalism



## **Jane Rowe**

**Jane.rowe@plymouth.ac.uk**

- Lecturer in Postgraduate Education
- Senior Fellow of Higher Education Academy
- Member of the Collaboration for the Advancement of Medical Education, Research & Assessment (CAMERA)



## **Pamela Rae**

**Pamela.rae@plymouth.ac.uk**

- Research Assistant working within the Collaboration for the Advancement of Medical Education Research and Assessment (CAMERA)
- Currently writing her thesis for Ph.D. Experimental Psychology, University of Plymouth.



## **Dr Lucy Spowart**

**Lucy.spowart@plymouth.ac.uk**

- Associate Professor (Senior Lecturer) in Postgraduate Education
- Educational Developer
- Tutor for the Postgraduate Certificate in Academic Practice

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## **Dr Jennie Winter**

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- Associate Professor (Senior Lecturer) in HE Pedagogic Research
- Teaching & Learning Support
- Editorial Board Membership with the Journal of Geography in Higher Education (JGHE) and Innovations in Education and Teaching International (IETI)



## **Dr Daniel Zahra**

**[Daniel.zahra@plymouth.ac.uk](mailto:Daniel.zahra@plymouth.ac.uk)**

- Senior Assessment Psychometrician
- Fellow of the Higher Education Academy
- Graduate Member of the Society of Personality and Social Psychology
- Chartered Psychologist with the British Psychological Society