

THE CHSE WIRE

Centre for Health Sciences Education



Welcome from the Co-Directors

An outcome of the recent Biomedical Review was the decision to bring professional programmes in medicine, dentistry and veterinary sciences together within a single Faculty of Health Sciences. This provides many opportunities to share and expand our educational practices. We hope CHSE will be a positive facilitator of this by encouraging collaboration and promoting excellence across the Faculty. We are currently undergoing many exciting developments around education, ranging from ongoing and planned major revisions of professional programme

curricula, through to proposals for new programmes that encompass our full breath of activity, many aligned with research strengths, and ranging from foundation level to new postgraduate Masters awards. This is occurring within the spectrum of the new strategy across the University which includes many exciting developments in education. Undoubtedly we are in a time of much change but this brings many opportunities to further improve the experience we can offer our students. As co-directors of CHSE we look forward to working with you over the months to come.

In this issue.....

What is CHSE? Hear about the Faculty's vision for CHSE	2
Faculty Teaching Awards The Faculty wants to celebrate staff who are dedicated and committed to the student experience.	3
Staff Corner This section highlights outstanding contributors to the student experience. In this issue hear more about the Faculty's new academic lead for intercalation.	3
What's going on with.... This regular feature will provide an update on educational projects in the Faculty. In this issue hear about STaR developments, new programmes and an update on curriculum review of the MBChB	4
Future Events	4



Dr Kate Whittington and Dr Dave Dymock

What is the Centre for Health Sciences Education?



The Centre for Health Sciences Education will be a focused facilitator of positive action to help formulate and implement a learning and teaching strategy to have Faculty-wide impact. Due to the nature of our teaching it must be sensitive to the expectations and demands placed by external subject-specific accreditation agencies such as GMC, GDC and RCVS, in addition to the Quality Assurance Authority (QAA). It will also

need to be responsive to new developments in the Higher Education field, such as the Teaching Excellence Framework (TEF). The Centre will look to form functional links through collaboration, and secondment where necessary, to bring about actions with outcomes that make a difference to our students. It is important to emphasise that CHSE will not duplicate or compete with existing activities or initiatives.

Curriculum Development: This theme, led by Dr Eugene Lloyd, will consider how to ensure our curricula are kept under review and thus providing what students, accreditors and employers need and want. Alignment with Faculty research, and technology enhanced and distance learning will be key features of this theme.

Educational Research: This theme, which is being led by Professor Sarah Ballie, will focus on building upon existing pockets of excellence and developing the great enthusiasm across the Faculty for educational research. This will require collective working to develop specific projects with grant funding and publication potential.

Assessment and Feedback: This theme, which is being led by Dr Sheena Warman, will enable the implementation of best practice, and shared expertise, psychometrics and innovative ideas across programmes. The aims will include improving student's views of our performance in these areas.

Quality Assurance: This theme, which will be led by the Chair of the Faculty's Quality Team, will oversee the Faculty's engagement with internal quality assurance processes as well as contribution to external accreditation processes. Best practice sharing, including from implementation of student survey action plans, will be an essential element of this theme.

Staff Development: This theme, which will be led by Simon Atkinson, and will consider ways in which staff can be supported in developing their potential in teaching and learning. This will be by ensuring staff are aware of existing training opportunities in addition to providing subject-specific seminars or workshops.

Recruitment to Employment: This theme, the leader of which will be advertised shortly, will cover a broad spectrum of topics across the student lifecycle from recruitment to employability and including student support and health.

Celebrating Education Across the Faculty

We feel the Faculty of Health Sciences has a lot to be proud of regarding its education provision. However, we rarely celebrate our achievements, which results in missed opportunities. Firstly, to thank staff for their hard work and commitment and hence show the value the Faculty places on their contribution. Secondly, to share examples of good practice with others in the Faculty which has the potential to raise educational standards. With this purpose CHSE aims to highlight some of the excellent work that is happening within the Faculty. This might be in terms of high profile innovative projects or pedagogical research but it will also celebrate those that consistently deliver high quality teaching and student support. This initiative is aimed at supplementing, not replacing, the University's existing Teaching Awards.

How do we intend to do this?

- i) Comprehensive oversight of annual programme reviews, FQT reports, external examiners reports and student survey results together with discussions with Heads of School and School Education Directors will enable the CHSE Board to identify and acknowledge individuals dedicated to teaching and learning.
- ii) Compilation of a directory of good practice, enabling identification of experts in particular areas and projects. This will be sited on the CHSE website which is currently being developed. Individuals will be notified of their inclusion in the directory.
- iii) Newsletter features, such as Staff Corner, to illustrate the contribution specific staff make to education. This will enable people across the Faculty to find out more about individuals involved in education and who to contact to ask for advice.
- iv) Recognition awards announced at the Faculty's annual Teaching and Learning Conference.



Staff Corner: Find out more about the Faculty's new lead for intercalation, Dr Liang-Fong Wong.

I have a research background with an interest in the molecular mechanisms of repair following neuronal degeneration. I came to the UK from Singapore many moons ago to do a PhD on a Wellcome Trust studentship and I have never left! Following my PhD I worked for a biotech firm, in Oxford, developing gene therapy for neurodegenerative disorders. I really enjoyed my time in the private sector but always had a yearning to come back to academia, and to Bristol. Science just wasn't the same with all those SOPs! I secured a RCUK fellowship to start my own research group in the former Faculty of Medicine and Dentistry. At this time I had little idea about teaching but the School was just launching the MSc in Stem Cells and Regeneration and I was asked to lead a unit. This was a huge learning curve for me but luckily the Teaching and Learning programme (now CREATE) provided the guidance and support that a novice like me needed. I have to admit that some of my early teaching activities have been rather "accidental" and resulted from chatting and discussing ideas with Kate Whittington, one of the

Faculty's Education Directors, during the time we shared an office. More recently I have been involved in developing and leading a new intercalated BSc programme in Health Sciences. This has been very successful; the students have really engaged with the course, thanks to the excellent staff that teach and supervise research projects. It has been inspiring and rewarding to work with these students and expose them to research and I have thoroughly enjoyed the experience. I have two little girls and I always say to the students that I hope my daughters grow up to be as polite and respectful as them. As the Faculty's Lead for intercalation, I hope to build on the enjoyable, productive and rewarding intercalation experience at Bristol. We do offer a diverse range of intercalation programmes, but in an ever changing and competitive education market there are opportunities to develop bespoke and current programmes that may appeal to the medical, veterinary and dental undergraduates, particularly from other universities and more excitingly, from abroad. My advice to anyone who would like to get more involved in teaching: don't be afraid of putting your name forward.....and ask to share an office with an education director!

What's going on with.....?

STaR: This is the University's online system for monitoring the progress of research students. We are working to unify and simplify the process across all Schools in the Faculty. Additional training from the BDC is helping to ensure staff and students are aware of how to use the system and this will be complimented with new online training resources.

New Programmes: A range of new programmes are being launched for the 2016/17 academic year:

Centre for Comparative Clinical Anatomy – a Gateway programme for medicine, dentistry and veterinary sciences starting in 2016. Awaiting approval for a new BSc programme in Applied Anatomy, to start in 2017.

School of Clinical Sciences – new pathways through the MRes to provide teaching units on cardiovascular medicine and addition of a campus based option for the MSc in Translational Cardiovascular Medicine.

School of Social and Community Medicine – a new intercalated BSc in Genomic Medicine.

School of Oral and Dental Sciences – a range of new postgraduate programmes targeting a clinical market. These include Certificates in Sedation and Oral Surgery, MSc's in Oral Medicine and Oral Pathology.

School of Veterinary Sciences – two new taught postgraduate programmes, a Diploma and a MSc that will replace current clinical training programmes.

MBChB Curriculum Review: The review is making good progress and is well on track for the launch date of 2017. The current phase of work includes i) the development of intended learning outcomes, ii) the creation of robust mechanisms to assure that the helical themes strategy is woven throughout the curriculum and iii) the establishment of working groups to consider and report on a number of issues. The programme team have been visiting Schools and Academies to update them on progress and to receive feedback as part of the communication strategy. The business case for the new curriculum has been approved by the University and future students can now find more details in the University's online prospectus. A curriculum translator will be appointed shortly who will work with panels of experts to write cases and collate supporting materials for the first year of the case-based learning method which will be central to the new curriculum.

FUTURE EVENTS



Curriculum Showcase for the MB21
26th April, 1-5pm. Wills Hall, Parry's Lane.

How to Examine Doctorate Dissertations.
Kate Whittington, School of Clinical Science
and Anne Lee. 3rd May, 9-1am

Giving Feedback to Students
Sheena Warman, School of Veterinary
Sciences. 6th May, 10-12am.

Teaching and Assessing Leadership in Health
Sciences.
Professor Richard Canter, Oxford University.
12th May, 9-12am.

Health Sciences Educational Research.
Sarah Ballie, School of Veterinary Sciences.
17th May, 1-5pm

Teaching & Assessing Professionalism and
Ethical Behaviour.
Simon Atkinson, Faculty of Health Sciences.
10th June, 1:30-4pm.

Selection and Widening Participation.
Professor Jen Cleland, University of Aberdeen
21st June, 5-6pm.

Moving Away from Mindless Evaluation.
Dr Clive Gibson, Keele University.
23rd June, 2-4pm.



Don't forget the University's staff development unit offers a wide range of training. For programmes related to teaching and learning please review the CREATE pages at:
<http://www.bristol.ac.uk/staffdevelopment/academic/learningandteaching/>