

UCL Division of Medical Education

Medical Education Conference



Tuesday 28th June 2011 – Morning workshops

Workshop facilitator	Workshop title	Abstract
Dr Gil Myers	The basic rules for writing single best answer questions - an item writing workshop	Single best answer question (SBAs) start with a clinical scenario and ask the candidate to choose the best answer from five possible options. These questions are widely considered to be the most appropriate way of testing true knowledge. Learn how to write good SBA questions and how to avoid the pitfalls of testing a candidate's use of good exam technique and answer spotting tricks
Dr Aron Lal and Dr Anita Berlin	Student assistantships	In September 2011 we introduced "assistantships" for all UCL final year students under the strap line " <i>Think like a doctor, act like a doctor</i> ". There is a growing literature on the impact of situated learning and communities of practice on the development of professional expertise and identity. Central to this, in medicine, is direct and extended contact with patients and clinical teams. An emphasis on competency and risk aversion tends to drive learning into simulated or highly managed settings. The re-introduction of apprentice-style learning in the modern NHS has proved very popular but comes with new challenges. This workshop will draw on participants' own practice to help us further improve our final year students' experience
Dr Alison Sturrock	Fitness to practice	For the last 14 years ACME has worked together with the General Medical Council to develop and run objective tests of competence for use in assessing poorly performing doctors. This workshop will initially discuss how these assessments have been developed. It will then discuss the demographic data of doctors that have been assessed in these procedures.
Ben Hancock and Nikki Pope	Innovations in Computer Based Testing techniques for the Medical Sector	The development in innovative items and simulations for use in Medical assessments as well as the application of Computer Based techniques for marking OSCEs

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Tuesday 28th June 2011 – Afternoon workshops

Workshop facilitator	Workshop title	Abstract
Dr Pasquale Berlingieri	Screen-Based Simulation initiative: how to successfully engage medical students	Inspiring the digital generation by providing easy access to a high fidelity virtual reality simulators can apparently be an easy task to the naïve eye; however, the main challenge faced by educators is to keep the initial enthusiasm alive by stimulating adult and self directed learning. With the support of a stepping stones curriculum and a one-to-one teaching approach, students can enhance and contextualize their learning experience by acquiring crucial surgical skills at a very early stage of their career.
Dr Gavin Johnson	Workplace based assessments	Workplace based assessments (WPBA) are in widespread use in postgraduate medical training and have become an established method of assessing doctors in training in the UK. This workshop aims to enable the delegate to critically evaluate the utility of WPBA; and to provide a framework for the development of new assessments with optimal validity and reliability.
Dr Kath Woolf <i>Mini-plenary</i>	Ethnicity and exam performance in medicine	A third of UK medical students and junior doctors are from minority ethnic groups, but there is evidence that minority groups achieve lower scores in examination compared to white groups. This talk will cover the evidence for the gap in attainment, and ideas for how to reduce the gap.
Dr Deborah Gill	Medical Curricula: designing and maintaining a curriculum	This workshop uses the new undergraduate curriculum as a 'telling case' to explore the concept of 'curriculum' the dynamic nature of curricula and the stimuli for change. It also explores the 'how' and 'how not' to go about curricula design and change.