

Centre for Excellence in Teaching & Learning: Clinical and Communication Skills



Dentistry



Medicine



Midwifery



Nursing



Radiography



Speech and
Language

Annual Self-Evaluation Report

July 2007

CETL

www.cetl.org.uk

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1.0 Introduction

In April 2005 the Centre for Excellence in Teaching and Learning Clinical & Communication Skills (previously known as the 4E CETL) was awarded £3.15 million over 5 years. An additional £245K was awarded in April 2006 bringing the total funding to £3,395K of which £1,625K was allocated as capital expenditure for:

- Enlargement of the Clinical Skills Centre in the Robin Brook Centre (£1,070,000.00)
- Purchase, conversion and equipment of the Clinical Skills Bus (£130K)
- Development of technology enhanced learning resources (£200K)
- Additional capital funding (medium fidelity simulators, video analysis and enlarging and refurbishment of lavatories to accommodate increased student numbers) (£245K)

1.1 CETL Launch

The CETL was officially launched in November 2006 in the presence of Her Royal Highness Princess Anne, Chancellor of University of London. Her Royal Highness was given a tour of the new facilities with demonstrations by students and staff from all 6 professions followed by a reception in the great hall at St Bartholomew's Hospital where she was introduced to key members of staff. She is seen here with Professor Maggie Nicol, CETL Director (left) and with Professor Adrian Smith, Principal of Queen Mary, University of London (far right) and Professor David Rhind, Vice Chancellor of City University, who presented her with a limited edition replica of the Clinical Skills Bus.



1.2 CETL aims

The bid for funding of the Centre for Excellence in Clinical and Communication Skills was based on 4 broad aims:

1. Enhance the student experience through support for student-centred skills learning
2. Build an expert interprofessional faculty for clinical skills, rewarding and recognising teaching excellence
3. Pilot and evaluate new methodologies and technologies and dissemination of best practice
4. Engage with the NHS to ensure that students enter employment with the professional skills and competencies they will need to practice safely in a transforming health care system

1.3 Outcomes and deliverables

1. Extend and develop excellent simulated learning environments where professional skills can be learned in an authentic low-risk context
2. Radically extend access to learning environments for our students and NHS Partners, by developing and evaluating a “Skills Bus” (mobile skills learning environment), and by extending access to the main centre.
3. Offer excellent materials and methods to support self directed learning (SDL) and interprofessional teaching and assessment through the provision of case studies and practical challenges that mirror those that students will meet in practice.
4. Research the pedagogy of clinical skills learning & teaching and disseminate good practice to the healthcare community.
5. Develop and adapt diagnostic tools to enable early identification of students in need of targeted academic support.
6. Engage in a vigorous programme of evaluated staff and educational development, unifying an interprofessional faculty of experts drawn widely from the Alliance of QMUL and City and our NHS Partners.

1.4 Phased approach

CETL activity to meet the aims is planned in 3 overlapping phases over the 5 years. In Phase 1 (April 2005 – April 2007) the focus was on refurbishment of the Robin Brook Centre to enlarge the Skills Centre, development of the Clinical Skills Bus and recruitment of staff. In Phase 2 (September 2006 – September 2009), with the additional staff in place and the building works complete, the focus is on enhancing the student experience and researching the pedagogy of clinical skills teaching and learning and dissemination. Phase 3 (September 2008 – April 2010) will focus on further research and dissemination and further embedding of CETL within the universities to ensure its continuation after 2010.

2.0 Phase 1: April 2005 – April 2007

The first two deliverables were achieved in phase 1.

2.1 To extend and develop excellent simulated learning environments where professional skills can be learned in an authentic low-risk context

- a. The **CETL Manager** (Olga Leonova) was appointed in August 2005. Olga oversees all CETL activity such as the building developments, financial management, recruitment, promoting CETL internally and externally, providing information about CETL to members of staff from both universities as well as academic staff from the UK and abroad, actively supporting CETL projects involving students and staff, ordering all equipment and supplies, arranging and servicing CETL meetings and running the CETL Office.
- b. Refurbishment of the Robin Brook Centre at St Bartholomew’s Hospital was completed on time and on budget in October 2006. This has increased the size of the Skills Centre from 5 labs to 13 and all skills labs are now fully equipped and heavily used.
- c. Three medium fidelity human simulators (2 adult and 1 child) have been purchased and have proved extremely popular with students and staff. Staff development is in place to enable lecturers to use the simulators to their full potential. They are proving to be very effective in helping uniprofessional groups develop high dependency clinical skills and for interprofessional groups to develop patient assessment and interpretation skills and interprofessional communication skills.

- d. Video analysis equipment and hand-held video cameras have been purchased to enable students to view their own performance and develop their explanation skills. The equipment is fully installed and the required upgrade to allow sound as well as visual analysis has now arrived and this is one of the priorities for the skills facilitators this year.
- e. Digital video equipment has been installed in the Communication Skills Suite, one large skills lab and in the Speech and Language Therapy Skills Centre. This provides excellent visual and sound recording, for teaching and assessment of a variety of clinical and communication skills.
- f. In April 2006 some underspend accrued in Year 1 was used to appoint a 2nd **Skills Centre Assistant** to support activity within the enlarged Skills Centre, now more than twice the size and on 3 floors. This role includes responsibility for the video recording equipment.

2.2 Radically extend access to learning environments for our students and NHS Partners, by developing and evaluating a “Skills Bus” (mobile skills learning environment), and by extending access to the main centre

- a. A suitable vehicle for the Clinical Skills Bus was located and purchased in December 2005 and conversion was completed in May 2006. The driver/facilitator was appointed in April 2006 and has pioneered this development.

- b. From September 2006 the Clinical Skills Bus has been fully operational and has proved extremely popular. It has provided a quality learning environments for students on placements in hospitals across east London as well as GPs, district nurses and midwives (please see enclosed DVD).



- c. The Clinical Skills Bus has also proved to be a popular attraction at career fairs and recruitment events, providing an insight into a career in healthcare and an opportunity for some hands-on clinical activity. Feedback from teachers and students using the Bus is extremely positive
- d. A project to use the Clinical Skills Bus to take training to the care home sector is currently being planned to commence in September 2007.
- e. The Clinical Skills Bus has attracted visitors from Manchester, Scotland and Australia. A DVD showing the features of Clinical Skills Bus is available on request and via the CETL website and a paper detailing the process involved and the lessons learned has been accepted for publication. The CETL Director is presenting two workshops about the Clinical Skills Bus at the Second International Clinical Skills Conference in July 2007 and a keynote paper at the National Association of Medical Simulation (NAMS) conference in September 2007.
- f. Since October 2006 the Skills Centre has been open until 8pm 3 evenings per week to meet the demand for student self-directed learning. The Learning Technologist and Skills Facilitators each cover one evening per week. This has been very well received by students with the Centre full to capacity in the weeks prior to OSCE exams.

- g. We are currently developing a virtual tour of the Clinical Skills Centre and the available facilities for the website. This is being produced by an interprofessional group of students to show the Centre through their eyes.

3.0 Phase 2: September 2006 – September 2009

The focus of Phase 2 is on enhancing the student experience and researching the pedagogy of clinical skills teaching and learning and dissemination.

3.1 Offer excellent materials and methods to support self directed learning (SDL) and interprofessional teaching and assessment through the provision of case studies and practical challenges that mirror those that students will meet in practice.

- a. As discussed in 2.2 above the **Clinical Skills Bus driver/facilitator** (Justin Connolly) was appointed in April 2006. As an ex-paramedic with previous experience as a first-aid teacher Justin brings unique skills that have made this pioneering venture a huge success. We are in the process of appointing the second skills facilitator who will also act as relief driver to mitigate the risk of the bus being unavailable due to illness. This will allow both drivers to develop different but complementary interests and alternate between the Skills Centre and the Clinical Skills Bus.
- b. The CETL **Learning Technologist** (Natasa Perovic) was appointed in June 2006. This post was funded for one year as part of the capital money allocated for the development of technology enhanced learning resources. Natasa has developed the CETL website (www.cetl.org.uk) and works with the academics to identify resources that are already available and develop new learning resources, which are all available on the website (<http://www.cetl.org.uk/learning/index.php>)



Since January 2007 the CETL website has been visited by 13,619 users from over 25 countries and 116,200 pages have been downloaded. Natasa provides staff development to help academic staff use technology such as interactive whiteboards to enhance their teaching and the use of software to turn their lectures into useful distance-learning resources to enable students to prepare in advance for clinical

skills sessions, thus enabling them to make the best use of their time in the Skills Centre.

The Learning Technologist provides a crucial link with the e-learning departments in both universities and attends e-learning conferences and other events to ensure we are up-to-date with the latest developments. In May 2007 underspend was used to extend Natasa's contract for a further year to enable her to continue this valuable work. This will be reviewed in January 2008.

- c. The first of the two **Interprofessional Skills Facilitators** identified in the bid (Cherry Buckwell) was appointed in June 2006. With a background in nursing Cherry is working with the learning technologist to develop learning materials to support student self-directed learning. She provides one-to-one and small group coaching for students who are in need of remedial support and those preparing for their practical exams. Cherry also teaches on the Clinical Skills Bus and has piloted a number of interprofessional seminars.

Cherry provides support for academics by providing staff development to help them develop scenarios and use the high fidelity human simulators to their full potential. Together with academics Cherry runs a series of Late Night Learning sessions each of which focuses on a specific clinical scenario. These interprofessional sessions have been extremely well evaluated and the following comments are typical: *'Really useful, real learning curve and I'd recommend it to anyone'; 'It's fun and good learning'; 'A good learning opportunity and we can see our strengths and weaknesses'; 'Applying real situations to our practice enabled me to see where we are in our learning. Also enabled us to work on our communication skills and teamwork'*

- d. From October 2006 the Clinical Skills Centre has been offering extended opening hours (until 8 pm three evening per week) allowing students to come in and practice self-directed learning (SDL). The late SDL sessions are facilitated by two facilitators and the Learning Technologist and this will be extended to 4 evenings per week when the second facilitator is appointed (see 3.1a).
- e. In response to student demand we have launched an online booking system for the Clinical Skills Centre to streamline bookings for self-directed learning sessions. This is proving to be extremely popular with students who are now able to book lab space, and the equipment they require for their session, via the website.
- f. The 'Compass Centre' for Speech and Language Therapy (SLT) students has been equipped with new digital cameras and recording equipment to improve the quality of the learning experience and feedback to students. New learning resources for SLT students have been purchased for the Interprofessional Skills Centre so that they are also available to students from other professions. These materials focus on care of patients with common conditions such as stroke that are relevant to all healthcare students.
- g. A digital bank of radiological images for radiotherapy students has been purchased for the Interprofessional Skills Centre so that they are available to radiotherapy students in the evenings and students from the other professions. This high quality resource includes images of a huge range of conditions and will provide an excellent learning resource for all healthcare students and their lecturers.
- h. New midwifery equipment to allow interprofessional peer learning for midwifery and medical students has also been purchased. It focuses on the development of clinical skills of future midwives and doctors. This equipment can be used for shared learning, transported to placement areas or used in Clinical Skills Centres and Skills Bus.

3.2 Research the pedagogy of clinical skills learning & teaching and disseminate good practice to the healthcare community

- a. A survey of student perceptions of learning within the various clinical skills facilities has been completed and is currently being analysed. This involved producing a video of students' views on the use of the Clinical Skills Centre (see enclosed DVD), which was presented at the CETL Conference in December 2006 (see below). This survey will be repeated in 2009.
- b. A successful CETL conference was hosted in December 2006, which was aimed at local academics and clinical staff. The day was very well evaluated and has resulted in poster presentations at other conferences and a publication from one of the workshops. We were delighted that Prof David Boud, Professor of Adult Education and Associate Dean (Research) in the Faculty of Education at the University of Technology, Sydney, was able to provide a keynote address. He also attended several workshops during the day and provided a summary of our progress to date. His report has been really useful in helping us decide our future direction.

- c. Two 0.4 WTE research fellows have been appointed to commence in September 2007. Their role will be to support the CETL projects (see below)
- d. Academic staff in both universities have been invited to submit proposals for CETL projects attracting funding of up to £15K. All successful projects will run during the academic year 2007/08 with a second invitation to bid in February for academic year 2008/09. Projects are required to further the CETL aims in one or more of a number of identified themes:
 - Harnessing the potential of simulation as a means to improve clinical and communication skills learning
 - Enhancing assessment for learning clinical and communication skills
 - Supporting students to share their clinical and communication skills expertise
 - Preparation for challenging communication
 - Supporting students who need extra help with clinical and communication skills learning
 - Enhancing support for clinical and communication skills development in practice settings

CETL will support funded projects by allocating up to 20 days from core CETL staff or resources. Partnership projects that involve NHS personnel may bid for up to 20 days additional funding for contributions from clinical staff in addition to the £15K.

- e. A project examining the role of feedback in the development of clinical and communication skills is commencing in July 2007. This will involve an in-depth literature and the development of resources to support staff development. The literature review and materials for staff development will be made available on the CETL website.
- f. A project to evaluate the role of the Clinical Skills Bus in providing skills training for staff in care homes is due to commence in September 2007.

3.3 Develop and adapt diagnostic tools to enable early identification of students in need of targeted academic support.

- a. The learning technologist is providing staff development and support for students using the video analysis equipment to enable students to develop skills of self-assessment.
- b. On-line quizzes in a range of topics are being developed to enable students to test their knowledge. These are available through the CETL website so that students from both universities have easy access.
- c. From September 2007 the Interprofessional Skills Facilitators will regular offer drop-in sessions for students preparing for second attempt OSCEs.

3.4 Engage in a vigorous programme of evaluated staff and educational development, unifying an interprofessional faculty of experts drawn widely from the Alliance of QMUL and City and our NHS Partners.

- a. The conference described in 3.2b above was successful in bringing together a range of academics and clinical staff.
- b. From September 2007 we will be running monthly lunchtime meetings, each focusing on a topic of interest to those involved in clinical and communication skills.
- c. CETL members are active in both universities and participate fully in internal events such as learning and teaching conferences, e-learning events and department seminar series, and national and international conferences.
- d. Academics and clinical staff involved in learning and teaching clinical and communication skills are able to apply for CETL funding to support attendance at conferences. In return they provide staff development and updating by providing a verbal and written report of

the conference. More than 20 papers have been presented at national and international conferences.

- e. Two CETL Members, Prof E. Davenport and Dr K. Boursicot, have been awarded National Teaching Fellowships.
- f. Links have been established with the Petchey Academy in Hackney which specialises in healthcare and medical sciences (<http://www.petcheyacademy.org.uk>). Staff from the Academy have visited the Clinical Skills Centre to observe clinical skills teaching and assessment activities and our staff have been involved in a project with students at the Academy, which explored human physiology and how the body works. Negotiations are underway for students studying children's nursing to undertake placements at the Academy and we are providing advice and expertise on the design of their clinical skills facilities. The Clinical Skills Bus is due to visit in September 2007 as part of a Health Fair at the Academy.

4.0 Phase 3: September 2008 – April 2010

Phase 3 will focus on further research and dissemination and further embedding of CETL within the universities to ensure its continuation after 2010

5.0 Summary

In summary, the Centre for Excellence in Teaching & Learning Clinical and Communication Skills has had a very successful two years in which a huge amount of progress has been made. Students now have access to superb facilities in the Skills Centre and the Clinical Skills Bus. The CETL group of academics is making interprofessional working a reality and providing opportunities for interprofessional student learning, all of which have been extremely well evaluated by the students. This has built a solid foundation for the second phase; the CETL projects, staff development and dissemination through CETL lectures, seminars and learning materials. We will be using an interprofessional student reference 'user' group to make sure we are meeting their needs and the enthusiasm and commitment of the CETL team mean that next year should be even more successful than the last.

Professor Maggie Nicol, CETL Director

Olga Leonova, CETL Manager

July 2007