

CHSE Conference 2024: Abstract Booklet

Welcome

A big welcome to the 2024 CHSE Teaching and Learning Conference. It is great to see so many colleagues of the new Faculty of Health and Life Sciences and other institutions attending our annual CHSE event. The programme will cover many innovative ways to support our students in all aspects of their student journey and we hope that you will feel enthused by the presentations, discussions and group work. We have left ample time in the programme to get to know each other over coffee and lunch, and to share and discuss ideas with colleagues. We very much hope you will enjoy the day!

Professor Astrid Linthorst: Faculty Education Director (Postgraduate)

Professor Sheena Warman: Faculty Education Director (Undergraduate)

Plenary Lecture: Exploring Challenges and Advancements of Generative AI in Higher Education Through the Lens of Student Support

Dr Ourania Varsou, University of Glasgow

Abstract

As generative artificial intelligence (genAI) becomes increasingly integrated into Higher Education, it presents both challenges and opportunities for supporting our students' learning journeys. This talk will explore these topics through a balanced discourse, drawing on practical examples, relevant literature, and research findings from the international survey "Generative AI in Higher Education: Exploring Staff Perspectives and Showcasing Best Practices in Learning, Teaching, and Assessment."

The talk will begin with a concise historical summary of AI, followed by an overview of contemporary genAI platforms to provide the necessary context. We will then delve into the challenges associated with genAI, focusing on critical issues such as bioethics, privacy, and sustainability. These concerns will be balanced with a discussion on the significant advancements genAI has brought to education, particularly in enhancing personalised learning and improving student outcomes.

The talk will provide a forward-looking perspective on how genAI can be responsibly and ethically integrated into our professional practice in a sustainable manner. By addressing both the potential issues and positive contributions of genAI, the aim is to foster a deeper understanding of how this technology could be used to support and enhance student learning experiences.

Biography

[Dr Ourania Varsou](#) is a medically-qualified Senior Lecturer in Anatomy, with a PhD in neuroscience, currently working at the University of Glasgow. She teaches bioscience, medical, and dental students, from sub-honours to honours levels, with her specialist areas including the head and neck region and imaging. Ourania also teaches scientific skills, including statistics for biosciences, and delivers bespoke sessions on medical/health humanities at the University of Glasgow and, as an invited faculty member, at several international institutions. Ourania's research is contextualised in Scholarship of Teaching and Learning (SoTL) and includes imaging with a focus on ultrasound, clinically-applied anatomy, and generative AI in Higher Education. She is a strong advocate of medical/health humanities, writes her own poetry, and is passionate about sustainability and alternative approaches to teaching in Higher Education.

Morning sessions

	Morning Sessions		
	Davinci Suite	Douglas Fir Room	Board Room
10:25 – 11:25	Symposium <i>Neurodiversity: inclusive teaching and student support</i> Chair: Andrew Burnett <i>What is neurodiversity and why should I know about it?</i> Professor Dheeraj Rai <i>Co-creation of autism training for university staff</i> Dr Emma Jenks and Freya Selman <i>Working with student partners to increase neuroinclusivity in teaching and assessment</i> Dr Bronwen Burton and Dr Caroline McKinnon Q&A and discussion	Workshop <i>Cultivating practice in intercultural learning environments</i> Chairs: Dr Gemma Ford and Dr Maya Gobin Speakers: Claire Spencer and Fiona Hartley	Workshop <i>Supporting learning with AI: understanding and utilising large language models with Copilot</i> Chair: Professor Astrid Linthorst Dr Rohin Athavale

Symposium: Neurodiversity - inclusive teaching and student support

[Professor Dheeraj Rai](#)

Abstract

The numbers of people being diagnosed with neurodevelopmental conditions such as autism or self identifying as neurodivergent have increased dramatically over recent decades. This talk will provide an introduction to the concepts of neurodevelopmental conditions and neurodiversity, their epidemiology and educational and mental health outcomes. Reflections on how Universities can support neurodivergent students will be provided.

Biography

Dheeraj Rai is a Professor of Neurodevelopmental Psychiatry at the University of Bristol Medical School and an Honorary consultant psychiatrist at the Avon and Wiltshire Partnership NHS Mental Health Trust. His research focuses on large epidemiological and interventional studies for mental health problems in autistic people. He leads a group of interdisciplinary researchers, with a focus on carrying out research which has the potential to help improve the health and lives of autistic people and people with other neurodevelopmental conditions.

Co-creation of autism training for university staff

Dr Emma Jenks and Freya Selman

Abstract

Autistic students are more likely to experience poor mental health than their non-autistic peers, are more vulnerable to stressors within a university environment, and often experience stigma from staff and fellow students. Despite these concerns, there is a lack of tailored support for them at university. We co-designed a training course for university staff with a group of autistic students. In this presentation, we will discuss the co-creation process, the results of our evaluation with trainees, and some key messages from the course.

Biography

Dr Emma Jenks is a Lecturer in Psychology of Education at the University of Bristol. Her research and teaching are focused on the lived experiences of neurodivergent learners, with a specialism in autism, and inclusive higher education.

Freya Selman is a current PhD student at the University of Bristol, researching the role of physical activity in supporting the emotional wellbeing of autistic children. Freya has a particular interest in supporting autistic young people to 'unmask', and the ways in which society can become more inclusive for those with neurodivergent brains. As an early career researcher, Freya is enthusiastic to get involved in a range of projects surrounding neurodiversity to continue expanding her portfolio.

Working with student partners to increase neuroinclusivity in teaching and assessment

Dr Bronwen Burton and Dr Caroline McKinnon

Abstract

Our project aimed to gain an insight into how inclusive teaching and assessment is in the School of Cellular and Molecular Medicine. We employed five neurodivergent undergraduate students to review materials in the year 2 undergraduate unit Cellular and Molecular Pathology, considering all assessment formats as well as the teaching and learning materials. Students produced reports summarising their findings, revealing valuable insights. By working with undergraduate student researchers, and in consultation with the Student Digital Learning Experience Team, this project aimed to promote inclusivity for our growing body of neurodivergent students.

The neurodiversity spectrum is incredibly complex, with individual needs within specific conditions varying widely. We acknowledge this and, although we appreciate that this project does not produce a solution to "fit all", the project gave a voice to our neurodivergent students and made insightful suggestions for development of our assessment, teaching and learning materials to benefit our neurodiverse and neurotypical students alike. These have been disseminated throughout the University and have already resulted in positive changes to the Cellular and Molecular Pathology unit, and beyond.

Biography

Dr Bronwen Burton is a teaching focussed Senior Lecturer in Immunology. She has been the academic EDI lead for the School of Cellular and Molecular Medicine and has worked on several projects to make teaching and learning more inclusive, including working with a team from across the Biomedical Sciences Schools to decolonise and diversify the curriculum.

Dr Caroline McKinnon joined the University as a Senior Research Associate within the School of Biochemistry. During her time as EDI Lead for the School of Biochemistry, and the Faculty of Life Sciences, Caroline co-founded the Inclusive Research Collective, which serves to promote an inclusive and diverse academic environment. Caroline joined the central EDI Team in April 2022, where she is the Deputy Head of EDI.

Workshop: Cultivating practice in intercultural learning environments

Claire Spencer and Fiona Hartley

Session overview

Join us for an engaging session where Claire and Fiona will unveil their discoveries from their BILT-funded projects. This interactive event will not only showcase their findings but also offer you a unique opportunity to reflect on your own practices. We'll wrap up with some practical, actionable tips to enrich the intercultural experiences of your students. Don't miss out on this chance to gain fresh insights and enhance your teaching toolkit!

Pre-workshop activity

To tailor the workshop to your specific needs, we invite you to take a few moments to reflect on your teaching journey and your interactions with international students. Share your insights and experiences in [the Padlet](#). Don't forget to explore other posts—if you find stories that resonate with you, show your support by voting or leaving a comment. Your contributions will help us create a more enriching and relevant workshop experience for everyone!

Biography

Claire Spencer is a Senior Lecturer in Accounting and Finance. She is also Head of Tutoring in the Business School. Claire is currently working on a postgraduate international student transition and becoming project. She is also interested in team tutoring models and how these impact the student experience in large cohorts.

Fiona Hartley is a Lecturer in Academic Development at the Bristol Institute of Learning and Teaching (BILT), working with colleagues across the university. Prior to this she worked in education in a number of different countries, hence her interest in international students. She is passionate about learning for the long term. She is particularly interested in learning design and how to make course content meaningful and accessible, integrating technology when suitable, to provide an inclusive learning experience for all.

Workshop: Supporting learning with AI: understanding and utilising large language models with Copilot

Dr Rohin Athavale

Abstract

This workshop will explore the potential of AI, specifically large language models (LLMs) using Microsoft Copilot, to enhance learning and provide personalised support for students in the health sciences.

Through interactive discussions and activities attendees will build an understanding of how LLMs work, including their benefits, limitations, and risks within an educational context. There will be a focus on trying out a large-language model and using it to explore specific use-cases of how to support students, such as by providing additional and alternative learning resources and facilitating understanding of complicated topics.

This workshop is designed to help educate people who don't know much about LLMs and introduce them to new ideas on how they can support students, as well as allowing people who are more proficient with LLMs a chance to try and test ideas in a supported space.

Information for attendees

Please could attendees' make sure they can login to Copilot using their university account at **copilot.cloud.microsoft.com** and be able to access this on a device during the session. Assistance with this can be provided in the session.

Biography

Dr Rohin Athavale is a doctor who was graduated early to work through the global pandemic and has since worked in a range of NHS departments including acute medical, neurosurgery, and psychiatry. He is currently pursuing his passion for medical education by teaching medical students at the University of Bristol. Rohin has strong experience in digital health, having achieved an MSc in digital health with distinction. The course provided a different perspective on medicine and highlighted the importance of technology in healthcare of the future. Through it, Rohin developed skills in coding, data science and AI alongside completing a module on responsible innovation in healthcare.

Morning sessions continued

	Morning Sessions Continued		
	Davinci Suite	Douglas Fir Room	Board Room
11:30 – 12:30	Workshop <i>Equality and Inequality in Science – encouraging decolonial thinking for biomedical science students</i> Chair: Dr Sally Dowling Dr Alice Robson and Dr Bronwen Burton	Oral Presentations Chair: Professor Sam Leary <i>Where, What and How are We Embracing Artificial Intelligence in the Anatomical Sciences</i> Dr Joanna Tomlinson/ Dr Scott Abbott Paterson <i>Navigating the Intersection of Technology and Student Agency: Artificial Intelligence in Higher Education</i> Annalise Richards <i>Breaking down barriers and unlocking the value of multisource feedback for medical students</i> Mucca Garlick <i>Empowering student agency in assessment and feedback in Biological Sciences</i> Dr Rebecca Pike <i>Exploring feedback literacy: Supporting students with feedback engagement and response</i> Thomas Cornwall Q&A	Workshop <i>ALERT Presentation: supporting educational research community of practice</i> Chair: Dr Julie Dickson Dr David Grant

Workshop: Equality and Inequality in Science – encouraging decolonial thinking for biomedical science students

Dr Alice Robson and Dr Bronwen Burton

Abstract

Over the last few years, the biomedical sciences Schools within the former Faculty of Life Sciences have been working towards decolonising and diversifying their undergraduate curricula. Outcomes from a research project into staff and student attitudes led to the development the 3Rs Framework: Rediscovery, Representation, Readiness. This framework was used to guide the design of a workshop allowing students to explore ideas around decolonial thinking in their field, which we introduced during 2023-24 into a mandatory Year 2 undergraduate unit taken by ~400 students. In the Rediscovery field, students discussed topics such as biopiracy, whilst in the Representation theme they talked about issues of representation in the sciences and bias in biomedical datasets. All the topics aimed to build Readiness, preparing the students to be agents of change beyond the university. Evaluation of post-workshop surveys (n=147) revealed that 84% of respondents said they enjoyed the workshop, and 86% said they valued it. There was a significant increase in perceived understanding about decolonising and diversifying biomedical science. Here we will share the design, pedagogy and practice that we have developed and give you the opportunity to see how it could be applied to diverse fields in Health and Life Sciences.

Biography

Dr Alice Robson is an Associate Professor in Biochemistry Education with an interest in embedding employability and research skills in the curriculum.

Dr Bronwen Burton is a teaching focussed Senior Lecturer in Immunology and academic EDI lead in the School of Cellular and Molecular Medicine.

Oral presentations

Where, What and How are We Embracing Artificial Intelligence in the Anatomical Sciences

Dr Joanna Tomlinson & Dr Scott Abbott Paterson

Abstract

Artificial intelligence (AI) poses an opportunity within the anatomical sciences digital renaissance to revolutionise education, research, and administration. Across the education sector, AI is criticised for its issues related to accuracy and ethical concerns. However, the opinions and practical applications from key anatomical sciences stakeholders (educationalists, researchers, and professional services, such as bequest, technical and student support staff) remains under-investigated. This study aimed to explore staff's multifaceted applications and opinions on AI within anatomy.

All staff from the School of Anatomy, University of Bristol were invited participate in an audit-based survey focused on gathering case-study examples and opinions on AI's strengths, weaknesses, opportunities and threats.

Many uses of AI across the educational and professional contexts are anticipated, including incorporation into student formative exercises, such as in dissertation benchmarking, and student peer marking. Also, that these emerging perspectives potentially highlight a need for critical integration of new technologies into the working toolkit. While maintaining a continued dialogue among anatomy educators, researchers, professionals, and technologists maybe essential to harnessing AI's benefits and mitigating its risks. A potential outcome following on from these insights may be to develop guidelines for anatomists on the appropriate and effective uses of AI.

Biography

Dr Joanna Tomlinson is a Lecturer in School of Anatomy at the University of Bristol. She leads the Biosciences 2 unit for the Gateway to Medicine, Dentistry and Veterinary Science Programme, and also teaches across the Applied Anatomy Programme. As a member of the School's Academic Integrity Team, Dr Tomlinson works to develop supportive guidance to ensure high academic standards and also review cases of suspected plagiarism, while on the Climate Action Team, she implements sustainable initiatives to support the consideration of the school's impact on wider society and planet. Beyond the university, she serves as President of the Early Career Anatomists, a global network that fosters collaboration and professional growth through conferences, webinars and enterprises to support development of anatomical research, education and scholarship. Her scholarly focus is on sustainable curriculum development, which she shares through invited talks and global working groups.

Dr Scott Abbott Paterson is an Associate Professor and School Education Director in the School of Anatomy at the University of Bristol. He directs the iBSc Functional and Clinical Anatomy programme and provides leadership for anatomy education for science and clinical students. Dr Abbott Paterson leads the assessment practices as the School's Exams and Assessment Officer and Academic Integrity Officer, working on developing supportive policies and exploring innovative evaluation methods. He co-founded

the Anatomy Collective for Equality, collaborating on initiatives to enhance inclusivity in anatomical education. Dr Abbott Paterson's research, invited talks, and contributions to national working groups often focus on effective and equitable practices in anatomy, contributing to ongoing discussions in the field.

Navigating the Intersection of Technology and Student Agency: Artificial Intelligence in Higher Education

Annalise Richards

Abstract

The increasing integration of technology in Higher Education (HE) is reshaping the student experience, particularly in relation to student agency. Student agency is crucial for self-regulated learning and is a growing focus in global education policy, as highlighted by its inclusion in the OECD Learning Compass 2030. Artificial Intelligence (AI) is a technology with growing applications in education and was the chosen focus for a global literature review aiming to assess the influence of various applications of AI on student agency. To provide theoretical grounding, the literature was analysed using a sociocultural perspective.

Key topics include the benefits of AI in providing personalized feedback, predictive analytics for academic success, and the use of intelligent tutoring systems. While AI has the potential to enhance student agency by offering tailored learning experiences, challenges such as the risk of over-reliance on AI and the need for sociocultural considerations are also highlighted. Overall, the findings underscore the importance of a balanced, theory-driven approach to AI in HE, emphasizing the need to design AI systems that both empower students and address their cultural and contextual needs

Biography

Annalise Richards is a Lecturer in Anatomy at the School of Anatomy and part-time Doctorate in Education (EdD) student with a particular interest in exploring how technological integration in higher education influences students' learning behaviours and approaches.

Breaking down barriers and unlocking the value of multi-source feedback for medical students

Macca Garlick & Anushka Goyal

Abstract

Background/Aims: A validated multi-source feedback process(1-5), 'Team Assessment of Behaviour' (TAB), is completed annually by undergraduate medical students in their ePortfolio. This project aims to explore why some students do not manage their TAB successfully and gain insight into, and understanding of, student perceptions of TAB. We are particularly interested in cases where students have encountered any difficulties or barriers in the process.

Methods: Ethics committee approval: #17075. An anonymous online survey questionnaire was disseminated to all medical students. Data were coded qualitatively and sorted into themes by the independent researchers. Quantitative TAB data from the ePortfolio was also analysed. Focus groups exploring findings in further detail are planned for September.

Results: Responses (n=31 at submission) reported highly variable experiences of TAB. Positive themes included confidence boosting feedback. Negative themes included beliefs that the process was pointless and the feeling of wasting staff time. Students often reported difficulty in getting staff to complete responses, despite persistent chasing.

Conclusions: There is clear variation in student perception of TAB, reflecting both positive and negative experiences. Practical measures to address barriers could include providing further resources to increase student and staff understanding, simplifying and adding value to the practice of TAB.

Biography

Macca Garlick is a medical student at the University of Bristol who has finished their third year and is currently intercalating in BSc Clinical Sciences. He is a co-researcher on this study into the use of Team Assessment of Behaviour at Bristol Medical School.

Anushka Goyal is a medical student at the University of Bristol. She is currently in her third year of university. She is a co-researcher on this study into the use of Team Assessment of Behaviour at Bristol Medical School.

Empowering student agency in assessment and feedback in Biological Sciences

Dr Rebecca Pike

Abstract

Engaging our students and supporting them to develop agency in assessment and feedback is important for driving effective self-regulation (Sadler,2010). It is well documented that assessment is one of the key drivers of student learning. However, assessment and feedback continue to burden the HE sector with low opinion from the student body (Carless & Boud 2018, Winstone et al. 2017). We will showcase novel initiatives we have introduced in the School of Biological Sciences to improve student assessment literacy and engagement with feedback. We will introduce our 'Assessment and Feedback Portfolio' (AFP), an online set of tools including an interactive assessment landscape and an interactive feedback logbook, to support student understanding and engagement with assessment and feedback. The AFP is supported by the 'Feedback Café', a regular drop-in stall run by lecturers and student partners. The Feedback Café provides students with an opportunity for verbal feedback and two-way dialogue and supports students to reflect and act on their feedback. Each initiative has been co-designed and co-created by staff and student partners. We will present how we embedded these opportunities within our programme, survey results of the student experience with these initiatives, and how you might include these initiatives in your programme.

Biography

Dr Rebecca Pike is a Fellow of the Higher Education Authority and a Senior Lecturer within the School of Biological Sciences at the University of Bristol. Rebecca is interested in innovative assessment and feedback practices.

Exploring feedback literacy: Supporting students with feedback engagement and response

Thomas Cornwall

Abstract

Background

Feedback is crucial for student learning and academic support, yet often receives poor student satisfaction ratings. Research highlights the importance of developing student feedback literacy; to increase understanding and appreciation of feedback, improve engagement and support students through the process. Here, student feedback experiences were explored, identifying areas of good practice and ways of improving the process.

Methods

This qualitative study utilised feedback diaries, followed by in-depth interviews with six undergraduate students from two similar programmes of study. Thematic analysis was used to generate codes and identify recurring themes.

Results

Participants demonstrated good feedback literacy behaviours, consistent with recognised frameworks, especially regarding engagement with feedback and management of emotional responses. However, participants also highlighted wanting more support in understanding marking criteria. Some participants were confident with approaching staff for help, whilst others had not considered this avenue of support a possibility.

Discussion

Findings suggest good feedback literacy development amongst the cohort and perception of good practices. However, clearer or repeated signposting of support resources and benefits of discussing feedback with staff or peers could be beneficial, especially for struggling students. Additional resources targeting improved understanding of specific marking criteria could also be created to support development in this area.

Biography

Tom Cornwall is a lecturer at the School of Anatomy and recently completed an MSc in Teaching and Learning for Healthcare Professionals.

Workshop: ALERT presentation - supporting educational research community of practice

Dr David Grant

ALERT Presentation: Supporting educational research community of practice

An ALERT(Advanced Look Exploratory Research Template) presentation is a 5 minute presentation that encapsulates your new education-based research idea (as a new ALERT).

The ALERT presentation is designed to provide you with an opportunity to present the essence of your study or research idea and receive formative feedback from a group of peers and educational research experts.

The concept of ALERT presentations has been adapted by FHS on the model developed by the International Network for Simulation Based Research (INSPIRE).

The ALERT presentations are presented in this format in a back-to-back fashion. After the presentations is completed, presenters will be assigned a small table where a discussion of their project will be facilitated by a faculty member and up to 10 participants. This will allow participants to receive formative feedback.

Our goal is to provide participants with the feedback and networking opportunities to launch a successful single or multi-site study.

Plenary Lecture: Cross Programme Support for Students Struggling with Language, Communication and Professionalisation; a centralised coaching programme

Professor Connie Wiskin, University of Birmingham

Overview

Healthcare students can experience difficulties, which include professional interactions and professional identity. Early intervention presents opportunity for remediation and prevention of more severe consequences and progression hurdles in later careers. Students may be supported in aspects of academic performance, including development of appropriate language, communication, attitudes and values-based practice.

The Referred Students' Programme at the University of Birmingham is unique in that it encompasses 9 healthcare programmes. Referrals can be triggered by academic performance, concerns raised, assessment outcomes, failure to thrive and – occasionally Fitness to Practice. Areas for redress include academic failure, performance anxiety, confidence, team and/or patient/public communication, self-presentation, attitudes/values, study methods, organisation, writing, language, motivation, ethics and conduct.

Each student referred receives bespoke coaching, tailored to need. Sessions often, but not always (topic dependant), include in-house professional simulated patients/colleagues. Delivery is by a cross-disciplinary team of internal and external coaches.

This talk will summarise the programme, report on a previous matrix of (audited) triggers for referral, share outcomes (new qualitative analysis) and reflect on the evolution of the service. The original was established 12 years ago, based on 18 years of parallel experience coaching qualified doctors and dentists for the NHS. Changing culture and climate means adapting to new needs. Few referrals are for (surface) “communication”; coaches are adapting to a landscape where referrals are increasingly complex, including de-socialisation, anxiety and neurodiversity.

Biography

Professor Connie Wiskin is a Professor of Medical Education at the College of Medicine and Health, University of Birmingham. She has invested 33 years developing human simulation in healthcare, including a substantive (novel) cross-programme, vertically integrated resource. She is Director of the Interactive Studies Unit (ISU), a team who have successfully engaged 8 degree-programmes in a consolidated and consistent approach to clinical communication, language and professionalisation, novel in ambition and complexity. She leads the Referred Students Programme, a cross-programme intensive coaching offering for struggling students. She has spent her career balancing home innovation with developing new ideas elsewhere, including local, national and international research and educational strategy partnerships. Connie has reputation externally in international electives, risk assessments, and as a summative assessments advisor. Connie is an awarded teacher, who has published in 35 peer-reviewed journals, produced 17 audio-visual education products, and presented at in excess of 130 conferences and meetings worldwide.

Afternoon sessions

	Afternoon Sessions		
	Davinci Suite	Douglas Fir Room	Board Room
14:20 – 15:20	Debate <i>Should We Be Using AI in Healthcare?</i> Chair: Dr Asim Ali Dr Dani O'Connor	Oral Presentations Chair: Dr Alison Blaxter <i>How can we be sure graduates will do the right things for the right reasons?</i> Dr Zuzana Deans <i>Supporting International Students at Bristol Veterinary School</i> Dr Sue Horseman/ Zoe Schlossmacher/ Sarah O'Shaughnessy <i>Health Passports for animal husbandry and clinical placements at Bristol Vet School</i> Dr Veronica Roberts Q&A	Oral Presentations Chair: Professor Astrid Linthorst Student Finances Survey Professor Sheena Warman <i>Sexual Violence Education with Anatomy Teaching</i> Dr Hannah Dunne <i>The postgraduate education environment at a United Kingdom dental school</i> Dr Jennifer Haworth Q&A

Debate: Should We Be Using AI in Healthcare?

Dr Dani O'Connor

Workshop overview

This debate-style workshop will be a dynamic, one-hour interactive session focused on the theme, “Should We Be Using AI in Healthcare?”. The workshop will begin with a brief introductory lecture,

setting the stage with an overview of AI's current role in healthcare and some key arguments both for and against its use. This will help participants develop a foundational understanding of the topic.

Following the lecture, participants will split into small groups of 5-6 people each. Each group will be provided with a series of statements related to AI in healthcare, which they will discuss for approximately 20-30 minutes. During this time, participants will evaluate each statement, determining whether they support it or identifying any flaws in the reasoning.

After the group discussions, the workshop will conclude with a collaborative debriefing session. Each group will have the opportunity to share their insights with the rest of the room, allowing for a broad exchange of perspectives on the potential benefits and drawbacks of implementing AI in healthcare settings. This format encourages critical thinking, active participation, and lively debate on a relevant and timely issue.

Please use this padlet during the session: [AI in Healthcare](#)

Biography

Dr Dani O'Connor is currently a lecturer in Medical Education, with prior experience as a lecturer in Medical Law and Ethics at the Centre for Ethics in Medicine. Dr O'Connor has a background in Law, having earned an LLB from Cardiff University, followed by an LLM in The Legal and Political Aspects of International Affairs. Recently, Dr O'Connor completed a PhD in Medical Law, focusing on the need to reform best interests assessments under the Mental Capacity Act to mitigate the influence of gender stereotypes on medical decision-making.

Dr O'Connor has a keen interest in mental capacity, reproductive health, and related issues of equitable healthcare, along with topics concerning patient autonomy.

Oral Presentations

How can we be sure graduates will do the right things for the right reasons?

[Dr Zuzana Deans](#)

Abstract

Medical students graduating in 2025 will be required to pass the new Medical Licensing Assessment (MLA) before registering as doctors. The MLA should align with the GMC's Outcome for Graduates, and should therefore be capable of testing graduates' ability to make sound ethical judgements. In light of the new MLA, the Institute of Medical Ethics convened a working group in 2021 to scrutinise the suitability of the MLA for assessing the ethical knowledge and skills and to explore current assessment methods for ethics in UK medical schools. The results of the working group's consultation and deliberations will be shared in this presentation.

The over-arching conclusions drawn from the working group were that the MLA is not suitable for assessing ethics, and that other more complex and sophisticated methods of assessment are necessary

for ensuring graduates are well equipped to do the right things for the right reasons. We give suggestions for what these might be, and indicate where further research is needed.

Biography

Dr Zuzana Deans is an Associate Professor in Bioethics. Zuzana is a philosopher by background, and teaches ethics on the MBChB. She also leads the intercalated BSc Healthcare Ethics and Law.

Supporting International Students at Bristol Veterinary School

[Dr Sue Horseman](#), [Zoe Schlossmacher](#), [Sarah O'Shaughnessy](#)

Abstract

Bristol Vet School are welcoming increasing numbers of international students onto their programmes. These students face unique challenges that are likely compounded when studying complex professional programmes.

In 2023, the Vet School ran a 'student belonging' survey which revealed that our International Students can feel "alienated" or "out of place". In response, we have been making efforts to further understand their experiences and to develop strategies aimed at increasing our international vet students' sense of belonging. Initiatives include one-to-one meetings for international offer holders, the introduction of international student representatives, student-led international community building events and the development of a bespoke webpage for Vet School international students. The Vet School also participated in a BILT associates project to look at the international student experience in the classroom. Future plans include an online 'Q and A' for new starters to take place before welcome week, optimising the use of an existing buddy system to better meet the needs of incoming international students and a cultural exchange event.

We will discuss our experiences of implementing these strategies and how we will measure impact over the coming years.

Biography

Dr Sue Horseman is the International Director at Bristol Vet School

Sarah O'Shaughnessy is one of the Student Experience leads at Bristol Vet School

Health Passports for animal husbandry and clinical placements at Bristol Vet School

[Dr Veronica Roberts](#)

Abstract

All UK veterinary students must attend 6 months of animal husbandry and clinical placements as part of their education, mandated by the Royal College of Veterinary Surgeons (RCVS). Students also spend an extended final year in a range of different clinical rotations.

Students may face a range of challenges which would benefit from reasonable adjustments in the workplace. These students usually have a study support plan, medical evidence and / or an occupational health report. These documents often contain personal information, may not be directly applicable to a clinical situation or as they are long, it can be difficult for a placement provider to ascertain what reasonable adjustments are required. The new (two years) health passport is a one page document with the student's photograph, diagnosis if the student wishes, then a list of reasonable adjustments suitable for an animal/veterinary workplace. These have been determined by the Senior Tutors, who are vets, and we have built a database of templates to discuss with the individual student. The student controls who sees the passport.

The RCVS are building guidelines for reasonable adjustments for neurodiverse students on placements and are developing their guidelines around our practice.

Biography

Dr Veronica Roberts is Senior Lecturer in Equine Medicine at Bristol Vet School. She is a European and RCVS Specialist in Equine Internal Medicine. She has a PhD intrigeminal-mediated headshaking in horses and Fellowship of the RCVS for meritorious contributions to clinical practice. She is part of the Vet School Senior Tutor team

Oral Presentations

Exploring student experience of the cost-of-living crisis

[Professor Sheena Warman](#)

Presented by Sheena Warman, on behalf of the FHS Student Finance Working Group (Jo Hartland, Nichola Roskelly, Dave Dymock, Astrid Linthorst, Craig Johnson, Susan Holt, Ben Harrison, Bex Coveney; with statistical support from Linda Hollen)

Session summary

With the cost-of-living crisis having a significant impact on students nationwide, a working group was established within Faculty of Health Sciences to identify the financial challenges specific to our students, and to identify how best to signpost and destigmatize support.

Work Package 1 analysed data from the Financial Assistance Fund (September 2023), confirming that FHS students are over-represented in both number and size of awards from this fund, with the greatest need in the penultimate year of non-modular programmes, and BVSc(AGEP) particularly affected.

Work Package 2 reviewed the student-facing information available regarding financial support; discrepancies and gaps were identified and resolved.

Work Package 3 comprised a survey which was circulated to students in April-June 2024; 154 students responded (67% BVS, 15% BMS, 16% BDS, 2% SoA). 54% of participants had applied to University funding support schemes; for most, funding received was temporarily adequate. The NHS bursary was considered inadequate. Participants highlighted the importance of communicating with students

regarding financial support prior to the start of their programmes. 81% of participants were currently experiencing, or had recently experienced, financial hardship. 47% had term-time jobs and 53% had vacation jobs; home students, female students and students of Black ethnicity were more likely to have term-time jobs than international students, male students and other ethnicities, respectively. 58% of respondents worked more than 10 hours/week in term-time, with second or subsequent degree students more likely to be working >20 hours/week. Students reported financial challenges impacted on many areas of life, most frequently access to extra-curricular activities, mental wellbeing, and access to additional academic opportunities; these impacts were particularly experienced by students with disabilities and students doing a second or subsequent degree.

Qualitative analysis indicated three broad themes: objective limitations to accessing support (eligibility and access; increasing costs but decreasing support); experiential limitations (awareness and signposting; process barriers; bias, stigma and assumptions; and experiences of conflict and consequences (work vs study; daily burdens; impact on wellbeing). Recommendations to address these challenges are being developed for schools, faculties and central university services.

Biography

Sheena Warman is Professor of Veterinary Education. Following four years in mixed practice, Sheena undertook specialist training in small animal medicine, gaining RCVS and European Boards and worked in clinical practice until 2017. Sheena has previously been BVSc Final Year Lead, BVSc Programme Director, and School Education Director. She is currently Faculty Education Director (UG) and Deputy Head of School, and led the Steering Group for the BVSc Curriculum Review. She has active international research interests focussing on curriculum leadership, and exploring how veterinary schools can prepare students to practise contextualised care.

Sexual Violence Education with Anatomy Teaching

[Dr Hannah Dunne](#)

Abstract

Sexual violence (SV) affects over 1.1 million adults in England and Wales every year, with many more unreported¹. Future medical practitioners require detailed anatomical knowledge to document, describe and treat potential sequelae of SV. Lack of such knowledge can have long-term physical, psychological and legal ramifications. Intercalating Functional and Clinical Anatomy students were provided with case-based scenarios in a seminar format, focusing on the anatomy of the male and female urogenital tracts. One of the cases centred around a disclosure of recent SV and the following clinical examination and medical care. Students used their knowledge of anatomy to guide them through collection of forensic evidence and consider how to document their findings. This session was approached using guidance on teaching of sensitive forensic topics and emphasised student support and choice. Challenges faced included balancing educational goals with potential risk of vicarious trauma to students. As a lecturer and forensic clinician, consistent reflection on my own positionality, boundaries and ethical responsibilities was also paramount. SV is yet to be well established within any component of medical curricula internationally. The integration of this specialised area into anatomy helps prepare future clinicians, open important dialogues and highlight application of anatomy in forensic practice.

Biography

Dr Hannah Dunne is a Lecturer in Human Anatomy at the University of Bristol. Having graduated with a degree in Medicine from the Royal College of Surgeons in Ireland, she then went on to complete Basic Specialist Training in Obstetrics and Gynaecology. She currently continues her clinical work as a Forensic Medical Examiner in The Bridge Sexual Assault Referral Centre. Her passion is to combine her forensic and anatomy interests by creating focused anatomical resources for clinicians and integrate sexual violence education into medical and anatomy courses

The postgraduate education environment at a United Kingdom dental school

Dr Jennifer Haworth

Abstract

Introduction: Quantitative research on postgraduate (PG) dental students' perceptions of their educational environment is lacking. The aim of this research was to increase our understanding of taught PG dental students' educational environment.

Methods: A modified Dundee Ready Educational Environment Measure (DREEM) questionnaire (Roff et al., 1997) was distributed to PG students at Bristol Dental School. DREEM scores in relation to five domains (learning, teaching, academic, atmosphere and social), as well as total scores, were derived. DREEM domain and total scores were summarised using medians, interquartile ranges and full ranges. Demographic data and answers to additional global questions were categorised as frequencies and percentages.

Results: Thirty-four participants (50% response rate) from four taught PG programmes responded. Total DREEM scores suggest most postgraduate students' perceived educational environment to be "excellent" (55.9%) or "more positive than negative" (41.2%). The highest scoring domain was teaching and the lowest social. Global questions indicated good teaching support and acceptance of blending learning, although the reduced face to face peer/teacher contact did not meet the needs of some (20.5%) participants.

Conclusions: The learning environment at the University of Bristol was rated highly. The lower social scoring highlights potential deficiencies within the educational environment of these postgraduate students.

Biography

Dr Jennifer Haworth is a Consultant Senior Lecturer in Orthodontics at the University of Bristol and at the Royal United Hospital, Bath. She helps run the postgraduate orthodontic training and research programme at Bristol Dental School. She has a particular interest in educational research for postgraduate clinical trainees

Workshop: Who are we talking to?

Raven J. Hope, Dr Emma Cahill, Dr Emma Yhnell

Abstract

In a room full of people, do we ever really know who we're talking to? When you're talking to hundreds of people, the chances are – you don't. Knowing your audience is one of the most important parts of communication but is currently more difficult than ever in Higher Education settings. With many in health sciences having a personal reason behind their interest, this can lead to accidental alienation and misunderstandings. This is an experience most, if not all, people can relate to. Perhaps your words don't always match what you truly mean, or you feel uncomfortable with how something was said – we've all done it. We've all felt it. So, what do we do when it's impossible to know who we're talking to? We assume everyone is in the room. This workshop will outline the student experience of health sciences when you're being taught about conditions you live with, care for others with, or have lost people to. We will cover actionable tips for best practise in teaching and working with others when it's impossible to know who, exactly, we're talking to. Through this workshop, we'll learn how to be more inclusive in an area that involves us all.

ILOs

1. To gain knowledge and understanding of the lived student experience of health sciences
2. To gain knowledge and “top tips” of best practise in teaching health sciences in engaging and innovative ways.
3. To gain knowledge and “top tips” of best practise of working in health sciences

Biography

Raven J. Hope is a 4th Year Neuroscience Integrated Masters student at Cardiff University, who has recently completed a research placement year at the University of Bristol in the Cahill Lab. Her research focused on neurocircuitry underlying anxiety-like behaviour with relevance to PTSD and anxiety disorders. She is also an award-winning champion of social mobility, drawing on lived-experience to create a more inclusive and accessible educational world for all. Along side this, she's a trauma-informed tutor for children with complex and additional needs, and runs a trauma-focused science communication platform.

Dr Emma Cahill is a Lecturer in Neuroscience at the School of Physiology, Pharmacology and Neuroscience in the University of Bristol. Emma took her BA in Natural Sciences, specialising in Neuroscience, at Trinity College Dublin before moving to Paris to complete her PhD on the mechanisms of cocaine's effects on the brain. She moved to the UK in 2014 to the University of Cambridge, where Emma was awarded a BBSRC Future Leaders Anniversary Fellowship to develop her independent research on the signalling proteins and receptors that regulate specific stages in memory processing. During this time, Emma was elected as a Fellow of Murray Edwards College, a College founded for students who identify as female. There she was the Director of Studies for Psychology, and the Executive Postgraduate Tutor for over 200 graduate students. Emma's current research explores fundamental questions related to understanding the physiological basis of memory, drawing on the influence of

psychological models. Her group also investigates the relationship of fear and anxiety, and whether the two emotional states may be supported by neurochemically and anatomically distinct mechanisms.