

Wednesday 16th September 2026

(onsite – Tooting campus)

08:30-09:25 Registration, tea and coffee

09:30-09:40 Welcome and introduction

09:40-10:20 Unthinking the traditional placement: innovation to drive efficiency in a multi-disciplinary model

Professor Robert Waterson (University of East London)

10:20-11:00 Amplifying unheard voices through medical education

Dr. Rageshri Dhairyawan (Author of *'Unheard: The medical practice of silencing'*)

11:00-11:10 What does effective learning and teaching look like in clinical practice?

Dr. Elizabeth Staddon, Dr Saranne Weller, Dr Nicola Buxton

11:10-11:30 BREAK

11:30-12:15 What does effective learning and teaching look like in clinical practice? Educator voices: reflections and suggestions

12:20-13:15 Lightning talks: Promoting psychological safety in clinical learning

13:20-14:20 LUNCH

14:20-16:10 Breakout sessions (14:20-15:10 and 15:20-16:10)

Each participant to choose up to **TWO** 50-minute breakout sessions from the list below.

A	Allyship for medical educators
B	How might AI-mediated roleplay give students more opportunities to rehearse clinical conversations, make mistakes and build confidence?
C	Great escapes: building tasks, challenges and competition into medical education
D	Making teaching better: embedding academic learning in busy clinical areas
E	Seeing the bigger picture: understanding where your placement fits into the MBBS curriculum
F	Open drop in with MBBS senior leadership team

16:10-16:30 BREAK

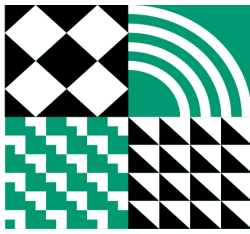
16:30-16:50 Shaping Tomorrow's Doctors: reflections and priorities

Dr Sarah Krishnanandan & Dr Shehla Baig

16:50-17:30 Developing your role in medical education (with Q&A)

Mr Abbas Ghazanfar & Dr Hamed Khan

17:30-17:45 Final thoughts and close



Plenary overviews

Unthinking the traditional placement: innovation to drive efficiency in a multi-disciplinary model

This presentation examines how rethinking traditional placement models can improve efficiency and increase placement capacity through multi-disciplinary working. Rob Waterson shares insights into innovative approaches that support sustainable, high-quality practice learning across professional groups.

Amplifying unheard voices through medical education

In this talk Dr Dhairyawan explores who gets heard and believed in medicine and who doesn't, and how this leads to a pervasive culture of silencing that impacts patient safety and health equity. She will focus on what medical educators can do address this issue.

What does effective learning and teaching look like in clinical practice? (pt 1) Educator voices: reflections and suggestions (pt 2)

(pt 1) In this brief introduction we will pose a series of questions for educators informed by the current evidence on effective teaching and learning strategies within practice-based settings.

(pt 2) This interactive small group session will prompt you to draw on existing experience to share and test out teaching ideas and approaches that work well in your setting. You will also be encouraged to identify enablers and challenges to teaching that can be further explored through theoretical lenses about learning and used to shape future educator development.

Lightning talks: Promoting psychological safety in clinical learning

Four presentations of projects and initiatives on the theme of psychological safety in clinical learning

Shaping Tomorrow's Doctors: reflections and priorities

Join the Programme Director for an update on the Medicine programme, reflecting on recent achievements, challenges, and key developments across the course. This plenary will outline current priorities and future directions, highlighting how we are working together to shape the education and training of tomorrow's doctors.

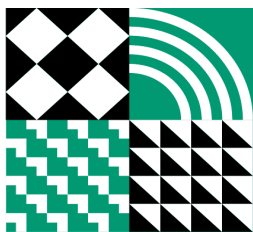
Developing your role in medical education (with Q&A)

This plenary will explore practical ways to develop an interest and expertise in medical education throughout your clinical career and highlight the diverse opportunities available to get involved in teaching, assessment, and educational leadership within the University's medicine programme. The plenary will be followed by a Q&A with senior clinical academics.

Workshop descriptors

A Allyship for medical educators

This workshop explores the role of allyship in medical education and how educators can actively foster inclusive, equitable, and psychologically safe learning environments for all students and colleagues. Participants will examine the principles of allyship, recognise the impact of conscious and unconscious bias, and develop practical strategies for challenging discrimination, addressing microaggressions, and advocating for learners from underrepresented groups. Using real clinical education scenarios, attendees will gain the confidence and skills to become effective allies, promoting belonging, fairness, and inclusion across clinical placements and educational settings.



B How might AI-mediated roleplay give students more opportunities to rehearse clinical conversations, make mistakes and build confidence?

This interactive workshop will explore practical applications of generative AI across clinical education. We will introduce the broader possibilities of AI-mediated roleplay, drawing on projects across several professional disciplines before presenting the development of an AI-patient initiative for Psychological Wellbeing Practitioner training as a practical case study – from an initial module-based activity to an interactive virtual clinic and structured clinical skills resource. Participants will have an opportunity to engage directly with AI-mediated roleplays. Drawing on this experience, the case study and participants own contexts, the workshop will create space to reflect on where this approach may be useful, what educators might need to consider before introducing it and how it could sit alongside existing clinical skills teaching. Attendees will leave with practical ideas for possible applications within their own educational settings.

C Great escapes – building tasks, challenges and competition into medical education

Escape rooms (ERs) are popular and engaging team games, used from corporate team building to stag nights. At their core, ERs feature puzzles that, when solved, unlock the next puzzle and so on, eventually allowing 'escape'. These puzzles are very varied in nature and ERs can range from table-top exercises to immersive adventures. ERs are calibrated to the participants, set around themes, and feature solo tasks or complex puzzles needing a diverse team to work together. In medical education settings, they have been used primarily to help groups working, rather than deliver educational content. Some areas of the curriculum are naturally engaging, and some less so. Some are vital to learn but lean towards rote-memorisation e.g. anatomy, biochemistry and prescribing. Other areas are hard to engage with as they are outside a student's normal world, including patient safety, safeguarding, medical law and ethics. Escape Room (ER) methodology can be used to deliver all of these curriculum elements. The practice of medicine is a team game: large groups work together to safely and effectively treat patients. However undergraduate courses model solo learning and assess students individually. This gives students little opportunity to learn from each other, cherish each other's skills and experience teams that function. ERs are a setting where this has to happen, if the team are ever to 'escape' at all! Healthcare courses would benefit from ERs alongside other forms of curriculum delivery but are rarely used. This session attempts to change this. It looks at what an ER does and how they are constructed. ERs are puzzles, and the session looks at how these can be adapted to healthcare, driving integration of knowledge. Approaches that foster teamwork and collaborative working are discussed and we conclude by exploring incentives, and how competition can, sometimes, drive learning.

D Making teaching better: embedding academic learning in busy clinical services

This workshop will present the development and implementation of *Academic Psychiatry in Clinical Practice (APIC)*, a structured biweekly teaching programme established within Sutton Community Mental Health Teams. Developed in response to increasing service pressures and diminishing opportunities for formal teaching, APIC demonstrated how academic learning can be sustainably integrated into routine clinical practice without significant additional resources. We will explore the rationale behind the initiative, its practical structure and key components, including evidence-based updates, trainee-led presentations and discussions focused on clinical application. Participants will learn how the model supports trainee development, encourages in audit and quality improvement activities and strengthens multidisciplinary learning across community mental health services. Drawing on real world experience of implementation, the workshop will share lessons learned, measurable outcomes and practical strategies for balancing educational priorities with service delivery demands. The approach is transferable across specialties and healthcare settings, offering clinical educators a framework for creating a sustainable culture of learning within everyday practice.

E Seeing the bigger picture: understanding where your placement fits into the MBBS curriculum

In this workshop, we will outline important MBBS curriculum developments and explore how your placements fit into the wider student learning journey. The session will include opportunities to discuss strategies for helping students become more independent and proactive learners in clinical settings, including through the use of the digital curriculum map (George).

F Open drop in session with MBBS senior leadership

An informal opportunity to meet with members of the MBBS senior leadership team. Discuss matters important to you as clinical educators and raise questions or suggestions relating to the programme.