



THE UNIVERSITY of EDINBURGH
Edinburgh Medical School

Biomedical Sciences

LEARNING and TEACHING FORUM

14th of August 2019

10:00- 13:10

HRB lecture theatre,

Hugh Robson Building, George Square

Join us for the **3rd annual BMS Learning and Teaching Forum** to celebrate Learning, Teaching and Student support at the Deanery of Biomedical Sciences. A morning of presentations showcasing recent initiatives and ongoing projects in student learning, teaching, and research in Teaching and Learning.

We are also fortunate to welcome Professor Derek Scott from the University of Aberdeen who will start the event with a presentation entitled "*Use of Objective Structured Practical Examinations (OSPE's) to assess science student practical skills and graduate attributes*". (See synopsis and Prof Scott's biography below after the programme)

Coffee and lunch will be provided so make sure to book your place for catering purposes.

To book your place, please register on Eventbrite: <https://www.eventbrite.com/e/bms-learning-and-teaching-forum-tickets-65908362687>

Programme

10:00 Welcome and Introduction. Phil Larkman (BMS Director of Teaching)

10:05 "Use of Objective Structured Practical Examinations (OSPE's) to assess science student practical skills and graduate attributes". Prof Derek Scott, (University of Aberdeen)

11:00 *Coffee break (HRB staffroom)*

11:20 QAE Updates. Michael Daw (BMS QAE Director)

11:30 "BMS Student Staff community: Insights from an IAD secondment project" Céline Caquineau (BMTO)

11:50 "Behind the 'Scope' - *attempting to overcome unintentional intimidation*" Brenda Murage (CDBS)

12:05 "Making the most of lecture capture" Phil Larkman (BMTO)

12:25 *Title tbc*, Peter Kind (CDBS)

12:45 "JoVE - a catalyst for scientific education" Rebecca Ellrington (The Journal of Visualized Experiments)

13:05 Closing remarks. Phil Larkman

13:10 *Lunch (HRB Staffroom)*

Professor Derek Scott

Derek Scott holds the Chair of Physiology & Pharmacology Education at the University of Aberdeen. He is Deputy Director of Teaching for Medical Sciences, has been degree coordinator for Anatomy, and is currently involved with planning the University's new Science Teaching Hub. He teaches across medicine, dentistry, physician associate, and multiple science degrees at all undergraduate and postgraduate levels.

Derek is Education & Teaching Theme Lead for the Physiological Society, and a member of the American Physiological Society and the Human Anatomy & Physiology Society of North America. His role with the Physiological Society has allowed him to organise workshops and conference symposia that highlight the innovative educational work that colleagues are undertaking in the life sciences. He has presented his educational work nationally and internationally. The central theme of his educational work involves working with students as partners when developing educational innovations. This year he was winner of the University of Aberdeen's inaugural Principal's Teaching Excellence Award for his team's work adapting clinical objective structured practical examinations (OSPE's) to assess science practical skills across multiple disciplines.

Derek has spent his professional career as a teaching-focused academic and is passionate about helping university teachers improve their chances of career promotion and progression. As well as OSPE's, Derek's educational work includes using infographics to replace standard student poster/oral assessments, how science students can help the NHS in quality improvement activities, enhancing data capture in practical classes, using high-fidelity simulation to teach medical science, and use of gamification to help students learn.

“Use of Objective Structured Practical Examinations (OSPE's) to assess science student practical skills and graduate attributes”

Objective Structured Practical Examinations (OSPE's) are assessments of theoretical, practical and problem-solving skills at multiple stations which are frequently used to evaluate clinical practical skills (Harden and Cairncross, 1980). Although non-clinical disciplines rarely use this successful assessment style, we have adapted this format to assess a wide range of communication, ethics, numeracy, graphic interpretation and science laboratory practical skills. This approach helps to prepare students for research projects and enhances graduate attributes and employability skills.

This presentation will discuss how we developed this idea to replace a large, traditional, all-day practical class in one course. We will then explore how the concept was refined over several years, how we overcame resistance from colleagues to try something different, and why student demand has meant its gradual expansion across multiple science degree programmes at undergraduate and postgraduate level. In addition, we will highlight how student partners have been key in helping us deliver these learning experiences more effectively, and how we are helping students use their OSPE experiences to better prepare them for the job market.