

Action Plan for Leeds School of Medicine

Requirements

Report Ref	Due Date	Description	Action taken by medical school to date	Further action planned by the medical school	Timeline for action (month/ year)	School lead
LSM1	Next scheduled report to the GMC	The school must engage regularly with the Local Education and Training Board to share information relating to patient safety concerns, and quality management of the training environment.	The School notes the requirement to engage more closely with the local LETB, and that this is a regional priority for all Schools. We welcome this opportunity to work more closely with colleagues at HEY&H and collaborate with other medical schools within the Yorkshire region. We have already embarked on this, meeting with the Local Director at HEY&H, outlining a number of suggestions where communication and interaction can be improved.	A review of Regional-LETB interactions is underway in Yorkshire & Humber, led by Professor Weetman, and we hope that recommendations from this review will form the bedrock of future structures.	See actions to date. Regional-LETB review has been launched following receipt of the GMC regional review and will run throughout 2015.	Dean of Medicine

Recommendations

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LSM1	Next scheduled report to the GMC	The school should consider reviewing their processes for the formal monitoring of action plans.	Action plans, timescales and completion more clearly identified and embedded in all clinical placement quality reviews. Monitoring action plans already embedded in campus based activity.		Rolled out across all clinical placement and MPET/LETB meetings over remainder of academic year.	Placements & Partnerships Manager
LSM2	Next scheduled report to the GMC	The school should consider improvements that can be made to the ESREP project in the interim period before a full evaluation.	The 2014-15 session represents the first time our dedicated ESREP (Extended Research Project) has run through. Initial improvements: <ol style="list-style-type: none"> 1) Student led 'World Café' event to help gather suggestions for interim improvements. 2) Increased student participation in editing/co-creation of ESREP support materials 3) Better support material for assessors and project supervisors 	Additional changes will result from a formal evaluation process of our whole Research and Evaluation (RESS) curriculum strand. This was launched as part of the new Leeds MBChB curriculum in 2010, and 2015 represents the first student cohort to successfully complete this 5 year strand, and a timely opportunity for formal evaluation and dissemination of good practice and student achievements	Initial improvement activity has already been actioned. A number of changes (support for students and supervisors) has been embedded for the cohort who are in the early stages of ESREP. The formal University review is underway, and will conclude in the latter part of 2015	Research, Evaluation and Special Studies curriculum strand lead & Director, MBChB

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LSM3	Next scheduled report to the GMC	Processes for giving feedback to students should be reviewed to ensure that they are receiving a consistent, high quality, and detailed level of feedback on assessment.	<p>The School has launched a scholarship driven, innovative Personalised Adaptive Learning/feedback project, using technology enhanced learning to help students map and act on the entirety of their feedback</p> <p>A number of new initiatives have taken place in advance of the GMC review including trialling of detailed narrative feedback for Finals exams in the 2013-14 session, which was well received by students.</p> <p>Enhanced feedback (including narratives) will be extended to Years 4 and 5 OSCEs (2014-15) and Year 3 OSCEs (2015-16)</p>	<p>Further enhancement of the programme's IDEALS course (which includes personal and academic development) with a focus on receiving and responding to feedback</p> <p>A dedicated 'Feedback OSCE' is also planned for delivery to Year 2 students in the 2014-15 session.</p>	<p>High stakes OSCE feedback enhancements as per 'action to date'</p> <p>Enhanced learning activity on responding to feedback for implementation from 2015-16 session</p> <p>Feedback OSCE for year 2 students to be delivered in Summer 2015.</p> <p>Personalised Adaptive Learning project ongoing</p>	Director of MBChB
LSM4	Next scheduled report to the GMC	The school should consider how super assistantships are communicated to students and staff going forward, as we found some confusion around their purpose and format.	Super-assistantships are a research informed project to enhance placement experience in final year. These placements are ones where students have additional levels of responsibility, and spend the entire duration on a junior doctor type shift pattern with closer supervision	<p>The next phase of super-assistantship placements are being trialled in partner NHS Trusts.</p> <p>The curriculum team will ensure the 'lessons learned' from these pilot sites and GMC feedback are clearly applied</p>	<p>2015-16 final year placement rotations will clearly delineate where super assistantships occur</p> <p>Detailed student guidance is already embedded</p>	Head of Curriculum Development & Head of Year 5

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			<p>This has led to excellent student and supervisor evaluation, but a degree of confusion in respect of nomenclature.</p> <p>As these placements are moving from a research based format and being embedded across areas of the final year, the School will be taking the GMC feedback as an opportunity to:</p> <ol style="list-style-type: none"> 1) More clearly highlight the presence of these placements within final year rotations 2) Provide enhanced induction/support for these placements 			

Good practice

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LSM1	Next scheduled report to the GMC	The IDEALS framework is a useful, holistic approach to patient care that encompasses ethics, professionalism, patient safety, and the clinical care of patients.				
LSM2	Next scheduled report to the GMC	The introduction of a mandatory professionalism ceremony for third year students is a positive addition to the curriculum and encourages the culture of professionalism that was evident.				
LSM3	Next scheduled report to the GMC	The approach to patient and public involvement. Members of the patient and carer community (PCC) are embedded in the management structure, teaching and research activity of the medical				

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LSM4	Next scheduled report to the GMC	There is a good strategic approach to the use of technology to enhance and support medical education. Development of this technology is achieved in co-creation with students, and in response to student feedback.				