

Review of University of Cambridge, School of Clinical Medicine

This visit is part of a regional review and uses a risk-based approach. For more information on this approach see [the General Medical Council website](#).

Review at a glance

About the School

Programmes	<ul style="list-style-type: none"> • Standard Clinical Course (MB BChir) • Cambridge Graduate Course (MB BChir) • MBPhD Programme (PhD, MB BChir)
University	The University of Cambridge
Years of course	<p>MB BChir</p> <p>Standard Course: Six years</p> <p>Graduate Entry Course: Four years</p> <p>MBPhD: Nine years</p>
Programme structure	<p>The six year programme is structured in two main phases, the pre-clinical stage and the clinical stage. The Medical and Veterinary Sciences Tripos (MVST) forms the “pre-clinical” stage of the course which comprises years one, two and three. The Tripos consists of a range of biological and physical sciences. It enables students to gain the scientific knowledge and skills relevant to medicine. The entire pre-clinical course is taught via lectures, practicals and tutorials (known as college - based supervisions). Learning in clinical environments takes place in the Preparing for Patients programme. Medical students and veterinary</p>

students are taught a number of modules together during the pre-clinical course.

In year one, medical students cover topics in core medical sciences: Functional Architecture of the Body (Anatomy), Molecules in Medical Sciences (Biochemistry) and Homeostasis (Physiology). There is a specific clinical strand entitled 'Preparing for patients (PfP) A' based around patients in General Practice. Students study the Social Context of Health and Illness, Medical Ethics and Law and do a course entitled Introduction to the Scientific Basis of Medicine. In year two, medical students learn about Biology of Disease (Pathology), Mechanisms of Drug Action (Pharmacology), Human Reproduction, Neurobiology and Human Behaviour and the Anatomy of the head and neck. 'Preparing for patients B' is based around hospital care. In year three, students are given the choice to study a Part II in Biological and Biomedical Sciences or the Natural Sciences Tripos, or any other Tripos with permission (eg Engineering, History of Medicine and Medical Ethics etc). They also continue 'Preparing for patients' in PfP C (based around complementary therapies and the voluntary sector) and PfP D (based around a longitudinal attachment to a family expecting a baby or with an infant). At the end of year three, all students are awarded a BA degree.

The clinical course comprises years four, five and six. The clinical course enables medical students to build upon the scientific knowledge they acquired in the pre-clinical course. Students develop their clinical and professional skills ready for their postgraduate training as foundation doctors and beyond.

Each of the three years has a focus. In year four, medical students undertake their core clinical practice.

During this year they develop their skills in history taking, clinical examination and basic diagnostic reasoning. This year includes learning about general medicine, emergency care, elective surgery and anaesthetics and includes learning in general practice. In year five, medical students do specialist clinical practice where they gain experience in clinical disciplines including maternal and child health, neurosciences, cardiovascular, metabolism, infection and immunity, cancer, transplantation and specialist surgery. Year five includes learning in general practice and student selected material in specialist medicine and specialist surgery. Between years five and six, students do their Elective Studies Student Selected Component (SSC) in which they follow a clinical or research area of their choice in the UK or abroad. Finally in year six, medical students complete applied clinical practice. This includes placements in senior surgery, senior medicine, senior emergency and acute care and senior general practice.

Clinical teaching takes place at Addenbrookes Hospital and regional partner NHS trust hospitals across the East of England region. Throughout the three years, students are also exposed to general practice in Cambridge and the surrounding areas. The focus across these three years is understanding medicine from the patients' perspective and therefore aspects such as professionalism, diagnostic reasoning and patient investigation are some of the themes which run throughout the curriculum.

Cambridge Graduate Course (CGC) programme: students on the CGC programme study Years one and two of the standard course, sitting the second MB components of the MVST. In the vacations they have

	<p>clinical learning, based at West Suffolk Hospital and surrounding GP practices. Year three is integrated with year five of the standard course. Year four is the same as year six of the standard course, but based at West Suffolk Hospital.</p> <p>MBPhD programme: students undergo a separate selection process before starting the clinical course. They intercalate a PhD between years four and five. On their return to the main programme, they are placed at West Suffolk for the final year together with the CGC students.</p>
Number of students	<ul style="list-style-type: none"> • Standard Course: 272 • Cambridge Graduate Course: 20 • MBPhD programme: 5-10 (from within the 272)
Number of LEPs	<p>Ten hospitals:</p> <p>Addenbrookes Hospital, Cambridge University Hospitals NHS Foundation Trust</p> <p>Bedford Hospital, Bedford Hospital NHS Trust</p> <p>Hinchingbrooke Hospital, Hinchingbrooke Health Care NHS Trust</p> <p>Ipswich Hospital, Ipswich Hospital NHS Trust</p> <p>Lister Hospital, East and North Hertfordshire NHS Trust</p> <p>Papworth Hospital, Papworth Hospital NHS Foundation Trust</p> <p>Peterborough City Hospital, Peterborough and Stamford Hospitals NHS Foundation Trust</p>

	<p>Queen Elizabeth Hospital King's Lynn, The Queen Elizabeth King's Lynn NHS Foundation Trust</p> <p>West Suffolk Hospital, West Suffolk NHS Foundation Trust</p> <p>Whipps Cross NHS Foundation Trust</p> <p>Plus 4 Mental Health Trusts:</p> <p>Cambridge and Peterborough Foundation Trust</p> <p>South Essex Partnership Foundation Trust</p> <p>Norfolk and Suffolk Foundation Trusts</p> <p>Hertfordshire Partnership University NHS Foundation Trust</p> <p>Multiple GP placements</p>
Local HEE Local Office	Health Education East of England local office

About the visit

Visit dates	11 & 12 November 2015
Sites visited	School of Clinical Medicine
Areas of exploration	Patient safety, quality management, student fitness to practise (FtP), equality and diversity, student progression, design and delivery of the curriculum, assessment, student support and pastoral care, student evaluation and feedback, clinical placements, resources, student assistantships, F1 preparedness,

	public and patient involvement
Were any patient safety concerns identified during the visit?	No
Were any significant educational concerns identified?	No
Has further regulatory action been requested via <u>enhanced monitoring</u>?	No

Summary

- 1 We visited the University of Cambridge's Schools of Biological Sciences and Clinical Medicine (which we will jointly refer to hereafter as the school) as part of the regional review of the East of England. The regional review also included visits to Norwich Medical School, Health Education East of England Local Education Training Board (LETB) and seven local education providers (LEPs). The University of Cambridge is a confederation of schools, faculties, departments and Colleges. Medical education is jointly delivered by the School of Biological Sciences and the School of Clinical Medicine. Medical students are admitted to one of 29 colleges and can study the standard medical course (MB BChir), the Cambridge Graduate Course, or the MBPhD programme.
- 2 The school is currently making changes to the curriculum. The aim is to make the School of Biological Sciences and the School of Clinical Medicine link in a more coherent fashion. All pre-clinical students admitted from 2014 onwards will stay in Cambridge and its associated local education providers for their clinical studies (prior to this date approximately half the students completed clinical studies in

London or Oxford). This will ensure better linkage between years 1-3 and 4-6, and more continuity for all students. Cambridge medical students will continue to gain clinical experience in the East of England region.

- 3** Overall we were impressed with the school's commitment to education and learning. Staff are enthusiastic and committed to improving the curriculum to meet the needs of students and the growing demands of the NHS in the East of England region. They offer a challenging learning programme with access to academic excellence to ensure a range of career options post-graduation. The choice of courses such as the graduate entry course and the MBPhD programme enables students to study medicine as a scientist, scholar, practitioner and professional.
- 4** We were also impressed by the students we met with at the school and at the LEPs. The students we met on the undergraduate programme were passionate about their studies and would recommend the programme. The school is responsive to feedback from their staff and students; they use this feedback to make improvements to their curriculum for example, student feedback led to the enhancements currently being made to the clinical stage of the course. Students told us, however, that they find the learning outcomes for some elements difficult to understand and the assessments used in the pre-clinical stage tend to lack variety in their methodological approach.

Areas of good practice

We note good practice where we have found exceptional or innovative examples of work or problem-solving related to our standards that should be shared with others and/or developed further.

Number	Paragraph in <i>Tomorrow's Doctors</i> (2009)	Areas of good practice for the School
1	TD 124	The undergraduate clinical supervisor programme is a highly valuable teaching tool and resource for students.
2	TD 83, 101, 125	The excellent variety of programmes on offer to students including the access to research opportunities.
3	TD 128	There are excellent support mechanisms in place for teaching staff.
4	TD 124	The development and roll out of Coordinating Regional Clinical Sub-Deans.

Good practice 1: The undergraduate clinical supervisor programme is a highly valuable teaching tool and resource for students.

- 5** The undergraduate clinical supervisor programme involves selected doctors in training supervising undergraduate students. They help deliver the teaching programme offering support to students particularly in preparation for examinations. The clinical supervisor programme is very popular with students and

staff alike. It is well managed with regular contact and direction maintained through termly newsletters, meetings with the supervisor programme lead and via the clinical supervisor representatives. Regional clinical sub deans ensure that the doctors in training in the LEPs acting as regional clinical supervisors are teaching the Cambridge curriculum. All clinical supervisors are trained and monitored effectively with clear objectives. For example, as part of this programme, clinical supervisors are given the opportunity to undergo a staff development programme for which they get an Associate Fellow of the Higher Education Academy (AFHEA) accreditation. This is professional recognition of their commitment to teaching and learning in higher education.

- 6 The clinical students we met commented that the clinical supervisor programme was a welcome support in the regional trusts in which they work and study. The academic and clinical tutors we met also praised the clinical supervisor programme; they stated that for all students involved in the programme, meeting regularly with their supervisors in small teaching groups helped them to maintain a focus on their studies.

Good practice 2: The excellent variety of programmes on offer to students including the access to research.

- 7 We heard much enthusiasm for learning and academic excellence at the school. The variety of programmes meets the different needs and expectations of students, especially the access to research through Part II and the SSC's of the MBChB course and the MBPhD programme. Additionally, students also access research through INSPIRE by means of a grant obtained in competition from the Academy of Medical Sciences and the Wellcome Trust. This offers all medical (and dental) undergraduates exposure to biomedical research (not just students intending a career in academic medicine). During the PhD phase of the MBPhD, students are still able to maintain their clinical skills via a specific curriculum, which is advantageous for a student's future career options. The students that we met have had their research published. Furthermore, there are a variety of entry points into medicine at Cambridge including the graduate entry course. The students we met commented that their clinical and academic tutors are excellent and they provide them with a high level of teaching. We also found through speaking to the tutors that they are very supportive.

Good practice 3: Excellent support mechanisms in place for teaching staff.

- 8** The systematic approach to the development and peer review of teachers and clinical supervisors is exceptional. Regular training is provided for all staff. For example, in the last twelve months, three 'Teaching the Teachers' courses have been combined to form the integrated Foundation in Medical Education (iFME) course. This strengthens teachers' personal educational development as they identify professional standards (linked with HEA UK Professional Standards Framework) that they can all work towards in their teaching. Peer review is part of appraisal and every tutor is expected to watch another teach and then give feedback. The teachers we met felt this was a valuable exercise as it enabled them to share good practice and learn from each other. The teachers commented that they felt well supported by the management staff at the schools. They felt encouraged to put in the extra time needed to help students achieve, such as delivering the extra dissection course over the summer and bringing patients to lectures to provide a realistic, patient-centred, focus to their teaching. The senior management team also commented that they use peer review to ensure they are achieving student outcomes.

Good practice 4: The development and roll out of Coordinating Regional Clinical Sub-Deans.

- 9** The Coordinating Regional Clinical Sub-Deans are a new initiative introduced by the School to enable the consistent management of quality in all of the regional trusts. Each regional partner teaching hospital has a clinical sub-dean. The regional hospitals have been divided geographically into three teaching hubs plus the centre. The coordinating regional clinical sub-deans are placed in each regional hub throughout the East of England and they manage the quality of placements in the trusts in their allocation. Clinical teachers and senior managers also use the coordinating regional clinical sub-deans to help detect and effectively quality manage areas of poor practice based mainly on student feedback. The regional clinical sub-deans we met expressed considerable alignment with the school. The network of coordinating and regional clinical sub-deans meets regularly to share and disseminate information to help manage standards across the LEPs.

Requirements

We set requirements where we have found that our standards are not being met. Our requirements explain what an organisation has to address to make sure that it meets those standards. If these requirements are not met, we can begin to withdraw approval.

Number	Paragraph in <i>Tomorrow's Doctors</i> (2009)	Requirements for the School
1	TD 82	The school must review the effectiveness of their communication with students about the course information available to them and any limitations in regard to what they can provide.
2	TD 103, 109, 110	Until the new curriculum is fully embedded, the school must reinforce the opportunity for student assistantships to increase student preparedness for the Foundation programme.

Requirement 1: Review the effectiveness of the communication with students about the course information available to them and any limitations in regard to what they can provide.

- 10** The information available to students about the learning outcomes for some elements of the course, (namely year four of the standard course and year two of the graduate course) is not easy for them to understand. Many of the students we met commented that they depended on their peers in the year ahead of them for clear information about the learning outcomes for some elements of the course and how they will be examined. The year four students on the standard course and the year two students on the graduate programme outlined that, for them, understanding the learning outcomes is even more difficult as the curriculum has

changed and therefore they cannot depend on their peers in the year ahead of them to provide sufficient information. The academic and clinical teachers we met said that the information is available to students on the virtual learning environment (VLE). However, the students we met reported that although the VLE has improved in regards to its usability, it is still difficult to find all of the course information they require. The curriculum leads and senior managers we met felt that students do very well in their examinations despite this issue.

- 11** Furthermore, students on the clinical stage of the course also commented that their tutors at the different colleges had varying involvement with the examinations and assessments. They felt that there would be a difference in Final MB results relating to whether or not their college provided additional supervisions. Therefore the students we met felt that there was a differential level of examination and assessment-specific preparation and feedback, depending on which college they attended. However, the school assured us that the data shows no relationship between college and performance in Final MB results despite the clinical students' perceptions.
- 12** The need to improve the quality of information is particularly important for students on the graduate entry programme. During the visit, the graduate entry students we met told us that they are finding the programme challenging despite the support they receive in the first year of the course from supervisors and tutors. The graduate students we met felt there was a lack of clarity about the depth of knowledge required on this course. Senior managers did inform us that as students were on a graduate course, the challenge is greater and this does lead to anxiety for the graduate students but it does not affect the achievements and progress of these learners.
- 13** We recognise that the school do provide students with information about all aspects of their courses; however clear communication about how and where to access this information is needed. This will ensure all of the students are confident in obtaining and using this information. Currently, there appears to be a disconnect between the information the students are accessing, what further information they would like, and what the school state is available and can actually provide. This may involve explaining to students the limitations of the information the school can provide, for

example in regard to preparing for examinations, thus managing students' expectations.

Requirement 2: Ensure students are given the opportunity for student assistantships

- 14** The design of the new curriculum will enable the opportunity for further development of student assistantships which aim to prepare students for their first foundation year (F1). This will be in the form of a student apprenticeship which will take place at the end of year six after final examinations. However, for the current year five and six students who will not be affected by the new curriculum, it is important to ensure that they too get a student assistantship experience to fully prepare for their first F1 post. Currently, final year students do not get a formal student assistantship period allocated in their course. They have four 9-week placements where they are expected to act like assistants to F1 and F2 doctors and must take increasing responsibility for patient care. The school believes that through these placements, student assistantships are therefore an integral and expected part of the curriculum. The school must be clear which elements of the final year are considered a student assistantship and ensure that staff and students are aware of and understand the purpose of this element of the curriculum.
- 15** The senior managers we met commented that the element of apprenticeship is not as strong as it should be in its current form and they are looking into ways to promote this more effectively. The year six students we met commented that they did not have a great deal of knowledge about student assistantships, and although they could see the value of it in principle, they do not understand how it works in practice. We would encourage the school to recognise that this is an important aspect of the course to form a well-rounded doctor.

Recommendations

We set recommendations where we have found areas for improvement related to our standards. Our recommendations explain what an organisation should address to improve in these areas, in line with best practice.

Number	Paragraph in <i>Tomorrow's Doctors</i> (2009)	Recommendations for the School
1	TD 51 TD 172	The school should strengthen the existing quality monitoring of student perceptions and outcomes. This should include the systematic collection and analysis of data to measure processes in clinical environments.

Recommendation 1: Strengthen the existing quality monitoring of student perceptions and outcomes

16 Student feedback is collected frequently. We found that the school use student feedback to assess where quality is poor or good. The students we met commented that they are constantly asked to give feedback in the medical school and in every LEP. Student feedback is acted upon however the volume of feedback means at times it appears to students that senior managers do not use it to make changes and improvements. Currently, members of the senior management team sit on various committees throughout the medical school and across the University of Cambridge. Senior managers use this as a way to manage the quality of their medical programmes. However, this method is very dependent on the managers attending the committee meetings and sharing their inherent knowledge with other staff in order for it to be valuable. There is not a comprehensive system in place to

collect and analyse data specifically for the needs of the students in the clinical school. For example, it is not always clear how data obtained from each of the LEPs informs the quality management processes at the school.

Acknowledgement

- 17** We would like to thank the University of Cambridge, School of Clinical Medicine, School of the Biological Sciences and all the people we met during the visits for their cooperation and willingness to share their learning and experiences.

Appendix 1: Sources of evidence

Visit team

Team leader	Professor Jacky Hayden
Regional Co-ordinator	Professor Alastair McGowan
Visitors	Professor Helen Sweetland Ms Elaine Tait Dr David Evans Dr Craig Steele Dr Tim Crocker-Buque Dr Amelia Cook
GMC staff	Martin Hart, Assistant Director, Education and Standards Manjula Das, Education Quality Assurance Programme Manager Abigail Nwaokolo, Education Quality Analyst Jo Wren, Regional Liaison Adviser

Visit action plan

The document register (in appendix 2) gives more detail on the documents we reviewed.

Paragraph in <i>Tomorrow's Doctors</i> (2009)	Areas explored during the visit	Documents reviewed	People interviewed	Our findings
Domain 1: Patient safety				
TD 27; 28c; 28d	Communication between the medical school and the LEPs and HEEoE in regards to student fitness to practise (FtP)	Doc 1j: Regulations FtP Doc 1k: Regulations Appeals Process F1 Doctors Doc 1l: Regulations MVSP Doc 14e: Summary of the University's Fitness to	Senior managers Teachers Students	We heard in our meetings with senior managers and students that the student FtP process is clear. Senior managers informed us that they have clear communication between themselves and the LEPs and HEEoE in regards to student FtP.

		Practice procedures		Standards met.
TD 28e	Explore student awareness of patient safety and student responsibilities for raising and reporting concerns.	Doc 14k: Procedure for students who wish to raise concerns about patient safety Doc 14l: Pathway for concerns Doc 14m: Notes for student concern pathway	Students Teachers	Student awareness of patient safety and responsibilities for reporting concerns were identified as working well. Medical students receive good teaching on patient safety. They are clear about the procedures for raising and reporting concerns. Standard met.
Domain 2: Quality assurance, review and evaluation				
TD 39	The school's strategy for quality management	Doc 2a: 5 YP risk register summary Doc 3a: CS Quality Management Strategy	Quality management team Senior management	We found in our meetings with the quality and senior management teams that there is a real focus on improving the quality of education for all of the medical students at

		<p>Doc 3c: University Introduction to Quality Assurance</p> <p>Doc 3j: Clinical Medicine AQU 2013-14 - Annual Quality Update submitted by the Clinical School to the University, covering all courses undertaken by students within the School</p> <p>Doc 3p: Quality Assurance Structure for Teaching Programmes</p>	team	<p>Cambridge. The schools have a clear quality management strategy.</p> <p>A recent development that has been made to ensure the consistent management of quality across the LEPs and general practices is the coordinating regional clinical sub dean programme. This standard has been met.</p> <p>See good practice 4.</p>
TD 41	Explore how the medical school monitor the quality of each clinical	<p>Doc 3h: GP Visit Report Proforma</p> <p>Doc 4a: Bedford ANNUAL</p>	Quality management team	The school carries out annual quality assurance visits to trusts, to monitor the quality of clinical placements. It does this jointly with Norwich Medical School for those LEPs which

	placement.	<p>REPORT 2014-15</p> <p>Doc 4c: Addenbrookes ANNUAL REPORT 2014-15</p> <p>Doc 4e: Lister ANNUAL REPORT 2014-15</p> <p>Doc 4g: Ipswich QA Visit Notes 2015</p> <p>Doc 4i: King's Lynn Annual Report 2014-15</p> <p>Doc 4l: Action Plan 2015 Visits</p> <p>Doc 4k: Action Points Summary 2014 Visits</p>		<p>take students from both schools. The school also collates student feedback which helps them get an understanding of the quality of clinical placements at each of the LEPs.</p> <p>Standard met.</p>
TD 43a	Explore how student feedback	Doc 2d: SBS Risk Additional - Additional SBS	Quality	In our meetings with students, they informed us that they were often

	<p>is sought and used to monitor quality and make improvements</p>	<p>risk register item, regarding student satisfaction</p> <p>Doc 4a: Bedford ANNUAL REPORT 2014-15</p> <p>Doc 4c: Addenbrookes ANNUAL REPORT 2014-15</p> <p>Doc 4g: Ipswich QA Visit Notes 2015</p> <p>Doc 4l: Action Plan 2015 Visits</p> <p>Doc 4k: Action Points Summary 2014 Visits</p> <p>Doc 8i: A summary of the various ways in which feedback is collected,</p>	<p>management team</p> <p>Senior management team</p> <p>Students</p>	<p>called upon to provide feedback. However, it was not always clear to them how this feedback was used and what improvements had been made based on this feedback. The senior management and quality management teams confirmed the use of student feedback to make improvements, for example, the re-writing of the curriculum to better meet their needs.</p> <p>Standard met.</p>
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		analysed, and reported		
TD 51	Explore how the School ensure that LEPs deliver their curriculum as well as the Norwich Medical School one	Doc 3a: CS Quality Management Strategy	Students Curriculum management team Teachers	Prior to the visit, we felt there might be a problem for the LEPs simultaneously delivering the two curriculums from the medical schools. However, we did not hear of any issues with this. The LEPs manage this very well. All of the students we met confirmed that their clinical teachers are fully aware of the requirements of their curriculum. Standard met.
TD 52	Explore the effectiveness of the clinical school	Doc 1c: Clinical School Committees diagram	Senior management team	We heard about how the Education Quality committee is key to dealing with all student matters. They meet

	committee who meet termly in monitoring quality.	Doc 1h: Clinical school committee summary - The membership and terms of reference of the main Clinical School committees	Student representatives (from the committee)	termly to monitor the quality of all aspects of undergraduate education and to ensure standards are maintained. Clinical supervisors and student representatives are part of this committee. Standard met.
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Domain 3: Equality, diversity and opportunity

TD 56	Explore the fairness and equality in the delivery of undergraduate education.	Doc V8: School contextual information Doc 5a: University E&D Objectives Doc 5d: Equality opportunities policy	Senior management team Students	We found that the School has an appropriate equality and diversity policy in place. The senior management team informed us that the university collect data in regard to equality and diversity for their students centrally and they receive their information
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			<p>via the central admissions department. However, we were informed that data is not collated in regards to all of the different protected characteristics, for example religion.</p> <p>The students we met felt that the school were fair in the delivery of undergraduate education.</p> <p>In the documentary evidence, we read about how the School of Clinical Medicine organised a career options event which was targeted at women. It covered aspects such as flexible working, career breaks and work-life balance. We commend this.</p> <p>Standard met.</p>
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TD 57	Explore the value and strategic direction of their widening participation programmes	Doc V8: School contextual information	Senior management team Students	We heard about the widening participation programme at the University of Cambridge. Widening participation was recognised as an aspect enabling a few students from a wide range of backgrounds to study medicine at the school. Standard met.
TD 59	Explore reasonable adjustments for students with disabilities	Doc 14s: Information regarding what to do in the case of a request for special examination conditions including example arrangements	School Management Team, Quality Management Team and students.	We heard the school monitors all students with disabilities and routinely make reasonable adjustments. We also heard that they inform LEPs of any adjustments that students may need while on placement. None of the students that we met raised any concerns about reasonable adjustments.

				Standard met.
TD 60	Explore how the university collect and analyse data on whether students with certain protected characteristics are over or under represented in various aspects such as examination failures, grievance procedures, admissions.	Docs 10b and 10 c: Analysis of examination results from 2013 and 2014 in terms of gender, ethnicity and disability	Senior management team Quality management team Teachers.	The school use E&D data to detect and analyse any form of over and under representation or differential attainment in regard to examinations. It is unclear how this information is used in any significant detail to decrease or eliminate any differentials of attainment. Standard met.
TD 63	Explore the variability	Doc V8: School contextual	Students	Before the visit, we read about the college and supervision system at

	<p>between the quality of the colleges and supervisions system at the University of Cambridge</p>	<p>information NSS results</p>	<p>Senior management team</p>	<p>the University of Cambridge. Senior managers told us that it is a highly valuable system for medical students as they are able to receive consistent small group teaching. Furthermore, each college has its own support system which is a beneficial resource for every student. Students report that they like the college and supervision system at Cambridge.</p> <p>However, we also heard about students' feelings of perceived disparity between the colleges. This is being appropriately managed by the senior management team to ensure equality of opportunity for all students.</p>
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				Standard met.
TD 63	The process of allocation of students on clinical placements in the region.	Doc V8: School contextual information	Students Teachers Senior management team	<p>We questioned whether students felt that there was a fair process of allocation for all students to the different sites in the region including the periphery sites. Students assured us that they did not experience any unfairness in regard to where they conducted their placements.</p> <p>Senior managers outlined the process currently and the changes they intend to make with the new curriculum. This will involve the regional teaching centre 'hub' structure where the LEPs are grouped into three Hubs. All students will spend a year in each hub, rotating in and out of the Hub</p>

				and Cambridge University Hospital Foundation Trust and/or the Clinical School. Standard met.
Domain 4: Student selection				
TD 71, 74	Explore the recruitment and selection of students in light of new entry criteria	Doc 1n: Medical and Veterinary Student Progress Panel Doc 11n: MVST evaluation report Doc 3t: Selection to medicine	Students Senior management team	Before the visit, in the documentary evidence, we read about the new entry criteria at A level to do a degree in medicine at the University of Cambridge, (delivered by the School of Biological Sciences and the School of Clinical Medicine). The new entry criteria is A*A*A. We questioned whether this would have an effect on the recruitment and selection of students from a range of backgrounds including private and

				<p>state schools.</p> <p>Speaking to students and senior managers during our visit, we found that the new entry requirements could affect the range of students coming to study medicine at University of Cambridge. The senior management team have agreed to monitor this further to ensure that the school do not decrease the diversity and range of students that they attract due to the rise in entry requirements which as A*A*A is not in line with other medical schools.</p> <p>Standard met but please keep monitoring this.</p>
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Domain 5: Design and delivery of the curriculum, including assessment

<p>TD 81, 82, 83, 92 and 93</p>	<p>Explore the changes in the new curriculum and how the school plan to manage the increase in the number of clinical placements required</p>	<p>Doc 3s: Curriculum Away Day Notes</p> <p>Doc 7a: Curriculum map of the standard clinical course</p> <p>Doc 7b: Curriculum map of all four years of the graduate entry course</p> <p>Doc 7c: Curriculum map of all clinical years of the MBPhD course, showing the intercalated PhD years as well</p> <p>Doc 7d: Curriculum map of all three years of the standard clinical course for the revised clinical programme to be</p>	<p>Senior management team</p> <p>Curriculum management team</p>	<p>The new curriculum will see an increase in the number of students who will be staying in Cambridge for the entirety of their course (the full six years). Senior managers informed us that they are already working with the LEPs to manage the intended increase in the number of clinical placements required to deliver the new curriculum.</p> <p>Standard met.</p>
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		implemented from September 2015		
TD 82; 95	Explore the organisation and delivery of the SSC component of the course.	Doc 7a: Curriculum map of the standard clinical course	Students Curriculum management team	<p>Before the visit, we found that it appears as if the Final year longitudinal SSC project (SSC-L) is of little value to the student. Furthermore there are issues with the scheduling of SSC-Ls as they introduce a high level of work during the exam period.</p> <p>We spoke to students and they told us that in their current form, they do not find SSC-Ls useful.</p> <p>The curriculum management team outlined that students do not really like this element of this course due to the collaborative nature of the SSC-L. The senior managers intend</p>

				<p>to continue encouraging their students to work together to best prepare them for their medical careers and professionalism. They also intend to further develop the SSC element of the course when re-designing the curriculum.</p> <p>Standard met.</p>
TD 84, 103	Explore how the structure of the current curriculum impacts upon students' preparedness for F1.	Doc 7a: Curriculum map of the standard clinical course	Students Teachers	<p>Students did comment that they found the transition from years 1-3 to years 4-6 quite difficult due to the change from little clinical experience to clinical placements. However some of the students we met relished the challenge.</p> <p>The students we spoke to value gaining a BA (Hons) degree after the first three years of the course as it</p>

				<p>gave them a chance to decide their progression routes mid-course.</p> <p>In general, a majority of the year 5 and 6 students that we met felt that they were prepared for their F1 year. However, they did state that the apprenticeship aspect of their course could be improved to better prepare them.</p> <p>Students completing their placements / apprenticeship in general practice stated that they enjoyed seeing their own patients and felt this was apt preparation for F1.</p> <p>Senior managers commented that with the re-design of the curriculum, they will make improvements to</p>
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				<p>enhance the clinical context of the pre-clinical course. They will also further develop the apprenticeships.</p> <p>Standard met.</p>
TD 84	Explore the structure of student assistantships in the current curriculum	<p>Doc 8a: Overview of assistantships</p> <p>Doc 8c: Learning outcomes for the final year and student assistantships</p>	<p>Students</p> <p>F1 doctors</p> <p>Curriculum management team</p> <p>Senior management team</p>	<p>The year 6 students we met with at the medical school and the Trusts we visited, as well as some foundation doctors who had completed their undergraduate training at Cambridge, were unsure about the way the student assistantship was structured. As there is no separate student assistantship placement or period allocated in their timetables, they were unsure about when they completed this element of their course. Therefore, they did not find it useful in preparing them for their</p>

				<p>foundation year.</p> <p>Whilst student assistantships are expected to feature more formally in the new curriculum, it was recognised that some improvements could be made in the interim period for the current year 5 & 6 students.</p> <p>Standard not met</p> <p>See requirement 2</p>
TD 85, 111	In regard to examinations and assessment: Explore the feedback that students receive on assessment	<p>Doc 14u: Example examination mark sheets</p> <p>Doc 14v: An example exam paper including answers</p> <p>Doc 14w: Examples taken</p>	<p>Senior management team</p> <p>Students</p> <p>Teachers</p> <p>Assessment leads</p>	Senior managers stated that they are continuing to develop and enhance the formative assessment methods they use at the school. This will enable students to receive ongoing feedback from their teachers to encourage sustained

		<p>from the Final MB SBA questions bank. Intended to help familiarise with the type/style of questions</p> <p>Doc 14y: Examples taken from an earlier Final MB Paper intended to help familiarise with the type of SEQ. Includes answers.</p>		<p>improvements.</p> <p>Standard met.</p>
TD 87, 113	<p>Explore assessment including models, range, and information provided to students regarding</p>	<p>Doc 9h: An overview of assessment methods used within the clinical course</p> <p>Docs 9n – 9aa – various blueprints for examinations in 2013-14</p>	<p>Students</p> <p>Teachers</p> <p>Assessment leads</p>	<p>The students we met were not satisfied with the amount of information they received about the learning outcomes of each unit and the assessments. They felt that they could be given more detailed information to help them prepare for</p>

	assessment.			<p>their units and assessments.</p> <p>Standard not met.</p> <p>See requirement 1</p>
TD 112	Explore how Professionalism is taught	<p>Doc 6a: Professionalism Evaluation and Impact</p> <p>Doc 6b: Professionalism Strand Annual Report 2015</p> <p>Doc 6c: 2014 MSAR Good Practice Professionalism</p>	<p>Students</p> <p>Teachers</p> <p>Curriculum management team</p>	<p>The students and teachers we met told us that professionalism is taught well and is an integral part of the curriculum.</p> <p>Standard met.</p>
TD 114	Explore the way the school gives students guidance about what is expected of them in any	<p>Doc 14am: A presentation designed to help students understand the way in which exams are designed, implemented and scored. Also includes a focus on</p>	<p>Students</p> <p>Teachers</p> <p>Curriculum management team</p>	<p>The students we met did not feel that they were given enough guidance on what is expected of them in examinations and assessments. However, the assessment leads confirmed that</p>

	examination or assessment.	<p>the assessment of clinical competence</p> <p>14aa: Demystifying Assessment Handout: Provides some basics principles of assessment for medical students</p>	Assessment leads	<p>they have provided students with information about their assessments through running a series of demystifying assessment presentations. For some students this meets their needs and alleviates their concerns, for other students, the school will need to continue working on managing their expectations.</p> <p>Standard met.</p>
TD 125	Explore the different opportunities students are given to consider	Doc 14h: List of specialty contacts who are happy to discuss careers with	<p>Students</p> <p>Teachers</p>	We found that medical students at Cambridge are exposed to many different paths post their studies such as research and academia. The

	different careers in medicine	students Doc 7a: Standard course map Doc 7b: graduate course map Doc 7c: MBPhD course map	Senior managers	students we spoke to appreciate this element of their courses. Standard met. See good practice 2
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Domain 6: Support and development of students, teachers and the local faculty

TD 122; 124	Explore how pastoral support is provided to students	Doc 14h: List of specialty contacts who are happy to discuss careers with students	Students Clinical sub-deans Teachers	The regional clinical sub-deans offer pastoral support to the students in the LEPs. Students also comment that they feel comfortable going to staff at the school or LEP; staff are open and approachable. The
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				students we met felt supported. Standard met.
TD 125	Explore the career advice given to students	Doc 14h: List of specialty contacts who are happy to discuss careers with students Doc 14i: Description of the pastoral advisor scheme for clinical students	Students Teachers	Students have access to careers advice at the medical school. We found that students could also go to one of their teachers for any help and advice. Standard met.
TD 128	Explore the support and training available for staff and supervisors	Doc V8: Contextual information Doc 3n: Introduction to IFME Doc 3o: Peer Review	Curriculum management team Teachers Assessment leads	The staff we met commented that they felt much supported in their roles. There are many opportunities for self-development and peer review.

		Overview		<p>Standard met.</p> <p>See good practice 3</p> <p>We also heard about the Clinical Supervisor programme. Students comment that the clinical supervisors are very helpful and supportive. Senior managers told us that supervisors are well supported and complete training which is accredited with the Academy of Medical Educators at Membership level</p> <p>Standard met.</p> <p>See good practice 1</p>
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Domain 7: Management of teaching, learning and assessment

<p>TD 156</p>	<p>Explore the school's joint working with HEEoE and LEPs</p>	<p>Doc 31: GP Practice Educational Criteria</p> <p>Doc 13a & 13b: Learning and Development Agreement with Trusts - 2014/15 and Learning and Development Agreement with Trusts - 2015/16</p>	<p>Senior management team</p>	<p>The school is part of the East of England medical education and quality liaison group. This group enables the medical school to work together with Norwich Medical School and HEEoE. However, in our meeting with senior managers, they did inform us that the allocation and utilisation of the undergraduate tariff was unclear to them and that they would like better information and greater involvement.</p> <p>Norwich Medical School and Cambridge school of Clinical Medicine also work together to quality assure the two LEPs which take students from both medical</p>
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				<p>schools.</p> <p>Senior managers also informed us that they work with the LEPs to ensure the quality of medical education and to transfer information. Recently this has involved conducting roadshows and curriculum away days with LEP representatives.</p> <p>Standard met.</p>
TD 157	Check the agreements that the medical school has with other education providers who	<p>Doc 31: GP Practice Educational Criteria</p> <p>Doc 13a & 13b: Learning and Development Agreement with Trusts -</p>	Senior management team	<p>There are agreements in place between the medical school and LEPs and other education providers.</p> <p>We also read in the documentary evidence information covering the</p>

	contribute to curriculum delivery	2014/15 and Learning and Development Agreement with Trusts - 2015/16 Doc 13c: GP Standard Contract 10-15		Common criteria agreed with Norwich Medical School and the GP School of HEEoE, for educational standards in practices (whether for undergraduate, postgraduate or other educational environments). We also heard that the School is seeking to improve the transparency of how SIFT is spent by LEPs. Standard met.
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Domain 8 – Educational resources and capacity

TD 160	Explore the teaching and learning	Doc V8: Contextual information	Students Senior management	We found that there are some excellent resources available to students including excellent
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	<p>resources that are available to students including the virtual learning environment (VLE) and other technology.</p>	<p>Doc 14 – 14z: Documents that can be found on the VLE</p>	<p>team Teachers</p>	<p>simulation facilities.</p> <p>The majority of students we spoke to were not impressed with the school VLE. They found this difficult to use especially to find information. However, they did recognise that the school were working on improving the system.</p> <p>The teaching staff we spoke to confirmed that the VLE is not the easiest to use but they said it has already started to improve.</p> <p>Students also told us that access to technology and the usability of some of the intranet systems at the LEPs was an issue.</p> <p>The senior management team stated</p>
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				<p>that they had already received this feedback from their students and were working on improvements to the VLE. They are also working with the LEPs to support them in regard to the access to WiFi and technology at the trusts.</p> <p>This standard is being met as the school are making the required improvements to their systems.</p>
TD 162	Explore the school involvement of patients and professionals from different professions in the delivery of	Doc 6e: Lay Discussions November 2014 including impact - Notes of a meeting with lay representatives to discuss proposals for the revised clinical teaching programme.	<p>Patient involvement group</p> <p>Senior managers</p> <p>Teachers</p> <p>Students</p>	<p>In our meeting with the public and patient involvement group, it was clear that their input was being used productively to make improvements to the curriculum.</p> <p>The group told us about the patient working group which provides recommendations to ensure that the</p>

	teaching		<p>patient voice is heard throughout the curriculum. Furthermore, in the clinical course there is a series of lectures given by patient representatives to highlight their experience of healthcare.</p> <p>The involvement of patients also takes place in assessment. The students we met commented that they receive regular feedback from patients and some of their supervisors actually request feedback from patients as part of their assessment.</p> <p>In addition, the school run a simulated patient programme. For example in the clinical communication skills module, students are recorded (for feedback</p>
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				<p>purposes) communicating with simulated students and their performance is discussed.</p> <p>Senior managers also told us that they worked with lay representatives when considering the re-design of the curriculum. This was confirmed in the documentary evidence we saw.</p> <p>Standard met.</p>
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Domain 9: Outcomes

TD 169, 170	Explore the outcomes of Cambridge medical students	<p>Doc 7g: A mapping of the clinical course against Tomorrow’s Doctors</p> <p>Doc 10a: Final MB quality</p>	<p>Students</p> <p>Teachers</p> <p>Senior management</p>	The students we met felt they were progressing well in their medical degree. Senior managers told us that their graduates achieved the outcomes required. All medical
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		metrics 2011-2015 - Table of the statistical performance of examinations within the clinical course, over a number of years	team	degree programmes meet the outcomes for graduates. Standard met.
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Appendix 2: Document register

Document number	Document name	Description	Publication date and version	Source
1a	Clinical course governance at Cambridge	Background information showing how the medical course is structured at Cambridge, and noting the key bodies with responsibility for governance, students, welfare, and other matters	July 2015	Shared drive
1b	Clinical School Office Staff	Organisation chart showing staff of the Clinical School office	July 2015	Shared drive
1c	Clinical School Committees	Diagram showing the relationship between the main Clinical School Committees, and also the relationship with key University Committees	July 2015	Shared drive
1d	Education Division Structure	Organisation chart showing the key individuals within the Education Division, the matters they are responsible for, and the committees they report to	July 2015	Shared drive
1e	Regional Structure	Diagram showing the way in which regional trusts will be organised into 'Hubs' within the revised clinical programme	July 2015	Shared drive
1f	University Governance for Academic	Diagram showing the key University educational committees	June 2014	http://www.admin.cam.ac.uk/offices/education/structure/

	Matters			
1g	MVST Governance Structure	Diagram showing the key governance structures and committees for the pre-clinical medical course	June 2015	http://www.biology.cam.ac.uk/governance/quality-assurance/report-lines-mvst
1h	Clinical School Committees Summary	The membership and terms of reference of the main Clinical School committees	March 2014	Shared drive
1i	Regulations MB BChir	University regulations governing 2 nd MB and Final MB examinations	October 2013	https://www.admin.cam.ac.uk/univ/so/2014/chapter07-section9.html
1j	Regulations FtP	University regulations governing Fitness for Medical practice procedures	June 2013	https://www.admin.cam.ac.uk/univ/so/2014/chapter02-section27.html
1k	Regulations Appeals Process F1 Doctors	University regulations governing the appeals process for F1 doctors	January 2014	https://www.admin.cam.ac.uk/univ/so/2014/chapter02-section28.html#heading2-33
1l	Regulations MVSP	University regulations governing the Medical and Veterinary Student Progress Panel.	January 2014	https://www.admin.cam.ac.uk/univ/so/2014/chapter02-section28.html#heading2-33
1m	Revised Regulations	Updated University regulations governing 2 nd MB and Final MB examinations, as of 1 September 2015 (covering the revised clinical programme)	May 2014	http://www.admin.cam.ac.uk/reporter/2014-15/weekly/6385/section5.shtml#heading2-9

1n	Medical and Veterinary Student Progress Panel	Summary of the background, remit and membership of the MVSP	August 2013	https://www.biology.cam.ac.uk/exams/raven/progress
2a	5 YP risk register summary	Risk register for the Clinical School as a whole, encompassing financial, estates and research matters, as well as education activities	December 2014	http://www.medschl.cam.ac.uk/about/5-year-plan/5-year-plan-introduction/
2b	Education Division Risk Register	Risk register for the Education Division of the Clinical School	July 2015	Shared drive
2c	Risk Register SBS	Risk register for the School of Biological Sciences as a whole, including educational matters	December 2014	Shared drive
2d	SBS Risk Additional	Additional SBS risk register item, regarding student satisfaction. This is a recent update and has not yet been incorporated into the School's overall register.	July 2015	Shared drive
3a	CS Quality Management Strategy	Quality assurance strategy for the Clinical School	July 2015	Shared drive
3b	QA for MVST	School of Biological Sciences Quality assurance strategy for the pre-clinical medical course	June 2015	http://www.biology.cam.ac.uk/governance/quality-assurance/mvst
3c	University Introduction	Details of the University's quality assurance processes, and their	September 2014	http://www.admin.cam.ac.uk/offices/education/intro/index

	to Quality Assurance	purpose		html
3d	University Learning and Teaching Strategy	Information on the University's priorities with regard to learning and teaching	October 2013	http://www.admin.cam.ac.uk/offices/education/strategy/
3e	QA Visit Guidance	Operational guidance – overview of process for quality assurance visits to Trusts and GP practices	July 2015	Shared drive
3f	QA Agenda Template	Standard template for agenda for quality assurance visits to Trusts	February 2015	Shared drive
3g	QA Minutes Template	Standard template for recording minutes and actions arising out of quality assurance visits to Trusts	February 2015	Shared drive
3h	GP Visit Report Proforma	Standard minutes template for QA visit to GP practices	September 2014	Shared drive
3i	GP Practice Educational Criteria	Common criteria agreed with UEA and the GP School of HEEoE, for educational standards in practices (whether for UG, PG or other educational environments)	January 2015	Shared drive
3j	Clinical Medicine	Annual Quality Update submitted by the Clinical	December	Shared drive

	AQU 2013-14	School to the University, covering all courses undertaken by students within the School	2014	
3k	LTR Core Guidance 2015-16	University guidance on Learning and Teaching Reviews	April 2014	http://www.admin.cam.ac.uk/only/offices/education/reviews/core.pdf (University internal access only)
3l	CS Teaching Titles	Overview of teaching titles used to recognise those teaching clinical medical students	November 2013	Shared drive
3m	IFME Leaflet	Summary of the key points of the Integrated Foundations in Medical Education course	2015	Shared drive – to be published within the VLE shortly
3n	Introduction to IFME	An extract from the Student Guide for the Integrated Foundations in Medical Education course.	2015	Shared drive – to be published within the VLE shortly
3o	Peer Review Overview	Document summarising the various peer review mechanisms and opportunities for teachers and for students	July 2015	Shared drive
3p	Quality Assurance Structure for Teaching	Diagram illustrating the relationship between some of the key quality assurance mechanisms for	June 2015	Shared drive

	Programmes	teaching programmes within the School		
3q	Examiners' Reports	University requirements for submitting and responding to external examiners' reports	September 2014	http://www.admin.cam.ac.uk/offices/education/examiners/reports.html
3r	Responding to External Examiners MVST	Faculty of Biology policy for responding to external examiner reports	October 2011	https://www.biology.cam.ac.uk/governance/quality-assurance/ee-respond
3s	Curriculum Away Day Notes	Notes of a Clinical School Away Day held in December 2014 to finalise the revised clinical programme. Meeting was attended by Manjula Das from the GMC.	December 2014	Shared drive
3t	Selection to medicine	Overview of admissions process and selection criteria for medicine	May 2015	http://www.undergraduate.study.cam.ac.uk/files/publications/key_criteria_for_medical_admissions.pdf
4a	Bedford ANNUAL REPORT 2014-15	Annual report 2014-15 containing previous QA visit notes, student feedback and SIFT and LDA information	March 2015	Shared drive
4b	Bedford QA Visit Notes 2015	Notes of the 2015 QA visit, including student feedback and action points	July 2015	Shared drive

4c	Addenbrookes ANNUAL REPORT 2014-15	Annual report 2014-15 containing previous QA visit notes, student feedback and SIFT and LDA information	April 2015	Shared drive
4d	ADDENBROOKES QA Visit Notes 2015	Notes of the 2015 QA visit, including student feedback and action points	July 2015	Shared drive
4e	Lister ANNUAL REPORT 2014-15	Annual report 2014-15 containing previous QA visit notes, student feedback and SIFT and LDA information	March 2015	Shared drive
4f	Lister QA Visit Notes 2015	Notes of the 2015 QA visit, including student feedback and action points	July 2015	Shared drive
4g	Ipswich ANNUAL REPORT 2014-15	Annual report 2014-15 containing previous QA visit notes, student feedback and SIFT and LDA information	April 2014	Shared drive
4h	Ipswich QA Visit Notes 2015	Notes of the 2015 QA visit, including student feedback and action points	July 2015	Shared drive
4i	King's Lynn Annual Report 2014-15	Annual report 2014-15 containing previous QA visit notes, student feedback and SIFT and LDA information	March 2015	Shared drive

4j	King's Lynn QA Visit Notes 2015	Notes of the 2015 QA visit, including student feedback and action points	July 2015	Shared drive
4k	Action Points Summary 2014 Visits	List of Clinical School and 'joint' action points arising out of the 2014 QA visits, along with an update on progress.	July 2015	Shared drive
4l	Action Plan 2015 Visits	List of all action points from QA visits in 2015, showing progress against action points/next review date, and which body is responsible	July 2015	Shared drive
4m	Trust updates on 2014	Summary of responses from some Trusts obtained in 2015, regarding updates on action points from the 2014 QA visits, and responses to the 2014 student feedback circulated prior to the 2015 visits	July 2015	Shared drive
4n	Bedford actions update 2014	Summary of progress on action points from QA visit to Bedford in 2014	April 2015	Shared drive
5a	University E&D Objectives	The University's equality objectives for 2012-2016	2012, with annual review	http://www.equality.admin.cam.ac.uk/files/objectives_201216.pdf

5b	University E&D Governance Structure	Diagram of the University Committees involved in E&D governance	2015	http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-and-diversity-committee
5c	University Combined Equality Scheme	Document describing a framework setting out the University's duties and legal requirements in relation to protected characteristics	2012	http://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/combined-equality-scheme
5d	University Equal Opportunities Policy	Equal opportunities policy of the University of Cambridge	November 2011	http://www.admin.cam.ac.uk/offices/hr/policy/equal.html
6a	Professionalism Evaluation and Impact	Description of how the Professionalism strand is evaluated and examples of the impact it has had	July 2015	Shared drive
6b	Professionalism Strand Annual Report 2015	Annual report for Professionalism strand, including highlights, challenges, and student feedback	June 2015	Shared drive – to be published shortly within the VLE
6c	2014 MSAR Good Practice Professionalism	Case study (as submitted to the GMC) of the Professionalism strand	May 2015	Shared drive

6d	2014 MSAR Good Practice O&G	Case study (as submitted to the GMC) of the mentorship scheme in O&G	May 2015	Shared drive
6e	Lay Discussions November 2014 inc impact	Notes of a meeting with lay representatives to discuss proposals for the revised clinical teaching programme. The notes include an overview of the impact of this meeting.	June 2015	Shared drive
7a	Standard Course Map	Curriculum map of all three years of the standard clinical course	August 2012	Shared drive – will be accessible within the revised VLE
7b	Graduate Course Map	Curriculum map of all four years of the graduate entry course	May 2012	Shared drive – will be accessible within the revised VLE
7c	MBPhD Course Map	Curriculum map of all clinical years of the MBPhD course, showing the intercalated PhD years as well	May 2012	Shared drive – will be accessible within the revised VLE
7d	Revised Curriculum Map September 2015	Curriculum map of all three years of the standard clinical course for the revised clinical programme to be implemented from September 2015	March 2015	http://www.medschl.cam.ac.uk/education/courses/standard/course/ Will be accessible within the revised VLE

7e	MVST Courses	Overview (including embedded links) of 2 nd MB courses within the first two years of the medical course	July 2015	http://www.biology.cam.ac.uk/undergrads/mvst/course-details/mvst-general
7f	Pre-clinical course blueprint	A detailed view of the medical course, mapped against Tomorrow's Doctors	July 2015	Shared drive
7g	Mapping of the clinical course	A mapping of the clinical course against Tomorrow's Doctors	July 2015	Shared drive
8a	Overview of Assistantships	Document explaining the nature of assistantships/senior placements within the current curriculum and the revised clinical programme	July 2015	Shared drive
8b	Timetable Final Year 2014-15	Table of placements, assessments and key dates for the final year of the course	January 2015	http://vle.medschl.cam.ac.uk/pluginfile.php/21374/mod_resource/content/6/Core_13.pdf
8c	Aims of Final Year	Learning outcomes for the final year and student assistantships	July 2015	http://vle.medschl.cam.ac.uk/mod/book/view.php?id=12658&chapterid=1829 http://vle.medschl.cam.ac.uk/mod/book/view.php?id=12658&chapterid=1830
8d	Guidance for Final Year Medical	Information on the ethos and expectations of the final year	July 2015	http://vle.medschl.cam.ac.uk/mod/book/view.php?id=12658

	Students			http://vle.medschl.cam.ac.uk/mod/book/view.php?id=12658&chapterid=1831
8e	Guidance and Course Aims for Senior Medicine	More specific information and learning objectives for Senior Medicine	July 2015	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=12826
8f	Guidance and Course Aims for Senior Surgery	More specific information and learning objectives for Senior Surgery	July 2015	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=12864
8g	Guidance and Course Aims for Acute Care	More specific information and learning objectives for Acute Care	July 2015	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=12786
8h	Guidance and Course Aims for Senior GP	More specific information and learning objectives for Senior GP	July 2015	http://vle.medschl.cam.ac.uk/mod/book/view.php?id=12901
8i	Evaluation Strategy	A summary of the various ways in which feedback is collected, analysed, and reported	July 2015	Shared drive
9a	University assessment strategy	The University's assessment practices and expectations	October 2014	http://www.admin.cam.ac.uk/offices/education/curricula/practices.html
9b	Assessment Strategy	Clinical School Assessment strategy	July 2015	Shared drive

9c	Form and Conduct 2013	Further information regarding the format and structure of Final MB examinations	October 2013	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/Form%20and%20Conduct%202013.pdf
9d	Form and Conduct notices for MVST	List of links to Form and Conduct notices for elements of the pre-clinical medical course	Various dates depending on subject	https://www.biology.cam.ac.uk/exams
9e	University marking and classing	University policy on conventions for marking and classing criteria	July 2014	http://www.admin.cam.ac.uk/offices/education/examiners/markingstandards.pdf
9f	University examiner appointment	University guidance on the appointment of examiners and assessors	2015	http://www.student-registry.admin.cam.ac.uk/examinations-further-guidance-staff/appointment-examiners-and-assessors/information-appointment http://www.student-registry.admin.cam.ac.uk/examinations-further-guidance-staff/examiners/appointment-examiners-and-assessors/external-examiners

9g	University guidance for external examiners	Purpose, role and requirements of external examiners – University processes	October 2014	http://www.student-registry.admin.cam.ac.uk/files/updated_guidance_external_examiners_for_publication.pdf
9h	Assessment methods	An overview of assessment methods used within the clinical course	October 2014	http://www.medschl.cam.ac.uk/education/courses/standard/assessment-methods/
9i	Annual_Progress_Statement_12	MBBChir progression requirements for satisfactory completion	October 2012	Shared drive
9j	CS overview of examiner roles	Summary of the various roles and appointment processes for examiners for the clinical course	July 2015	Shared drive
9k	Guidance for senior examiners MVST	Guidelines for senior examiners for the pre-clinical course	November 2014	https://www.biology.cam.ac.uk/exams/raven/guide-senior-mvst
9l	Examination structure and papers MVST	Overview of the papers within the pre-clinical course	October 2014	https://www.biology.cam.ac.uk/exams/assessment
9m	External examiners for 2 nd MB	Guidelines for external examiners for the pre-clinical course	June 2013	https://www.biology.cam.ac.uk/exams/external-mb
9n	Clinical examination blueprint 2013	Blueprint for Final MB Part III Clinical Examination in 2013	March 2013	Shared drive
9o	Clinical examination	Blueprint for Final MB Part III Clinical Examination in	March 2014	Shared drive

	blueprint 2014	2014		
9p	Combined EMQ_SBA Blueprinting June 2013	Blueprint for Final MB Part III EMQ and SBA papers in 2013	March 2013	Shared drive
9q	SEQ blueprint 2013	Blueprint for Final MB Part III SEQ paper in 2013	March 2013	Shared drive
9r	SEQ blueprint 2014	Blueprint for Final MB Part III SEQ paper in 2014	March 2014	Shared drive
9s	SBA blueprint 2014	Blueprint for Final MB Part III SBA paper in 2014	March 2014	Shared drive
9t	Pathology 2013 practical blueprint	Blueprint for Final MB Part I (Pathology) in 2013	March 2013	Shared drive
9u	Pathology 2014 SBA blueprint	Blueprint for Final MB Part I (Pathology) in 2014	March 2014	Shared drive
9v	O&G blueprint October 2013	Blueprint for Final MB Part II resit (O&G) in 2013	September 2013	Shared drive
9w	O&G blueprint June 2014	Blueprint for Final MB Part II (O&G) in 2014	March 2014	Shared drive
9x	SCEE blueprint June 2013	Blueprint for Final MB Part III SCEE in 2013	March 2013	Shared drive
9y	SCEE blueprint June 2014	Blueprint for Final MB Part III SCEE in 2014	March 2014	Shared drive
9z	Blueprint 2013	Blueprint 2013	March 2013	Shared drive
9aa	Blueprint 2014	Blueprint 2014	March 2014	Shared drive
9ab	Part 2 - circuit performance comparisons - 2013	Example of analysis/quality control undertaken for Final MB Part II examinations (Paediatrics and O&G)	July 2015	Shared drive

9ac	Part 2 - circuit performance comparisons - 2014	Example of analysis/quality control undertaken for Final MB Part II examinations (Paediatrics and O&G)	July 2015	Shared drive
10a	Final MB quality metrics 2011-2015	Table of the statistical performance of examinations within the clinical course, over a number of years	July 2015	Shared drive
10b	Assessment E&D data	Analysis of examination results from 2013 and 2014 in terms of gender, ethnicity and disability	July 2015	Shared drive
10c	Preclinical exams E&D analysis	Analysis of examination results from 2013-14 for the MVST (Part 1) in terms of gender, ethnicity and disability	July 2015	Shared drive
11a	Stage 1 (Year 4) Report 2013-14	Evaluation report for 2013-14 for Year 4 of the standard medicine course (first clinical year)	July 2015	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=8983
11b	Stage 2 (Year 5) Report 2013-14	Evaluation report for 2013-14 for Year 5 of the standard medicine course (second clinical year)	January 2015	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=8983
11c	Stage 3 (Year 6) Report 2013-14	Evaluation report for 2013-14 for Year 6 of the standard medicine course (third clinical year)	September 2014	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=8983
11d	CGC Report	Evaluation report for the graduate entry course for	July 2015	Shared drive

	2013-14	2013-14		
11e	Full Report Clinical Supervisor Programme 2014	Annual report of the Clinical Supervisor programme (small group teaching across all three years of the clinical course)	April 2014	Shared drive
11f	PfP A Annual Report 13-14	Annual report for 2013-14 of Part A of the Preparing for Patients strand of the pre-clinical course	May 2014	http://vle.medschl.cam.ac.uk/mod/folder/view.php?id=10244
11g	PfP B Annual Report 13-14	Annual report for 2013-14 of Part B of the Preparing for Patients strand of the pre-clinical course	2013-14	Shared drive
11h	PfP C Annual Report 13-14	Annual report for 2013-14 of Part C of the Preparing for Patients strand of the pre-clinical course	2013-14	Shared drive
11i	PfP D Annual Report 13-14	Annual report for 2013-14 of Part D of the Preparing for Patients strand of the pre-clinical course	2013-14	Shared drive
11j	GP Annual Report Stage 1	Evaluation report for 2013-14 for the GP element of Year 4 of the standard medicine course (first clinical year)	2013-14	http://vle.medschl.cam.ac.uk/mod/folder/view.php?id=10244
11k	GP Annual Report Stage	Evaluation report for 2013-14 for the GP	2013-14	http://vle.medschl.cam.ac.uk/mod/folder/view.php?id=10244

	2	element of Year 5 of the standard medicine course (second clinical year)		r/view.php?id=10244
11l	GP Annual Report Stage 3	Evaluation report for 2013-14 for the GP element of Year 6 of the standard medicine course (third clinical year)	2013-14	http://vle.medschl.cam.ac.uk/mod/ folder/view.php?id=10244
11m	GP Seminar Report	Evaluation report for 2013-14 for the GP seminar element of Year 4 of the standard medicine course	2013-14	http://vle.medschl.cam.ac.uk/mod/ folder/view.php?id=10244
11n	MVST Evaluation Report	Brief summary/evaluation of the pre-clinical course	July 2015	Shared drive
12a	Intake Year 2013 Standard Course	Timetable for all three clinical years, for cohort starting in 2013	August 2013	http://vle.medschl.cam.ac.uk/course/view.php?id=248&section=4 intranet (updated version)
12b	Intake Year 2013 CGC	Timetable for all years of the graduate course, for cohort starting in 2013	September 2013	Shared drive
12c	Core Cates 2014 Stage 1	Dates of placements and examinations in 2014, for the first clinical year of the standard course	September 2014	http://vle.medschl.cam.ac.uk/course/view.php?id=248&section=4 (updated version)
12d	Core Dates 2014 Stage 2	Dates of placements and examinations in 2014, for the second clinical year of	April 2015	http://vle.medschl.cam.ac.uk/course/view.php?id=261&secti

		the standard course		on=3 (updated version)
12e	Core Dates 2014 Stage 3 (2012 intake)	Dates of placements and examinations in 2014, for the third clinical year of the standard course	July 2014	http://vle.medschl.cam.ac.uk/course/view.php?id=270&section=3 (updated version)
12f	CGC Level 1 2014	Dates of placements and examinations in 2014 and 2015, for Years 1 and 2 of the graduate course	September 2014	Shared drive
12g	Core Dates 2014 CGC and MPhD Level 3	Dates of placements and examinations in 2014, for the final year of the graduate course and MBPhD course	2014	Shared drive
12h	Pre-clinical Term and Other Dates	A summary of which pre-clinical subjects are studied in which terms, with an indication of term dates, dates of examinations and exam boards	July 2015	Shared drive
12i	Clinical Assessment Dates	A table showing the dates of assessments in 2015-16, for all years of the clinical course. Dates of examiner meetings held in 2014-15 are also given	July 2015	Shared drive
13a	LDA Trusts	Learning and Development Agreement with Trusts -	April 2014	Shared drive

	2014-15	2014/15		
13b	LDA Trustss 2015-16	Learning and Development Agreement with Trustss - 2015/16	April 2015	Shared drive
13c	GP Standard Contract 10- 15	Contract for provision by GP practices - 2013-17	2013	Shared drive
13d	GP Standard Contract Appendices 10-15	Appendices to contract for provision by GP practices 2013-17	2013	Shared drive
13e	GP Infrastructure Contract 13- 17	Contract for provision by GP 'infrastructure' practices - 2013-17	2013	Shared drive
13f	GP Infrastructure Appendices 13-17	Appendices to contract for provision by GP 'infrastructure' practices - 2013-17	2013	Shared drive
14a	Absence from the clinical course v4	Clinical School policy describing different types of absence from the course, including discretionary leave, and how to apply for it	February 2015	http://portfolio.med.schl.cam.ac.uk/view/view.php?t=EyjFMrOutkLYISimqfb4
14b	Intermission policy	Overview of how students can intermit from the course; implications of intermission on maximum course length; and the circumstances and processes for removing and reinstating a student	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Absence and leave from the course'

		onto the medical student register.		
14c	Intermission proforma	Form for requesting/approving a period of student intermission	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Absence and leave from the course'
14d	Medical student register protocol	Protocol describing: maintenance of the medical students register; reasons why students may be temporarily or permanently removed; the reinstatement process	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Fitness to practice'
14e	FtP procedures	Summary of the University's Fitness to Practice procedures	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Fitness to practice'
14f	Drugs and alcohol policy	The Clinical School's policy on drugs and alcohol use, and relationship to fitness to practice		Click on 'Student and staff Information' in the top menu bar; then click on 'Fitness to practice'
14g	Medical student code of conduct and guidance	Description of the expected behaviour and professionalism of student doctors	June 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Fitness to practice'
14h	Careers contacts	List of specialty contacts who are happy to discuss careers with students	2014-15	http://vle.medschl.cam.ac.uk/course/view.php?id=67&section=9
14i	Pastoral advisor scheme	Description of the pastoral advisor scheme for clinical students	2013-14	Click on 'Student and staff Information' in the top menu bar; then

				click on 'Support schemes and services'
14j	Professionalism assessment descriptors V2	Description of the standards of professionalism expected of student doctors, and how these can be assessed	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Professionalism'
14k	Concerns regarding patient safety	Procedure for students who wish to raise concerns about patient safety	May 2105	Click on 'Student and staff Information' in the top menu bar; then click on 'Professionalism and raising concerns'
14l	Pathway for concerns	Diagram showing who to contact with a concern about a student, and who to escalate queries to	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Students in difficulty – who to go to'
14m	Notes for student concern pathway	Explanatory notes to accompany the diagram indicating who to approach with concerns about students	December 2013	Click on 'Student and staff Information' in the top menu bar; then click on 'Students in difficulty – who to go to'
14n	Preclinical medic handbook 14-15	Student handbook for the preclinical medical course for 2014-15	June 2014	http://www.biology.cam.ac.uk/undergrads/mvst/course-details/mvst-general/med-handbook
14o	Preclinical medic handbook 15-16	Student handbook for the preclinical medical course for 2014-15. This incorporates updated	July 2015	http://www.biology.cam.ac.uk/undergrads/mvst/course-

		guidance due to changes in the regulations relating to the revised clinical programme		details/mvst-general/med-handbook
14p	Examination resits and mitigating circumstances	Guidance for current students on mitigating circumstances and resits. Updated guidance will be provided shortly for those commencing the clinical course in September 2015.	July 2015	Click on 'Student and staff Information' in the top menu bar; then click on 'Assessment'
14q	Examiner Training	Online training module for examiners	2014-15	http://vle.medschl.cam.ac.uk/mod/book/view.php?id=2390
14r	Foundation Year Ranking	Academic ranking for the Education Performance Measurement component of the FPAS programmes from 2013	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=3583
14s	Special Arrangements for Examinations	Information regarding what to do in the case of a request for special examination conditions including example arrangements	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/Special%20Arrangements.pdf
14t	Clinical Examination Revision	Revision slides for the Clinical Examination	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/Special%20Arrangements.pdf
14u	Examination Mark Schemes	Example examination mark sheets	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/Mark%20Schemes.pdf
14v	SBA Practice Paper with Answers	An example exam paper including answers	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/SBA%20Practice%20Paper%20with%20Answers.pdf

				e/content/45/SBA%20Practice%20Paper.pdf
14w	SBA Paper Written Examples	Examples taken from the Final MB SBA questions bank. Intended to help familiarise with the type/style of questions	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/SBA%20Examples%20for%20Medportal%20Jan15.pdf
14x	SBA Question Writing Guidelines	A guide for writing questions for the written SBA exam	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/SBA%20Question-writing%20guidelines%20Jan15.pdf
14y	SEQ Written Paper Sample	Examples taken from an earlier Final MB Paper intended to help familiarise with the type of SEQ. Includes answers.	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/SEQ%20samples.pdf
14z	Final MB Abbreviations	A list of abbreviations	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5380/mod_page/content/45/Final%20MB%20Abbreviations%202015.pdf
14aa	Demystifying Assessment Handout	Provides some basics principles of assessment for medical students	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/16213/mod_page/content/6/Demystifying%20assessment%20handout%202013.pdf
14ab	Demystifying Assessment –	Slides regarding the Stage 1 assessment – including	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.

	Level 1/Stage 1	basic concepts in assessment, standard setting procedures, competence vs performance and description of the assessment.		php/16213/mod_page/content/6/Demystifying%20assessment%20Stage%201%202012%202013.pdf
14ac	Demystifying Assessment – Stage 2	Slides regarding the Stage 2 assessment – including basic concepts in assessment, standard setting procedures, description of assessment and explanation of the process of creating questions, stations and exams.	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/16213/mod_page/content/6/Demystifying%20Assessment%20-%20Stage%202%20-%20Oct%202013.pdf
14ad	Demystifying Assessment – Stage 3	Slides regarding the Stage 2 assessment - including basic concepts in assessment, standard setting procedures, description of assessment and explanation of the process of creating questions, stations and exams	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/16213/mod_page/content/6/Demystifying%20Assessment%20%20NSS%20-%20Stage%203%20-%20Jan%202014%20final%20%282%29.pdf
14ae	Demystifying Assessment – Part 1 Pathology Presentation	Presentation focussing on Pathology exam.	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/16213/mod_page/content/6/Final%20Med%20Pt1%202014.pdf
14af	Stage 1 Graphs and Feedback – Clinical Skills Assessment	Graph showing overall results from Stage 1 OSCE	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=12586

14ag	Stage 1 Graphs and Feedback – Written Assessment	Graph showing overall results from Stage 1 written assessment	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=3440
14ah	Level 1/Stage 1 Assessment	Information document providing overview and dates of Stage 1 /Level 1 assessment	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1807
14ai	Stage 1 Student Information 2015	Information document written by Stage 1 Coordinator. Includes assessment structure	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5376/mod_page/content/37/Student%20Information%20Stage%201%20OSCE%202015.pdf
14aj	Stage 1 Matrix 2015	Table showing Stage 1 OSCE matrix	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5376/mod_page/content/37/Stage%20I%20OSCE%20Matrix%202015.pdf
14ak	CCS Instruction Letter 2015	Detailed student instruction letter for Stage 1 OSCE exam, in particular the CCS stations	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5376/mod_page/content/37/CCS%20instruction%20letter%202015%20.pdf
14al	CCS Sample Instructions 2015	Example candidate instruction sheets from Stage 1 OSCE stations	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5376/mod_page/content/37/CCS%20Sample%20insts%20stage%201%20OSCE%202015.pdf
14am	Basic Principles of Assessment	A presentation designed to help students understand the way in which exams	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5376/mod_page/content/37/Basic%20Principles%20of%20Assessment%202015.pdf

	for Medical Students	are designed, implemented and scored. Also includes a focus on the assessment of clinical competence		e/content/37/Assessment%20for%20students.pdf
14an	Stage 2 Graphs and Feedback – Part I Pathology Overall	Graph showing overall final MB Part I Exam results	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/Path%20Overall%20Graph%20June%202014.pdf
14ao	Stage 2 Graphs and Feedback – Part I Pathology Parts	Graphs showing breakdown of Final MB Part I exam – SBA and Practical	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/Path%20Parts%20Graphs%20June%202014.pdf
14ap	Stage 2 Graphs and Feedback – Part IIA Paediatrics Overall	Graph showing overall final MB Part II A (Paediatrics) results	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/Paeds%20Overall%20Graph%20June%202014.pdf
14aq	Stage 2 Graphs and Feedback – Part IIB Obs and Gynae Overall	Graph showing overall final MB Part II B (Obs & Gynae) results	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/OG%20Overall%20Graph%20June%202014.pdf
14ar	Stage 2 NRO Assessment	Overview of the NRO assessment written by the NRO Assessment Coordinator	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1725
14as	Final MB Part I Pathology	Overview and dates of the Final MB Part I Pathology exam	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1719

14at	Final MB Part II Obstetrics and Gynaecology	Overview and dates of the Final MB Part II Obs and Gynae exam	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/OG%20Overall%20Graph%20June%202014.pdf
14au	Final MB Part II Paediatrics	Overview and dates of the Final MB Part II Paediatrics exam	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/7702/mod_page/content/8/Paeds%20Overall%20Graph%20June%202014.pdf
14av	Final Year OSPE Examination	Overview, groups and timings for the final year OSPE exam	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1708
14aw	Preparing for Finals	Series of podcasts regarding the the Final MB exams, including SEQ, SCEE and OSCE	2014-15	http://vle.medschl.cam.ac.uk/mod/book/view.php?id=1826
14ax	Final MB Part III Practice Paper	Information regarding practice paper and subsequent feedback sessions	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1809
14ay	Final MB Part III Practice Paper Graphs	Graphs showing results of practice paper	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5378/mod_page/content/32/Practice%20Paper%20Graphs%20March%202015.pdf
14az	Final MB Part III Practice Paper Seating Plan	Seating plan for Final exam practice paper	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5378/mod_page/content/32/Practice%20Paper%20Seating%20Plan%20March15.pdf

14ba	Final MB Part III - Exam	Dates of Final MB Part III exam and guidance on how to read results	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=1808
14bb	SBA Preparation Slides for Final MB	Slide presentation – a guide to SBA question papers	2014-15	http://vle.medschl.cam.ac.uk/pluginfile.php/5377/mod_page/content/16/SBA%20Preparation%20for%20Final%20MB%20May%202015.pdf
14bc	National Online Prescribing Safety Assessment (PSA)	Information letter regarding the PSA exam for final year students	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=6243
14bd	OSCE Discussions Session	Video content showing OSCE presentation and OSCE Q&A session	2014-15	http://vle.medschl.cam.ac.uk/mod/page/view.php?id=10152

Appendix 3: Abbreviations

AFHEA	Associate Fellow of the Higher Education Academy
E&D	equality and diversity
F1	foundation year 1
FtP	fitness to practise
GMC	General Medical Council
GP	general practice/practitioner
HEEoE	Health Education East of England
iFME	integrated Foundation in Medical Education
INSPIRE	innovative scheme for undergraduate medical students in research
LEP	local education provider
MB BChir	Bachelor of Medicine and Surgery
MBPhD	Course which allows the integration of a PhD into the undergraduate programme, leading to PhD MB BChir qualifications
MVSPP	Medical and Veterinary Student Progress Panel
NHS	National Health Service
OSCE	objective structured clinical examination*
QIF	<i>Quality Improvement Framework</i>
QAA	Quality Assurance Agency

SIFT	service increment for teaching
SLA	service level agreement
SPA	supporting professional activities
SSC	student selected component

***See glossary (in appendix 4) for definition.**

Appendix 4: Glossary

- OSCE A type of examination to test clinical skill performance and competence in skills such as communication, clinical examination, medical procedures or prescription, exercise prescription, joint mobilisation or manipulation techniques, radiographic positioning, radiographic image evaluation and interpretation of results.
- Phase One Pre-clinical stage of the Cambridge MB BChir Programme
- Phase Two Clinical stage of the Cambridge MB BChir Programme