

## Review of Norwich Medical School at the University of East Anglia

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

<b>Programme</b>	Bachelor of Medicine, Bachelor of Surgery (MB BS)
<b>University</b>	The University of East Anglia
<b>Years of course</b>	Five years
<b>Programme structure</b>	<p>Norwich Medical School's curriculum is built around problem based learning (PBL) cases. The cases provide the 'skeleton' curriculum around which the programme is built. Cases are grouped in weeks of learning around specific topics which are arranged within system based modules.</p> <p>In year one, students learn about the human lifecycle and locomotion (rheumatology and orthopaedics).</p> <p>In year two, students learn about blood and skin (haematology and dermatology), circulation (cardiology and stroke), and respiration.</p> <p>In year three, students learn about homeostasis and hormones (diabetes and endocrinology, urology and renal), the senses (ophthalmology, ears, nose, and throat (ENT) and neurology), and digestion and nutrition (gastroenterology, medical and surgical).</p>

Year four covers reproduction (obstetrics and gynaecology), growth and development (paediatrics), the mind and body (psychiatry, medicine for the elderly, oncology and palliative care), and external elective.

Year five covers emergency care (accident and emergency (A&E), acute medical unit (AMU) emergency assessment and discharge unit (EADU), anaesthetics and intensive care unit (ICU), student assistantship, and internal elective after finals.

Almost all the modules have two components – a campus based component, and clinical placement in primary and secondary care. During the campus based component, students receive lectures, seminars, consultation skills training, anatomy tuition, PBL and one day a week in a general practice where their clinical work reflects the module and week's key learning.

Separate to the PBL outcomes embedded within their modules are curricular themes encompassing biomedical science, social science and clinical science. Each theme also has clearly expressed descriptions and learning outcomes. All knowledge based theme outcomes are mapped onto one or more PBL outcomes, so that as students acquire their learning through the PBL outcomes they can also recognise the learning identified within the relevant linked theme outcomes.

Practical and clinical skills learning outcomes are acquired through specific learning and teaching provision, using both simulated and clinical

	placement opportunities from year one of the programme.
<b>Number of students</b>	853 students (This includes 49 students currently intercalating)
<b>Number of LEPs</b>	<p>Five hospitals: Hellesdon Hospital Norwich and other Placement Localities for Norfolk and Suffolk NHS Foundation Trust, Ipswich Hospital (part of Ipswich Hospital NHS Trust), Norfolk and Norwich University Hospital (part of Norfolk and Norwich University Hospitals NHS Foundation Trust), The James Paget Hospital (James Paget University Hospital Trust) and Queen Elizabeth Hospital (part of Queen Elizabeth Hospital King's Lynn NHS Foundation Trust)</p> <p>Primary Care placements in 60 General Practice surgeries; other placements in community care settings, eg. Norfolk Community Health and Care and Cambridge Commissioning Services.</p>
<b>Local HEE office</b>	Health Education East of England local office
<b>Last GMC visit</b>	2006/07 Quality Assurance of Basic Medical Education Visits
<b>Outstanding actions from last visit</b>	None

### About the visit

<b>Visit dates</b>	18 and 19 November 2015
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<b>Sites visited</b>	Norwich Medical School
<b>Areas of exploration</b>	Patient safety; quality assurance, review and evaluation; equality, diversity and opportunity; student selection; design and delivery of the curriculum, including assessments; support and the development of students, teachers and the local faculty; management of teaching. Learning and assessment; educational resources and capacity; outcomes.
<b>Were any patient safety concerns identified during the visit?</b>	No
<b>Were any significant educational concerns identified?</b>	No
<b>Has further regulatory action been requested via <u>enhanced monitoring</u>?</b>	No

## Summary

- 1 We visited Norwich Medical School (the School) as part of our regional review of medical education and training in the East of England. The regional review also included visits to the University of Cambridge's School of Clinical Medicine, Health Education East of England local office and seven local education providers (LEPs). Norwich Medical School is part of the Faculty of Medicine and Health Sciences at the University of East Anglia. The MB BS programme is a five year integrated course. The

School also runs a foundation year programme (A104) for students to progress onto the five year MB BS programme.

- 2** The School recently implemented changes to years four and five of the MB BS programme. The mental health module has been moved from year five to year four in 2014/15. This has been modified to include a component related to oncology/palliative care and older people's medicine. This move has allowed final year exams to be brought forward from May/June to March, allowing students the opportunity of an in-year reassessment if they fail. It also allows students to undertake the mental health module at a time when their attention is not drawn to their final year exams. The external elective module in year four has been reduced from eight weeks to four weeks to accommodate the insertion of the new mental health module in year four. However, year five now contains an additional internal elective opportunity of six weeks after the final exams.
- 3** We were impressed with the management and delivery of undergraduate education at the school. All of the staff that we met - academic, clinical and administrative, were enthusiastic and spoke highly of the school. We found that the programme is student centred. We heard that students are provided with excellent and timely feedback about their development and that the school is responsive to any issues they raise. We were also impressed with the effective management of student support and fitness to practise processes. Furthermore, we heard that the school provides excellent support for academic teaching.
- 4** We found that the programme is excellently organised and we were impressed with the emphasis on breadth of learning and the integration of the course, particularly of basic sciences and primary care. Students spoke positively about the delivery of the curriculum and reported that they benefited from simulated training and the early exposure to clinical practice and patients. We found that the programme is successfully preparing graduates to enter foundation training. We were impressed with the teaching of consultation skills and patient safety, and the effective assessment of professionalism. All of the students and graduates we spoke to at the school and local education providers (LEPs) said that they were well prepared for practice and would recommend the school.

## 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	63	The Medical Aspirations outreach programme.
2	102	The innovative teaching the school is providing using other health and social care professionals and students.
3	112	The effective assessment of professionalism in the programme.
4	124	The support provided to students that fail final exams in year five of the programme.

### Good practice 1: The Medical Aspirations outreach programme

- 5 To support widening participation, the School runs the Medical Aspirations outreach programme. This programme was set up in 2011 and is aimed at up to 30 year 12 students in Norfolk and North Suffolk from backgrounds under-represented in the field of medicine. This includes students who are from a low-income household or who have no family history of higher education. The programme includes a three day residential course at the University of East Anglia to help students learn about the medical profession and to encourage them to apply to study medicine. This course offers taster sessions at the school, information on suitable work experience, as well as spending time in a hospital setting. All medical aspirations attendees receive a guaranteed interview for medicine at the school, providing they meet the academic

criteria. The school offers further support by inviting these attendees back for a mock interview.

- 6** In 2014, 42% of medical aspirations attendees applied for the MB BS or foundation programme. Of those that applied, 38% were successful. The Medical Aspirations programme also offers a small number of scholarships to help students from non-traditional medical backgrounds to study for the MB BS.
- 7** During our visit we spoke with students that had experienced the programme before applying. Students told us that they attended underperforming schools that had not provided them with suitable advice about pursuing careers in medicine. They spoke passionately about the Medical Aspirations outreach programme and how it encouraged and helped them to apply to study medicine. We heard that these students are now involved in the programme and go out to local schools to encourage others to consider a career in medicine.

**Good practice 2: The innovative teaching the school is providing using health and social care professionals, students and patients.**

- 8** The management team, teachers and students all spoke positively about the teaching the school is providing using other health and social care professionals and students. In the first three years of the programme, medical students undertake team working exercises with health and social care students. In years four and five medical students undertake clinical skills training alongside health and social care students. This includes clinical scenario based, peer to peer, learning with medical, nursing and pharmacy students. Scenarios include error/near misses and care pathways (including how to prepare for effective discharge). Students then receive feedback on their clinical outcomes with particular focus on teamwork from Medical/Pharmacy/Nursing supervisors. The university is currently piloting simulated home based scenarios for allied health profession students. The scenarios include stroke and mental health (sectioning) in the home environment.
- 9** Students also have the opportunity to learn from patients and other professionals, such as the Police. For example, on the day we visited the students were learning about domestic violence by listening to the experiences of victims, the Police,

safeguarding teams and charities. We also heard that the school uses health and social care professionals to teach professionalism. These professionals talk to the students about their experiences of where things have gone wrong to help encourage the students to be open and transparent.

### **Good practice 3: The effective assessment of professionalism.**

- 10** We heard from the school management team that professionalism is embedded into the programme. Professionalism is a theme that runs through the curriculum. It is assessed at the end of each module within the tutor report forms, alongside PBL and GP academic and clinical progress. This assessment feeds into the fitness to practise module for each year of the MB BS course, which students must pass in order to progress through the course and graduate.
- 11** The senior management team told us that they undertake an annual review of year three students to identify any concerns with professionalism. They look at the tutor reports, concerns raised during placements, high and/or unauthorised absences and any other reported unprofessional behaviour. The school told us that this review allows them to identify any low level concerns about professionalism which they can help the students address before they progress to the later years of the course.
- 12** We also heard that the school plans to further encourage professionalism by introducing professionalism awards in the near future.

### **Good practice 4: The support provided to students that fail final exams in year five of the programme.**

- 13** The school management team told us that all year five students who have not passed their final exams receive immediate support once results have been released. This includes support to address the emotional impact of not passing. We heard that the school conducts an annual review of feedback for all year five students who have not passed year four to try and prevent failure at Finals. Those students who subsequently fail Finals are invited to a diagnostic meeting to discuss and identify what went wrong. They then receive weekly one-on-one support, are assigned a

foundation doctor as a mentor and receive additional training such as exam skills training.

- 14** The school management team told us that this support is very successful and that between 80 and 90% of these students go on to pass their resits.

## 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	48	We encourage the school to continue with their plans to reintroduce patient and public involvement.
2	111	We encourage the school to continue to develop formative assessments in year two of the programme.

### Recommendation 1: The reintroduction of patient and public involvement

- 15** Before our visit, the school told us that there were no longer patient representatives in all their module teams. There were patient representatives on the module teams when the course was first set up, but these representatives have since discontinued their roles. The school recognised that this was a gap and told us that they are seeking to address this. During our visit we heard that the school hopes to recruit patient representatives for the module teams in early 2016.

- 16** The school management team also reported that they plan to introduce lay representatives on their professionalism committees, subject to the agreement of current students.

**Recommendation 2: The development of formative assessments in year two of the programme.**

- 17** The year four students that we met told us they would have benefited from more formative assessments in years two and three of the programme. The senior management team told us that the school has rationalised its assessments over the last seven years to ensure they are balanced, reasonable and fair. They do formative short answer question assessments in years three and four, a full formative objective structured clinical examination (OSCE) in year 1, and mock OSCEs in years three, four and five. The mock OSCEs have been developed by foundation doctors. However, the senior management team told us that they recognise the need for more formative assessments in year two and will look to develop these into the programme.

## **Acknowledgement**

- 18** We would like to thank the school 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

<b>Team leader</b>	Professor Anne Garden
<b>Regional Co-ordinator</b>	Professor Alastair McGowan
<b>Visitors</b>	Dr Josephine Buchanan Mr Owen Davis Dr Peter Hockey Dr Rosie Luszkat Dr Jamie Read Dr Suzanne Shale
<b>GMC staff</b>	Martin Hart, Assistant Director, Education and Standards Manjula Das, Education Quality Assurance Programme Manager Richard Taylor, Education Quality Analyst

## Visit action plan

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

Paragraph(s) in <i>Tomorrow's Doctors</i>	Areas explored during the visit	Documents reviewed	People interviewed	Our findings
<b>Domain 1: Patient safety</b>				
28b, 33	Explore the processes for reporting and feeding back on serious incidents and never events.	003 - Norwich Medical School Quality Management Policy  004(a-d) - Quality management reports and action plans from LEPs  Doc 016b Draft Service Level Agreement.	School management team, quality management team and students.	Students were aware of how and when to report concerns about patient safety. The school has a robust system for concerns to be reported.  Standard met.
31	Explore whether students have performed procedures beyond capability or unsupervised.	GMC student survey  004(a-d) - Quality management reports and action plans from LEPs  016b Draft Service Level	Students, management team and clinical teachers.	We heard that students are appropriately supervised on placements and do not work beyond their competence without appropriate support.  Standard met.

		Agreement.		
<b>Domain 2: Quality assurance, review and evaluation</b>				
48	Explore public and patient involvement.	000 Norwich Medical School contextual information 003 Norwich Medical School Quality Management Policy.	School management team and quality management team.	See recommendation 1
48	Explore how LEPs provide feedback to the School.	000 Norwich Medical School contextual information 003 Norwich Medical School Quality Management Policy 004(a-d) - Quality management reports and action plans from LEPs 015a Quality assurance of MB BS teaching in primary care summary 2015.	School management team and quality management team.	We found that the LEPs are appropriately involved in the School's quality management and control processes. The quality management team told us they have good relationships with the LEPs. The school meets regularly with the LEPs and their feedback is used in the school's quality management of the programme.  Standard met.
51	Explore the quality management of primary care placements.	003 Norwich Medical School Quality Management Policy 006a 2014 MSAR good practice EAM MSAR 2014	School management team, quality management team and clinical	We found there are appropriate procedures in place to check the quality of teaching, learning and assessments in primary care

		<p>PC290415</p> <p>013a Primary care contract example agreement</p> <p>015 (a-f), including quality assurance of MB BS teaching in primary care summary 2015.</p>	teachers.	<p>placements.</p> <p>Standard met.</p>
51	Explore how the joint annual undergraduate quality assurance visits to the LEPs, which have students from both Norwich Medical School and the School of Clinical Medicine at the University of Cambridge, work.	<p>003 Norwich Medical School Quality Management Policy</p> <p>004(a-d) - Quality management reports and action plans from LEPs</p> <p>016b Draft Service Level Agreement.</p>	School management team and quality management team.	<p>We heard that the school has a good relationship with the University of Cambridge and it finds it useful to undertake joint quality assurance visits.</p> <p>Standard met.</p>
51	Explore how the School ensures that LEPs deliver their curriculum as well as the University of Cambridge's.	<p>003 Norwich Medical School Quality Management Policy</p> <p>004(a-d) - Quality Management reports and action plans from LEPs</p> <p>016b Draft Service Level Agreement</p>	School management team, quality management team and students	The quality management team told us the curricula are substantially different and they ensure teachers are aware of the differences. The school also has secondary care leads for each module and undertakes regular quality visits. All of the students we met confirmed that their clinical teachers are fully aware of

				<p>the requirements of their curriculum.</p> <p>Standard met.</p>
51, 53	Explore how the School manages underperforming LEPs.	<p>000 Norwich Medical School contextual information</p> <p>003 - Norwich Medical School Quality Management Policy</p> <p>004(a-d) - Quality Management reports and action plans from LEPs</p> <p>Doc 016b Draft Service Level Agreement</p>	School management team and quality management team	<p>The quality management team provided us with examples of how it has addressed problems with underperforming LEPs.</p> <p>Standard met.</p>
51	Explore how student feedback is used.	<p>GMC Student Survey</p> <p>000 Norwich Medical School contextual information</p> <p>003 - Norwich Medical School Quality Management Policy</p> <p>011c - MB BS Student Evaluation</p>	School management team, quality management team, students and teachers.	<p>We found that the programme is student centred. The school is responsive to issues raised by students and revises the programme effectively. We heard various examples of how the programme has been changed following student feedback.</p> <p>Standard met.</p>

52	Explore student placement capacity.	000 Norwich Medical School contextual information  004(a-d) - Quality Management reports and action plans from LEPs  016b Draft Service Level Agreement	School management team, quality management team, students and teachers.	Before our visit the school informed us that some hospital trust sites have inadequate accommodation for placement numbers. We heard that the school continues to monitor and work with LEPs to resolve this issue.  Standard met.
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### Domain 3: Equality, diversity and opportunity

57	Explore the school's equality, diversity and opportunity policies.	GMC student survey  000 Norwich Medical School contextual information  005 Equality and Diversity Policy  007a MB BS Medicine with a foundation year programme specification A104.	School management team, quality management team, students and teachers.	We found that the school has appropriate equality, diversity and opportunity policies in place. None of the students that we met raised concerns about being treated unfairly and without equality of opportunity.  Standard met.
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58	Explore equality and diversity staff training.	000 Norwich Medical School contextual information  003 Norwich Medical School Quality Management Policy  005 Equality and Diversity Policy.	School management team, quality management team and teachers.	All of the staff that we spoke with confirmed that they had received equality and diversity training.  Standard met.
59	Explore reasonable adjustments for students with disabilities.	000 Norwich Medical School contextual information  004(a-d) - Quality Management reports and action plans from LEPs  005 Equality and Diversity Policy.	School management team, quality management team and students.	We heard the school monitors all students with disabilities using a specific database and routinely makes 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.
63	Explore the A104 foundation programme and widening participation.	000 Norwich Medical School contextual information  003b Norwich Medical School Admissions Policy 2015  007a - MB BS A104	School management team, quality management team, and A104 students.	We were impressed with the impact the A104 foundation programme has on widening participation. All of the A104 students that we met spoke highly of the programme.  We were also impressed with the

		Foundation Programme course specifications 2014-15  007c - Foundation Year 0 Student Handbook 2014-15.		impact of the medical aspirations outreach programme; see good practice 1.  Standard met.
66	Explore differential attainment.	000 Norwich Medical School contextual information  005 Equality and Diversity Policy.	School management team and quality management team.	Before our visit the school made us aware that students from ethnic minorities performed less well in the exams at OSCE level.  During our visit we heard that the school needs to gather further data to investigate this issue. We are satisfied that this matter is being investigated appropriately.  Standard met.
<b>Domain 5: Design and delivery of the curriculum, including assessment</b>				
83, 101	Explore the teaching of basic sciences.	000 Norwich Medical School contextual information  003a - Norwich Medical School Undergraduate Learning and Teaching	School management team, quality management team, students	Students spoke highly of the teaching of basic sciences. We found that the basic sciences were integrated well into the programme, enabling students to

		Policy 007b - MB BS 2014-15 Course Handbook.	and teachers.	link theory and practice. Standard met.
84, 103	Explore students' preparedness for foundation training.	000 Norwich Medical School contextual information 003a - Norwich Medical School Undergraduate Learning and Teaching Policy 004(a-d) - Quality management reports and action plans from LEPs 007 - MB BS 2014-15 programme specification.	School management team, quality management team, students and teachers.	We found that the programme is successfully preparing graduates to enter foundation training. All of the students and graduates we spoke to at the school and local education providers said that they were well prepared for practice.  The school management team told us the preparedness of their graduates is one of the school's key strengths. They achieve this by having early patient contact, an excellent student assistantship module and strong consultation skills teaching.  Standard met.
86, 111, 113	Explore methods and frequency of assessments.	000 Norwich Medical School contextual information 003a - Norwich Medical School Undergraduate Learning and Teaching	School management team, quality management team, students	See recommendation 2.

		<p>Policy</p> <p>010 - Report to Finals Board 2014-15</p> <p>014a_iii &amp; iiia - MB BS Assessment Feedback and Summary 2014-15.</p>	and teachers.	
93	Explore the impact of the mental health module moving from year 5 to year 4.	<p>Norwich Medical School's 2014/15 MSAR</p> <p>000 Norwich Medical School contextual information</p> <p>004c - NSFT QA Visit Report 06-07-2015</p> <p>010 - Report to Finals Board 2014-15 July 2015</p> <p>011d - Changes To Teaching For 2014_15.</p>	School management team, quality management team, students and teachers.	<p>The school management team reported that the transition has gone well and that no concerns have been raised by students. This was reflective of what we heard from the students that we met.</p> <p>Standard met.</p>
93	Explore the teaching of consultation skills.	<p>000 Norwich Medical School contextual information</p> <p>003a - Norwich Medical School Undergraduate Learning and Teaching</p>	School management team, students and teachers.	<p>We were impressed with the teaching of consultation skills. The school management team told us that students have dedicated tutorials to help them develop their consultation skills.</p>

		<p>Policy</p> <p>006a - 2014 MSAR Good practice EAM MSAR2014 Consultation Skills</p> <p>007b - MB BS 2014-15 Course Handbook.</p>		<p>Students reported they value the teaching and it is helping them prepare for foundation training.</p> <p>Standard met.</p>
95	Explore the student selected components (SSC) of the curriculum.	<p>003a - Norwich Medical School Undergraduate Learning and Teaching Policy</p> <p>007b - MB BS 2014-15 Course Handbook</p> <p>009h - 2014 SSS Guide</p> <p>009i - SSS Frequently Asked Questions (FAQs)</p>	School management team, quality management team, students and teachers.	<p>We found that the student selected components were an integral part of the curriculum.</p> <p>Standard met.</p>
102	Explore inter-professional learning.	<p>000 Norwich Medical School contextual information</p> <p>003a - Norwich Medical School Undergraduate Learning and Teaching</p>	School management team, quality management team, students	See good practice 2.

		Policy 007b - MB BS 2014-15 Course Handbook	and teachers.	
103	Explore the life support training students receive before graduating.	000 Norwich Medical School contextual information	School management team, quality management team, students and teachers.	The school management team told us they provide advanced life support training to increase students' confidence. We found that this training helps increase the students' preparedness for foundation training.  Standard met.
112	Explore the assessment of professionalism.	000 Norwich Medical School contextual information  003 - Norwich Medical School Quality Management Policy  014aii - Draft Professionalism Handbook 2015-16	School management team, quality management team and teachers.	See good practice 3.
109	Explore the delivery of Module 14 – the student assistantship.	003a - Norwich Medical School Undergraduate Learning and Teaching	School management team, students	We heard that students undertake a ten week assistantship. All of the students that we met praised the

		<p>Policy</p> <p>007b - MB BS 2014-15 Course Handbook</p> <p>008 - M14 Student handbook 2014-15</p>	and teachers.	<p>assistantship and told us it was helping them prepare for foundation training.</p> <p>Standard met.</p>
<b>Domain 6: Support and development of students, teachers and the local faculty</b>				
122, 124	Explore the management of student support and fitness for practise.	<p>GMC student survey</p> <p>000 Norwich Medical School contextual information</p> <p>003a - Norwich Medical School Undergraduate Learning and Teaching Policy</p> <p>007b - MB BS 2014-15 Course Handbook</p>	School management team, quality management team, students and teachers.	<p>We found that the management of student support and fitness for practise was working well.</p> <p>Standard met.</p> <p>We were particularly impressed with the support provided to students that fail final exams in year five of the programme. See good practice 4.</p>
125	Explore careers advice.	<p>003a - Norwich Medical School Undergraduate Learning and Teaching Policy</p> <p>007b - MB BS 2014-15</p>	School management team, quality management team and	We found that students have appropriate access to career advice and opportunities to explore different careers in medicine.

		Course Handbook	students.	Standard met.
128	Explore the support provided to academic teaching.	000 Norwich Medical School contextual information  003a - Norwich Medical School Undergraduate Learning and Teaching Policy  007d –Tutor handbook 2014	School management team, quality management team and teachers.	We found that the School provides good support for academic teaching.  Standard met.

### Domain 7: Management of teaching, learning and assessment

153	Explore the relationship between undergraduate and postgraduate medical education.	000 Norwich Medical School contextual information  003 - Norwich Medical School Quality Management Policy	School management team and quality management team	We heard that the school works closely with the East Anglia's Foundation Training programme and Health Education East of England local office. The school is represented at the local education training board.  The school management team also told us that they find the regional education liaison group very helpful.
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Standard met.

### Domain 8: Educational resources and capacity

162	Explore Service Increment for Teaching (SIFT) payments.	000 Norwich Medical School contextual information 003 - Norwich Medical School Quality Management Policy 004(a-d) - Quality Management reports and action plans from LEPs Doc 016b Draft Service Level Agreement	School management team, quality management team and teachers.	<p>Before our visit the school told us their initial allocation of SIFT by Hospital Trust was significantly lower than the mean allocation for other medical schools. However, the phased rebalancing of that allocation nationally will ensure better resourcing of placement and clinical teaching activities.</p> <p>We also heard that the school is seeking to improve the transparency of how SIFT is spent by LEPs.</p> <p>Standard met.</p>
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### Domain 9: Outcomes

172	Explore retention rates	000 Norwich Medical School contextual information 003 - Norwich Medical	School management team, quality management	Before our visit the school told us that their retention has varied by cohort, with rates of retention as
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		<p>School Quality Management Policy</p> <p>009 - Norwich Medical School Assessment strategy</p> <p>009c - Assessment Handbook A100 Final 2014/15</p> <p>010 - Report to finals board 2014-15 July 2015</p>	<p>team, students and teachers.</p>	<p>high as 94%, and as low as 83%.</p> <p>The school management team told us they closely monitor retention rates and have seen recent improvements. These have been brought about by taking steps such as amending their admissions policy.</p> <p>Standard met.</p>
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## Appendix 2: Document register

Document number	Document name	Description	Publication date and version	Source
Doc 000	Norwich Medical School contextual information			
Doc 001	University Teaching Governance Structure	This document shows the links from school to faculty to university level for teaching.	2014/15	MB B Assessment Handbook see Doc 009c
Doc 001a	MED Organograms July 2015 (Management structure)	7 organograms showing the following management and department structures; Faculty of Medicine & Health Sciences, Nutrition, Medical Education, Medicine, Population Health & Primary Care, Clinical Psychology, Local Support.	Last updated July 2015 from previous version. Updated periodically	UEA Blackboard
Doc 001b	MED Committee organogram (Governance structure)	This organogram shows the committee links in relation to governance structure.	Published 01/05/2015. V3 01-07-15	UEA Blackboard

Doc 001c	MB BS Organogram	This organogram shows the structure of staff within the MB BS programme including course director, heads of year, deputy heads of year, module leads, theme leads, advising leads, consultation skills year leads, PBL year leads, assessment group members and head of studies allied to medicine. (SAM).	Published 21/05/2015. Revised 09/07/15	UEA Blackboard
Doc 002	Copy of MED Strategic Watch List 23/07/15 (Organisational risk register)	This document uses a traffic light system to monitor concerns raised by a range of committees, which require strategic input and follow up.	Rolling data Last updated 23/07/15	
Doc 002a	MED strategic watch list RAG rating	This document explains the MED process for adding, reporting, rating and tracking items on the strategic watch list.		
Doc 003	Norwich Medical School Quality Management Policy	The quality management policy outlines the measures by which Norwich Medical School safeguards the standards of all aspects of undergraduate education delivered through the medicine with a Foundation Year programme (A104) and the MB BS (Bachelor of Medicine, Bachelor of Surgery, A100).	Versions 8 (approved 01/07/15) and 9 (approved 22/10/2015)	UEA Blackboard
Doc 003a	Norwich Medical School Undergraduate Learning and Teaching Policy	The policy is designed to guide developments that will enhance the student learning experience, whilst at the same time ensuring that all staff have the information they need to deliver the curricula to the standards required by our regulatory body.	Version approved 01/07/15	UEA Blackboard

Doc 003b	Norwich Medical School Admissions Policy 2015	This document outlines the principles and procedures followed by the Norwich Medical School/University of East Anglia during the recruitment and selection of students for the MB BS (A100, a five- year course) and the MB BS with a foundation year (A104, a six-year course) programmes.	Approved 03/06/15 Editorial corrections 23/07/15	UEA Blackboard
Doc 004a	Quality Management reports and action plans – site A – Ipswich	QA visit reports including action plans for 2013/14 and 2014/15.	Report dates 20/12/13 and 11/05/15	UEA Blackboard
Doc 004b	Quality Management reports and action plans – site B – NNUH File	QA visit reports including action plans for 2013/14 and 2014/15.	Report dates 08/01/14 and 23/02/15	UEA Blackboard
Doc 004c	Quality Management reports and action plans – site C – NSFT File	QA visit reports including action plans for 2013/14 and 2014/15. Letters to CEO 29/09/2014 and 03/03/15.	Report dates 05/02/14 and 06/07/15. Letters to CEO 29/09/14 and 03/03/15	UEA Blackboard
Doc 004d	Quality Management reports and action plans – site D – QEHKL File	QA visit reports including action plans for 2013/14, and a joint report with Cambridge for 2014/15.	Report dates 02/12/13 and 24/03/15	UEA Blackboard
Doc 005	Equality and Diversity Policy	This document states the MED policy for equality and diversity across the MB BS programme.	Approved version 01/07/2015. Editorial corrections July 2015	UEA Blackboard
Doc 006	2014 MSAR Good practice EAM MSAR 2014 PC290415	Good practice case study for Primary Care placements, quality management including GP tutor training	29/04/15	UEA Blackboard

Doc 006a	2014 MSAR Good practice EAM MSAR2014 Consultation Skills	Good practice case study for consultation skills regarding integration of the key communication 'process' skills with the essentials of underpinning medical knowledge, with increasing complexity of scenarios through the five year curriculum.	30/04/15	UEA Blackboard
Doc 007	MB BS 2014-15 prog spec - FINAL MARCH 15 (Curriculum Map)	The A100 programme specification gives a summary of the MB BS programme, a course profile detailing all modules, credit weightings and year of delivery, progression requirements, mapping of learning outcomes with assessment types indicated, examination details, equality and widening participation, employability and details of the clinical skills curriculum.	2014/15 (Updated annually)	UEA website
Doc 007a	MB BS Medicine with a Foundation Year Programme Specification A104 (Curriculum Map)	The A104 programme specification gives a summary of the Foundation Year programme, a course profile detailing all modules, credit weightings, mapping of learning outcomes with assessment types indicated, feedback cycle, examination and equality and diversity details.	2014/15	UEA website
Doc 007b	MB BS 2014/15 Course Handbook	This handbook summarises and introduces new students (and staff) to the MB BS course with an overarching description of the curriculum, its assessment and student support.	2014/15 Updated annually	UEA Blackboard
Doc 007c	Medicine with a Foundation Year Course handbook	This handbook summarises and introduces new students (and staff) to the Medicine with a Foundation Year course with an overarching description of the curriculum, its assessment and student support.	2014/15 Updated annually	UEA Blackboard

Doc 007d	Tutor Handbook 2014: Module 1 Handbook – The Human Lifecycle: a Holistic Approach	This is an exemplar handbook and shows how the curriculum is mapped out for tutors. Students receive a similar version which omits weekly problem based learning (PBL) learning outcomes. Those learning outcomes are shared with students on a week by week basis.	2014/15 Updated annually	UEA Blackboard
Doc 007e	Learning outcome database (Curriculum Map)	Access database primarily mapping our weekly PBL learning outcomes to our theme learning outcomes (themes include anatomy, biochemistry, physiology etc). Themes form our vertical curriculum running through years one to five. In addition, our learning outcomes are mapped to those defined within Tomorrows Doctors (2009) and guidance provided by certain specific royal college groups.	Version 14	UEA Blackboard
Doc 007f	Using the learning outcomes database guidance	Guidance to academic staff in use of the learning outcomes database.	Version 2 17/04/15	UEA Blackboard
Doc 008	Module 14 Handbook (Student Assistantship)	This handbook provides the required details for students on their student assistantship.	Compiled in April 2015 from existing documents. Updated 01/05/15	UEA Blackboard
Doc 009	Norwich Medical School Assessment strategy	The assessment strategy sets out, for the benefit of staff and students, what the school is committed to delivering, to ensure the highest possible standards in assessment and feedback.	Version 4 16/12/14	UEA Blackboard
Doc 009a	Blueprints written exams	Written exam blueprints for years 1-5 2013-14 and 2014-15.	Produced annually	

Doc 009b	OSCE Blueprints for 2013-14 (single document) and 2014-15 (separate documents)	OSCE blueprints for 2013/14 and 2014/15.	Produced annually	
Doc 009c	Assessment Handbook A100 Final 2014/15	This handbook helps staff to use assessment effectively, as a means of maintaining both the academic standards and ensuring and enhancing the quality of the student learning experience. It also helps students in understanding the principle of assessment in medical schools and preparing for their learning.	Final 2014/15	MED-ASS-08: MB BS Assessment Information
Doc 009d	Research Methods - Analytical Review Handbook DRAFT Years 1 and 2	Analytical review handbook for students.	2014/15 Draft for 15/16	UEA Blackboard
Doc 009e	Research Methods - Research Protocol Handbook Year 3	Coursework handbook.	2014/15	UEA Blackboard
Doc 009f	Research Methods - Clinical Audit Handbook Year 4	Coursework handbook.	2014/15	UEA Blackboard
Doc 009g	2014/15 Portfolio report Handbook	Coursework handbook.	2014/15	UEA Blackboard
Doc 009h	2014 SSS Guide	This document explains the SSS curriculum and lists the team members for each theme of study.	Versions 2014/15 and 15/16	UEA Blackboard
Doc 009i	SSS Frequently Asked Questions (FAQs)	The FAQs document elaborates on some aspects of assessment and learning.	2014 and 2015	Same as above Doc 009g

Doc 010	Report to finals board 2014-15 July 2015 FINAL	This confidential report gives the final year summary for 2014/15 for the A100 MB BS programme.	July 2015	Learning and Teaching Service (LTS)
Doc 010a	Report to finals board 2013-14 July 2014 FINAL	This confidential report gives the final year summary for 2013/14 for the A100 MB BS programme.	July 2014 Completed annually	LTS
Doc 010b	Report to finals board 2012-13 July 2013 FINAL	This confidential report gives the final year summary for 2012/13 for the A100 MB BS programme.	July 2013 Completed annually	LTS
Doc 011	2014/15 Annual Review Grid – LTS – MED UG	This grid shows the annual review cycle for MED modules which covers stages for quality assurance review-QAR 1, 2 & 3.	2014/15	UEA Blackboard: LTS Quality Review
Doc 011a	Annual course monitoring and update LTSQAR2 A100 final	Annual course monitoring and update forms which; evaluate the course to inform quality assurance and enhancement, update the course, trigger module(s) review (where necessary) and to identify and share good practice.	2013/14 Year	UEA Blackboard: LTS Quality Review
Doc 011b	QAR 1 module Evaluation reports x 5	Module review reports which evaluate the course to inform the QAR2 quality assurance and enhancement, update the course, trigger module(s) review (where necessary) and to identify and share good practice.	2013/14 Year	UEA Blackboard: LTS Quality Review
Doc 011c	MB BS Student Evaluation	These annual reports review the student evaluations completed by all year groups and cover learning and teaching, MB BS Assessment and MB BS Support providing an in depth report on the findings which inform the faculty response to student course evaluations, listing the summary of changes to teaching (see 011e).	August 2014 for 2014/15 (completed annually)	UEA Blackboard

Doc 011d	Changes to teaching for 2014/15 Final	This report states the faculty response to student course evaluations and lists the summary of changes to teaching.	January 2015	UEA Blackboard
Doc 011e	National Student Survey evaluation 2014	This report is completed by the MB BS course director to evaluate the student responses in the National Student Survey and is reported to the Curriculum Design and Delivery (CDD) Committee.	2014	UEA Blackboard
Doc 012	2014-15 dates V3 July 2014	This annual spreadsheet shows term dates including induction, exams and module rotation across all years.	Version 3 July 2014	UEA Blackboard
Doc 012a	2015-16 dates final	This annual spreadsheet shows term dates including induction, exams and module rotation (including student assistantships) across all years.	Final version March 2015	
Doc 012b	EE Contact Sheet 2014/15	External examiner contacts sheet with exam board dates / membership summary.	Version 7 2014/15	
Doc 012c	Medical school Almanac 2014	This document, produced annually, details meeting dates and teaching events including OSCE dates, submission dates and finals.	Updated 25/09/14	UEA Blackboard
Doc 013	Learning and Development agreement (Agreements with local education providers)	For 2015/16 the MED school has submitted amendments to HEEoE (on13/04/15), and awaits notification from HEEoE that LDAs have been signed by LEPs.		
Doc 013a	Primary care contract example agreement	This is an agreement for services for the provision of general practice clinical placement experience and teaching to MB BS students of the University of East Anglia, Norwich Medical School.	2014/15	SIFT Administrator (Faculty Finance office)

Doc 014a_i	Student access to MB BS Modules – UEA Blackboard links	This document provides module links to all of the MB BS A100 and Medicine with a Foundation Year (A104) modules where handbooks can be located.	V1 – 24/04/2015	
Doc 014a_ii	Draft Professionalism Handbook 2015-16 (Fitness to Practise)	The draft 2015/16 professionalism handbook has been produced from existing documentation with updates for the new academic year and will be published to students ready for September 2015. There is an existing UEA Blackboard section for Professionalism and Fitness to Practise which contains the 2014/15 guidance and reference to the impending changes for 15/16.	V9 July 2015 2015/16	UEA Blackboard
Doc 014a_iii	MB BS Assessment Feedback 2014-15 - 28/04/2015	This document itemises the feedback students can expect to receive after each formative and summative assessment on the MB BS. It also advises students on how to make the best of the feedback they receive.	Updated 28/04/2015. Previous version 25.11.2013	UEA Blackboard
Doc 014a_iiia	Assessment summary 2014-15	This document provides a summary of assessment across all years including progression, distinctions and course award details.	Last updated 08/05/2015	UEA Blackboard
Doc 014b	Staff access – UEA Blackboard links	This document provides links to staff UEA Blackboard modules relevant to the MB BS programme which are exclusive to staff only and gives examples of the type of information available within each module. For staff access to modules which are shared with students please see Doc 014ai.	V2 17/07/2015	

Doc 015a	Quality Assurance of MB BS Teaching in Primary Care summary 2015	This document sets out the process of quality assuring MB BS teaching in primary care for Norwich Medical School.	2015	
Doc 015b	Quality Assurance of MB BS Teaching in Primary Care v3 1	This document sets out the rationale for and process of quality assuring MB BS teaching in primary care for Norwich Medical School.	2015	
Doc 015c	MB BS Primary Care Annual Report 2014-15		2014-15	
Doc 015d	MB BS Primary Care Annual Report 2013-14		2013-14	

Doc 015e	2014-15 Annual Evaluation Feedback from MB BS students on their experiences in Primary Care – Year 1		2014-15	
Doc 015e1	Practice Development Tutor Visit Proforma & Annual Report Year 1 Academic Year 2014-15		2014-15	
Doc 015f	2014-15 Annual Evaluation Feedback from MB BS students on their experiences in Primary Care – Year 2		2014-15	
Doc 015f1	Practice Development Tutor Visit Proforma & Annual Report Year 2 Teaching year: 2014- 2015		2014-15	

Doc 016a	Implementation Plan - Service Level Agreements for Undergraduate Placements with (LEPs)		30/09/2015	
Doc 016b	Draft Service Level Agreement	Draft service level agreement between Norwich Medical School and NHS trust clinical placement providers.	Version 1.3 12/11/2015	

## Appendix 3: Abbreviations

A&E	accident and emergency
AMU	acute medical unit
EADU	emergency assessment and discharge unit
ENT	ears, nose, and throat
GMC	General Medical Council
ICU	intensive care unit
LEP	local education provider
MB BS	Bachelor of Medicine, Bachelor of Surgery
OSCE	objective structured clinical examination
PBL	problem based learning
SIFT	service increment for teaching

## **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.