

Action Plan for Imperial College Medical School

Requirements

Report Ref	Due Date	Description	Action taken by medical school/ deanery to date	Further action planned by the medical school/ deanery	Timeline for action (month/ year)	Medical school/ deanery lead
1	Next scheduled report to the GMC	Develop a curriculum map which can be used as a basis for managing the curriculum and associated assessments, and a programmatic blueprint which demonstrates how the outcomes of Tomorrow's Doctors (2009) are assessed throughout the course. The curriculum map should be provided with the 2013 MSAR.	<p>The need for an improved curriculum map had been identified prior to the GMC visit and a major project had been initiated.</p> <p>Key clinical and support appointments have been made to deliver the project.</p>		<p>We are keen to produce a map which will add value and have consequently planned the project to take up to 18 months.</p> <p>We anticipate being able to deliver a draft map or report considerable progress in our next MSAR, but it is unlikely that this will be the finished product.</p>	Mr Martin Lupton, Deputy Director of Education

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2	30/06/13	Produce a timetable for the implementation and evaluation of the new assessment strategy, including blueprinting assessments to Tomorrow's Doctors (2009) and ensuring all students receive appropriate, developmental formative assessments. The timetable should outline the specific actions and milestones for the implementation of the strategy. A timetable or project plan should be provided to the GMC by 30 June 2013.	<p>The need to roll out the assessment strategy had been identified and initiated prior to the GMC visit.</p> <p>An action plan has been produced for discussion with the Exams and Assessment working group.</p>	Fine tuning of timetable for June submission and rolling out necessary changes. Some areas are reliant on the new curriculum map and so implementation will necessarily be subsequent to the completion of that project.	June 2013	Professor Sue Smith, Head of Exams and Assessments
3	Next scheduled report to the GMC	<p>Evaluate the delivery of the new structure of year 6, including:</p> <ul style="list-style-type: none"> ▪ how the senior medicine and surgery attachments have met the requirements of paragraph 109 of Tomorrow's Doctors (2009) (student assistantships), and; ▪ how the new transition course improves preparedness for the Foundation Programme. 	Evaluation of change is an integral part of the quality management strategy and a normal feature of the School's continuous improvement cycle. The changes in Year 6 are no exception.	We are keen to solicit feedback from final year students through focus groups once they are well established in their foundation roles.	We will update the GMC in the 2013 MSAR.	Dr Nina Salooja, Head of Year 6

Recommendations

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1	Next scheduled report to the GMC	Reduce the workload in year 1 of the graduate entry programme and ensure that teaching on the course is appropriate to the needs of students and takes full and proper account of the learning outcomes.	This need had been established by our internal report into the Graduate Entry programme prior to the GMC visit. An action group has been formed to take this issue forward in parallel with other changes to the programme.		We are aiming to introduce changes in 2013-14 and will provide an update in our 2013 MSAR.	Dr Chris John, Head of the Graduate Entry Year
2	Next scheduled report to the GMC	Ensure that all students receive feedback from assessments that enables them to identify areas of strength and weakness.	This need was already well established prior to the GMC visit and as the report reflects, considerable work had already been done to improve feedback to students. A feedback project has been carried out and the Student Experience Steering Group is currently considering its recommendations.	We believe that strengthening the personal tutor system and rolling out the assessment strategy will support our aim to improve feedback.	We will provide an update in our 2013 MSAR.	Mr Martin Lupton, Chair of the Student Experience Steering Group and Professor Sue Smith, Head of Examinations and Assessment
3	Next scheduled report to the GMC	Ensure that all students who are involved in peer assisted teaching receive appropriate support and/or training before delivering this teaching.	We are pleased that the GMC has recognised the strength of peer teaching and the teaching skills course at Imperial.	Consideration will be given to the timing of the course. The Quality Manager has met with The Teaching Skills Lead already and although we are for various reasons reluctant to change the timing of the teaching skills course, we are working on plans to support societies that are engaged with peer	We will provide an update in our 2013 MSAR.	Dr Nina Salooja, Course Leader for Teaching Skills.

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				teaching. One solution we are currently exploring is an annual weekend training session and we are currently in the process of setting up a meeting with relevant society presidents to investigate what would be valuable to them. We have also just received confirmation that we can recruit a full-time clinical education fellow to support the Year 5 teaching skills course and the additional training we implement.		
4	Next scheduled report to the GMC	Explore the reasons for students' perception that external courses in medicine and surgery are necessary to pass the year 6 assessments, and take action to address this perception.	The School had recognised this problem before the GMC visit. We have already taken action to amend the Conflict of Interest policy so that staff with educational leadership roles may not participate in external courses.	The School is producing a position statement for students on external courses. Reassuring students that they do not need to pay for additional teaching will be bound up in the implementation of a new curriculum map and the assessment strategy. It is important to note however that it will never be possible to completely eradicate external courses or students' keenness	We will provide an update in our 2013 MSAR.	Mr Martin Lupton, Deputy Director of Education.
5	Next scheduled report to the GMC	Improve the support provided through the personal tutor system in years 3-6.	The School had recognised this problem before the GMC visit. A new system with a smaller group of highly committed tutors with		We will provide an update in our 2013 MSAR.	Dr Mike Schachter, Faculty Senior Tutor

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			protected time is currently being agreed with our partner Trusts for implementation from August 2013.			
6	Next scheduled report to the GMC	Carry out routine analysis of equality and diversity data to ensure that policies are being implemented and any concerns are identified.	The School has published widely on the issue of equality and diversity in medical schools but recognises that more can be done to embed analysis into our processes.	The School is meeting with registry colleagues to look at how this might be built into the routine governance cycle.	We will provide an update in our 2013 MSAR.	Professor Karim Meeran, Head of Quality Assurance and Enhancement and Professor John Laycock, Senior Admissions Tutor.
7	Next scheduled report to the GMC	Identify best practice in relation to patient and public involvement in quality management, and incorporate this into the quality management of the course.	A patient representative has been recruited to sit on the Curriculum Development Group.	We look to the GMC for examples of Schools which have achieved in this area.		Professor Karim Meeran, Head of Quality Assurance and Enhancement
Charing Cross report 1.	Next scheduled report to the GMC	Ensure education is represented at all CPGs within the trust, that all CPGs allocate adequate time in job plans for education, and that clinicians are aware of and engaged with educational issues	All job plans consider education and all those undertaking regular activities can have this formally recognised on job plans. All new consultant posts in the last 2 years have had clear recognition of education as sPAs where this was a major focus or role. However, there is a clear view that <i>ad hoc</i> teaching of students or for example teaching weekly for an hour for 4 or 5 weeks is part of role of all consultants at the Trust.			Dr Jeremy Levy, Director of Education, Imperial College Healthcare NHS Trust

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			<p>Education is already represented in every CPG within the Trust via a named Head of Education within every CPG with a role for undergraduate education. In February 2013 their roles for providing key input into discussions about undergraduate teaching was reinforced. There will be a restructure of our CPGs in the summer and re-appointment of Heads of Education with a clearly defined remit: Time: May 2013. The Trust can provide new names at that point. Heads of Education will be expected to be present at all CPG boards to ensure education input: attendance from minutes will provide evidence.</p> <p>CPG allocation of time in job plans has been reconfirmed by the medical director to CPG directors and is documented in the formal job planning guidance. This will be reconfirmed during the current round of job planning in April-June 2013 and reviewed by the medical director and Director of Education in July. The director of education will review the overall allocation of education PAs in July/August 2013.</p>			

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Charing Cross report 2.	Next scheduled report to the GMC	Make sure all students on surgical placements have named supervisors, trust contacts and clear placement timetables to ensure opportunities are available to meet the required placement learning outcomes.	Trust has been in contact with all surgical firm leaders and has updated the timetables. At the mid-firm meeting with students in February, all surgical firms stated that they were meeting their firm leader and there were no complaints about timetables not being accurate.			Professor Edwina Brown, Director of Clinical Studies and Teresa Collins, Education Manager.

Northwick Park report 1.	Next scheduled report to the GMC	The Trust should continue efforts to incorporate and recognise educational responsibilities in job plans so that supervisors have adequate time for education and training.	A panel comprising the Director of Clinical Studies, the Director of Postgraduate Education and Senior Members of HR have been meeting with Clinical Directors to review the job plans of the consultants within their department. To date meetings have been held with paediatrics, emergency medicine, and care of the elderly.	This piece of work has been suspended because an outside consultancy has been brought in to look at job planning in general and so the above panel will be subsumed into this process. It will need to take into account the GMC visit recommendations for some of the postgraduate posts and the reconfiguration of service with the propose closure of emergency medicine at Central Middlesex.	This piece of work will need to be finished by close of the next fiscal year i.e. end of March 2014. However it is hoped to be finished by autumn 2013.	Medical Director – Professor Rory Shaw working in conjunction with the Associate Medical Director in charge of R + D and Education and the Postgraduate Director of Education and HR.
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Good practice

Report Ref	Due Date	Description	Details of dissemination (across LEPs within the deanery or outside the deanery)	Any further developments planned to enhance the area of good practice	Timeline for action (month/year)	Medical school/ deanery lead
1	Next scheduled report to the GMC	The use of Service Increment For Teaching (SIFT) funded teaching clinics at LEPs which has resulted in improved opportunities for students in clinical placements, and the dissemination of this good practice through the School's programme of quality management activity.	We have recommended to all sites that they introduce or expand the use of teaching clinics through the annual Governance and Education Monitoring Visit reports			Professor Karim Meeran

2	Next scheduled report to the GMC	The strong science grounding of the course which has enabled graduates to be highly competitive when applying to academic foundation programmes.	This is deeply embedded at Imperial and is a USP of the programme. ~50 students have been accepted onto Academic Foundation programmes.			
3	Next scheduled report to the GMC	The collaboration between the School and the North West Thames Foundation School (NWTFS) to: <ul style="list-style-type: none"> ▪ develop the course at the end of year 6 to improve the preparedness of Imperial graduates for the Foundation Programme ▪ provide information to Imperial students about the Foundation Programme, and; ▪ to support Imperial graduates working in other foundation schools. 	Again, this is embedded in our academic and operational structures. We would be delighted to be a case study for the GMC.			
Charing Cross report 2.	Next scheduled report to the GMC	The quality of education provided in anaesthetics; training takes place in a supportive environment that is responsive to feedback and provides a structured learning experience for students and trainees.				
Northwick Park Report 2.	Next scheduled report to the GMC	The investment in a large number of SIFT funded undergraduate teaching fellows to support education across a range of departments.				