

Medical School Annual Return - Section B
GMC quality assurance items

This sheet is pre-populated with open GMC visit requirements and recommendations. Please provide updates on all items. Supporting documents and action plans may be required to evidence progress.

Item number	GMC item	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	Previous updates with additional information requested by the GMC	What actions have been taken to resolve the concern over the past 12 months?	What further actions have been planned to resolve the concern?	Deadline for resolution (DD/MM/YY)	Status	Person responsible	Supporting documents (if required)	
QA9571	GMC visit recommendation	Theme 3 Supporting learners	The school should ensure adequate quality of feedback to students on portfolio work to support their learning and development.	11/05/2016	2015/16 QIF South West regional review	We have continued to monitor the provision of feedback to students on their portfolios; this is discussed at Academy Management Group meetings, at Unit visits to each academy and at Year group meetings. In 2017 we embarked on some multidisciplinary research on the provision of feedback to students when they enter the workplace. We are conducting this research with the veterinary school, the dental school, the school of theatre studies and programme for social workers. For our students the first time that they are completely immersed in the workplace is in Year 3, when they start learning in the clinical environment full time. We have employed a researcher to conduct focus groups with our students to gain some insight into how they perceive and use feedback. The researcher is also running focus groups with our Year 3 teachers to gain insight into their understanding of feedback. We are using the Evans Assessment Tool as a framework for this research.	In the MB16 curriculum (operating in years 3 to 5 of the current academic year) students are required to complete portfolios in every year. Since the GMC visit in 2016 we have asked our teachers to ensure that each student has a review of their portfolio half way through its completion. Every year the Senior Management Team of the Medical School visits each of the 8 academies that make up Bristol Medical School. At these inspections we see the students who are studying there and ask them if they have all had mid-unit reviews of their portfolios - they tell us that they have. In addition, unit leads are required to report at exam boards whether mid-unit and end of unit reviews have taken place for students. For the clerking portfolio completed by students in year 5 the academies are required to record feedback on an A4 sheet which is given to the students. This year all these feedback sheets were reviewed by one of the Deputy Programme Directors. In cases where insufficient feedback had been recorded the student's portfolios were reviewed by the other Deputy Director who then completed a feedback sheet for the student. Most academies provided detailed written feedback. In the MB21 curriculum (operating in years 1 and 2 of the current academic year) we have introduced a new, bespoke ePortfolio that is used as the basis for discussion between a student and their Professional Mentor. These discussions are mandated three times per year and coincide with the release of marks for the students' progress test of applied medical knowledge. Students also complete an annual multisource feedback exercise (Team Assessment of Behaviour) annually, which feeds into the ePortfolio. The system of professional mentorship has been broadened and strengthened, with all mentors undergoing structured training, including how to use feedback. This builds on the experience of improving the giving and receiving of feedback in Bristol Veterinary School. Mentors are expected to supervise the personal and professional development of the same group of students throughout their 5-year curriculum, mirroring the educational supervisor role in postgraduate training. The research into student and staff perception of feedback, mentioned in our annual return last year, has been completed now and is being submitted for publication.	The quantity and quality of feedback provided by academies on the year 5 clerking portfolio will be reviewed again next year to ensure that all academies are providing a similar level of feedback.	01/02/2020	Plan in place	Programme Director, MB16		
QA9570	GMC visit requirements	Theme 5 Developing and implementing curricula and assessments	The school must improve the reliability of the long case clinical assessments.	11/05/2016	2015/16 QIF South West regional review	In 2016 we told you that we had retained the long cases as part of the Clinical Competence Assessment in year 5 because we wanted to emphasise to our students the importance of being able to undertake a complete history and examination of a patient, as will be required of them as foundation doctors. We recognised that a Cronbach alpha of 0.64 was a little low for a high stakes summative assessment. In 2016-17 we made some changes to the Clinical Competence Assessment but were unable to improve its reliability any further. Each component of the Clinical Competence Assessment produced a binary result (pass or fail) that was designed to re-affirm the student's readiness to start work as a foundation doctor. An exam in which there is homogeneity amongst the candidates and where the outcome is binary, cannot produce a very high Cronbach's alpha. This was the case for our Clinical Competence Assessment. Therefore we decided to develop the year 4 OSCE as the main summative test of our students' clinical skills. Cronbach's alpha for this OSCE in June 2016 was 0.74. In 2017 it was 0.72 and in 2018 it was 0.69. Cronbach's alpha has fallen a little as we have introduced a greater variety of clinical skills to this exam.	The observed long case is no longer a stand-alone summative assessment within the final year of the MB ChB programme. The principal method by which students' clinical skills are assessed in year 5 is a workbook recording their mastery of 16 Entrustable Professional Activities (EPAs). Students must collect at least 2 pieces of evidence for each EPA during their clinical placements. Students are asked to complete two long cases to an expected level of competence to gain evidence for some of these EPAs. The observed long cases (each one conducted over 75 minutes) provide a rich source of feedback. In the academic year 2017-18 all students completed two long cases to an expected level; some students took longer than others to achieve this. 12 out of 216 candidates had to repeat at least one long case before they met the expected level. Since the outcome of the observed long case produces a binary result (meets the expected standard or not) and because all candidates ultimately achieve the desired goal it is not possible for us to make further comments on the reliability of this assessment. Observed long cases are just one of several work-place based assessments that students are asked to undertake in year 5. Students are also required to complete at least 3 case-based discussions and 3 mini-CEXs. Observed long cases are not the only means by which students can gather evidence for mastery of any of the EPAs and if there was an exceptional reason for a student not being able to complete a long case that student would be allowed to submit alternative evidence. All examiners of the observed long cases are asked to complete training to ensure that they are familiar with the process. A standardised examiner mark sheet is used, although though no numerical score is produced.	No further action planned		Plan in place	MB ChB Programme Director (MB16)		
QA9569	GMC visit requirements	Theme 3 Supporting learners	The school must clarify further how future intercalating students will integrate and transfer into the new curriculum.	11/05/2016	2015/16 QIF South West regional review		For one year only (2019/20) intercalating students will transition from MB16 to MB21. Future intercalation will not affect which curriculum students follow as they will intercalate from MB21. Arrangements for this exceptional year are as follows: 1. Students considering intercalation were given a number of talks prior to making their decision. These included details of intercalation, pros and cons of an intercalated degree and information about the MB21 curriculum and their transition to it. 2. Historically, around 45% of Bristol's student intake have opted to intercalate. For this year, 99 students are intercalating from a year group of 251 (approximately 40%). 3. A highly experienced senior tutor has been appointed to offer support and guidance to this cohort of students during their year of transition into MB21.	A bespoke 'Transition to MB21' module has been arranged for the summer term 2019 (after the exam period for intercalated degrees). This builds on the successful introduction of the Effective Consulting Clerkship (ECC) to the MB21 Year 2 students this academic year. This is the successor to the previous Learning in the Healthcare Environment (LITHE) module that has been commended by the GMC as an example of good practice. The ECC will be modified to cover a 6-week period; students have had prior notification of the dates of this module. The module will include the following elements: a. A week of taught and self-directed material that will include topics not covered in years 1 & 2 of MB16 and an introduction to case based-learning. b. A chance to work in small groups on existing Year 2 cases; this will include Anaemia, Blood and Clotting, the only major difference in Year 2 curriculum content between MB16 and MB21. c. A 3-week clinical attachment that will cover the same material as the ECC in MB21, including consultation and procedural skills. d. An opportunity to experience a Progress Test as formative learning experience. These students will continue to take progress tests in Years 3 & 4 (6 in all), which will culminate in the final Bristol examination of applied medical knowledge. The progress test will be a useful benchmark for students and staff and is likely to reassure returning intercalators about their relative performance compared with existing MB21 students. e. Additional ad hoc teaching sessions may be arranged during Year 3 at the request of students or if important topics are identified that students do not understand well, and which are essential for progression. We believe that our students will be the best ambassadors to integrate returning intercalators to the MB21 curriculum. Therefore, we intend to distribute students that have intercalated with students that have followed MB21 from entry into small teaching groups for Year 3. NB Students in MB21 have remained in the same tutor group for the first 2 years but will be redistributed in Year 3.		31/07/2020	Plan in place	Programme Director, MB21	

Medical School Annual Return - Section C
Quality of medical education within the medical school

You should use this sheet to highlight concerns and areas of good practice within the medical school to us. The reporting thresholds in the guidance document would guide you for reporting.

Item number	Item type	Please list the years of students affected	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	Previous updates with additional information requested by the GMC (outstanding items ONLY)	What actions have been taken to address the concern or to promote the area of good practice over the past 12 months?	What further actions have been planned to address the concern or to promote the area of good practice in the future?	Deadline for resolution (DD/MM/YY) Concerns ONLY	Status Concerns ONLY	Person responsible	Engagement with deanery, HEE local offices or other organisations including healthcare regulators (if any)	Supporting documents (if required)
BR1819-g001	Concern	5	Theme 3 Supporting learners	Year Admin Lead absence for 3 months	01/02/2018	staff member reported illness		temporary member of staff employed to cover parts of the role - other tasks covered by management	SOPs being created to avoid loss of knowledge and make covering easier	01/04/2018	resolved	Teaching & Learning Manager		
BR1819-g002	Concern	5	Theme 2 Educational governance and leadership	Two errors with marks for Finals written exam in December 2017. One error was the result of a mistake made by a member of the administrative staff when creating QR code labels for candidate numbers. These labels were affixed to the answer sheets that were read by the optical marker. The second error was the result of a problem with the scanning process; slight slippage of some answer sheets in the scanner meant that the scanner misread a few responses in one corner of the answer sheet.	01/01/2018	Routine checking of marks before the exam board.		The member of staff was retrained and has now left her post. We re-designed the answer sheet and included dots in each corner of the sheet to check correct alignment. For the written finals exam in December 2018 we ensured that at least 10% of all answer sheets were handmarked before the internal exam board.	New members of administrative staff will receive training on the importance of checking candidate numbers. We are continuing to review the optical marking and may switch to a different system	01/03/2019	Plan in place	Assessment & Feedback Manager		
BR1819-g003	Concern	1 and 2	Theme 5 Developing and implementing curricula and assessments	Shortage of staff to implement new MB21 curriculum whilst still running MB16	01/09/2017	MB21 implementation group meetings		Recruited an additional full time equivalent member of staff to support MB21 administration and implementation	Senior management team are monitoring continuing concerns as the new programme roles out	21/12/2018	Concern created	Programme Director for MB21		
BR1819-g004	Concern	all years	Outcomes 2 - Professional skills	Skills gap with new technology	01/09/2017	Inability of some support staff to complete key tasks		In house training and support implemented but some staff simply unable to master new technology to a sufficient level leaving us with a knowledge gap	Involve eLearning team with in house training and care to recruit staff capable of dealing with current and new implementation of technology	01/09/2019	Concern created	School Manager		
BR1819-g005	Good practice	all years	Theme 2 Educational governance and leadership	Control of assessments information	01/09/2017	In response to Data Protection training		To ensure security of exam and marks data we have implemented the use of MSC-AA Question Bank for all written exams and standard setting	All relevant staff trained and will continue to train new starters			Assessment & Feedback Manager		
BR1819-g006	Good practice	all years	Theme 2 Educational governance and leadership	Control of assessments information	01/09/2017	In response to Data Protection training		To create an external drive with controlled access for administrators and academics to have access to exam data	all relevant staff trained and will continue to train new starters					
BR1819-g007	Concern	1 and 2	Theme 5 Developing and implementing curricula and assessments	Not enough tutors for Effective Consulting	01/09/2018	MB21 implementation group meetings		escalated to MB21 Programme Directors		01/09/2019	Concern created	Programme Director for MB2		
BR1819-g008	Concern	all years	Theme 2 Educational governance and leadership	Long term sick leave of Primary Care Admin Manager	06/09/2018	Member off staff off unwell for extended period		Majority of tasks allocated to other staff or covered by management	To train other team members to cover certain tasks to reduce risk of 'single point of failure'	ongoing	Plan in place	School Manager		
BR1819-g009	Concern	all years	Theme 3 Supporting learners	No designated meeting room for ad hoc student meetings	01/05/2018	Introduction of our Open Door Policy		Moved to new open plan offices with a designated private room for meeting with students			Resolved	School Manager		Open Door Policy 2018-19
BR1819-g013	Good practice	all years	Theme 3 Supporting learners	New IT platform for information about the medical school	01/01/2018	Tutors and academy staff were having problems accessing the Medical School Intranet. Our students told us that the learning resources and information about the programme were scattered over too many electronic platforms		We moved all information about the MB ChB programme to a new Blackboard site. This site links to all the learning resources, including Hippocrates. Students have welcomed this change and tell us that it's easier for them to find information now	The Blackboard site can only be accessed with a university log-in. All of our unit co-ordinators in the academies have honorary university status and have university log-in details. However, some of our teachers in the academies struggle to remember and use their university log-in. At our academy visits we continue to remind all teachers that they must look at Blackboard. Sometimes NHS IT systems block university e-mail. Whenever this comes to light we will seek to get e-mail access restored as soon as possible			Programme Director for MB16		
BR1819-g014	Good practice	1 and 2	Theme 3 Supporting learners	Students complain that there is no medical school building/home base for them on the central university campus. This is a particular issue for the medical student society which needs space to plan and run events.	01/01/2018	At student-staff liaison committees and in comments made by students in National Student Survey and Your Bristol Survey		We have given the committee members of Galenicals (the medical student society) access to the meeting rooms in the administrative building. They will be able to use these rooms in the evenings and at weekends. One of our final year medical students is creating artwork to put on the walls of our meeting rooms to make them look more like a medical school rather than a generic office space.				Programme Director for MB16		
BR1819-g015	Good practice	all years	Theme 3 Supporting learners	Meetings with professional mentors	01/05/2018	Review of our processes for supporting students		For the academic year 2018-19 onwards we have set a target for all students to have at least 3 meetings with their professional mentor every year. Students are asked to record each of these meetings on their e-portfolio	We are monitoring students' meetings at exam boards and are writing to students to remind them to set up meetings if we cannot find records on their e-portfolio			Lead for the Professional Mentorship Scheme & Programme Director for MB16		
BR1819-g016	Good practice	all years	Theme 3 Supporting learners	Eradication of typographical errors in exam papers	01/07/2018	During exams		For finals a paper copy of each examination paper is checked by 2 members of academic staff.	This more robust proof reading system is being rolled out to all other years in 2018-19			Assessment & Feedback Manager & Programme Director for MB16		
BR1819-g017	Good practice	all years	Outcomes 1 - Professional values and behaviours	We need for a more robust system of monitoring students' attendance and engagement off campus (ie when on clinical placements)	01/06/2018	MB21 implementation group meetings		We have created an online form for Academy administrators to complete returns on a weekly basis				Teaching & Learning Manager		
BR1819-g018	Concern	all years	Theme 2 Educational governance and leadership	Increase administrative burden of producing attendance/engagement metrics for exam boards as an essential progression criterion	01/11/2018	At our Medicine Assessment Group meetings		We have assigned more staff to the assessments and feedback team including a part time psychometrician and someone whose main role is to run OSCEs and update our question bank.	We will continue to review the size and structure of the assessment and feedback team	01/09/2019	Progress being monitored	Assessment & Feedback Manager & Programme Director for MB16		
BR1819-g019	Concern	all years	Theme 2 Educational governance and leadership	Securing suitable exam venues. We need more space for our students to sit exams, progress tests in particular. By the time MB21 rolls out to year 5 we will need space for all 1200 students on the MB ChB programme to sit the progress test at the same time. Ideally we need the venues to have computer terminals since the trend is for exams to be undertaken on-line rather than on paper.	01/11/2018	At our Medicine Assessment Group meetings		We have had meetings with the University's Examination, Timetable and Graduation Officer to discuss our concerns. He recognises the problem and is aware that the veterinary and dental schools also have a growing need for more on-line exam venues.	We will continue our discussions with the university examination office	01/09/2019	Concern created	Programme Director for MB16		
BR1819-g020	Good practice	all years	Theme 5 Developing and implementing curricula and assessments	Establishment of a working party to identify the reasons for the difference in performance of students from different ethnic groups and to devise interventions to prevent this	18/02/2018	Repeated analyses of our exam results by our programme psychometrician have demonstrated that our non-white students do less well in our optically marked single-best answer papers. These findings are in keeping with analysis at other medical schools. The differences are independent of nationality.		The working party set up several focus groups with students. These focus groups indicated that one factor underlying the differential attainment of non-white students might be their different experiences whilst on clinical placement. Many students described incidents in which they had been the subject of racist comments and felt that they and their teachers were powerless to intervene. We are trying to rectify this situation by developing bystander training workshops - to help our students and staff feel empowered to say something and intervene when they witness discriminatory behaviour directed towards any group with protected characteristics.	We will be piloting our new training sessions in the spring of 2019			Programme Director for MB16		

Medical School Annual Return - Section D

Quality of placements

You should use this sheet to highlight concerns and areas of good practice at student placements (education providers). The reporting thresholds in the guidance document would guide you for reporting.

Item number	Item type	Local education provider (if applicable)	Site (if applicable)	ODS/NSS code (if applicable)	Please list the years of students affected	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	What actions have been taken to address the concern or to promote the area of good practice over the past 12 months?	What further actions have been planned to address the concern or to promote the area of good practice in the future?	Deadline for resolution (DD/MM/YY) Concerns and GMC visit items ONLY	Status Concerns ONLY	Person responsible	Engagement with deanery, HEE local offices or other organisations including healthcare regulators (if any)	Supporting documents (if required)
BRI2017-01	Concern	University Hospitals Bristol NHS Foundation Trust, North Bristol NHS Trust	BMS	RA7, RVJ	Year 1	Theme 3 Supporting learners	National shortage of Hepatitis B vaccine prevented immunisation of non-immune students prior to their Healthcare Assistantship placements in clinical environments.	01/07/2017	Occupational Health notification			Resolved	Progress being monitored	Programme Director (MB21)		
BRI1819-p001	Concern	Taunton & Somerset NHS Foundation Trust	BMS		Year 4	Theme 1 Learning environment and culture	Lack of exposure to Dermatology teaching at Taunton Academy	19/01/2018	Academy Management Group meeting	Provision was made for students based at Taunton Academy to travel to N Somerset Academy for Dermatology teaching/clinics, to cover this speciality. Some teaching provided by semi-retired consultant in Musgrove and by live streaming tutorials from Yeovil. Clinic experience provided in Weston General Hospital. Arrangements to be reviewed shortly (Academy Dean to discuss with Element Lead for Dermatology)	Providing dermatology teaching remains challenging. At the Academy Management Group meeting in Sept 2018, the Dean at North Somerset advised that it is hard to timetable Dermatology teaching due to scheduling conflicts. Dermatology services are stretched across the region. As plans for service delivery are evolving, teaching opportunities may be identified but this is likely to remain an area of challenge.	Resolved for the time being	Progress being monitored	Academy Dean, Taunton and Programme Director (MB16)		
BRI1819-p002	Good practice		BMS		Year 4	Theme 3 Supporting learners	Introduction of electronic student feedback tool "Happy App" (software tool currently used in NHS), to address student complaints of feedback overload	18/02/2018	Academy Management Group meeting	Year 4 Lead (in collaboration with creator of Speac Happy) has launched this phone-friendly app to allow instant student feedback and coordinated staff response to issues. The app was trialled in June 2018 for the year 4 students following their OSCE. A lot of valuable feedback was received, some of which could be acted upon very swiftly. In the academic year 2018-19 we are piloting the use of the Happy App in Year 4.	In 2019-20 we hope to extend the use of the Happy App to all students in years 4 and 5.	N/A	N/A	Year 4 Lead		
BRI1819-p003	Good practice		BMS		Years 1 - 5	Theme 1 Learning environment and culture	Creation of Ethnicity and Assessment Working Group	18/02/2018	Academy Management Group meeting	Group set up by MBChB Programme Director to investigate potential reasons why our non-white students perform less well than white students in our computer marked single-best answer papers in Finals and other end of year exams.	Several student focus group meetings were held. A detailed report was presented to the Programme Management Committee (PMC) in May 2018 and was discussed at Annual Programme Review in Sept 2018. The focus groups suggested that a key factor in the differential attainment of students of non-white ethnicity was their experience of isolation and discrimination on the clinical placements. In particular they recalled discriminatory comments made by patients and non-clinical staff. We are addressing this issue by developing staff training workshops that will focus on what bystanders can do when they witness discrimination. We want to empower our teachers and students to intervene effectively when their witness discriminatory comments or behaviour.	N/A	N/A	MB ChB Programme Director (MB16)		
BRI1819-p004	Concern		BMS		Years 3 - 4	Theme 5 Developing and implementing curricula and assessments	Double-teaching of perioperative care and dermatology in Years 3 and 4, 19/20	20/04/2018	Academy Management Group meeting, Academy Monitoring visit to Gloucestershire Academy (Feb 18)	Due to the transition from the MB16 to MB21 curriculum, anaesthetics and dermatology will be taught to both Year 3 students (MB21) and Year 4 students (MB16) for the coming academic year. Careful timetabling planning will be required to avoid student clashes	Unit Leads for these specialities are in regular liaison with the central team to discuss timetabling and to act as conduits of guidance to the Academy teaching teams. COMP2 Lead Dr Matt Ridd liaising with Academics and Kirsty Bright to synchronise teaching timetables and avoid clashes	01/09/2019	Progress being monitored	Element Lead for Dermatology and Unit Lead for COMP2		
BRI1819-p005	Concern		BMS		Year 2	Theme 3 Supporting learners	Requirement to provide returning intercalators with sufficient introduction to the MB21 curriculum before they commence Year 3 in 19/20	20/04/2018	Academy Management Group meeting	The Transition to MB21 Working Group has been formed to create a one-off customised 4-6 week module for these students (to run in June/July 2019)	A comprehensive timetable needs to be created, Academy resources need to be secured, and the relevant students given full information on the module	31/05/2019	Plan in place	Lead for Effective Consulting Clerkship		
BRI1819-p006	Good practice	Primary Care	BMS		Year 1	Theme 5 Developing and implementing curricula and assessments	Creation of COGConnect model for effective consulting, to be used for MB21 curriculum	20/04/2018	Academy Management Group meeting	This is a new evidence-based cognitive model used for communications skills training, part of the new MB21 curriculum. To be rolled across all five years of MB21 curriculum in due course.	Ensure the model is signposted in Years 2 - 5 of the programme and incorporated into clinical experiences	N/A	Plan in place	Effective Consulting Lead		
BRI1819-p007	Good practice		BMS		Years 1 - 5	Theme 4 Supporting educators	Creation of SLS (Student Lifecycle Support) Curriculum Map, to signpost to both students and staff ILO's for the new MB21 curriculum across all five years (eventually)	18/05/2018	Academy Management Group meeting	The Curriculum Map has been created for MB21 Year 1 already, and will be updated to include Year 2 at the end of academic year 2018/19	Ensure the model is signposted in Years 2 - 5 of the programme, so students, clinicians and academics can cross reference specialty teaching to ILO's, GMC Outcomes for Graduates and other criteria	N/A	Plan in place	MUT and Academy Contracts Manager		
BRI1819-p008	Good practice		BMS		Year 2	Theme 5 Developing and implementing curricula and assessments	Collaboration with Blood Transfusion Service to run a "dry" practical session for Year 2 students called "Right patient, right blood" (part of new MB21 curriculum)	18/05/2018	Academy Management Group meeting	This cross-disciplinary session (December 2018) is part of the case based learning module on haematology - staff from Blood Transfusion Service working in conjunction with academic staff facilitators	Collate student feedback following session, and take comments into account for next years session	N/A	N/A	MB21 Deputy Programme Director		
BRI1819-p010	Concern	University Hospitals Bristol NHS Foundation Trust, North Bristol NHS Trust			Year 3	Theme 5 Developing and implementing curricula and assessments	Academy Deans at both S Bristol and N Bristol concerned about a) capacity for the "bulge year" 2019/20, and b) the level of funding required to support the additional 99 students on placement	20/07/2018	Academy Management Group meeting	In MB16 most students study an intercalated degree between years 2 and 3. In MB16 the point of intercalation will be between years 3 and 4. Thus in the transition from MB16 to MB21 there will be a bulge in students numbers in year 3 in 2019-20. The MUT Manager worked with the Placements Coordinator and all Academy staff to ensure sufficient placements were available.	Health Education England has just confirmed that extra MUT funding will be available to support this bulge year 3. Final budgets being published mid-Feb 2019	28/02/2019	New concern identified	MUT and Academy Contracts Manager	Engagement with HEE Senior Finance Manager (South)	
BRI1819-p011	Concern		BMS		Year 5	Theme 3 Supporting learners	Ex-Clinical Teaching Fellows running private BCDE (Bristol Clinical Data Examination) practice sessions to Year 5 students, charging £95 per head. We were concerned that students would feel pressured into attending this course and would feel disadvantaged if they could not afford to do so.	19/10/2018	Academy Management Group meeting	The Programme Director sought advice from the University's Legal Department to ascertain if we could stop this private revision course. We were told that we could not do so. However we made clear to our students that this revision course, run by former clinical teaching fellows, was not endorsed by the Medical School. The organisers of the private course did not have access to our question bank. We supported our current clinical teaching fellows to develop a practice Bristol Clinical Data Exam which they delivered to all our students.	None	31/01/2019	New concern identified	MB ChB Programme Director (MB16)		
BRI1819-p012	Good practice	All Academies			Year 2	Theme 5 Developing and implementing curricula and assessments	Introduction of MB21 "Effective Consulting Clerkship (ECC)" - immersive three week placement in the clinical environment at the start of the academic year	19/10/2018	Academy Management Group meeting	Students gave excellent feedback for this new initiative, with its emphasis on clinical exposure, continuation of case based learning, and opportunities for student reflection via artwork, poetry and other creative mediums	Academy staff and the ECC Lead will work together to streamline the course for 2019/20, and hopefully reduce the pressure on the clinical teaching fellows, who carried the bulk of the teaching.	N/A	N/A	Lead for Effective Consulting Clerkship		
BRI1819-p013	Good practice		BMS		n/a	Theme 4 Supporting educators	Plans to arrange an Academy Dean's Away Day in April 2019	19/10/2018	Academy Management Group meeting	It was felt that having a dedicated Away Day just for Academy Deans would encourage "blue sky thinking", cross-pollination of good practice and space to reflect on issues and work collaboratively to find solutions	An agenda has been set for the Academy Dean's Away Day on 25 April 2019	N/A	N/A	MB ChB Programme Director (MB16)		Draft Agenda for Deans Away Day

BRI1819-p014	Concern		BMS		Year 3	Theme 1 Learning environment and culture	Significant increase in Primary Care exposure in Year 3 of MB21 curriculum will require additional GP practice resource for student placements at surgeries	19/10/2018	Academy Management Group meeting, Academy Monitoring visit to Gloucestershire Academy (Feb 18)	Students will have 32 GP placement sessions under the new curriculum as opposed to 8 under MB16. This will require additional GP practices being recruited for undergraduate teaching. Senior Team in discussion on how to achieve this	The Head of Teaching for Primary Care, Professor Trevor Thompson, has appointed someone to develop a model for the new primary care teaching in year 3. He has also appointed a GP to lead the recruitment of teaching practices. In the long term the viability of increased teaching in primary care is dependent on the negotiation of a new national tariff for undergraduate teaching in primary care. This is beyond the power of the Medical School to solve.	30/04/2019	Plan in place	Head of Teaching for Primary Care and Head of Bristol Medical School	Engagement with HEE Senior Finance Manager (South)		
BRI1819-p015	Concern		BMS		All	Theme 4 Supporting educators	Removal of cap on number of International students, plus withdrawal of MUT resource for their undergraduate medical training	19/10/2018	Academy Management Group meeting	The Head of the Medical School sent a letter to the CEO of each teaching Trust advising them of this situation	Further discussion required at local level about the impact this will have on Trust finances, Academy capacity and the balance between "home" and international students	01/09/2019	New concern identified	Head of Bristol Medical School	Engagement with HEE Senior Finance Manager (South)		
BRI1819-p016	Good practice	All Academies			Years 1 - 5	Theme 3 Supporting learners	Open Door policy - information for students	01/07/2018	Staff wanted to ensure that students could access support throughout their time at medical school, recognising that this may be needed at many levels and be provided by a range of staff. Information was collated from Medical School and Academy staff giving specific information about staff availability and relevant contact details. This Open Door Policy is a key part of our strategy for supporting student well being	Published to students through the on line learning platform ("Blackboard") and distributed to staff and students via email/newsletters.	MB ChB Programme Director will continue to publicise our Open Door Policy to all students	N/A	N/A	MB ChB Programme Director (MB16)		Open door policy for 2018-19	
BRI1819-p017	Concern	Royal United Hospital Bath			Years 3 - 5	Theme 1 Learning environment and culture	Poor standard of student accommodation on-site at some hospitals, including infestations	19/03/2018	Student and staff feedback through Academy Management Group meetings and Faculty Academy visit	Accommodation at one hospital was upgraded over the summer of 2018. Students' access to Wi-fi within the accommodation block of another hospital has been improved substantially	The Senior Management Team of the the Medical schools will continue to ask students about their satisfaction with accommodation at the annual Academy Monitoring visits	01/09/2019	Progress being monitored	All Academy Deans			
BRI1819-p018	Concern	University Hospitals Bristol NHS Foundation Trust	Bristol Royal Infirmary		Years 3 - 5	Theme 1 Learning environment and culture	Needlestick injury. Three student needlestick injuries reported over last academic year. Some uncertainty at Academy level concerning responsibility for ensuring process is followed, complicated in tertiary care setting.	31/08/2018	Reported by students at individual academies and through Academy Management Group meeting	Ensured students are provided with information concerning action to take in this situation - verbal and written. Academies asked to provide needle stick policy for individual Trusts so that these are held centrally		01/10/2018	Progress being monitored	MB ChB Programme Director (MB16)			
BRI1819-p019	Concern	All Academies			Years 3 - 5	Theme 2 Educational governance and leadership	Ski trip for medical students	19/10/2018	A ski trip for medical students was organised by Galenicals (the medical student society) and agreed with the Senior Tutor, acknowledging that it would require permission for students to miss the last 2 days of the Christmas term 2018. Agreement was obtained from the MB16 Programme Director and Academy Deans in May 2018. Subsequently it transpired that the dates of the trip meant that students would need to ask permission to miss 3 days of clinical teaching. It was then apparent that the year 3 students studying Musculoskeletal Disease, Emergency Medicine and Ophthalmology (MDEMO) would miss a compulsory study day, scheduled for the last day of term.	Initially the MB16 Programme Director wrote to all Y3,4,5 students explaining that those students studying MDEMO in year 3 should cancel their place on the trip. Several students complained about this and so an agreement was reached with the Year 3 and MDEMO lead that students on the trip would be asked to complete additional work and be enabled to attend the specific paediatric MDEMO teaching that they will miss in the next Unit.	In the future the Christmas holiday for students in years 3-5 will be one week longer. Students will not be given permission to go on a ski trip outside of this holiday period.	18/01/2019	Plan in place	Year 3 & MDEMO Unit Lead			
BRI1819-p020	Concern	All Academies			Years 3 - 5	Theme 3 Supporting learners	Timetabling - students not receiving Unit timetables in a timely manner		Feedback from students	Reminders to Academy admin staff to ensure timetable (or draft) distributed AT LEAST 1 week before placement starts, so students can organise their time	One of the deputy programme directors (Dr Jane Sansom) has been tasked with monitoring this directive.	31/08/2019	Progress being monitored	Deputy Programme Director (MB16)			
BRI1819-p021	Concern		BMS		All	Theme 3 Supporting learners	Email / IT issues. University is migrating all email accounts from Gmail to Outlook. Migration of student accounts is phased and has led to issues with communicating by email with Year 5 students in particular	18/09/2018	Identified by some students and our administrative staff when it became clear at the start of this academic year that some students were not receiving their e-mail.	The issue took some weeks to resolve. To ensure adequate communication with students, especially Year 5 students submitting their Foundation Programme Applications, various methods were used to communicate with students to make sure they were aware of the problem (including using text messaging). The problem was brought to the Director of IT services at the University	Later this year all our medical students e-mail accounts will be migrated to Outlook. It is essential that this does not cause disruption to our students. We are working closely with the IT team to ensure there is minimal disruption	31/10/2018	Resolved	MB ChB Programme Director (MB16)			
BRI1819-p022	Good practice	All Academies			Year 5	Theme 3 Supporting learners	In keeping with the requirement of the GMC we wanted to ensure that all our final year students had a mid unit review of their clerkship portfolio for Senior Medicine and Surgery.		At GMC visit, Year 5 meetings, and Academy Management Group meeting	Academy Year 5 leads were prompted to ensure that all Y5 students had a timely review of their portfolio		N/A	Progress being monitored	MB ChB Programme Director (MB16)			
BRI1819-p023	Good practice	Great Western Hospital NHS Trust, Royal United Hospital Bath NHS Trust, University Hospitals Bristol NHS Foundation Trust			Years 3 - 5	Theme 1 Learning environment and culture	Creating a social environment and sense of community for students. This is particularly important whilst students are away from other support networks in Bristol		At Academy Monitoring visits Jan - Nov 2018	Several academies have established sports teams, film clubs, communal meals and quiz nights to support student wellbeing. These initiatives have helped to create a better sense of community. During their visits to academies the members of the senior management team have encouraged all academies to replicate these initiatives		N/A	N/A	Academy Deans			
BRI1819-p024	Good practice	All Academies			Years 3 - 5	Theme 3 Supporting learners	Identification of GP practices with which students can register temporarily whilst they are away from Bristol to ensure timely access to Primary Care services if needed.		At Academy Monitoring visits Jan - May 2018, and Academy Management Group meeting July 2018	We have publicised the names, locations and contact details of these practices through the medical school Blackboard site, Academy websites and Academy handbooks. This information has also been signposted to incoming students at Academy inductions		N/A	Plan in place	Academy Deans & Senior Tutor			
BRI1819-p025	Concern	All Academies			Year 3 - 4	Theme 4 Supporting educators	Implementation of the new curriculum is generating some concern and anxiety amongst NHS staff in the clinical academies. This mainly relates to the evolving curriculum and logistics around delivery	16/11/2018	At Academy Monitoring visits Jan - May 2018, and Academy Management Group meetings (Autumn 2018)	Communication of how MB21 is being developed and draft curriculum map and documentation relating to extended Case Based Learning is being disseminated through MB21 team, Academies Management Group meetings and Faculty visits to individual Academies ("roadshows") by the MB21 Programme Directors. A detailed document outlining MB21 Year 3 is being disseminated at Academy Monitoring visits over winter 2018/spring 2019	Identify areas of concern to the Academy teams and work together to find solutions. Implications for ensuring adequate resources are available to deliver the MB21 programme and job planning for NHS staff who teach on the MB ChB programme to be flagged as early as possible	31/03/2019	Plan in place	MB ChB Programme Director (MB21)			
BRI1819-p026	Good practice	University Hospitals Bristol NHS Foundation Trust, North Bristol NHS Trust			Years 1 - 5	Theme 1 Learning environment and culture	Student art displays: Annual 'Art in Medicine' exhibition organised by North Bristol Trust and Galenicals. Art display in Bristol Royal Infirmary of reflective art pieces at end of Effective Consulting Clerkship in Year 2	16/2/18 and 28/11/18	Academy Management Group meetings	'Art in Medicine' Exhibition publicised through Medical School newsletter and flyers. Bristol Royal Infirmary art exhibit advertised through Trust newsletter		N/A		Academy Deans			
BRI1819-p027	Good practice	All Academies			Years 1 - 5	Theme 4 Supporting educators	New clinical teaching fellows start work every August. In previous years they have been invited to a series of induction events, each one devoted to a particular competence of component of the programme. However no one has given them an overview of the organisation of the medical school and the structure of the MB ChB programme and its assessments	01/08/2018	Programme Director was concerned about this	In August 2018 a new one day induction event was held on the central university campus. The timetable for this day (copy attached) included an overview of the programme as well as a summary of other induction events which the clinical teaching fellows may have been unable to attend. The central induction day also included guidance for the clinical teaching fellows on their role in the pastoral support of students and how to signpost students to appropriate services.	The clinical teaching fellows still felt obliged to attend extra induction events many of which duplicated the material covered in the central induction days. For August 2019 we will distill the content of all the induction events into just 2 days and will ensure that these days are tailored to the needs of these educators. One day will be held in Bristol and another in Gloucester	N/A		MB ChB Programme Director & Deputy Programme		Timetable for CTF Induction Day	
BRI1819-p029	Concern	All Academies			Years 2 - 5	Theme 1 Learning environment and culture	Evolution of electronic patient records in secondary care. Academies to ensure that students can still access relevant patient information and investigation results		Academy Deans, Academy Monitoring visits (i.e. Bath, May 18 and Swindon, Nov 18)	Students not always able to access the hospital systems they require, particularly Year 5 students and access to electronic prescribing. Academy deans and admin teams to ensure timely access and IG training for students		31/08/2019	Progress being monitored	Academy Deans			
BRI1819-p030	Concern	All Academies			Year 4	Theme 4 Supporting educators	Concern by Academies that they do not have the resources to teach all aspects of the new MB21 Year 4 module "Complex Medicine" (commencing Sept 2020). N Somerset won't teach Year 4, N Bristol doesn't teach paediatrics, and Dermatology problematic at most Academies, especially Taunton	16/11/2018	Academy Management Group meeting	Academy Deans to discuss further with local Trusts to identify gaps in provision and report back to AMG meeting in Dec 2018		31/08/2020	Progress being monitored	Academy Deans and MB ChB Programme Director (MB21)			
BRI1819-p031	Concern	Taunton & Somerset NHS Foundation Trust			Years 3 - 5	Theme 1 Learning environment and culture	A student set up a Facebook group for students at Taunton, but invited someone external to join the group. This new member subsequently posted defamatory and racist comments about one of the group	16/11/2018	Academy Management Group meeting	Academy Dean will write a report on this incident, and will complete a student referral form for the student who invited the external member, as this was ill-advised.	The report may generate further investigation and possible social media and GDPR training for all students		18/01/2019	Progress being monitored	Academy Dean, Taunton and MB ChB Programme Director (MB16)		

BRI1819-p032	Good practice	Royal United Hospital Bath		Years 3 - 5	Theme 3 Supporting learners	Suggestion that the new Student Wellbeing Advisors visit the Academies on a rolling basis, providing drop-in clinics for students in need of pastoral support, and update staff on resources available and new initiatives	21/05/2018	Academy Monitoring Visit, Bath Academy	The idea was cited again at the new round of Academy visits for 2018/19 (Nov 18) - the Faculty Education Director offered to discuss this idea with the student advisors (Academy visit to Swindon)	Prof Dave Dymock, the FED to discuss with Student Wellbeing Advisors, now they are settled in post	N/A	Progress being monitored	Faculty Education Director (Undergraduate)		
BRI1819-p033	Good practice		BMS	Year 1 - 5	Theme 3 Supporting learners	Introduction of College System (MB21 initiative), to improve student wellbeing, driven by the Senior Tutor Nicola Taylor (pastoral lead for Years 3 - 5)	Introduced Academic Year 2017/18	Academy Monitoring Visit, Gloucestershire Academy	The Year 3 students in 2019/20 will be placed as much as possible with peers from the Colleges they were assigned to in Year 1 (2017/18)	Student feedback will be closely monitored during 2019/20 to ensure the initiative is having the desired effect, and promoting stronger peer support networks amongst students	N/A	Progress being monitored	Senior Tutor		
BRI1819-p034	Concern		BMS	Year 3 - 4	Theme 5 Developing and implementing curricula and assessments	The MB21 curriculum does not include a dedicated Pathology module, therefore it is crucial that Haematology, Histopathology, Microbiology and Clinical Biochemistry are carefully seeded across Years 3 and 4 via case tutorials	26/02/2018	Academy Monitoring Visit, Gloucestershire Academy	Curriculum Translator is ensuring there is Year 2 case-based learning on the topic of Anaemia, Blood and Clotting. However, there is no disease-based Pathology teaching planned for Years 1 or 2, therefore Years 3 - 5 will need to include it in Academy-led CBL sessions	MB21 Programme Directors to ensure the issue remains on the agenda of the Year 3, 4 and 5 Implementation Groups	31/08/2019	Progress being monitored	MB ChB Programme Director (MB21)		
BRI1819-p035	Concern	Gloucestershire NHS Foundation Trust, Taunton & Somerset NHS Foundation Trust, Great Western Hospitals NHS Foundation Trust		Years 2 - 5	Theme 1 Learning environment and culture	Pressure on teaching resources as Trusts take students from other regional Medical Schools, exacerbated by the national expansion in medical student numbers as driven by the Department of Health	2017/18	Academy Monitoring Visits to Gloucestershire Academy, Taunton Academy and Swindon Academy	Gloucestershire Trust is negotiating with Worcester University to take medical students from its new Three Counties Medical School. See below re Taunton and Plymouth medical students, and Swindon take Oxford students (and potentially University of Buckingham students in time). All these initiatives impact on the numbers of additional students that Bristol may wish to place in Academies at these Trusts.	It was noted that GP resources at these three Trusts are severely stretched, and there would be little leeway in expanding GP placements for Bristol students using the current providers. This has a direct risk to the MB21 curriculum, with its greater emphasis on Primary Care exposure.	30/04/2019		Head of Bristol Medical School and MB ChB Programme Director (MB16)	Plan in place - engagement planned with HEE and NHS Trusts	
BRI1819-p036	Concern	Weston Area NHS Foundation Trust		Years 2 - 5	Theme 2 Educational governance and leadership	The lack of financial transparency by the Trust in the spending of MUT money, and inability of the Academy to access the funding they are entitled to	2017/18 and 2018/19	Academy Monitoring Visit to N Somerset Academy Mar 18 and Nov 18. Lack of attendance at Academy Finance Group meetings (3x p/a) by a financial representative from the Trust	In particular Academy staff are not reimbursed for running SSC projects to Year 3 and 4 students, so there is no incentive for them to continue doing so	Kirsty Bright to send an example of a transparent Statement of Expenditure, so the Trust Finance team can update with full details of accounts concerning MUT expenditure	30/34/18		MB ChB Programme Director (MB16)	Engagement with Quality Manager for HEE	
BRI1819-p037	Concern	Yeovil District Hospital NHS Foundation Trust		Year 5	Theme 4 Supporting educators	GP placements for Year 5 are full to capacity, even when students attend in pairs. They will struggle when Primary Care exposure increases to 9 weeks in 2021/22	06/03/2018	Academy Monitoring Visit to Yeovil Academy	Efforts must be made to recruit more GP practices to address this concern and ensure capacity can meet demand. Liaison with Symphony Integrated Healthcare (taking over six local GP practices) encouraged.	The Senior Team to check on progress at the next Academy Monitoring visit on 26th Feb 2019	26/02/2019	Progress being monitored	MB ChB Programme Director		
BRI1819-p038	Good practice	Yeovil District Hospital NHS Foundation Trust		Years 3 - 5	Theme 3 Supporting learners	Simulation training has been revitalised by the acquisition of cameras, appointment of an anaesthetist and MDT collaboration with nurses, F1/F2 and other clinical staff	06/03/2018	Academy Monitoring Visit to Yeovil Academy	Continuing liaison with the central IT team, encouragement from Senior Team to maintain momentum	The Senior Team to ask if the facilities have been developed further at the next Academy Monitoring visit on 26th Feb 2019	N/A	N/A	Academy Dean Yeovil		
BRI1819-p039	Concern	Yeovil District Hospital NHS Foundation Trust		Year 4 & 5	Theme 4 Supporting educators	Capacity in anaesthetics stretched due to simultaneous teaching in MB16 Year 4 PsPC module, and MB21 Year 5 Critical Care module	06/03/2018	Academy Monitoring Visit to Yeovil Academy	Academy staff were encouraged to stagger timetabling more creatively to reduce the effect of this "pinch point", i.e. running the Psychiatry element of PsPC for Year 4 students whilst the Year 5 students are doing Critical Care	The Senior Team to check on situation at next Academy Monitoring visit on 26th Feb 2019	26/02/2019	Progress being monitored	Academy Dean Yeovil		
BRI1819-p040	Concern	Taunton & Somerset NHS Foundation Trust		Year 3	Theme 1 Learning environment and culture	There are plans to place Plymouth University medical students at Taunton from 2020/21 - this will impact on any increase in Bristol student numbers and create "pinch points" in the provision of Primary Care, Psychiatry and Dermatology	06/03/2018	Academy Monitoring Visit to Taunton Academy	The Academy Dean was asked to keep the Senior Team abreast of developments. It was suggested that a three-way dialogue between Bristol, Taunton and Plymouth be established, to plan logistics of teaching and ensure autonomy of each funding stream	The Senior Team to check on situation at next Academy Monitoring visit on 26th Feb 2019	26/02/2019	New concern identified	Academy Dean, Taunton and MB ChB Programme Director (MB16)		
BRI1819-p042	Good practice	University Hospitals Bristol NHS Foundation Trust		Year 1	Theme 3 Supporting learners	Year 1 MB21 Clinical Contact days include the use of GERT suits, expert patients, GALS screens and "end-of-the-bed-ogram" to increase student enjoyment of, and engagement in, ward-based placements	20/02/2018	Academy Monitoring Visit to South Bristol Academy	Suggest the use of these tools to the other Academy involved in Year 1 clinical contact: North Bristol	The Senior Team to suggest this at the visit to North Bristol in January 2019.	N/A	N/A	MB ChB Programme Director (MB16)		
BRI1819-p043	Concern	University Hospitals Bristol NHS Foundation Trust, Weston Area NHS Foundation Trust		All Years	Theme 1 Learning environment and culture	Potential "soft merger" between the two Trusts. Concern that service will be revised at Weston, to the detriment of the range of specialties (and therefore Years) that can be taught there	20/02/2018	Academy Monitoring Visit to South Bristol Academy	Both Trusts to keep the Senior Team updated on developments	Head of Bristol Medical School is keen to work with both Trusts on scenarios for a revised service "community hub" model between the two, to sustain current provision of medical education.	31/08/2019	Progress being monitored	Head of Bristol Medical School		
BRI1819-p045	Concern	Great Western Hospitals NHS Foundation Trust		Years 3 - 5	Theme 4 Supporting educators	Encroachment on Academy teaching spaces (including the simulation suite) by Trust for running mandatory training / audit meetings	22/11/2018	Academy Monitoring Visit to Swindon Academy	Head of the Medical School, to request a meeting with the Trust Senior Executives to discuss	Yet to be decided. This has been an ongoing issue for three years	31/08/2019	Changes falling behind	Head of Bristol Medical School and MB ChB Programme Director (MB16)		
BRI1819-p046	Concern	All Academies		Years 2 - 5	Theme 5 Developing and implementing curricula and assessments	Concern that the Microsoft Hub is not being used to its full capacity - variable use by CTFs for teaching, and it has not yet been established that all seven Academies can link up simultaneously for a teaching session	2017/18 and 2018/19	Academy Monitoring Visits last year and this year	Members of the central IT team are working hard to establish a pan-site link up shortly: it is hard to schedule a time for all Academies to take part	It is crucial that this test is conducted, to allow confident timetabling of multi-site teaching sessions for the first MB21 Year 3, commencing Sept 2019	31/08/2019	Progress being monitored	IT Manager, Bristol Medical School		
BRI1819-p047	Good practice	All Academies		Year 5	Theme 1 Learning environment and culture	With the established use of Year 5 SMS students as mentors and teachers of Year 3 JMS students, it was felt that the latter should be given the chance to vote for "Year 5 Student Teacher of the Year"	22/11/2018	Academy Monitoring Visit to Swindon Academy	Head of the Medical School asked the academy dean to forward the name of relevant Year 5 students to herself and the Programme Director	The plan is to add a category to the Prize Giving Ceremony held on the Year 5 Graduation Day, to recognise outstanding achievement in this field	N/A	N/A	MB ChB Programme Director (MB16)		
BRI1819-p048	Good practice	All Academies		All Years	Theme 4 Supporting educators	The central Simulation Lead, David Grant would like to offer a "Train the Trainers" course for CTFs in running simulation debriefs for students	22/11/2018	Academy Monitoring Visit to Swindon Academy	The CTFs at Swindon would welcome this initiative. MB Programme Director (MB16), to liaise with Senior Lecturer in Medical Education to develop further		N/A	N/A			
BRI1819-p049	Concern	Great Western Hospitals NHS Foundation Trust		Years 3 - 5	Theme 5 Developing and implementing curricula and assessments	Tutors and coordinators are concerned about the lack of information being disseminated about the MB21 curriculum for Year 3 (starting 19/20) and Year 4 (starting 20/21)	22/11/2018	Academy Monitoring Visit to Swindon Academy	The MB21 Programme Directors plan to carry out a fresh programme of MB21 roadshows to update Academy staff on the latest developments, to help them plan teaching resources and timetables	As Sept 2019 nears, additional briefing sessions will be provided to ensure a smooth start to Year 3	31/03/2019	Plan in place	MB ChB Programme Director (MB21)		