

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.

0	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)
IMP1819-g001	Good practice	All	Theme 1 Learning environment and culture	Disseminating good practice - the school has a bulletin structure in place to communicate good practice with those involved in the delivery of education. The platform continues to allow for focused communication to appropriate stakeholders with contributions from a range of staff, whilst significantly reducing our email footprint and recipient fatigue. Each bulletin provides quick links to learning and support resources, allowing quick access to tools such as Sofia, Blackboard and MedLearn. Student Bulletins - We continue to meet our goal of transparency of communication with the student body with the broader rollout of bulletins across more year groups. These continue to be well received, showing excellent engagement figures, and allow programme teams to forward-plan notifications and information across their year group. A coordinated effort across the Faculty communications network has ensured wide recognition and increased sharing of undergraduate student success across the Faculty and wider medicine community. This has created more chances for students to write for and contribute to both the College and Faculty's communications platforms.	23/11/2018	College Annual Monitoring Report		The bulletin structure has been extended more widely across the School community, with editions for operational, personal tutoring and welfare staff, and a teaching-focused all-staff issue (operational and academic, including clinical) sent each semester. Roll out of additional bulletins. A structure has been developed that includes regular bulletins for all year groups. Years 1 & 2 - termly Year 3 - every second Monday Year 4 - monthly Years 5 & 6 - every Monday The bulletins received an average open rate of 77% across all formats over the last 12 months.	We will continue to monitor engagement levels with the bulletin, as well as staff feedback, to ensure this continues to be positively received and to identify any opportunities for improvement.			Communications Manager		
IMP1819-g002	Good practice	All	Theme 5 Developing and implementing curricula and assessments	Students continue to respond enthusiastically to the School's curriculum mapping tool, Sofia. Disseminating good practice - following the development of the School's curriculum mapping tool, Sofia, work is underway to communicate the advantages of this software, both locally with LEPs and across the organisation and at a national and international level.	23/11/2018	College Annual Monitoring Report		We have increased the transparency of assessment by linking all assessment directly to individual learning outcomes. Additional development work has been undertaken to improve the user experience. We have delivered on our commitment to improve transparency of assessment by constructively aligning all assessment items to individual learning outcomes. We have also piloted a student-submission question tool for use during team-based learning sessions, in order to further improve students' familiarity with assessment practices and constructive alignment with the curriculum. In November 2018, Sofia was showcased at an international medical education conference 'Transform MedEd 2018'. In addition we have been pleased to see further engagement amongst clinical teaching staff following our overview sessions at the Teaching and Education Focus Forums conducted at all Trust sites.	We hope to build upon this through further assessment integration, which will allow for automated exam feedback in the context of the curriculum. Continuing development to improve the user experience is underway and Sofia is now part of a college-wide curriculum mapping project, with further integration planned with other College systems. We are reviewing further potential developments and have requested funding for further assessment integration, which will enable automated exam feedback in the context of the curriculum. The post of Strategic Lead for Curriculum Mapping has been created, which provides dedicated resource for the promotion and dissemination of Sofia across the College and to other education providers. One of the future development options for Sofia would allow us to identify those LEPs where students are not able to achieve the Learning outcomes as set out in the curriculum: the School could then provide placement leads with guidance on targeted clinical teaching in order to reduce the heterogeneity of clinical placements.			Strategic Lead for Curriculum Mapping		
IMP1819-g003	Good practice	All	Theme 5 Developing and implementing curricula and assessments	Practique, the assessment management system has been further integrated with Sofia, enabling each individual assessment item in 2017-18 to be mapped to the relevant areas of the curriculum and to specific learning outcomes to greatly improved transparency of assessment for our students.	23/11/2018	College Annual Monitoring Report		Approximately 4,000 exam questions have undergone a quality assurance process to ensure alignment with MSCAA standards prior to import to Practique. The system further allows for improved question banking workflow, including quality and version control of individual exam questions, images and exams.	Following a series of formative exams, the Year 5 Pathology summative exam and the Year 5 PACES were delivered on iPads this summer, and we will continue to roll out its use for summative exams in 2018-19.			Head of Curriculum & Assessment Development		
IMP1819-g004	Good practice	All	Theme 2 Educational governance and leadership	The Faculty Education Office has mapped processes for functional areas, including internal and external governance processes, using the Nimbus Business Process mapping tool. It is intended that the tool will provide a single source of knowledge, ensuring both transparency and accessibility of processes. The maps provide step by step descriptions of activities undertaken for activities including external quality visits, managing changes to teaching and completing quality returns. These are accompanied by supporting templates, guides and links to other resources.	23/11/2018	College Annual Monitoring Report		In the project's second phase the FEO has acted upon identified improvement opportunities and embedded mapped processes into the Personal Review and Development Plan (PRDP) procedure and in periodic process reviews to drive further improvement in working practices and cross-team relationships. Realised improvement opportunities have included adding the most up to date governance resources as attachments to relevant activities within the maps. These have increased the transparency and accessibility of governance processes and are viewable by all FEO staff.	At regular points - both at PRPDs and in-built process mpa review points - the maps and processes will be reviewed for further improvement opportunities and developed accordingly. Further phases of the plan will encourage staff usage, with the view of achieving the goal for Nimbus to be the single source of knowledge for FEO processes.			Head of Business and Education Development		
IMP1819-g005	Good practice	Years 5 & 6	Theme 5 Developing and implementing curricula and assessments	Major Change to Teaching - moving speciality placement from Year 6 to Year 5 from October 2018 This change has been implemented to solve three issues that existed with the previous placement structure in Years 5 and 6: 1. For many years, students have asked for the Musculoskeletal placements (Rheumatology and Orthopaedics) to move in to Year 6, where they are assessed. 2. The Specialty Choice Placement (SCP) would benefit from taking place in Year 5, before students apply for foundation. 3. There is a goal to increase the focus in Year 6 on preparation for practice through students taking fewer, longer placements in which they encounter a wide range of undifferentiated patients. Details of the changes are as follows: 1. From 2018-19, Musculoskeletal will no longer be taught in Year 5. It will be replaced by a four-week SCP. 2. From 2019-20, there will be several significant changes to Year 6: - Musculoskeletal will be introduced (four weeks) - Emergency Medicine will increase from three to four weeks. - General Practice Student Assistantship (GPSA) will increase from three to four weeks. - Renal Medicine (one week) will be allocated during the Senior Medicine placement. - ENT and Ophthalmology one-week placements will no longer operate as discrete placements. The core content will be woven into other specialities (General Practice, Paediatrics, Emergency Medicine). Students will also have access to electronic resources, SCPs and specific careers information on these specialities. 3. All Year 6 placement blocks will therefore become four weeks in duration, creating better alignment in the structure of the year and providing extra weeks for the Christmas vacation and for personal study before finals.	23/11/2017	Undergraduate School Board		2018-19 is a transition year. As such, work has taken place to enable successful implementation this has included: - Making provision for double SCP teaching (as Year 5 and 6 are taking SCPs) through a major recruitment drive for SCPs. - Suspending Musculoskeletal teaching in 2018-19, but this will resume as normal in 2019-20. Musculoskeletal teachers have also been able to offer SCPs for students in 2018-19.	The impact of the change will be monitored on an ongoing basis, to ensure that it is successful in meeting its objectives.			Head of Year 5 and Head of Year 6		
IMP1819-g007	Good practice	Year 5	Theme 5 Developing and implementing curricula and assessments	Changes to assessment: inclusion of VSAs to ensure Year 5s are prepared for national exams: VSAs (Very short answer) questions are being introduced to the Year 5 Written Paper in a proportion of approximately 20% from 18/19 onward. The VSA question format has been validated in the educational literature as a reliable and valid assessment tool, which is not subject to the cuing effect that occurs with single best answer (SBA) questions. VSAs have been successfully incorporated into the final Pathology Written Paper since June 2017. Indications are that VSAs will become commonplace in assessments, with the MSCAA planning to run a National pilot of VSAs in 2018-19. This change is therefore proposed in order better to prepare students for national exams.	19/07/2018	Undergraduate School Board		The change has been developed in consultation with Undergraduate Board, Specialty Course leads and the Head of Year Five. In addition students have been consulted on the use of VSAs in examinations at the relevant Education Forum and Staff-Student Liaison Group.	This change has been logged and reported via central College Governance Structures. The impact of this change will be assessed and monitored, should it be successful the school will consider implementing this change more widely.			Head of Curriculum & Assessment Development		
IMP1819-g008	Good practice	Years 3, 5 & 6	Theme 5 Developing and implementing curricula and assessments	Changes to assessment and passing criteria for clinical exams - steps have been taken to improve the reliability and credibility of clinical exams. The changes that have been made are as follows: Year 3 (OSCE) • total percentage score > cut score calculated by the borderline regression method (instead of modified Angoff method, to increase reliability and credibility) • pass 50% of the total number of stations (6 out of 12) Years 5 & 6 (PACES) • total percentage score > cut score calculated by the borderline regression method (instead of modified Angoff method, to increase reliability and credibility) • pass 50% of the total number of stations • achieve a score > 50% in each of the four domains • increase the number of stations from 6 to 8	19/07/2018	Undergraduate School Board		Over the past 12 months modelling and staff / student consultation have been carried out to inform impact of changes which include moving from the modified Angoff method to the Borderline Regression Method to calculate for setting the cut score for clinical and professional skills assessments. The proposals were positively received and subsequently approved. Similarly, to improve reliability an increase in the number of stations from 6 to 8 in years 5 and 6 for was also approved.	We will monitor the change to ensure it does have the desired effect of increasing reliability and credibility. We will also ensure that this change is properly resourced in terms of administrative and academic staff time.			Head of Curriculum & Assessment Development		

IMP1819-g009	Good practice	All	Theme 3 Supporting learners	<p>Pastoral Support We undertook a full review and overhaul of our personal tutoring system, working alongside the ICSMSU with student consultation. The output of this has included the introduction of allocated time for group and one-to-one sessions on central site locations, with tutors selected for their experience and excellence in student pastoral support.</p> <p>Academic Tutors - Improving our welfare provisions has continued to be a major School-wide priority. Following a successful bid for funding, we have now recruited academic tutors to support Year 1 medical students in 2018/19 to provide both welfare and academic support to Year 1 MBBS students. Tutors will monitor student welfare and help them to develop effective and efficient study skills linked to active learning and time management.</p>	23/11/2018	College Annual Monitoring Report		Our monitoring system provides annual review of tutor engagement and our continuous training offer ensures our provision is accountable and consistent in approach.	<p>We will further expand this offering for 2018-19, consolidating support services and joining up of provision between ICSMSU and the School of Medicine.</p> <p>We are also piloting a new interface to access Welfare Information and Tutor Booking Portal.</p>			Head of School of Medicine Secretariat		
IMP1819-g010	Concern	All	Theme 1 Learning environment and culture	An increase in mental health concerns amongst our student body has led to an increased need for internal welfare provision and a more robust referral route to central counselling, mental health advisors and health centre services.	23/11/2018	College Annual Monitoring Report	<p>A timeline of a recent serious welfare incident has been created, clearly mapping student interactions with College and School level support services. This is being reviewed by the Head of School and other senior staff members to identify how policies and processes can be improved to increase the speed and efficacy of our response to such incidents.</p> <p>We have also looked for other ways to improve our welfare provision and have redesigned our online welfare interface, which has improved signposting of, and access to, student welfare services, particularly during out of office hours.</p>	<p>Discussions are ongoing about how we can improve College policies and practice to best support learners.</p>	01/09/2019	New concern identified	Head of School of Medicine Secretariat			

Medical School Annual Return - Section D

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?	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 last 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)
IMP0316-01	Concern	Imperial College Healthcare NHS Trust	Charing Cross		All years	Theme 5 Developing and implementing curricula and assessments	Lack of examiners for PACES assessments	01/03/2016	Struggle to recruit for PACES	The programmes team has now sourced a bank of PACES examiners which is audited each year GMC response: Thank you for the update. If the improvements are sustained at the next return, this item can be closed. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	01/02/2019	Request for closure	Head of Programme Management		
IMP0516-01	Concern	Imperial College Healthcare NHS Trust	St Mary's		All years	Theme 1 Learning environment and culture	Access to mess - student common room too small and usually full of BSc students; clinical students refused access to doctors' mess	01/06/2016	Clinical forum	The School was advised that access to out of hours facilities would be guaranteed at all sites and that access to the doctors mess would be communicated to students and staff. GMC response: Thank you for the update. If the improvements are sustained at the next return, this item can be closed. Update Jan 2019 The Trust advised that the President of the Mess is agreeable to students having independent access. The School requests that this is arranged for students. CEO Meeting (20.06.2018) - The Trust confirmed they will support students in receiving card access to the Mess. Jan 2019 - The Trust confirmed that the Dr's Mess access on all three sites is included when issuing ID cards to medical students		The School will continue to monitor this issue for one more cycle before requesting closure.	Review 11/19	Progress being monitored	Director of Clinical Studies		
IMP0516-02	Concern	Imperial College Healthcare NHS Trust	Charing Cross		Year 5	Theme 1 Learning environment and culture	Access to kitchen facilities - School building no longer has a microwave (H&S) and no student provision in hospital	01/06/2016	Clinical forum	May 2017 - CEO Meeting The School was advised that access to out of hours facilities would be guaranteed at all sites and that access to the doctors mess would be communicated to students and staff. GMC response: Thank you for the update. The item can only be closed if the School can confirm that students are able to access these facilities and that there have been no concerns raised by the students. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	01/02/2019	Request for closure	Director of Clinical Studies		
IMP1819-p001	Concern	Hillingdon Hospitals NHS Foundation Trust	Hillingdon		All years	Theme 3 Supporting learners	Feedback - Students report a variable feedback provision. The Trust is asked to clarify the feedback opportunities available to students	23/03/2018	Data collection visit - students		The School was advised of improvements, including formal feedback, feedback from Teaching Fellows and informal feedback from consultants on firm. CEO Meeting - 30 April 2018 The School confirmed that the comments around feedback relate to a small number of students rather than being a broader issue. The School reiterated that both the format and quality of feedback is largely excellent and the issue with inconsistency, as noted in the Data Collection meeting, needs to be monitored.	An update from the Trust is requested in 2019 and if there are no further issues the School will request that the issue be closed.	01/05/2019	Concern created	Director of Clinical Studies		
IMP1819-p002	Concern	Hillingdon Hospitals NHS Foundation Trust	Hillingdon		All years	Theme 3 Supporting learners	Teaching Excellence - The Trust is asked to explore the option to give undergraduate students access to the Simulation Centre.	23/03/2018			The School was advised that the Simulation Centre was developed two years ago and had recently appointed a registrar to oversee training and delivery of clinical scenarios and procedures within the centre. The Trust anticipates further improvements in teaching following this appointment. At the CEO Meeting, 30 April 2018, the School highlighted that the improvements in teaching excellence required only minor tweaks with regards to the Simulation Centre. The Trust confirmed that the new Simulation Centre manager would start in three weeks. The Trust Project Manager would be liaising with the Simulation Centre team to discuss the provision of courses i.e. a simulation course for final year students on bleep. In Jan 2019 the Trust confirmed Simulation programmes are being developed and pilots have been run with Year 6 medical students and from the next Academic year 2019 they are planning to roll this out to all year 6 medical students. The Schools suggests continuing to monitor this for 1 year before closing this item.	An update from the Trust is requested in 2019 and if there are no further issues the School will request that the issue be closed.	10/11/2019	Concern created	Director of Clinical Studies		
IMP1819-p003	Concern	London North West Healthcare NHS Trust			All years	Theme 3 Supporting learners	Structure of Teaching - The Trust is asked to review the delivery of on-call night shifts so that students are provided with suitable learning opportunities.				The Trust advised that it would like the on-call shift experiences to be mandatory as they provide good learning opportunities. The School reiterates that whilst it supports the offering, on-call night shifts for students cannot be compulsory.	The School will continue to monitor this issue for one more cycle before requesting closure.	01/11/2019	Concern created	Director of Clinical Studies		
IMP1819-p004	Concern	Chelsea and Westminster NHS Foundation Trust	Chelsea and Westminster Hospital		All years	Theme 4 Supporting educators	Communication - The Trust is asked to reconfirm email addresses for WM teachers; many are out of date and consultants therefore have not received the teaching bulletin. The Trust is asked to ensure any communication from the School is circulated to necessary groups.	02/02/2018	Data collection visit		The Trust approved the proposal to develop clear learning objectives for each attachment area and academic year via Sofia. The Trust reported that teaching staff were invited to the CW training sessions, however it had been difficult to encourage attendance. It is likely that work around developing attachment and year learning objectives would help to promote attendance at future sessions. The Trust noted its interest in the passport proposal, wherein students can show what they have been taught at other sites to avoid repetition of teaching. Jan 2019 - The Trust confirmed that list of email addresses can be requested from the TCO's and that communications from the School is completed via BlackBoard.	The School will continue to monitor this issue for one more cycle before requesting closure.	01/11/2019	Concern created	Head of School Secretariat		
IMP1819-p005	Concern	Chelsea and Westminster NHS Foundation Trust	Chelsea and Westminster Hospital		All years	Theme 5 Developing and implementing curricula and assessments	Learning environment and culture - Consultants were concerned that student rotations are too short. The School therefore requests the Trust to explore opportunities for students to shadow consultants. Timeline for long-term partnering suggested was 6 months to 1 year.		Data collection visit		The Trust noted its enthusiasm for the proposed longitudinal, apprenticeship-style attachments across disciplines, and a plan to pilot this approach. The Trust advised of an issue of students acting unprofessionally on wards at CW: being noisy, chatting, leaving the wards when they please and not engaging in training. This is particularly prevalent in Year 3 and gets much better by Year 6. The effect of this is that patients are increasingly refusing to receive care from student trainees and nurses complain about noise in the clinical setting. The School agreed to ensure consistent messaging is delivered to students about the need for professional integrity and maturity on the wards. The School requested that this also be reinforced by the Trust on attachments. The Trust noted the difficulty in accessing budgets for any educational activities or training. They have needed to sell tickets to students to fund training days and, on one occasion, to find private funds from a pharmaceutical company. A discretionary budget is much needed for educational activities and Teaching Fellow projects, in order to improve the educational experience for students. The Trust noted that student attendance is an issue across both sites. The School agreed to send the link to the Complaints and Compliments form to the DCS' so they can register poor attendance. The Trust noted that it has a functioning system at CW to report poor attendance. The School stressed that this system should not be disrupted if it is working, but that the Trust should share that information with the School. Jan 2019 - CW informed the School that the long-term partnering pilot needs to be addressed centrally while WM informed the School that they are already making significant efforts in this. They are in the process of creating a formal faculty of education, staffed by consultants, in order to ensure that processes such as this are followed as well as possible.	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	01/11/2019	Concern created	Director of Clinical Studies		
IMP2014-03	Concern	London North West Healthcare NHS Trust	West Middlesex University Hospital		All years	Theme 2 Educational governance and leadership	The School encourages the Trust to also formalise and maintain training data for undergraduate trainees. Joining up EPAs with training requirements was also discussed.	31/01/2014	Annual Quality Visit (GEMV)	The School has now obtained from the Trust a comprehensive contact list for all those providing UG education - to be updated yearly. The School has developed a termly teaching bulletin which includes links to all relevant training for clinical teachers, provided by Imperial College Educational Development Unit, to ensure trainers are aware of the opportunities available to them. In addition, the School has introduced as part of the quality assurance programme a twice yearly training visit to each Trust, covering such topics as training in use of our curriculum mapping system, current educational landscape, curriculum review and how to offer useful feedback in a clinical setting. Attendance at these sessions is monitored. GMC response: The actions planned are appropriate. A further update showing the impact and success of these actions should be provided in the next MSAR. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.	The School is satisfied with the progress made and requests that this issue be closed.	01/02/2019	Request for closure	Head of School			

IMP2014-05	Concern	London North West Healthcare NHS Trust	Hillingdon	All years	Theme 2 Educational governance and leadership	Confirm where job planning has taken into account contributions to undergraduate medical education.	14/03/2014	Annual Quality Visit (GEMV)	<p>CEO Meeting – September 2017</p> <p>The School was advised that improved SPA guidelines had been introduced to improve understanding about SPA. This had been adopted for all job planning. At latest data collection meeting certainly a higher proportion of consultants had dedicated EPA, but some gaps remain where job plans had not been reviewed. The School is impressed at the level of commitment the Trust has shown in updating their job plan process to ensure EPA is available.</p> <p>GMC response: The actions planned are appropriate. A further update showing the impact and success of these actions should be provided in the next MSAR.</p> <p>Update Jan 2019</p> <p>CEO Meeting – 30 April 2018- The School was advised that the teaching inconsistency between and across firms is an ongoing issue. Clinics have seen an increase in patients and demand on clinicians' time, with reduced support from junior doctors being provided.</p> <p>Jan 2019 - The Trust informed the School that every consultant has an EPA identified in their Job Plan and that all firm leaders have one EPA identified in their contract to ensure regular contact with their students and maintain any lesson plans and keep up to date with their training.</p> <p>The School acknowledged that this issue is difficult to resolve in an increasingly pressured NHS environment and commends the Trust for maintaining 2.5 SPAs for teaching.</p>	The School is pleased to note the development of a job plan to incorporate teaching and, together with the Trust, agreed that this should remain an ongoing item under regular review.	review at next visit in 2019	progress being monitored	Director of Clinical Studies			
IMP2014-06	Concern	West London Mental Health NHS Trust	All	All years	Theme 2 Educational governance and leadership	Trust to confirm the extent to which supervising consultants already have time in their job plans specifically for undergraduate medical education and a timeline for implementing educational PAs for the remaining firm leads.	09/10/2014	Biennial Quality Visit (GEMV)	<p>The Trust has advised that 70% of consultants now have dedicated EPAs and that the job planning round has recommenced; remaining consultants' EPAs will be addressed.</p> <p>GMC response: The actions planned are appropriate. Please provide a further update in the next return detailing any progress made</p> <p>Update Jan 2019</p> <p>The Trust reported that it fully supports consultants to have dedicated EPAs in their job planning. The medical director and Director of Clinical Studies at West London Trust have regularly reminded all consultants involved in undergraduate teaching to have this explicitly and clearly reflected in their job plans and all clinical directors have received instructions from the medical director to ensure this is implemented and they all support it. The information available indicates that this is largely done but an audit has not yet been undertaken to provide a figure. This may in part be because there has been some delay in doing job plans themselves.</p>	The School is pleased at that progress has been made on this item and will ask for an update at the next visit.	review at next visit in 2019	progress being monitored	CEO			
IMP2014-07	Concern	West London Mental Health NHS Trust	All	All years	Theme 1 Learning environment and culture	Space in clinical areas for teaching appears to be a problem, particularly at St Bernard's. Students also reported that the wifi infrastructure for the use of iPads is poor. The Trust is cognisant of these issues and has long-term plans for major rebuilding across its estate. The School informed the Trust that, as the use of iPads as a learning resource grows, so wifi availability would become an increasingly important consideration when deciding where to place students. Trust to keep the School apprised of progress with plans.	09/10/2014	Biennial Quality Visit (GEMV)	<p>Access to wifi in clinical spaces remains an ongoing project. The Trust has committed to providing a timeline of Wifi rollout to the School and a report will be issued from the STIG regarding workarounds proposals. The Trust was reminded that wifi access is a requirement of the Learning Agreement.</p> <p>GMC response: The actions planned are appropriate. A further update showing progress should be provided in the next MSAR, alongside details of what actions the School will take if the Trust continues to breach the learning agreement.</p> <p>Update Jan 2019</p> <p>The Trust confirmed that the students can access the Trust free WIFI across the Trust sites once they read and accepted the T&Cs when prompted to do so on their devices.</p>	The School suggests monitoring this issue for one more cycle until requesting closure	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	full rollout review next visit in 2019	plan in place	CEO		
IMP2014-09	Concern	West London Mental Health NHS Trust	All	All years	Theme 3 Supporting learners	Students reported that there was not a clear process for them to receive swipe access cards and alarms. Trust must confirm that changes to the induction process have been implemented to ensure all students receive these items from the outset of their placement as part of the induction process. A small deposit system can be used if necessary.	09/10/2014	Biennial Quality Visit (GEMV)	<p>The School was advised that all students receive access cards for their community placement which were distributed during induction. Students do not have access cards to the inpatient wards, due to patient safety. Students are also advised that alarms can be collected from Reception before entering wards, which then need to be returned. The School was advised that this is communicated verbally to students during their induction and is written in their induction packs.</p> <p>GMC response: The actions taken are appropriate. If no further concerns are reported by students and the School is satisfied that the Trust includes this information in the induction, this item can be closed in the next MSAR.</p> <p>Update Jan 2019</p> <p>The Trust advised that access cards/fobs are given to the students at Site Induction for a deposit. The deposit is returned to the students on return of the access cards/fobs. Information regarding alarms is communicated to the students verbally, posted on Blackboard and in their Induction Pack (which is also posted on Blackboard) and sent to them via email before commencement of their firm.</p>	The School will continue to monitor this issue for one more cycle before requesting closure.	review at next visit in 2019	progress being monitored	Director of Clinical Studies			
IMP2014-10	Concern	Chelsea and Westminster NHS Foundation Trust	Chelsea and Westminster Hospital	All years	Theme 2 Educational governance and leadership	Majority of supervising consultants do not have protected time in the job plan for education. Trust to confirm mechanism for disseminating information about the contribution of education to departmental budgets.	06/11/2014	Annual Quality Visit (GEMV)	<p>The School advised that we require evidence that concerns raised are being met. The requirement for educators to have time in job plans - Education PAs, has been raised in "Promoting Excellence". The School requests that the Trust produces a document identifying the total amount of EPA for each consultant within their job plans. This exercise has been asked to be completed in 6 months.</p> <p>GMC response: The actions taken are appropriate: please provide a further update in the next return detailing any progress made.</p> <p>Update Jan 2019</p> <p>The Trust reported that at CW all consultants have been reminded and advised where appropriate of their EPAs. All Consultants have been emailed a copy of the updated job planning policy, highlighting the 1.5/1 PA available to Undergraduate Lead and Undergraduate Trainers. Consultants were informed in meetings and contacted via email that all EPAs should be included in their job plans and that their claim should be supported. A request for all firm timetables with structured teaching is emailed to the Undergraduate Department. Consultants have been informed that the Trust does not award EPAs for Clinical or Ward Teaching at Chelsea and Westminster, only structured teaching is eligible for EPAs. There is a budget has been set aside for EPAs.</p>	The School is pleased to note the above developments and suggests that this should remain an ongoing item under regular review.	review at next visit in 2019	progress being monitored	CEO			
IMP2014-11	Concern	Chelsea and Westminster NHS Foundation Trust	Chelsea and Westminster Hospital	All years	Theme 1 Learning environment and culture	Space for teaching in clinical areas and for more structured teaching events continues to be raised a problem. The Trust expressed surprise given the major investment in outpatient space but agreed it may be necessary to publicise availability of space and procedures for booking it. Trust to ensure teaching staff are aware of teaching space.	06/11/2014	Annual Quality Visit (GEMV)	<p>Follow up visit with consultants; although there was general agreement that outpatient space had increased, this did not resolve the issue of space in specialty wards. It was also noted that much of the "teaching space" is often unavailable due to meetings. The Trust is asked to provide a timetable of availability for their teaching space.</p> <p>GMC response: The actions taken are appropriate: please provide a further update in the next return detailing any progress made.</p> <p>Update Jan 2019</p> <p>The Trust reported that it was asked to review the potential to increase teaching opportunities during clinics - GUM/HIV and Neuro had no space for taking histories (Chelsea). The issues at the Chelsea and Westminster site with HIV/Neuro have been addressed via student relocation and timetable restructures. A&E have capacity for more students at the Chelsea and Westminster site. The Ambulatory care Team Department have more clinic facilities which students are encouraged to attend for additional learning opportunities.</p> <p>The West Middlesex Hospital has just started building works to expand clinical space. This will increase the space available for students to perform clerking. The Consultant leads of each firm have been made aware that they need to maximise the utilisation of outpatient clinic space in a way which allows more availability for students to see patients independently before the patients are seen by the clinician. They have initiated the process of forming a local undergraduate teaching faculty to review major issues including this one so that we can continue to re-evaluate what option we provide for our students.</p> <p>Both sites have increased their capacity in Accident and Emergency and Ambulatory Care.</p>	The School is pleased to note the above developments and suggests that this should remain an ongoing item under regular review.	review at next visit in 2019	progress being monitored	Director of Clinical Studies			

IMP2014-12	Concern	Central and North West London NHS Foundation Trust	All	Years 5 and 6	Theme 2 Educational governance and leadership	Trust is asked to take a more proactive approach to recognising undergraduate education in job plans. This should be more than nominal recognition but allow teachers to spend time with their students. The Trust is asked to supply a detailed timeline for this process. Divisions should also be informed about the financial contribution undergraduate students make.	11/12/2014	Biennial Quality Visit (GEMV)	<p>Consultant clinical teachers are expected to allocate educational PAs (includes both undergraduate and postgraduate activities) within their job plan. This is facilitated by use of our electronic job planning management system (PREP) which discerns different educational activities (e.g., firm lead, site lead). Use of PREP system was mandated by November 2016. All firm leads should be allocated 0.25PA, site leads 0.125 PA (may be cumulative) - this constitutes general guidance; some consultants may be allocated additional PA allowance (depending on their teaching contribution and following discussion with their Clinical Director). However, all consultants involved in teaching medical students should be allocated 0.125PA as a minimum for this activity.</p> <p>CNWL will support the SIFT transparency project and circulate information regarding educational PA allowances / expectations as well as the rationale for transparency in this regard.</p> <p>An annual costing exercise is completed for HEE - this does not identify educational PA allocation or SIFT payment to each consultant.</p> <p>An audit of educational PA activities is not yet possible from the PREP system but will be explored. Alternatively, a manual audit will be required.</p> <p>GMC response: Agree with status and actions take. However, a further update on how this concern is being resolved will be required in the next MSAR, in advance of the next planned visit.</p> <p>Update Jan 2019 The Trust reported that at the last GEMV in 2017, Trust consultants / clinical teachers were provided with information on 'per student' funding by visiting ICSM representatives. All consultants who teach ICSM students are aware of the need to allocate sufficient time within clinics and ward rounds to engage in teaching students - this is in addition to formal teaching commitments which includes tutorials. There is a clear expectation that teaching time is job planned with minimum time allocated.</p> <p>In regards to formally auditing educational PA activity, the first step in this process has been completed: this involved standardising the job plan undergraduate teaching activity types on the Trust's electronic job plan system (PREP). In regards to audit itself, the system developers have undertaken to facilitate this - this facility should be available by April 2019.</p>	The School is pleased at that progress has been made on this item and will ask for an update at the next visit.	review at next visit in 2019	progress being monitored	Teaching Coordinator		
IMP2014-13	Concern	Central and North West London NHS Foundation Trust	All	All years	Theme 1 Learning environment and culture	Trust is asked to keep the School apprised of plans regarding the wifi infrastructure.	11/12/2014	Biennial Quality Visit (GEMV)	<p>Wifi has now been implemented at all sites except St Charles.</p> <p>GMC response: Thank you for the update. If this has been resolved by February 2018 and WIFI is available at St Charles, please let us know and we will close this item.</p> <p>Update Jan 2019 The Trust reported that Wi-Fi is available at St Charles and at all Trust sites that students attend.</p>	The School will continue to monitor this issue for one more cycle before requesting closure.	01/12/2019	progress being monitored	CEO		
IMP2015-01	Concern	West Middlesex University Hospital NHS Trust	West Middlesex University Hospital	All years	Theme 2 Educational governance and leadership	undergraduate educational PAs	30/01/2015	Quality visit	<p>The Trust has now issued guidance to all consultants undertaking UG education that they are entitled to EPA allowances over and above their SPA. At the last visit, all but one consultant was aware of this guidance and had EPA time - the Director of Clinical Studies at the Trust will follow up individually with this consultant. The School is impressed at the level of commitment the Trust has shown in updating their job plan process to ensure EPA is available.</p> <p>GMC response: Thank you for the update. If the School is confident that all supervisors are aware of their EPA entitlement at the next return, this item can be closed.</p> <p>Update Jan 2019 The Trust reported that at WM this item has been dealt with. Through the medical staff committee of The West Middlesex Hospital and through email communication. It has been made clear that Consultants have protected EPA time in their job plans. A number of job plans have been audited by the medical director of Chelsea & Westminster NHS foundation Trust and it has been found that majority are already in compliance. There may occasionally arise clinical urgent instances where teaching time may be compromised. WM has formed a concrete attendance policy, monitored via attendance records and continuing education logbooks. Both in induction and in formal mid-placement reviews, attendance bench marks have been communicated to students.</p>	The School is pleased to note these developments and suggest that this should remain an ongoing item under regular review.	review at next visit in 2019	progress being monitored	Director of Clinical Studies		
IMP2015-03	Concern	West Middlesex University Hospital NHS Trust	West Middlesex University Hospital	Year 3	Theme 5 Developing and implementing curricula and assessments	Enhance teaching in outpatient clinics	30/01/2015	Quality visit	<p>Teaching clinic run successfully in Endocrine/General Medicine and was exceptionally well received by students. However, the possibility of further rollout of teaching clinics is very slim owing to lack of space.</p> <p>GMC response: The actions taken are appropriate. A further update should be provided in the next return showing progress, or requesting closure if the School is satisfied that this has been resolved.</p> <p>Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.</p>	The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2015-05	Concern	Ashford and St Peter's Hospitals NHS Foundation Trust	St Peter's Hospital	Year 5	Theme 2 Educational governance and leadership	undergraduate educational PAs	06/02/2015	Quality visit	<p>The School was advised that dedicated education time was filtering into many consultant's jobs plans following ongoing conversations between the Education office and Department Divisional Managers. The School was advised that as more teaching clinics were being introduced, consultants were provided with 30mins less clinic time, which was being offered for teaching. This money was then being claimed from SIFT. The biggest issue the School was advised about was space for clinics to take place in.</p> <p>The School was advised that the Education office at St Peter's had undertaken a teaching delivery costing exercise which identified the amount of teaching per division (which could then be easily costed). The School asked whether this could be shared to support the School's push for more transparency.</p> <p>The School thanked the Trust for supplying these details and asks that these are updated at the start of each academic year. A request would be issued from the School to the Teaching Coordinator to request this information.</p> <p>The School was advised that space remains a big issue and that clinics can be too busy in order to adequately teach students.</p> <p>GMC response: Agree with status and actions taken; please provide a further update in the next return.</p> <p>Update Jan 2019 The Trust reported that progress was being made with Service Managers to further increase the Undergraduate Education PA time for Clinical Leads to 0.5 PA annualised to accommodate clinical teaching in the Outpatient and Inpatient setting. The teaching delivery costing is reviewed and updated annually as requested by the School. In regards to space the Trust responded that owing to lack of clinic space, it has been agreed that efforts are directed instead towards a reduction in teaching clinic templates.</p>	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	review 03/19	progress being monitored	Director of Clinical Studies		
IMP2015-07	Concern	Ashford and St Peter's Hospitals NHS Foundation Trust	St Peter's Hospital	All years	Theme 5 Developing and implementing curricula and assessments	Enhance teaching in outpatient clinics	06/02/2015	Quality visit	<p>The School was advised that teaching clinics were being reviewed and department divisional managers were being consulted to increase the number of clinics being offered. That much relied on available space, but the Trust was committed to exploring this area. Where dedicated teaching clinics have been introduced, student feedback is excellent. The School notes that the Trust is particularly supportive of UG teaching and commends both the individual teachers and departmental managers who have facilitated the introduction of teaching clinics.</p> <p>GMC response: The actions taken are appropriate. A further update should be provided in the next return showing progress, or requesting closure if the School is satisfied that this has been resolved.</p> <p>Update Jan 2019 The Trust reported that templates will be reduced by 1 hour to facilitate teaching in the outpatient setting. The Trust is delighted with the School's decision to use ASPH as the first site to pilot our new Clinical Teaching Titles scheme.</p>	The School will review this matter at the next site visit.	review 03/19	progress being monitored	Medical Director		
IMP2015-09	Concern	Imperial College Healthcare NHS Trust	St Mary's	Year 6	Theme 1 Learning environment and culture	Significant pressure on service impacting student experience. Organisational issues.	13/02/2015	Quality visit	<p>The School was advised that this action had been completed. An action plan had been implemented to stabilise impact following post service reorganisation. This has been well received by students.</p> <p>GMC response: The status and actions taken are appropriate. Please provide a further update in the next return which shows what actions have been taken to resolve this concern and the progress made.</p> <p>Update Jan 2019 CEO Meeting (20.06.2018) The Trust confirmed the Wi-Fi issue has now been resolved.</p> <p>Jan 2019 - The Trust reported that no issues with WiFi had been reported.</p>	The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Medical Director		
IMP2015-10	Concern	Imperial College Healthcare NHS Trust	All	All years	Theme 2 Educational governance and leadership	undergraduate educational PAs	13/02/2015	Quality visit	<p>The School advised that we now require evidence that concerns raised are being met. The requirement for educators to have time in job plans - Education PAs, has been raised in "Promoting Excellence". The School requests that the Trust produces a document identifying the total amount of EPA for each consultant within their job plans. This exercise has been asked to be completed in 6 months.</p> <p>May 2017 - CEO Meeting The School was advised that firm leads had EPAs for non-clinical UG teaching activities and that this was measured as 1 EPA for consultants assigned students all year and 1/2 EPA for those with student for 6 months or less. The Trust advised that following the national cost collection model, clinical teaching time would not be allocated under EPA unless these were template as teaching clinics. The School would support the investment of more teaching clinics and would recommend the use of Education funds into this.</p> <p>The Trust advised that a speciality review process was ongoing at ICHT to look at education and service impacts. The Trust would provide an interim report on UG Education time in job plans (EPA) and a further update post July 2017 job plan exercise.</p> <p>The Trust was also supportive of working with the School to create a bespoke timetable/teaching activity app for use in the clinical environment. Discussion would take place between Rebekah Fletcher and ICHT Darrell Francis (via Karen Picken & Ruth Brown) to assess the feasibility of commissioning a pilot.</p> <p>GMC response: The status and actions taken are appropriate. Please provide a further update in the next return showing any progress made.</p> <p>Update Jan 2019 CEO Meeting (20.06.2018) The School reported that job plans need to include education, and the Trust will need to review firms to ensure they are appropriately reflected in the job plans. The Trust have requested SFT feedback to have an overview of which specialties and specific consultants require need</p>	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	review 02/19	Progress being monitored	Medical Director		

IMP2015-11	Concern	Imperial College Healthcare NHS Trust	All	All years	Theme 1 Learning environment and culture	Space for teaching	13/02/2015	Quality visit	The School was advised that the names of Department Service Managers could be sourced and provided to the School so a letter could be written advising each department of the financial package each student brought. May 2017 - CEO Meeting The School was advised that teaching space was available at the Trust sites however that many consultants/staff did not know where it was, or how to book it. The Trust would be reviewing a central booking system which would help identify where the space was. The School was advised that the issue with outpatient space was unlikely to be resolved unless a new build was offered. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return showing any progress made. Update Jan 2019 CEO Meeting (20.06.2018) - The School summarised the issues raised at the data collection visits regarding space. Due to the size of the Trust, further information has been requested from the School regarding specific clinics and sites where these issues were reported. The Trust confirmed they would also implement an independent review into how teaching is delivered. Jan 2019 - The Trust reported that a short survey to gather information on teaching clinics has been carried out. It indicated that space is limited and clinics are busy. ENT at CXH was cited as a specialist teaching clinic working well. The Directors of Clinical Studies will develop guidance on learning outcomes for clinics for consultant supervisors and we continue to monitor the impact through the medical education committee. The review of the methodology of teaching in clinics and best utilisation of clinic space has been conducted and will be shared with firm leads and discussed at the faculty development day in 2019.	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	review 02/19	Progress being monitored	Medical Director		
IMP2015-12	Concern	Imperial College Healthcare NHS Trust	All	All years	Theme 4 Supporting educators	Reorganisation of teaching coordinators had created instability	13/02/2015	Quality visit	The School was advised that this action had been completed. An action plan had been implemented to stabilise impact following post service reorganisation. This has been well received by students. Teaching coordinators are now in post, and an assistant teaching coordinator has been appointed at our busiest site (Charing Cross) - this is a permanent position. GMC response: Thank you for the update. If feedback continues to be positive and changes are sustainable at the next return then this item can be closed. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.	The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Medical Director		
IMP2015-13	Concern	Imperial College Healthcare NHS Trust		All years	Theme 2 Educational governance and leadership	Trust asked to ensure mechanisms in place for considering UG education as it designs community services.	13/02/2015	Quality visit	The Trust is reminded that education makes significant contributions via SIFT and requests reassurance that UG Education factors into service reconfiguration. UG education is now a standing item on Trust Board meetings. GMC response: Thank you for the update. If the School is confident that processes are in place to ensure that undergraduate education is considered in the design of services at the next return, then this item can be closed. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.	The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Head of School		
IMP2015-14	Concern	London North West Healthcare NHS Trust		Years 3 and 5	Theme 5 Developing and implementing curricula and assessments	Teaching fellows should deliver more education in clinical contexts (not just structured teaching)	01/05/2015	Quality visit	Student feedback indicates that there remains some teaching discrepancy; on further inspection it was established that some consultants were cancelling teaching. Where this was reported, remedial sessions were set up by the Teaching Coordinator and led by Teaching Fellows, but students continue to report this as a teaching discrepancy. GMC response: Thank you for the update. Please provide a further update in the next return showing progress and any additional actions taken. Update Jan 2019 The Trust reported that the DCS is highly committed to clinical based teaching methods and in conjunction with Anup Jethwa UG manager has radically revised all teaching fellow job plans with a more inclusive bed-side teaching role. All teaching fellows now deliver bed side teaching. All Y3 students receive two hours weekly timetabled protected bed-side teaching and students are encouraged to examine and present cases. There are also dedicated consultant led ward based teaching in ID, Cardiology, Rheumatology, Gastroenterology, Endocrinology and Respiratory as well as Acute Surgery. The Y6 4 week programme now includes one week on the acute medical assessment unit, HDU and enhanced care with two weeks on the home firm. Hybrid teaching clinics are already established in Cardiology, Dermatology, ID and ENT and we are looking to expand further. Unfortunately the attendance at the Hepatology teaching clinic was very poor despite being scheduled on the student timetable. This clinic is now currently under review but a service led clinic which students attend is still available.	The School is pleased at that progress has been made on this item and will ask for an update at the next visit.	Review 03/19	Progress being monitored	Teaching Coordinator		
IMP2015-15	Concern	London North West Healthcare NHS Trust		All years	Theme 2 Educational governance and leadership	Ensure plans to deliver undergraduate educational PAs proceed to schedule	01/05/2015	Quality visit	The Trust has completed a financial mapping exercise to render SIFT allocation more transparent. This transparency would be supported through service line reporting, and the Trust has agreed to disseminate to each department a transparent summary of their SIFT allocation due to EPAs. The School is impressed at the level of commitment the Trust has shown, not only to ensuring EPA is available, but to publicising SIFT allocation to departments in order that they fully comprehend the value of UG teaching. GMC response: Thank you for the update. If the departments have received the allocation information and EPA allocation is appropriate and sustainable, this item can be closed in the next return. Update Jan 2019 The Trust reported that it welcomes the School's "SIFT transparency project" and historically has devolved a percentage increment to certain Directorates including, Infectious Diseases, Pediatrics, Emergency Medicine and Obstetrics and looking to expand this to all Divisions. The Trust Finance team are in the process of a financial mapping project with clinical directors, service managers and Director of Operations to facilitate the educational delivery process and aligning this to service needs. The initial first phase has been completed in Paediatrics outlining the total number of educational PAs available and required in order to teach Y5 medical students. The Trust is looking at appointing a Paediatrics teaching fellow if there is a surplus of PA currently not utilized by Consultants. The funding for this post would be via the devolved SIFT budget and not the central expansion fund. This process has been recently also completed for the Haematology Directorate and a meeting was held discussing the Hematology UG module and Consultant Job planning with total educational PAs required to deliver the teaching requirements. Further meetings will be proposed and held for other Divisions including Medicine, Surgery and Obstetrics and Gynaecology. The Trust welcomes the proposed new service level agreements (SLAs) in education the School is proposing in the future. The Trust is also happy to share/provide a list of Divisional General Managers and enhance the public and financial transparency of medical students' needs.	The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	Review 02/19	Progress being monitored	Director of Clinical Studies		
IMP2015-16	Concern	London North West Healthcare NHS Trust	Northwick Park	All years	Theme 3 Supporting learners	AV theatre links - equipment replacement and enhancement of student theatre experience.	01/05/2015	Quality visit	Equipment replacement is ongoing; the Trust will keep the School apprised of delivery timelines GMC response: The status and actions taken are appropriate. Please provide a further update in the next return confirming when the School expects the upgraded facilities to be available, and how students are being provided with adequate equipment in the meantime. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.	The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-04	Concern	Imperial College Healthcare NHS Trust	All	Year 5	Theme 3 Supporting learners	Corner Card Delays to distribution of Corner cards which allow access to EPRs	01/02/2017	Data collection visit - students	GMC response: Please provide an update in the next return showing what actions have been taken and what improvements have been noted. Update Jan 2019 The Trust requested that the School takes this matter forward with the Undergraduate Education Manager for Charing Cross. CEO Meeting (20.06.2018) The School reported that they have earmarked funding to support administrative needs with the move to Corner through the addition of a line to the SIFT package.	The School will continue to monitor this issue for one more cycle before requesting closure.	review 02/19	Request for closure	Teaching Coordinator		
IMP2017-05	Concern	London North West Healthcare NHS Trust		Year 5	Theme 3 Supporting learners	Induction Students report that inductions at each site are often repetitive e.g. being taught how to wash hands correctly for every placement. Trusts report that they must ensure adequate training has been provided	01/02/2017	Student online evaluation - recurrent theme	GMC response: The status and actions taken are appropriate. Please provide an update in the next return showing what actions have been taken and what improvements have been noted. Update Jan 2019 The Trust reported that it takes student induction very seriously. Their open and friendly faculty welcomes students during their placements in Y3, 5 and Y6. Students are given access to lockers and common room facilities which have been recently refurbished. The Trust has developed and updated an in-house Student handbook detailing important aspects of the clinical work environment including manual handling, hand washing, history and examination as well as basic skills in ECG and chest radiographs and also available as hard copy in UG department, Blackboard and via email upon request as well as being uploaded on the UG intranet page.	The School is pleased at that progress has been made on this item and will ask for an update at the next visit.	01/11/2019	Progress being monitored	Head of Programme Management		
IMP2017-06	Concern	Imperial College Healthcare NHS Trust	All	Year 5	Theme 3 Supporting learners	Investment in Teaching Fellows Consultants raised concerns that teaching fellows were appointed to poorly performing firms, but then removed as soon as student feedback improved	01/02/2017	Data collection visit - consultants	GMC response: Thank you for the update. Please provide an update in the next return showing what actions have been taken and what improvements have been noted. Update Jan 2019 The School expressed appreciation that the recruited of these extra fellows and will continue to monitor feedback to ensure that this number is sufficient. The School would be undertaking a learning opportunities project in the 2018/19 academic year and hopes to therefore be able to provide greater clarity on the Teaching Fellow FTE required per capita. The Trust reported it has 9 full time undergraduate teaching fellows in post. We have developed a programme of workshops to ensure the fellows are well supported in their projects which also provide opportunities for shared learning.	The School is pleased at that progress has been made on this item and will ask for an update at the next visit.	01/05/2019	Progress being monitored	Head of School Secretariat		

IMP2017-07	Concern	Imperial College Healthcare NHS Trust	All	Year 5	Theme 5 Developing and implementing curricula and assessments	Patient Recruitment Concerns have been raised over the difficulties in securing sufficient numbers.	01/02/2017	Clinical forum	May 2017 - CEO Meeting The School was advised that a patient bank had been put in place and was being successfully managed by the Teaching Fellows. That this plan would be in place for forthcoming assessments. GMC response: Thank you for the update. If there is a sufficient and sustainable number of patients, and that actions are complete, at the next return, this item can be closed. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Plan in place	Head of Programme Management		
IMP2017-08	Concern	Imperial College Healthcare NHS Trust	All	Year 3	Theme 1 Learning environment and culture	The significant pressure on service has been seen to impact student experience at ICHT sites.	01/02/2017	Data collection visits - consultants and students	May 2017 - CEO meeting The Trust was reminded that education makes significant contributions via SIFT and requested reassurance that UG Education factors into service reconfiguration. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return which describes the actions taken to ensure placement quality is of a high standard, and the progress made to resolve this concern. Update Jan 2019 The Trust proposed the initiation of a pilot to ring-fence money in a single firm to measure the viability of rollout across site. The Trust reported an exercise to identify the proportion of educational income notionally within each speciality (proportionate to the student or doctor training placements) has been completed and shared with the Divisional Directors. Initial evaluation suggests job planning advice has been successful with 323.3 of the required 382.4 educational PAs identifiable on SARD, within relevant teams. Further work will be undertaken to ensure all required EPAs are identified, as well as guidance on how the required standard of training is underpinned by the educational income notionally identified.		The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	review 03/19	Progress being monitored	Director of Clinical Studies		
IMP2017-09	Concern	Chelsea and Westminster NHS Foundation Trust	Both	All years	Theme 3 Supporting learners	Site organisation There have been occasions at both sites on which timetabled teaching has not taken place or timetables have not been updated with current details.	01/02/2017	Data collection visit - students	May 2017 - CEO meeting The School was advised that service changes should be communicated through the Teaching Coordinators (TCO) by Trust HR. These should include notifications for any consultants leaving & new staff. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return. Update Jan 2019 CEO Meeting (12.06.2018) - The Trust confirmed that work has been undertaken across both sites to ensure email addresses are updated. The Trust has requested the School's help in providing a list of the current roles (i.e. senior tutors) and the recharge against each of the posts. The School will forward this information to the Trust in due course.		The School consulted with the TCOs and DCS to ensure the list of email addresses was up to date.	review at next visit in 2019	Progress being monitored	Teaching coordinator		
IMP2017-10	Concern	Chelsea and Westminster NHS Foundation Trust	Both	All years	Theme 1 Learning environment and culture	The significant pressure on service has been seen to impact student experience at both sites.	01/02/2017	Data collection visits - consultants and students	May 2017 - CEO meeting The School was advised that introducing additional support (Teaching Fellows) into departments has worked well - Endocrinology and should be introduced through all specialities. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return. Update Jan 2019 In April 2018 the Trust advised that they have two teaching fellows at WM and need at least two more to effectively deliver and administrate teaching. The Trust further advised that they have four Teaching Fellows at CW, an increase of two on 2017. Surgery requires a teaching fellow. The School requests the Chief Executive reviews the option to recruit more teaching fellows across both Trust sites. The Trust was asked to remind teaching staff that students do require support in engaging with teams. In Jan 2019 the Trust advised that service demand continues to rise; CW now has a total of 8 teaching fellows which has increased from previous years and plans are being reassessed to recruit a surgical fellow. Re the WM site, the Trust and the DCS have specifically asked imperial college for increasing numbers of fully funded teaching fellows. There has been initial response from imperial college in providing a cross site fellow as of this year. Continuing support from imperial college in funding more teaching fellows, thus ensuring that clinical specialities have enough staff to continue providing a high quality of teaching, is greatly appreciated.		The School commends the Trust for the steady increase in Teaching Fellows at the CW site. The School will remind the Trust that it makes significant financial contributions to education at the Trust and will further investigate this issue in the 2019 GEMV cycle.	Review 03/19	Progress being monitored	Director of Clinical Studies		
IMP2017-11	Concern	Chelsea and Westminster NHS Foundation Trust	Both	All years	Theme 3 Supporting learners	Patient Records Students report difficulties accessing EPRs	01/02/2017	Data collection visit - students	May 2017 - CEO meeting The School was advised that this matter was being dealt with. An email had already been issued and proposed action plan in place. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-13	Concern	Hillingdon Hospitals NHS Foundation Trust	Hillingdon	All years	Theme 1 Learning environment and culture	Firm size The Trust is asked to maintain current firm sizes as concerns were raised that firms are getting larger, with students from different year groups sharing clinics and ward rounds.	01/02/2017	Data collection visit - students	CEO Meeting - September 2017 The Trust was committed to providing small firm sizes and would continue to do so. The School was advised the combination of Year 3 & Year 5 students was to allow students to learn from each other, and build upon history taking skills. GMC response: Please provide a further update in the next return. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle but it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-14	Concern	Hillingdon Hospitals NHS Foundation Trust	Hillingdon	All years	Theme 1 Learning environment and culture	Space There have been some cases where room availability has impacted teaching; this was identified in ICU and Surgery Clinics.	01/02/2017	Data collection visits - consultants and students	CEO Meeting - September 2017 The School was advised that the issues with space were infrequent as improved space usage had helped to resolve this. However, since this is a common problem across all Trusts, we would appreciate GMC advice on how to ensure all Trusts deliver on the requirement to provide appropriate teaching space GMC response: The status and actions taken are appropriate. A further update should be provided in the next return which should address whether the actions taken have resulted in improvements, and closure requested if appropriate. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle but it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-16	Concern	Hillingdon Hospitals NHS Foundation Trust	Hillingdon	All years	Theme 1 Learning environment and culture	Wifi It was believed that wifi had already been implemented and the concern closed, however new reports indicate that the wifi provision is only available in the Education Centre.	01/02/2017	Data collection visit - students	CEO Meeting - September 2017 The School was advised that wifi is available throughout Hillingdon, however that this was not Eduroam. The School reminded the Trust that the provision of Eduroam throughout the site is a requirement of the Learning Agreement. The Trust advised that Eduroam project had been confirmed to be completed by the end of September 2017. Update Jan 2019 The Trust confirmed that Wi-Fi was fully released Trust wide over a year ago. There have been no complaints from incumbent students about Eduroam Coverage.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	CEO		
IMP2017-19	Concern	London North West Healthcare NHS Trust	Ealing and Northwick Park	All years	Learning environment and culture	Travel - Minibus The Trust is asked to reconsider exploring the introduction of a minibus (between Charing Cross Campus - Northwick Park & Ealing) twice daily (morning and evening). The School would then rescind its request for any on-call rooms. The Trust was advised that a pilot exercise which saw a shuttle bus transporting staff (and students) between sites had been undertaken. The School would be keen to discuss the results of this. GMC response: This does not appear to meet the threshold for reporting. If students are struggling to get to placements then a further update would be welcomed in the next return. If not, then this should be closed. Update Jan 2019 Trust Final report - The Trust pilot exercise on the Shuttle bus concluded it was not being fully utilized and not cost effective (data available from the Trust). In the current financial climate and STPs the Trust has put this policy on hold. All the time tables have been reviewed and currently students very rarely travel cross sites on the same day. Update Jan 2019 Trust Final report - The Trust pilot exercise on the Shuttle bus concluded it was not being fully utilized and not cost effective (data available from the Trust). In the current financial climate and STPs the Trust has put this policy on hold. All the time tables have been reviewed and currently students very rarely travel cross sites on the same day.	01/03/2017	Data collection visit - students	The Trust was asked to reconsider exploring the introduction of a minibus (between Charing Cross Campus - Northwick Park & Ealing) twice daily (morning and evening). The School would then rescind its request for any on-call rooms. The Trust was advised that a pilot exercise which saw a shuttle bus transporting staff (and students) between sites had been undertaken. The School would be keen to discuss the results of this. GMC response: This does not appear to meet the threshold for reporting. If students are struggling to get to placements then a further update would be welcomed in the next return. If not, then this should be closed. Update Jan 2019 Trust Final report - The Trust pilot exercise on the Shuttle bus concluded it was not being fully utilized and not cost effective (data available from the Trust). In the current financial climate and STPs the Trust has put this policy on hold. All the time tables have been reviewed and currently students very rarely travel cross sites on the same day.		The School will continue to monitor this issue for one more cycle before requesting closure.	01/11/2019	Request for closure	Director of Clinical Studies		

IMP2017-20	Concern	London North West Healthcare NHS Trust	Ealing and Northwick Park		All years	Supporting educators	Investment in Resources - Up-to-date The Trust is asked to consider the support the investment in Up-to-date database as this is a great resource for staff involved in teaching and clinical work.	01/03/2017	Data collection visit - consultants	The School feels that this investment would be well received by consultants and would assist their ability to teach students. The School requested that the Trust reviews the possibility of offering this package from SIFT payment. GMC response: This does not appear to meet the threshold for reporting. If students are struggling to get to placements then a further update would be welcomed in the next return. If not, then this should be closed. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-24	Concern	London North West Healthcare NHS Trust	Northwick Park		All years	Theme 1 Learning environment and culture	Wifi It was believed that this had already been implemented however reports indicate that the wifi provision is only available in the Education Centre which is causing issues when students attempt to obtain sign offs.	01/03/2017	Data collection visit - students	Update June 2017 The School was advised that EDUROAM could be introduced and that the Head of Learning Resource at the School would be in touch with the Trust's ICT department to organise this. GMC response: The status and actions taken are appropriate. Please provide a further update in the next return: if Eduroam has been satisfactorily installed and student feedback shows there are no further concerns then this can be closed. Update Jan 2019 The Trust reported that with the support of Natasha Beach and her IT team The Trust has now implemented Trust Wi-Fi across the three sites and varying levels of access for patients, doctors and allied health professionals. Current networks available, NHS Staff Wi-Fi, NHS Premium Wi-Fi, LNWUH Guest. All Imperial students have an individual account created with a unique password and can now access the Trust wifi network. Educators currently with Imperial accounts also have access to this service.		The School will continue to monitor this issue for one more cycle before requesting closure.	Review 10/19	Progress being monitored	Head of Learning Resources		
IMP2017-25	Concern	London North West Healthcare NHS Trust	Ealing		All years	Theme 1 Learning environment and culture	Access in Trusts Bloods Room and Scrub Room cannot easily be accessed by students.	01/03/2017	Data collection visit - students	Update June 2017 The School was advised that access to the Scrub Room was being resolved. Work was ongoing to investigate possible access to Drugs Room for students as this involved additional Trust policies and procedures which required consultation. GMC response: The status and actions taken are appropriate. Please provide an update on any progress in the next return. Update Jan 2019 The School continued to monitor this issue throughout the 2018 GEMV cycle and it was raised by neither the students or consultants.		The School is satisfied with the progress made and requests that this issue be closed.	29/01/2019	Request for closure	Director of Clinical Studies		
IMP2017-29	Concern	West London Mental Health NHS Trust	All		All years	Theme 1 Learning environment and culture	Space Consultants expressed concern that service reconfiguration meant less space for teaching	01/03/2017	Data collection visit - consultants	The School was advised of the positive support for Education at the Trust in many aspects, however in space reconfigurations, this is not always demonstrably the case. The Trust was asked to ensure education factors into any future discussions about space reconfiguration and affirmed that education would remain a priority GMC response: The status and actions taken are appropriate. As the next visit is not due until 2019, we expect the School to monitor this through other means and provide an update on progress. Update Jan 2019 The Trust reported that it does remain the case that the Trust undertakes to ensure education factors into any future discussions about space reconfiguration and that education will remain a priority.		The School will continue to monitor this issue for one more cycle before requesting closure.	review at next visit in 2019	Request for closure	CEO		
IMP2017-33	Concern	Central and North West London NHS Foundation Trust	St Charles' and Park Royal		Year 5	Theme 3 Supporting learners	Education Standards There have been isolated occasions when teaching has not happened or student timetables have been incorrect. This had been reported at St Charles and Park Royal hospitals.	16/03/2017	Data collection visit - students	Timetables at St Charles to be significantly redeveloped for new academic year (17-8), so that the placements have more structure, relying less on students needing to arrange commitments for themselves (from a list of contacts). GMC response: The status and actions taken are appropriate. As the next visit is not due until 2019, we expect the School to monitor this through other means and provide an update on progress. Update Jan 2019 The Trust reported that a significant development of timetables has taken place at St Charles, providing structure to teaching commitments. This includes division of specified weeks within each placement into those based in the community and those based within inpatient services, with additional time allocated for students to further any particular development needs identified.		The School will continue to monitor this issue via site visits and provide an update in the next MSAR.	review at next visit in 2019	Progress being monitored	Director of Clinical Studies		
IMP2017-34	Concern	Central and North West London NHS Foundation Trust	All		Year 5	Theme 1 Learning environment and culture	Student Induction Some students reported that they did not know how to use their panic alarms appropriately.	16/03/2017	Data collection visit - students	Demonstrating how to use panic alarms should be an integral part of local site induction. Prompt action will be taken to ensure this is included at each site GMC response: The status and actions taken are appropriate. Please provide a further update in the next return. Update Jan 2019 The Trust reported that each CNWL site organises a local site induction for students on the first day of the clinical placement. This induction includes provision of information about access to student alarms and instructions about their use. Alarms are available at each site (students are expected to carry an alarm at all times whilst on the wards).		The School will review this matter at the next site visit.	review at next visit in 2019	Progress being monitored	Director of Clinical Studies		
IMP2017-35	Concern	Central and North West London NHS Foundation Trust	All		Year 5	Theme 3 Supporting learners	Computer Access Students reported they have access to the EPRs, but cannot sign in to Trust computers in order to access them; they therefore have to use Trust staff logins.	16/03/2017	Data collection visit - students	The School was advised that this was an isolated incident and that all students have computer access at the start of their attachment. Going forward, the Trust has assured the School that all students will be provided with computer access. GMC response: The status and actions taken are appropriate. As the next visit is not due until 2019, we expect the School to monitor this through other means and provide an update on progress. Update Jan 2019 The Trust reported that a robust system is now in place to facilitate IT network and EPR access for students. This is organised well in advance of each placement. Each student has bespoke login information provided to them in advance of starting the placement as well as clear instructions about IT and EPR access.		The School will continue to monitor this issue for one more cycle before requesting closure.	review at next visit in 2019	Progress being monitored	Director of Clinical Studies		
IMP2017-36	Concern	Central and North West London NHS Foundation Trust	All		Year 5	Theme 1 Learning environment and culture	Dedicated Junior Teacher Time Students report that while some junior doctors are very keen to teach, they have little time to do so, and it is not always clear who the interested teachers are, and it is therefore difficult to know whom to approach for teaching.	16/03/2017	Data collection visit - students	The Trust was asked to consider requesting departments provide dedicated time to Juniors to allow students to be observed during clerking. DCS to request inpatient wards to nominate a junior doctor as undergraduate teaching 'champion' (including undertaking mini-PACES). GMC response: The status and actions taken are appropriate. As the next visit is not due until 2019, we expect the School to monitor this through other means and provide an update on progress. Update Jan 2019 The Trust reported that during recent years, the number of FYs completing Psychiatry attachments has increased significantly. As a result, in addition to ward based Core Trainees and Specialty Doctors, there is now a large pool of junior doctors based on the wards who are available to teach students, both formally and informally. This has obviated the need to designate a single ward-based teaching champion.		The School will review this matter at the next site visit.	review at next visit in 2019	Progress being monitored	Director of Clinical Studies		
IMP2017-38	Concern	Ashford and St Peter's Hospitals NHS Foundation Trust	St Peter's Hospital		All years	Theme 1 Learning environment and culture	Clinical Skills Teaching The lack of a Teaching Fellow has had a negative impact on clinical skills teaching provision	08/05/2017	Data collection visit - students	Update - CEO Meeting - November 2017 The School was advised that the issues with "Clinical Skills" had been resolved with the recruitment of a dedicated Teaching Fellow. GMC response: Thank you for the update. If the provision remains in the budget and student feedback continues to be positive, this item can be closed in the next return. Update Jan 2019 The Trust reported that a Clinical Skills Lead was appointed September 2017 (Esther Louise Rogers, 0.8 FTE) and she has provided consistent teaching. A CTF in Medicine was appointed for the first time in 2017/18 and this year they have a new CTF post in Surgery. The undergraduate budget supports all three posts.		The School will continue to monitor this issue for one more cycle before requesting closure.	review 11/19	Progress being monitored	Director of Clinical Studies		