

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)
MAN1819-g001	Good practice	Years 3-5	Theme 2 Educational governance and leadership	Quality Assurance of our clinical placements	Ongoing	Ongoing		The QAET undertakes two Interim Review Meetings (IRMs) per academic year at each of the four main Trusts (there are separate processes for our Community Based placements). IRM 1 focuses on the Clinical Education Campuses' (CECs) compliance with our Quality of Medical Education questionnaire (QME) which is a self-assessment document incorporating the standards and requirements of the GMC's 'Promoting excellence: standards for medical education and training'. The discussion at each IRM generates an Action Plan and progress against those actions is considered at the next IRM. In IRM 2 the QAET concentrate on the quality of education being delivered in the associated education providers (DGHs/specialist Trusts). The QAET delegates its responsibility for the quality management of those placements to the CECs who undertake the same process of gathering information via the Clinical Education Partners (CEPs) who are the associated education provider. The QAET assures itself that the process and documentation produced by the CEPs is of the same rigour by attending the review meetings between the CECs and each of their associated education providers at least once every three years. The QAET discusses the outcomes of the Interim Review process with the Programme Director.	In 2018, we initiated a "QAET Stakeholders' Forum", a half-day, CPD-approved meeting to which medical educator and administrative quality leads from all our linked clinical education providers were invited. This was very well attended and formal evaluation was overwhelmingly positive. This is intended to be an annual event and our 2019 Stakeholder Forum will take place in March. The objective is to promote, develop and share good practice in medical education quality assurance and quality management, including engagement in our own processes, whose purpose is enhancement and improvement. In addition, we have initiated a separate Quality Forum for the Hospital Deans and Quality Leads who carry out quality management of clinical placements on our behalf. The QAET continues to offer support and training as required to undergraduate medical education staff in our education providers.			QAET/Associate Director for Clinical Affairs	HEE (North-West) have been appraised of our Interim Review Meeting process through our discussion with the Quality Programme Manager.	
MAN1819-g002	Good practice	Years 3-5	Theme 2 Educational governance and leadership	Quality Assurance visits to students on clinical placements	Ongoing	Ongoing		The QAET introduced a programme of visits to students on clinical placements in December 2014. The purpose of these visits is to measure compliance with the clinical placement standards set by the medical school. The QAET uses the clinical placement evaluation to select placements to visit, including those which may not be meeting all the placement standards and those that are excellent. The QAET interview students on an individual basis using a bespoke eform questionnaire based on the clinical placement standards for each clinical year. The aim of these individual meetings is to identify the extent to which the clinical placement is meeting and/or exceeding the standards with a view to sharing any elements of good practice. Reports of the visits are written by the QAET and sent to the Programme Director and Associate Programme Director for Teaching and Learning.	The student visit programme has been promoted to students through our email invitations to attend a visit and through a blog about the work of the QAET. In addition, the student visit programme has been promoted to staff through a presentation at a Division of Medical Education Coffee Morning. Discussions are underway to expand the student visiting programme in the coming academic year.			QAET/Associate Director for Clinical Affairs		
MAN1819-g003	Concern	All Years	Theme 5 Developing and implementing curricula and assessments	AUT Strike	01/03/2018	This was a University wide issue and the information was cascaded down from the Registrar through to our Faculty Teaching and Learning Teams.		Following guidance from the University including the Faculty's Vice-Dean for Teaching, Learning and Students, Examination Boards were required to complete documentation for final award exam boards and progression exam boards and submit to Faculty for approval. As part of this, the Deputy Assessment Lead undertook an impact analysis of the strikes on teaching, learning and assessment and this analysis was included in the said documentation and in the first instance, considered at the Programme level exam boards and approved by the Board including the External Examiner(s). It was then submitted to Faculty for consideration and approval at the Faculty Examinations Board. Once the documentation had been ratified by the Faculty Exam Board and returned to the Programme Director, only then could the results be published to the students. These processes therefore ensured that the impact of the strikes on assessment was considered thoroughly and that decisions arrived at regarding students' progression were rigorous and fair. This concern can now be closed.				Programme Director		
MAN1819-g004	Good practice	All Years	Theme 2 Educational governance and leadership	Education Alert	Ongoing			An 'Education Alert Notification' process is now well established. This process enables students to notify the Medical School of matters of concern (this could be related to their own learning or something they have observed which relates to patient safety). This 'Education Alert' button is situated within our Virtual Learning Environment (VLE). Once an alert is submitted by the student, it is sent to the Programme Director, the Programme Manager and the Teaching and Learning Manager. The Programme Manager logs the student concern on a spreadsheet and identifies the responsible person(s) to whom the concern should be passed for comment or action. The Programme Manager either collates the responses received and responds directly to the student or is copied into any response made to the student by the responsible person(s). The action taken is logged in the spreadsheet. We have received no alerts in the past academic year.				Programme Director		
MAN1819-g005	Good practice	All Years	Theme 5 Developing and implementing curricula and assessments	Assessment Concerns Process.	01/09/2018			As of academic year 2018 onwards, we have introduced a new process to facilitate the route through which students raise concerns about an assessment they have undertaken. We had recognised that prior to this, concerns were submitted through a variety of channels, were often unstructured (resulting in the need to frequently clarify aspects with students even prior to the concern being reviewed) and that many related to disagreement with the academic judgement of examiners rather than errors of the assessment processes. Our updated process now requires students to submit their concern using an eForm which provides helpful structured fields to guide students through what information is needed. This form also links to our Programme Handbook policy which describes in detail the types of concerns that we can and cannot review. We have also introduced a clear timeline for students, setting our clear deadlines for submission of a concern following an assessment and with corresponding clear time points by which they will receive a reply from the Academic Lead for Assessment following careful review and investigation. A summary of concerns raised and actions taken is reported to the relevant Board of Examiners. We have communicated this new process through our Programme Handbook, email announcement system and again on the day of each OSCE assessment.				Academic Lead for Assessment		

MAN1819-g006	Good practice	Years 3-5	Theme 1 Learning environment and culture	Developing a Standard Operating Procedure (SOP) for evaluation of clinical placements.	Impemented Academic Year 2018-19			We have a well-established and robust means of evaluating all our clinical placements in the programme through a questionnaire based electronic form. This receives a 100% response rate as it is attached to the submission of a student's 'sign off' from the placement. This year brought in an additional SOP to ensure accountability, responsibility and that actions are taken where there may be concerns about clinical learning environments. This has resulted in a responsive process whereby our Clinical Education Providers year leads and teams explore issues immediately, on receiving information, address concerns of students and supervisors and if necessary with clinical directors within the next placement. Prior to this implementation we would respond at the end of each semester or even at the end of the academic year. It has revolutionised our ability to turn around failing (in terms of educational provision) placements. Logs of this activity are fed back to our Year Leads and the Programme Committee at the end of each semester.	Already only half way through the academic year we are learning how to fine tune this process through this first iteration this year but given its success have now embedded this process as part of our quality management activity				Evaluation Lead		Please see Evidence Doc 1
MAN1819-g007	Good practice	Years 3-5	Theme 3 Supporting learners	Introduction of a series of 'Must Read' communications	Impemented Academic Year 2018-19	From a student choice project.		Following a student project in 2017-18 looking at how students like to receive information about their studies, we have introduced a series of just in time 'must reads' for each clinical year group that highlight key learning activities, resources or assessments: this is allowing students to work much more pro-actively, rather than reactively. This is a collaborative communication to support learning between the University and each of our four teaching bases with input from the academic leads and student reps.	We have now embedded this process into our activities.				Academic Year Leads for Years 3, 4 and 5.		Please see Evidence Doc 2
MAN1819-g008	Good practice	Years 4 and 5	Theme 3 Supporting learners	All Year 4 and 5 students returning to the programme, after interruptions or intercalations, were met by the CEP academic year lead to discuss their academic requirements, highlight areas of uncertainty and record clearly what requirements were needed for the year. If additional pastoral or academic support was required this was then put in place. This was so highly regarded by students and academics that it is now part of the programme process.	Impemented Academic Year 2018-19			We have communicated this new process through our Programme Handbook, email announcement system and also on the day of each OSCE assessment.					Associate Director for Teaching and Learning.		
MAN1819-g011	Good practice		Theme 5 Developing and implementing curricula and assessments	Widening Participation				The Division of Medical Education and the MB ChB Programme Team are leading the way nationally on Widening Participation initiatives, being the founding chair of the National Medical Schools' Widening Participation Forum. This organisation consists of over 20 medical schools, and UKCAT. It has delivered a successful medical student conference on Widening Participation on behalf of the Medical Schools' Council (MSC), and its members have collaborated in a variety of teaching and research activities. The Division has been committed to a wide menu of activities from primary to secondary school, through to college. In 2017/18, they have engaged 230 pupils and 36 schools, from the large Greater Manchester and Preston footprints. The success has been measured by the high evaluation scores from pupils attending, and the demand for places on our unique events. We continue to collaborate with external organisations, and have delivered activities with the RCGP and Social Mobility Foundation, as well as enabling 12 aspiring students to complete work experience in General Practice. The Division's staff are committed to breaking the glass ceiling, and our specially trained WP Champions, have delivered 8 talks to around 200 pupils in schools over the past year. We also recognise the contribution of our highly motivated and visionary medical students, organising online mentoring and conferences for aspiring medical students.					WP Lead		
MAN1819-g012	Good practice	Year 5	Theme 5 Developing and implementing curricula and assessments	Interprofessional Group Learning				Members of the Prescribing and Medicines Safety Team work together to oversee teaching and learning in prescribing and medicines safety for the undergraduate course. The team was presented with an award to celebrate the impact of inter-professional education at the Faculty of Biology, Medicine and Health (FBMH) team awards evening, held last September. The award was shared with an academic from the School of Pharmacy, who has been working collaboratively with undergraduate medicine team for several years. Together, they have developed and delivered small group inter-professional teaching sessions to final year students from both medicine and pharmacy, building their experiences of a multi-disciplinary healthcare approach in a simulated ward environment. Students work in inter-professional teams, with final year medical and pharmacy students placed together in groups. Teams are asked to prioritise and manage their work together, and as the teaching progresses, add in additional tasks via phone calls and face-to-face requests. Tutors take on the roles of ward clerks, nurses, medical registrars and consultants. The students really appreciate the authentic experience and fully immerse themselves into the roles as doctors and pharmacists working together. This teaching was attended by more than three hundred medical students and two hundred pharmacy students during this academic year and was met with excellent student and tutor feedback.					Prescribing Lead		

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)	OQS/NISS 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 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)
MAN0515-120	Concern	857	GP Practice	P81180	3	Theme 1 Learning environment and culture	Lack of clinical experience.	13/05/2015	Student using placement concern pathway.	Student assigned to different placement (as had this same experience on earlier placement); link lecturer to discuss with practice; visit to discuss concerns and action plan agreed. 2017 update - the student did not return but was placed elsewhere for the remainder of the placement, he had already done one module with this practice so this was an appropriate action. It is unusual to move a student with this type of concern from a placement without looking into the concern first with the tutor. The practice have continued to have a number of students since. Although the scores are not of concern and demonstrated that there was improvement in semester 2 following this concern, the comments reflected the concerns. Due to anonymity it is not possible to identify if these were made by the same student who raised the concern or by others. A follow-up visit was made to the practice with actions for the new tutor to attend training. The GP attended further training in 2016 & 2017. Satisfactory scores achieved 15-16, 16-17 and Sem 1 2017-18. Review end of year scores and if continue to be satisfactory then will close case.	2017-18 end of year score good - Yr 4 - 4.36 - no other evaluation received.		31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		MMS - APPENDIX E
MAN0715-128	Concern	1546	GP Practice	P84074	1, 2	Theme 1 Learning environment and culture	Flagged up as a Cause for Concern (CFC) practice due to low student feedback scores in 2014/15 academic year for ECE visits only.	31/07/2015	CFC practice identified by student feedback score of less than 3 in annual QI report.	2017 update - concerns raised included GP tutor not present, no patients seen, patients didn't speak English, disorganised, concern about professionalism of GP (logged separately as complaint), unfriendly staff. This was from the 14/15 report sent in summer 2015. The practice visit noted that the practice were very busy and took a lot of students so we have reduced the number of students they take. Also action to introduce an induction policy for students. Although an improvement was seen in the students satisfaction levels of placement, the comments still reflected some of these issues so follow-up contact was made in Sept 16 and set actions to allow time for students to see patients and discuss with GP and to create a contingency plan for emergencies or if the tutor is unavailable. To follow up at the end of semester 1 2016/17, awaiting report. Will monitor student feedback at end of year (July 2017). A plan is in place and further feedback should be provided next year. Link lecturer met with the practice Nov 17 & agreed action plan to be reviewed at QA meeting Feb 18.	Action plan reviewed with practice, with successful outcomes. Scores for 17-18: ECE - average out at 4.23 across 5 visits; Yr 4 - 4.36; Yr 5 - 4.57; QEPEP 4.36 & SSCP 5 across the board.		31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN0716-158	Concern	1546	GP Practice		1	Theme 1 Learning environment and culture	Low scores through student evaluation data.	31/07/2016	Through standard student evaluation and QA processes.	2017 update - The concern related to student evaluation scores that fell below our acceptable threshold (<3/5) and qualitative comments about missed consultation opportunities for the students. Link lecturer follow-up agreed action plan to allow students to interview patients. Recent student evaluation shows that there are still issues which has been reported to the link lecturer to follow up on, awaiting outcome. To review in July 2017 with final student evaluation data. Agree with the action taken and waiting for 2018 QA data, please provide a further update once this has been reviewed. Link lecturer met with the practice Nov 17 & agreed action plan to be reviewed at QA meeting Feb 18.	Action plan reviewed with practice, with successful outcomes. Scores for 17-18: ECE - average out at 4.23 across 5 visits; Yr 4 - 4.36; Yr 5 - 4.57; QEPEP 4.36 & SSCP 5 across the board.		31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN1115 - 139	Concern	1546	GP Practice		2	Theme 1 Learning environment and culture	Did not meet placement requirement of home visit for students.	06/11/2015	Student using placement concern pathway.	2017 update - placement rearranged but students declined it. All practices were contacted with the ILOs and expected structure of the placement to ensure it doesn't happen again. Link lecturer has also visited the practice since and discussed ECE placements, action plan to clarify the requirements of ECE placements which has happened. Awaiting student evaluation from this year to see improvement, due July 2017. Remain open. Continue to monitor and provide feedback after the review in February 2018. The student evaluation scores were below the necessary criteria and thus a cause for concern. Comments included not meeting the ILOs, concerns about hand washing and negative comments towards students. The link lecturer visited the practice to ensure patients safety was not compromised (it was not) and set an action plan for improvement which was implemented.	Action plan reviewed with practice, with successful outcomes. Scores for 17-18: ECE - average out at 4.23 across 5 visits; Yr 4 - 4.36; Yr 5 - 4.57; QEPEP 4.36 & SSCP 5 across the board.	Good practice demonstrated through the use of the cause and concerns process complimenting the QA processes within CBME resulting in improvement of placement quality and placement retention. To review processes annually.	31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN1214-67	Concern	1546		P84074		Theme 1 Learning environment and culture	Insufficient access to patients and chances to take histories/and for ECE lack of opportunity to observe different staff members.	2013/14		2017 update - The numbers of students attending this practice continue to be monitored as quality of placement has varied. The quality of Early Clinical Experience (ECE) placements being delivered has continued to be below average but Year 3 has been excellent. This has been addressed through our cause for concern process and a lecturer has visited and agreed a further action plan which is due to be reviewed this semester. Steps have been taken that seem to have had a positive impact on the quality of student placement experiences. Continue to monitor to check sustainability. The link lecturer visited again 9/11/17 and agreed a further action plan which is due to be reviewed in Feb 2018. 2017-18 Semester 1 ECE visit scores improved.	Action plan reviewed with practice, with successful outcomes. Scores for 17-18: ECE - average out at 4.23 across 5 visits; Yr 4 - 4.36; Yr 5 - 4.57; QEPEP 4.36 & SSCP 5 across the board.	Good practice demonstrated through the use of the cause and concerns process complimenting the QA processes within CBME resulting in improvement of placement quality and placement retention. To review processes annually.	31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN0915-131	Concern	1195	GP Practice		5	Theme 1 Learning environment and culture	Concerns about practice environment.	24/09/2015	Student using placement concern pathway.	2017 update - issues with student not following procedure for absence, noted that improvement to induction was required. Issues with timetabling as Practice Manager was on leave for some of placement, action to appoint a deputy for organisation of placement. There were issues with the students attendance and attitude in placement that had to be addressed by the UoM support teams. The student evaluation for the year was of no cause for concern although some comments reflected that they would like to be more independent but the practice has physical limitations. A further QA visit confirms that the practice had made changes to their timetabling to address student comments and implemented the agreed actions from before. Interim data shows concerns of a similar nature around lack of space for teaching, however the practice are having an extension built at present, ready for summer 2017 which will help this issue. To monitor evaluation data this year and next, deadline July 2018. We should keep this open until the outcome of the evaluation is known. Link lecturer visited practice, action to improve induction. To review in 2017/18 evaluation.	Eval scores: Yr 5 - 4.41; SSCP - 4.44		31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN1214-80	Concern	1195		P81186		Theme 1 Learning environment and culture	Students raised concerns about the poor level of teaching they were receiving.	2013/14		2017 update - The student evaluation has remained at the same level i.e. above 3/5. More recently there have been some concerns around the student experience in terms of practice organisation and therefore we will continue to monitor it. Student placement feedback scores no longer a cause for concern, continue to monitor to ensure sustainability. QA report for 16/17 showed student feedback reflected the concerns which had been raised throughout the year however the scores were not a cause for concern. We will continue to monitor this practice through QA processes.	Eval scores: Yr 5 - 4.41; SSCP - 4.44		31/07/2018	Request for closure	Practice's Link lecturer within CBME team.		
MAN1115-138	Concern	1143	GP Practice		2	Theme 1 Learning environment and culture	Did not meet placement requirement of home visit for students.	06/11/2015	Student using placement concern pathway.	Where possible placements were rearranged for students. All practices were contacted with the ILOs and expected structure of the placement to ensure it doesn't happen again. Link lecturer spoke to practice who hadn't realised what was required of them. Practice withdrew from Dec 15.	Practice resumed taking Yr 5 students in Aug 18 (Block 1 score 4.42 with excellent free text comments) and ECE (Oct 18) - review scores end of Sem 1.		31/07/2019	Progress being monitored	Practice's Link lecturer within CBME team.		
MAN1117-199	Concern	1173	GP Practice	P92001	1	Theme 1 Learning environment and culture	Students raised concerns about professionalism of tutor.	27/11/2017	Student raised issue with another tutor who referred it to the CBME Lead for ECE.	Poor hand hygiene, no patient consent for students to be present, no introduction to patient, patient identity not checked when GP didn't know patient, possible reuse of same ear probe, GP made assumptions about peak flow value as she couldn't find the text.	Students met CBME ECE Lead to discuss and address their points. Link lecturer has also addressed this with the practice. Student comments monitored for the remainder of the year.	None required, We will be delivering more training on how to manage student concerns to our GP tutors at the next CD/TCD conferences.	31/07/2018	Resolved	Practice's Link lecturer within CBME team.		

MAN0917-200	Concern	1509	GP Practice	P87658	4	Theme 1 Learning environment and culture	Students raised concerns about professionalism of tutor.	22/09/2017	Student raised issue with CBME tutor.	Student reported a concern re GPs behaviour towards patients and poor role-modelling for students. GP made negative comments about patients after they'd left the room, dismissed their concerns particularly with mental health issues and did not introduce student by name. Student upset and expressed concerns to CBME tutor through a CD group session. GP raised contra-concerns regarding student behaviour in front of patients.	CD Tutor referred concern to CBME Mnggr & lecturer for the practice area. 2 visits to practice to discuss the complaint & tutor concerns and to review progress. End of year evaluation scores were above average. Promoting good practice: In response to students raising issues with CD tutors we delivered training in how to deal with student complaints to these tutors at the CD conference 4th July 18.	None required. We will be delivering more of this training at the next CD/TCD conferences too.	31/07/2018	Resolved	Practice's Link lecturer within CBME team.			
MAN1217-201	Concern	1456	GP Practice	P84683	5	Outcomes 1 - Professional values and behaviours	Students raised concerns about professionalism of tutor.	07/12/2017	Student raised issue with base hospital dean.	Student and GP tutor did some research at practice which was accepted at a conference for presentation. GP and student attended the conference arranged outside of programme time and through the practice. Student reported GP made inappropriate proposition to her.	Initially students withdrawn from practice whilst investigation took place. Meetings held with CBME academic lead and the GP. Students version of events was disputed by GP. There was no evidence that the GP had been less than professional with any student on placement at the practice. Following this it was agreed that the practice could continue to take students but that the GP will no longer socialise with students outside of their placements. The student was satisfied with the outcome. End of Yr eval score: Year 4 - 4.76 above average. Promoting Good practice: at our last team awayday in November '18 we had a plenary workshop session to discuss best practice in relation to the 5 most common complaints that we receive so that we are consistent in our response to students and tutors and all the team are more confident in dealing with complaints as and when they arise.	No further actions required but as part of the teams training annually, the complex cases such as these will be discussed and a significant event analysis undertaken to see if actions can be improved upon.	31/07/2018	Resolved	Practice's Link lecturer within CBME team.			
										<p><b>2017-18 data</b> was compiled from:</p> <p>evaluation responses on 62 practices which deliver the 6 ECE community visits, <b>ECE - 1801</b></p> <p>evaluation responses from students placed at 115 practices <b>Year 4 - 4.21</b></p> <p>evaluation responses from students placed at 179 practices <b>Year 5 - 4.82</b></p>	Student evaluation scores show that satisfaction with community placements overall has increased. <b>ECE Years 1 &amp; 2 (Average of scores for the 6 community visits) 2015-16 4.32 &amp; 2017-18 4.34</b> <b>Year 4: 2015-16 - 4.47 &amp; 2017-18 - 4.71</b> and <b>Year 5: 2015-16 - 4.61 &amp; 2017-18 - 4.72</b>							

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?	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 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)
MAN-0917-02	Concern	Pennine Care	Tameside	RT2	Year 4	Theme 3 Supporting learners	Students reported that they had been turned away from clinical areas and had also had several cancelled teaching sessions.	18/09/2017	Student reported to lead tutor and via student evaluation forms.	Year Lead worked with local Undergraduate Tutor to formulate an action plan to overcome these issues. Hospital Dean and Manager met with students on subsequent rotation to gather further feedback. Continue to monitor and provide further information in the next update.	No further issues were identified.		01/07/2018	Request for closure	Hospital Dean and Manager		<b>MMS - APPENDIX C</b>
MAN-0917-02	Good practice	Manchester University Hospitals NHS Foundation Trust	Oxford Road Campus	RW3	All	Theme 4 Supporting educators	With the increased pressure on our clinical colleagues to support our learners we decided as an Undergraduate Medical Education Department to launch a 'recognition of teaching excellence' pilot during the 16/17 academic year. The Gold, Silver & Bronze awards are based on student feedback and are presented at the end of the academic year.	06/08/2017		The awards have now been rolled out across all clinical years, they have been a great success and the feedback from educators across the programme has been really positive. A particular highlight is the engagement from 'Junior' doctors and the appreciation that they have been recognised by students.	Rolled out to all clinical years. Increased publicity of events.	3 events organised for 18/19 academic year	01/09/2019		Head of Undergraduate Medical Education	N/A	
MAN-2018-13	Concern	Manchester University Hospitals NHS Foundation Trust	Oxford Road Campus	RW3	Year 3/5	Theme 1 Learning environment and culture	Issues raised regarding the number of medical students in particular clinical areas during Semester 1 (August - December).	10/10/2018	End of placement feedback, student representative meetings & student surveys.		Extending number of placements within other areas outside of 'general medicine'. Liaison with MMS to look at types of placements that can be offered in Year 3, Semester 1.	Some improvements have already been made by increasing numbers of wards that students have access to: end of placement feedback is positive.	06/05/2019	New concern identified	Hospital Dean and Head of Undergraduate Medical Education	N/A	
MAN-2018-14	Good practice	Manchester University Hospitals NHS Foundation Trust	Oxford Road Campus	RW3	All	Theme 3 Supporting learners	Launched 'Sim Gym' sign-up sessions for students to practice simulation scenarios in clinical skills lab.	11/11/2018	Launched by education fellows and highlighted as a positive learning experience by students at staff & student liaison meeting and ad-hoc student feedback.				01/08/2019		Head of Clinical Skills & Assessments	N/A	



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.

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MAN2018-15	Good practice		LTHTr		3, 4, 5	Theme 3 Supporting learners	Clinical Placement Facilitators employed to support UG medical students whilst on placement allowing the students to access all available clinical opportunities together with supporting them with their clinical examinations.	Originally only in Year 4, this has been expanded to employing dedicated Year 3-5 CPF's throughout their placement. There has been an additional CPF employed to oversee the Blackburn area of LCT placements.	Ensuring feedback from the students emulates the CPF role as supporting them whilst on placement.	N/A	N/A			<b>MMS - APPENDIX D</b>
MAN2018-16	Good practice		LTHTr		3, 4, 5	Theme 3 Supporting learners	Evaluation of clinical placements through internal QA student focus groups.	Feedback from the focus groups is shared with the Clinical Placement Supervisor and their team to ensure any modifications can be made to support the students' learning environment. Responses to feedback is shared timely with the students. End of Placement Review meetings with the Clinical Placement Supervisor.	Focus groups to continue.	N/A	N/A			
MAN2018-17	Good practice		LTHTr		3, 4, 5	Theme 4 Supporting educators	Annual Undergraduate Awards acknowledge and recognise the excellent work and dedication provided by the clinical and non-clinical teams working alongside the medical students.	The teaching award winners are determined by student feedback collated via MMS clinical placement evaluation, focus group feedback and surveys with the student achievement awards being determined by the best exam results. The event is attended by MMS representatives, LTHTr Hospital Dean, Chief Executive, Medical Director, Head of Education together with award winners, runners-up, students and staff.	Next Awards to take place October 2019.	N/A	N/A			
MAN2018-18	Good practice		LTHTr		3, 4, 5	Theme 5 Developing and implementing curricula and assessments	Foundation Doctor link scheme introduced to support the medical students whilst on placement.	Supporting the students whilst on placement by introducing them to Foundation Doctors who want to be linked to them to extend their teaching knowledge.	The link scheme is to be developed further to ensure the Undergraduate students are fully training in "preparation for practice" which includes shared teaching. We also have a number of medical students year on year who continue their learning by returning to LTHTr as foundation doctors.	N/A	N/A			
MAN2018-19	Good practice		LTHTr		N/A	Theme 5 Developing and implementing curricula and assessments	An established Quality Assurance cycle which includes divisional accountability.	All risks, corporate issues and performance of undergraduate education is reported to the Education Training and Research Committee (ETR), where appropriate, issues would be escalated to Board.	Continue to utilise the QA cycle and regular reporting to ETR.	N/A	N/A			
MAN2018-20	Good practice		LTHTr		3, 4, 5	Theme 2 Educational governance and leadership	All UGME students are identifiable through wearing a uniform of grey scrubs showing the University logo.		Continue to provide "uniform" to medical students as acknowledged as an area of good practice.	N/A	N/A			

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?	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 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)
MAN-0917-01	Concern	Manchester University Foundation Trust	Wythenshawe	ROA07	Years 3 and 5	Theme 1 Learning environment and culture	Students reported that there were too many learners on the ward.	19/09/2017	Direct feedback to a member of staff.	Year Leads spoke to the speciality team to help organise student timetables to avoid overcrowding. Additional sign-up sessions outside of this speciality ringfenced for these students. Continue to monitor and provide further information in the next update.	Number of Year 3 students on placement has been reduced and timetables have been reviewed. Feedback and scores from this placement are now good.	Year 5 placement needs further review. Year 5 lead to liaise with placement supervisors regarding timetabling.	01/07/2018	Progress being monitored	Hospital Dean and Manager		<b>MMS - APPENDIX B</b>
MAN-1217-01	Concern	Manchester University Foundation Trust	Wythenshawe	ROA07	Year 3	Theme 1 Learning environment and culture	Students reported that they felt their placement was a negative learning environment due to behaviour of supervisor.	01/12/2017	Direct feedback to a member of staff and evaluation forms.	Review of all feedback from this placement for Semester 1 2017-18. Face to face meeting with one of the students. Feedback from student representative elicited. Meeting with supervisor to discuss feedback and learning environment. Provide further details of timescales for progressing and resolving this issue.	Evaluation on subsequent rotation showed feedback and scores were very good and this has been sustained throughout the year.	Monitoring as all placements are according to quality assurance SOP.	23/03/2018	Request for closure	Hospital Dean and Manager		
MAN- 2018 -11	Concern	Manchester University Foundation Trust	Leighton	RBT20	Year 4	Theme 4 Supporting educators	Students reported that they had not been receiving scheduled teaching or was being delivered all at once at end of placement.	25/09/2018	Direct email from students to Year 4 Lead.	Year 4 Lead and Hospital Dean spoke to Undergraduate Tutor and teaching sessions were scheduled. Subsequent rotation showed that the teaching was still not timetabled and some was still being delivered all at once. Following further discussion with UG tutor job plans on the placement were revised to allow time to deliver the teaching.	Monitoring of placements scores has shown that this placement has improved and teaching is being delivered in a satisfactory manner.	Continue to monitor placement and will update at next submission.	01/07/2019	Progress being monitored	Hospital Dean and Manager		
MAN- 2018 -12	Good practice	Manchester University Foundation Trust	Wythenshawe	RBT20	All years	Theme 4 Supporting educators	Recognition of Excellence Awards	05/07/2018	Placements are evaluated with a score out of 5 being given. Those placements who had achieved a score of average over 4 across the whole year and had less than 10% cancellation rate were awarded certificates of bronze, silver or gold.		A "Recognition of Excellence" awards ceremony was held and those who had been awarded bronze, silver or gold were invited to attend to receive their certificate which was awarded by Hospital Dean and Head of MBChB programme.	We intend to host this as an annual event			Hospital Dean and Manager		