



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)
SWA1819-g001	Good practices	2015-16	learning environment and culture	Child Health Specialty Attachment - There was an excellent balance between seminar-room and bedside teaching, and between consultant and peer-led teaching. The placement lead was a natural educator, who took student development very seriously. He knew all by name and took note of their individual learning needs and progression. The formative OSCEs were really appreciated by students	01/01/2018	Student feedback		Specific consultant session has been allocated through SIFT to facilitate formative OSCEs	Student feedback will continue to be monitored . Clinician has received feedback of the positive reviews from students			Marguerite Hill, Sujoy Banerjee		Student Feedback, SIFT meeting minutes
SWA1819-g002	Good practices	2015-16	learning environment and culture	SSMS & Women's Health - Having an educational registrar also worked particularly well during placement, as tasks and learning activities are more tailored to improving our skills as future doctors. The value of teaching midwives and registrars in enhancing learning experience has also been appreciated in Women's Health Placements	01/01/2018	Student feedback		Further clinical tutors, mostly junior doctors in training, have been appointed to specifically enhance teaching organisation and student learning experience through SIFT funding in specialities such as Surgery, Ophthalmology and Medicine.	Student feedback will continue to be monitored . Clinicians will continue to receive student feedback following placements and as an annual summary. A new post for junior faculty development lead has been approved through SIFT funding with a view to promote further involvement of junior doctors in medical student teaching and organisation			Marguerite Hill, Sujoy Banerjee		Student Feedback , SIFT meeting minutes
SWA1819-g003	Good practices	Year 3	learning environment and culture	Simulation learning using clinical staff and students in a clinical environment during Women's Health Placement - The student reported that having a team of healthcare professionals- enacting what would happen on an admission to hospital with a handover was very good method of learning	01/01/2018	Student feedback		Disseminated to the coordinating and clinical team by e-mail	Student feedback will continue to be monitored . Clinician has received the positive reviews from students. All clinicians involved in medical teaching get an annual summary of feedback from students that can be used in their appraisal			Marguerite Hill, Sujoy Banerjee		Student feedback
SWA1819-g004	Concern	2015-16	learning environment and culture	During cardiology week, a pair of students found the learning environment unpleasant. They reported feeling intimidated and belittled during their learning encounter with one specific professional. Other issues with timetabling in cardiology were also raised	17/10/2017	Student e-mail during placement		The programme lead clinician addressed this immediately with the relevant clinician who reflected on teaching style and expressed sincere regret that students had an unpleasant experience . This has been fed back to the students. It has to be noted that there have also been a number of positive feedback from other students related to the enthusiasm and teaching methods of the same clinician . The areas for attention and improvement in the Cardiology attachment that were highlighted in Sept 2017 have now been addressed with major re-structuring of the students timetable, in part made possible by our SIFT allocated funding last year. We are now consistently receiving excellent student feedback.	We will continue to monitor student responses	Specific faculty related issue resolved during placement in Oct 2017. Timetabling issue resolved by next placement with improvement documented in feedback. Resolution date agreed following report from programme lead 24/06/18	Resolved	Dewi Thomas , Clive Weston, Marguerite Hill, Sujoy Banerjee		e-mail correspondence
SWA1819-g005	Concern	Year 3	learning environment and culture	A pair of students reported being humiliated and patronised by members of the theatre team in gynae theatre. The behaviour of the member of staff was reported as aggressive and condescending. The precipitating issue was related to the consenting process to allow medical students to be present and examine women in gynae theatre.	23/01/2018	Incident raised during the placement by students		The Deputy Lead for Clinical Placements discussed this with the Programme lead for Women's Health. The issue was addressed within the same week by programme lead. The theatre sister in charge was briefed and The confusion related to consent has now been resolved and all consultant and other relevant clinical staff have been e-mailed to clarify the correct procedures. Students joining the placements have also been offered consistent information. Following further review, the behaviour and conduct of the specific member of the theatre team was deemed unacceptable and appropriate feedback and guidance was given to prevent recurrence	The situation has been monitored since this report and no further reports of recurrence	Resolved and closed - 23/02/2018	Resolved	Sujoy Banerjee , Euan Kvelighan		
SWA1819-g006	Concern	2015-16		Difficulty in engaging with consultant in a specific ward during mental health placements. Students reported difficulties in being supported to speak and clerk patients. When a patient list was provided this was not accompanied by any safety briefing. Difficulties in getting assessments signed off	01/05/2018	Incident raised by students during placement and in feedback		The issue was raised immediately with the programme lead by the deputy lead for clinical placements and quality lead. The clinicians were spoken to and nursing managers briefed on the urgent need to address safety concerns from students. Additional input from Programme lead and coordinators ensured that contemporary feedback was obtained to ensure that the situation had improved . All subsequent block feedback suggest situation has improved	All subsequent feedback has been positive	23/5/18 - full feedback received	Resolved	Marguerite Hill / Sujoy Banerjee		e-mail and feedback log
SWA1819-g007	Concern	2016-17 & 2017-18	Supporting Learners	Student accommodation in different sites of Hywel Dda Health Board consistently reported as substandard in multiple feedbacks . This related to poor quality of rooms, cleanliness, maintenance, unreliable hot water supply and poor wifi facilities. Bronglais site particularly affected		Multiple student feedback		This has been raised at executive level with Hywel Dda Health Board. In May 2018 Health Board Accommodation Task and Finish Group was set up, reporting to the Business, Planning, Performance and Assurance Committee. Full survey of accommodation is being planned in line with the Standards for Hospital Residential Accommodation and Associated Support Facilities - completed by end of May 2018. A review of planned upgrades to accommodation facilities, including IT wifi access, is to be addressed in line with a capital bid. This will be developed from the information identified in the survey standards and review of wifi availability - survey completed - September 2018	All rooms are cleaned for arrival and on departure. Quality control checks are now introduced to ensure cleaning is signed off. Domestic cleaning is undertaken in all communal areas daily Monday to Friday. Residents have ownership of their own rooms and crockery, etc. A full review of Operational Maintenance Planned preventative maintenance is being undertaken. Whilst any and all faults identified by the occupants can be reported to the Estates helpdesk where these are recorded and actioned, Estates are to step up on site activity by having Estates Officer attendance on a weekly basis to walk the course and check on any issues. Level of communication between the parties to ensure actions are in place to pay more attention to detail. Tenancy agreements are in place, but not utilised for Medical Students. Therefore we are developing a 'protocol of expectation' for discussion which requires the occupants to employ basic standards of hygiene and tidiness	Ongoing monitoring	Progress being monitored	Jayne Noble , Hywel Dda Health Board,		Feedback log and minutes of Clinical Placement and Annual review meeting s

SWA1819-g008	Concern	2017-18	Supporting Learners	Exception reporting - Tragic death of a Year 1 student on 10th of February 2018. This raised a number of issues related to student support and welfare, subsequent communication of this tragic incident to students and staff, confidentiality, professionalism, as well as the use of social media	10/02/2018	Incident reported to Medical school, subsequent feedback by student and staff		The issue has been extensively discussed with staff and students at the Board of studies, faculty meetings and at executive level. A review was undertaken involving students and staff and lessons learned disseminated. Students have been supported through their mentors and year directors. A student Welfare officer was already being appointed with specific responsibility for the medical school, and is now in place. Students have been made aware of the various support systems available in the University and Medical School. Specific training for faculty in professionalism, use of social media, confidentiality and E&D training had been organised. The Faculty development sessions took place in Oct and Nov 2018	In addition to staff, students should also undergo E&D and social media training as part of the curriculum	2018-19 academic year	Plan in place	Andrew Grant, Farah Bhatti, Ana Desilva		BoS meeting minutes, Faculty development programmes
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**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)
SWA1214-711	Concern	ABMU (Morrison, Singleton, Cefn Coed and Neath Port Talbot Hospital)				Theme 1 Learning environment and culture	Annual review of feedback for all placements delivered through SIFT in Wales. Review of good practice and concerns at individual hospital sites, for the Health Board and compared against All Wales reports. Some issues identified following the retirement of the local SCT at Neath Port Talbot. Transport issues were identified for a few sites, particularly Cefn Coed. Poor feedback had been received for cardiology teaching within the Acute Medicine Specialty Attachment.	02/12/2014	Medical UG Annual Teaching Review Meeting	Full engagement of clinical team in Neath Port Talbot hospital means that the students have a positive learning experience. Travel issues have been reviewed and a minibus is now available to the hospital. The cardiology week is under new leadership and the feedback has been very positive. Review of travel arrangements so that students are not disadvantaged by the availability of the minibus. <b>GMC feedback 17/18: Please provide a further update in the next MSAR of the outcome of the travel review, and whether this item (from 2014) is still a concern.</b>	The quality of learning experiences is no longer a cause for concern in Neath Port Talbot (NPT) hospital. Indeed the Care of the Elderly team in NPT provide a high class community based, patient focused service which receives very good feedback from students. We have recently introduced a five week 'Frailty' attachment during which some students spend five weeks with the team in NPT and feedback is very positive. Travel remains an issue as transport links across Swansea and to Port Talbot are poor. We try to ensure that students are required to make as few venue changes during the day as possible and students who do not have a car or get a lift from a colleague are provided with a taxi, either from the university or between clinic sites. We feel that this concern is resolved.	Maintain dialogue with students regarding transport issues. Respond appropriately to student feedback. Faculty development of teaching staff, sharing best practice with other departments contributing to the frailty attachment.		Resolved	M Hill		
SWA1215-01	Concern		Prince Phillip			Theme 1 Learning environment and culture	Team visit to Prince Phillip hospital, Llanelli. Discussed proposed changes in course, the learning experience for the students, mini-CEX assessment and other assessment issues. Team met students on placement and discussed positive points and areas of concerns.	19/10/2015	Student placement feedback	This was a very positive meeting. The students reported that they were enjoying their placements. No issues were raised by the students. Annual plan to visit all student placements. <b>GMC feedback 17/18: If you are satisfied that all concerns have been addressed we would recommend that this item is marked as resolved in the next MSAR.</b>	We plan to visit all of our hospital partners over the next three years. We have not yet arranged a date for Prince Phillip hospital, Llanelli. However, the feedback from students is excellent. The hospital have recently employed a clinical tutor who is making a very positive impact on the student learning experience.	Plan for faculty visits to all placement locations over the next three years		Resolved	M Hill		
SWA0416-01	Concern	ABMU	Morrison	7A3C7	Year 4	Theme 1 Learning environment and culture	Very busy ward led to final year students taking on some of the FY1 jobs without sufficient supervision. Students felt they messed out on learning opportunities because the junior doctors were too busy.	30/04/2016	Student placement feedback	The issue was reported to the clinician leading the team. He reviewed the situation and advised that it had improved. Students have been advised that if they feel that they are expected to take on jobs without sufficient supervision they should leave the clinical work space and report the issue to the local Honorary Senior Lecturer or Year 4 director. The situation has not arisen again with the same team. However the medical school is aware that the ward environment can be challenging for students when there are issues with junior staffing and students are advised to report any situation when they feel unsafe. Monitor future feedback for improvements or recurrence. <b>GMC feedback 17/18: If you are satisfied that all concerns have been addressed we would recommend that this item is marked as resolved in the next MSAR.</b>	This is an issue that does come up in different clinical settings each year - i.e. there is one placement where it is a consistent problem. The reasons are predictable: junior staff on nights or leave, middle grades on leave or in clinic, consultants in clinic. We will refer the students to the GMC's guidance on what they should do in such situations.	Encouraging students to read and follow GMC guidance. Ensure that clinical teachers are aware of their responsibilities for ensuring that students are adequately supported	Being monitored  Changes sustained	M Hill			
SWA0516-01	Concern	Hywel Dda	Withybush	7A2BL	Year 4	Theme 1 Learning environment and culture	Rota system meant that department was either understaffed or had very few admissions with little work to fill the day. Student reported rushed decision making which could impact on patient care. It was felt that there were some dysfunctional working relationships in the department which didn't encourage a positive learning environment. e.g. gaps.	20/05/2016	Student placement feedback	The situation was investigated and felt to relate to absence of the surgical lead. When the clinician returned, students were placed with the team again and the subsequent feedback has been very positive. One student noted that they were made to feel part of the team and that the placement was excellent preparation for being a surgical F1. No further issues relating to patient care have been identified. <b>GMC feedback 17/18: If you are satisfied that all concerns have been addressed we would recommend that this item is marked as resolved in the next MSAR.</b>		Resolved	Resolved	M Hill			
SWA2018-02	Concern	Hywel Dda	Prince Phillip	7A2AL	Year 2	Theme 1 Learning environment and culture	Out of date old software in prince Phillip Library		Student Placement Feedback	Feedback to Chief Librarian in PPH and locality lead. Copy to Placement Director. Seems relatively quick resolution is possible for this problem. Medical school will monitor feedback. <b>GMC feedback 17/18: We are unclear on whether this item is still being monitored or is resolved. Please provide an update in the MSAR</b>				Progress being monitored			
SWA2018-03	Concern	ABMU	ABMU		Year 4	Theme 1 Learning environment and culture	Lack of access to hospital clinical system such as INDIGO and IMPAK		Student Placement Feedback	Medical School is working with ABMU IT to provide medical students seamless access to hospital clinical systems throughout their placements and across Health Board boundaries. Confidentiality and information governance training are being organised for Medical Students in early years to ensure there are no breaches. Monitoring in place to resolve any teething issues related to new IT access system. <b>GMC feedback 17/18: Please provide an update on the roll out in the next MSAR.</b>				Progress being monitored	Sujoy Banerjee (SUMS), Marguerite Hill (SUMS) Chris Dancer (ABMU IT)		
SWA2018-04	Concern	Hywel Dda	Hywel Dda (West Wales)		Year 2	Theme 1 Learning environment and culture	Lack of organised timetable and input in General Surgery Placement. While input from designated supervisor was excellent, students did not feel encouraged by certain member of staff to engage in learning activities		Student placement feedback	Feedback to lead - Issues seem to be the need for organisation of activities (to some degree) and approximate timetable of opportunities which are realistic and available with staff that are willing and able to guide the students. The advice to students to go away or being treated with disrespect by any staff member is clearly unacceptable and should be avoided at all times. If there are particular staff issues, then they need to be addressed and resolved at a local level. <b>GMC feedback 17/18: We are unclear on whether this item is still being monitored or is resolved. Please provide an update in the MSAR.</b>	All undergraduate teams have been advised that they need to ensure that as well as a generic induction, all students should meet someone from their team on the first day of the placement. Many placements in Swansea are relatively unstructured; however managers have been advised to provide the students with a loose timetable to inform students what learning opportunities are available. Junior doctor mentors are being encouraged. Funding has been found for someone to focus on developing the teaching experience of trainees. Bullying is an infrequent occurrence but is constantly monitored and dealt with promptly. ABMU will be employing the first 'speaking out' guardians in Wales in Jan 2019 and their remit will include medical students. We are enthusiastic about the role and hope that by providing a single point of contact for students, trainees and staff, lines of reporting unprofessional behaviour and poor patient care will be much clearer. We will emphasise the importance of feedback to the incumbent when the post has been appointed	Involvement in the role of 'speaking out' guardian to develop protocols and strategies. Increasing the faculty development available to clinical teachers. Encouraging more trainees to get involved medical education		Progress being monitored	Sujoy Banerjee (SUMS)		
SWA2018-05	Concern	Hywel Dda	Withybush	7A2BL	Year 4	Theme 1 Learning environment and culture	Attitudes expressing 'gender bias' from clinicians in placement		Student placement feedback	Note for Quality Exception report. Director of Clinical placement wrote to faculty lead to explore issues with relevant clinicians. <b>GMC feedback 17/18: If you are satisfied that all concerns have been addressed we would recommend that this item is marked as resolved in the next MSAR.</b>				Progress being monitored	Marguerite Hill		