

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)
UCL1819-g001	Concern	All years	Theme 1 Learning environment and culture	The physical and technological learning environments on campus have become outdated.	2017-18	Observation & student feedback mechanisms		We identified a space in the Medical School building, which we equipped as a student hub to provide additional study space for medical students based at the Bloomsbury site.	A major project is underway to transform our spaces and digital education environment. By the end of 2019, UCLMS will benefit from new academic and student support facilities, a state of the art clinical skills centre and a new student social hub.	End of 2019	Plan in place	Director of UCLMS		
UCL1819-g002	Concern	All years	Theme 5 Developing and implementing curricula and assessments	Feedback from the student body about aspects of assessment in the MBBS programme.	2017-18	National Student Surveys 2017 & 2018 and student feedback mechanisms		The medical school completed a review of coursework feedback opportunities in order to identify the types of feedback not considered to be useful to the students and introduce alternatives. In addition, items of submitted work were reviewed to identify those that teachers were consistently unable to provide good quality, timely feedback on. These items have since been withdrawn or replaced.	We have initiated an Assessment and Feedback Task and Finish group exploring all aspects of assessment and feedback in the programme. This is being co-chaired by the academic lead for assessment and the president of the medical students' union. Student members will be asked to take part in discussion groups to identify problem aspects of assessment and feedback and recommend potential solutions. The recommendations of the group will be tested by student plebiscites and surveys and will be fed back to the MBBS Executive to provide support and regulatory guidance and aid implementation.	Changes to assessment practice to be implemented in 2019-20	Plan in place	Academic Lead for Assessment		
UCL1819-g003	Concern	All years	Theme 5 Developing and implementing curricula and assessments	Feedback from the student body about a lack of curriculum guidance and understanding of when and where learning might be examined in an integrated MBBS programme.	2017-18	National Student Surveys 2017 & 2018 and student feedback mechanisms		We launched a project to explore how to map and represent the MBBS curriculum and appointed a Learning Technologist to support it.	A project team has now been recruited consisting of a Learning Technologist, Clinical Teaching Fellow, Academic Lead and a project manager, who will be taking the project forward over the next year. Work will begin imminently with the academic teams for each year of the MBBS programme and the vertical modules mapping the objectives of their sections of the curricula to core conditions and ultimately to the revised <i>Outcomes for Graduates</i> document. A digital presentation of the mapped curriculum, which will be tailored to student needs, will be available to all faculty and students (and relevant external stakeholders) from September 2019.	01/10/2019	Plan in place	Academic Lead for Curriculum Mapping		
UCL1819-g004	Good practice	All years	Theme 3 Supporting learners	Enhanced relationships between alumni, staff and students to provide students with increased levels of financial and other support.	2017-18	Feedback from alumni and students		A project was launched to enhance the relationships between the medical school and its alumni and the students and alumni, including: seconding a member of staff to alumni and student liaison; establishing an Alumni Advisory Committee to bring together all the alumni groups under an umbrella organisation; organising multiple alumni reunions with student involvement; reviewing the alumni section of the UCLMS website; and connecting staff and alumni 'patrons' with student societies/groups. Emphasis was placed on increasing the opportunities for alumni and students to interact, through both curricular and extracurricular events, and for the former to provide mentoring and support to the latter.	Further enhancement of the alumni section of the MBBS website in order to become a resource centre for alumni, who wish to get involved in UCLMS events e.g. OSCE examining and admissions interviews. More involvement of alumni in medical school events and medical student involvement in alumni events.			Director of UCLMS & Divisional Partnerships & Projects Manager		www.ucl.ac.uk/medical-school/alumni
UCL1819-g005	Good practice	All years	Theme 3 Supporting learners	A review of the student bursary system was launched to: ensure student awareness of the available funding was enhanced; clarify the application process; and increase the transparency and fairness of the bursary allocation process.	2017-18	Student feedback		All bursary income has been reviewed and where possible its management simplified. As a result of the alumni project, philanthropic donations from alumni to the medical school have increased. A simplified bursary application process has been introduced on Moodle. The promotion of bursaries has been greatly enhanced through: the inclusion of finance talks in Introductory & Orientation Modules for all years of the programme; articles in student newsletters; and a re-organisation of the relevant section of the website. A mechanism for a rapid response to hardship finance requests has been established and is working well for students; including payments made within 24 hours where necessary.	Implementation of the recommendations of a student-led review of the bursaries Moodle site.			Divisional Partnerships & Projects Manager		
UCL1819-g006	Good practice	All years	Theme 5 Developing and implementing curricula and assessments	Use of iPads in OSCE examining	2017-18	Sharing of good practice		iPads were used for the first time in the clinical examinations in Years 2, 4 and 5 of the programme so examiners could contemporaneously record the marks and feedback comments for individual students. In addition, any examiner errors were identified and resolved promptly.	In 2018-19, iPads will be used in all clinical examinations, including finals in March 2019.			Learning Technologist		
UCL1819-g007	Good practice	All years	Theme 1 Learning environment and culture	Raising Concerns Guidance	2017-18	Feedback from site leads		At the request of a site lead, we developed some guidance: for individuals who are subject to a Raising Concern; and for site leads who are responsible to ensuring appropriate action is taken to address any concerns.	Monitor the use of the guidance by individuals and site leads when concerns are raised.			Quality Assurance Unit		www.ucl.ac.uk/medical-school/sites/medical-school/files/qa-raising-concerns-guidance-2018-19.pdf

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)	
UCL0916-05	Concern	UCL	UCLMS		Years 1 - 6	Theme 1 Learning environment and culture	Programme management and, in particular, clinical placement timetabling and communications has received poor feedback from students. The Medical School has piloted standardised presentation of timetables through Outlook and has developed service standards and a communications policy for contributing administrators from both the university and Trusts. The Director of UCLMS and Head of MBBS Management have started a series of meetings with Divisional and Trust line-managers to raise awareness of the issues, to disseminate the standards and to seek support in ensuring compliance with them.	01/10/2016	Internal Student Evaluation Questionnaires and NSS	During 2016-17, UCLMS senior leadership team met with the UCL divisional managers who receive administrative/governance funding for MBBS teaching, in order to clarify expectations and initiate a minimum standards level. A series of service standards were developed and introduced and an initial benchmarking of progress in their implementation was undertaken in July 2017. The standards came fully into effect from 1 September 2017. GMC response: This is a broad ranging concern but it is reassuring that the school has taken onboard feedback received from students and that positive steps have been taken to address their concerns. The school appears committed to ongoing monitoring in order to measure the effectiveness of the steps taken to date, but has also included detail of the high level contingency plans they are willing to employ should there be no sign of improvement. We look forward to a further update.	Implementation of the service standards was monitored termly during the 2017-18 academic year and the results were communicated to divisional managers, who worked with UCLMS to ensure that the standards were met. Where there were significant or persistent issues, the MBBS Manager and Programme Lead have met with the relevant senior colleagues to identify ways forward. Senior teams are left in no doubt that moving teaching (and income) to an alternative provider is an action we are willing to take and we are also willing to take this action even if the main problem is administrative and organisational rather than with teaching quality. Student representatives have been asked to keep a watching brief on this matter and report back via module management groups and the staff-student consultative committees to supplement student evaluation questionnaire data.	Monitoring of the standards will continue and the Medical School will require evidence of their implementation to be submitted.	End of the 2017-18 academic year	Progress being monitored	Director of UCLMS, Head of MBBS Management & QA Manager			
UCL0316-01	Concern	North Middlesex	North Middlesex		Years 5 & 6	Theme 1 Learning environment and culture	There is continued uncertainty over the presence of foundation doctors and postgraduate trainees in the A&E department and therefore the provision of appropriate levels of supervision for our final year students. We have made contingency plans for students to undertake their A&E placements at alternative Trusts, should it be necessary. However, we hope that the measures put in place by HEE and the Trust will be sufficient to enable us to continue sending students to the department as there is generally a high level of satisfaction with these placements.	01/03/2016	On-going liaison with Health Education England	We are actively monitoring the situation, which includes having a Clinical Teaching Fellow based in the Trust part-time who can report back on further developments. Continued liaison with HEE ensures that UCLMS will be informed if a decision is taken to withdraw the foundation doctors and postgraduate trainees in the future. The contingency plans for moving the students to alternative Trusts will remain in place. GMC response: The school, along with HEE, is actively monitoring the situation and contingency plans are in place should their concerns be realised.	No further problems were reported to the Medical School during 2017-18 or to date in 2018-19.	At a site visit at the end of November 2018, we were informed that, following a recent visit, HEE considered the situation to be greatly improved. Some consultants from the Royal Free had been seconded to the A&E department long-term, educational supervision of the foundation doctors had increased dramatically and consultants had regular meetings with the junior doctors. As our students have not reported any issues for more than 18 months, we would be grateful for the matter to be closed.	Unknown - ongoing situation	Request for closure	Director of UCLMS			
UCL0417-01	Concern	UCL/HEE	UCLMS/HEE		Years 5 & 6	Theme 3 Supporting learners	The merger of the North Central and North East Foundation schools, on 1 April 2017, and the re-housing of both schools within HEE has led to a loss of a valuable resource from the Royal Free campus, which students had utilised to obtain advice and information about the foundation programme and its application process. Budget and staffing constraints at HEE means that the level of service provided is lower than previously and is often viewed as disorganised by external parties including the students.	2016	Liaison with Health Education England	Our initial concerns about this issue didn't materialise, although we had, and still have, processes in place to minimise potential disruption to the students. UCLMS will continue working with HEE to provide a high quality support mechanism for students regarding foundation level training e.g. by providing information for the planned revision of the HEE website. GMC response: Initial concerns appear to have been unfounded, however it is re-assuring that the school has identified this as a possible area of concern and are working with HEE to ensure that students have access to	No problems were reported to the Medical School during 2017-18 or to date in 2018-19.	The Medical School has no plans for further action and would like to close the matter.	Unknown - ongoing situation	Request for closure	Director of UCLMS & Head of MBBS Management			
UCL1819-p004	Concern	Various	Various		Years 4-6	Theme 1 Learning environment and culture	UCLMS has service level agreements (SLA), which define the duties and responsibilities of the NHS Trusts that provide clinical placements for medical students. UCLMS relies on the providers of our clinical placements to ensure good quality learning resources, practices and environments. However, students have encountered difficulties in some placements, for example, with ageing infrastructure, including accommodation and wifi.	2017-18	Student feedback		Over the past year, accommodation has been improved at our DGH sites and particularly at Basildon, which has renovated 50% of its student accommodation. Students placed at Lister have experienced some issues with wifi in the accommodation and the Trust has undertaken extensive investigations with its internet provider to identify the cause of the problems. Trust-wide wifi is available at our other placement providers.	We will continue to monitor the situation through student feedback mechanisms.	Ongoing	Progress being monitored	Quality Assurance Manager			
UCL1819-p005	Concern	Various	Various		Years 4-6	Theme 1 Learning environment and culture	Similarly, several of our central and DGH sites have notified us of problems they are having with providing sufficient teaching and study space for students, including space in outpatients clinics. Demand for rooms is often very high, advanced booking of up to 1 year is essential and the ability to expand teaching provision is restricted. The situation at the Royal Free has been compounded by increasing numbers of students from other UCL programmes, which has placed the available social and learning support spaces for MBBS students under increasing strain.	2017-18	Feedback from the students and Trusts		The situation at the Royal Free has led to a comprehensive review of the campus, with respect to undergraduate and postgraduate teaching, which will report in 2019.	We will continue to monitor the situation.	Ongoing	Progress being monitored	Director of UCLMS			
UCL1819-p006	Concern	Various	Various		Years 4-6	Outcomes 1 - Professional values and behaviours	Attendance and engagement is, at times, problematic for the MBBS programme. There is both a minimum attendance requirement for progression and a clear policy of expectations concerning attendance and engagement; however this needs constant reinforcement.	2017-18	Feedback from the Trusts		Attendance and engagement: notes for MBBS teachers and administrators has been produced as a guide for Trust-based staff on how to report issues with student attendance. We have also introduced an online absence reporting system, which makes it easier for students to request and report absence leave. Personal tutors now have details of their tutees' absence available to them via the tutor meeting section of the My UCLMS Journey portal.	UCLMS will be re-emphasising our attendance requirements, attendance monitoring and the consequences of non-engagement with our students in the coming academic year.	Ongoing	Plan in place	Divisional Tutor			
UCL1819-p007	Concern	Various	Various		Years 4-6	Theme 1 Learning environment and culture	The majority of our placement providers deliver simulation and clinical skills sessions, including human factors training. A few have acquired additional space for these activities over the past couple of years and another would like to do so. CNWL has introduced simulated sexual health history clinics, using simulated patients, to ensure students are skilled in this area before attending real clinics. Luton & Dunstable provides a weekly dedicated clinical skills teaching session for all Year 6 students, where they practise key elements, for example suturing, ophthalmology and ear examinations, catheterisation etc. It also offers regular human factors and clinical management training.	2017-18	Feedback from the Trusts		UCLMS has circulated a summary of the annual report provided by each clinical placement provider.					Trust Medical Education teams		

UCL1819-p008	Good practice	Various	Various		Years 4-6	Theme 2 Educational governance and leadership	The undergraduate teams in several of our Trusts have introduced a system of transparent funding for undergraduate education. Departments that achieve a green rating over time in the student evaluation questionnaires are financially rewarded, whilst those that are continually red-rated may be penalised if improvements cannot be made. One Trust also has a discretionary fund to which consultants can apply to fund undergraduate teaching projects e.g. simulation equipment or clinical teaching fellows.	2017-18	Feedback from the Trusts		UCLMS has circulated a summary of the annual report provided by each clinical placement provider.					Trust Medical Education teams		
UCL1819-p009	Good practice	Various	Various		Years 4-6	Theme 4 Supporting educators	The majority of our Trusts provide protected time in consultants' job plans to accommodate their educational roles. The Trusts also support their consultants and junior doctors to attend training courses, undertake medical education qualifications, apply for UCLMS teaching awards, take study leave, undertake peer review etc. Their medical education roles and responsibilities are assessed as part of their NHS annual appraisals.	2017-18	Feedback from the Trusts		UCLMS has circulated a summary of the annual report provided by each clinical placement provider.					Trust Medical Education teams		
UCL1819-p010	Good practice	Various	Various		Years 4-6	Theme 5 Developing and implementing curricula and assessments	Several of our Trusts have introduced near peer teaching programmes to enable junior doctors to feel confident and empowered to deliver in situ undergraduate teaching. One site, Barnet, has given these junior doctors titles associated with their teaching role: another, CNWL, provides its registrars with the opportunity to participate in the organisation of undergraduate teaching. Other Trusts have implemented a junior doctor-student buddying system, which helps to make students feel welcome and better engaged with the clinical teams. Twilight teachers also run sessions early in each placement to orientate students and help them to navigate the hospital environment.	2017-18	Feedback from the Trusts		UCLMS has circulated a summary of the annual report provided by each clinical placement provider.					Trust Medical Education teams		