Medical School Annual Return - Section B

Item number	GMC item	Promoting excellence theme	Description of item	Date item was identified (DD/MM/YY)	How was the item identified?	Previous updates with additional information requested by the GMC	What actions have been taken to resolve the concern over the past 12 months?	What further actions have been planned to resolve the concern?	Deadline for resolution (DD/MM/YY)	Status	Person responsible	Supporting documents (if required)
QA10975	**GMC visit requirement**	Theme 5 Developing and implementing curricula and assessments	The School must review the Year 2 written assessment items to ensure students can demonstrate an application of scientific knowledge to the clinical setting.	07/06/2018	2017/18 GMC QIF University of Central Lancashire Medical School (UCLan)		In line with requirements R5.5 and R5.6 our assessments are mapped to the outcomes for graduates document to ensure that we are assessing students against the learning outcomes required for graduates at appropriate points. As we draw our questions from the MSCAA bank we have fair, reliable and valid assessment methods to allow us to decide whether a medical student has achieved the required learning outcomes for graduates. In order to ensure that all our questions link to the clinical scenario we have included clinical staff in the development of exams and ensuring that there is the relevant clinical stem through clinical lessons. Clinical Module Leads provide questions for formative and summative examinations which further enhances the clinical link in the questions answered by students. Clinical educators are part of key assessment meetings, exam question writing and support development of tutorials/lectures to ensure that there is a clinical stem throughout all science content There have been additional newly appointed experienced lecturing staff that further enhances and supports the fitness of our examination questions and processes The additional formative exam in January has been reintroduced for the year 2 students, which provides an intermediate evaluation of their progress that is equal to the breadth and difficulty of the summative exams. All year groups now have a formative assessment opportunity under exam conditions. All year 2 ISCM questions now include a clinical stem.	Work is ongoing to increasing the number of questions with clinical stems in all of our exam papers across all years. This includes a review of all formatives and summative in the next 6-12 months		Concern created	deputy Head of School	
QA10134	**GMC visit requirement**	Theme 5 Developing and implementing curricula and assessments	The School must review its inter-professional learning sessions to ensure that they adequately enhance students' learning. We hope to see students given the opportunity to work and learn with and from other health and social care professionals and/or students to support multidisciplinary working.	08/06/2017	2016/17 GMC QIF University of Central Lancashire Medical School (UCLan)	2017/18 update: The School has partially met this requirement. The School has reviewed its plans to encourage interprofessional learning and teaching, but these have not yet been fully implemented. As such, we have been unable to comprehensively review the effectiveness of the plans.	A review of IPE literature and best practice was undertaken by Professor John McLachlan which led to the revision of our strategy and plan. A new clinical member of staff has been employed to implement. IPE has been developed into three stages: • Learning about other professionals • Learning from other professionals • Learning with other professionals This ensures that we meet our requirement under R1.17 by supporting learners understand their role in a multiprofessional team and promoting a culture of learning and collaboration between professionals. It also supports R5.4 (e & f) by providing the opportunity to work and learn with other health and social care professionals and students to support interprofessional, multidisciplinary working. Learning about other health professionals would occur through phase 1. Here qualified health professionals describe their role within a multi-disciplinary NHS team. In year 2 learning from and with other professionals is introduced to students via specialist allied health professionals. Learning from and with other health professionals occurs through phase 2 with some overlap with year 2. During Years 3 and 4 IPE teaching sessions will be delivered by other health professionals in clinically relevant subject areas. Sessions with allied professionals are delivered in relation to the current topics the students are covering. For example, a respiratory nurse will deliver a session during the respiratory block. IPE sessions are delivered in Introduction of small groups to enhance student learning and foster interaction between the students and the health professional The school has communicated to students widely in regards to the new approach to IPE as follows: 1. The new approach is discussed at induction and at the start of classes for the new students 2. Discussed during staff and student meetings 3. The school uses Blackboard to communicate to students a. A number of session announcements b. video recordings for 1st and 2nd years c. IPE timetable / IPE introduction and information related to sessions Our remote and rural campus run an annual three day interprofessional exercise on the topic of pre-hospital emergency care	Our new approach to IPE will be extended to year 5 and is forming an integral part to our curriculum development. **Question Health** In conjunction with the Faculty of Culture and Creative Industries we have developed an annual series of televised debates in the Question-time style. This approach allows our medical students to work with journalism and media students to produce an event wherein clinical and academic specialists discuss and debate a topic of contemporary interest. Our first debate in 2018 covered Mental Health; our second is addressing the broad and important clinical area of cancer. The events can be attended by all of our medical students and provide a great opportunity to learn more about a subject from a wide range of perspectives. **Animation** A group of our Second Year MBBS students are working with Second Year Creative Industries Students to produce a series of animations that address important health and well-being issues. The Medical students help the animation students with factual accuracy and effective communication of the particular messages. The animations are reviewed at our Undergraduate Education Event and a winner chosen. This year the topics covered include: Funding the NHS in Lancashire and South Cumbria; the appropriate use of A+E and the Choose Well Campaign; the extended workforce involved in the delivery of healthcare – this includes more than 240 different employed roles plus the 300,000 volunteers to the NHS recorded in England; mental health services for students. **EMIS** As all of the GP practices in Lancashire and South Cumbria use EMIS Web, we have decided to instruct our students in the essential aspects of clinical record keeping in general, and the use of the EMIS Web clinical system in particular. This is undertaken in classroom settings on campus and the students are encouraged to engage in discussions about the use of IT with clinicians and administrators when on placement. Our intention is to continue this initiative throughout the course such that by the end of MBBS our students are highly competent in the field of digital record keeping **Read the World** We are collaborating with the social work school in a project to promote reflective practice and appreciative listening skills During this year, students will learn with other allied health students in a number of simulated, multiprofessional sessions to support their transition to clinical practice as a Foundation Doctor and beyond. These sessions will include		Progress being monitored	IPE Lead	
QA10133	**GMC visit requirement**	Theme 3 Supporting learners	We welcome the review into the student selected components over the summer. In particular, the School must look to standardise the guidance available on this module for tutors and students, and allow an equitable access to topics of students' choice.	08/06/2017	2016/17 GMC QIF University of Central Lancashire Medical School (UCLan)	2017/18 update: The School has partially met this requirement. A peer review system was introduced in place of dedicated tutors for Phase 1 student selected components, which we found had introduced a new level of inconsistency. In June, we heard that the School had taken steps to standardise the students' experience, but these have not yet been fully implemented. As such, we were unable to fully review the effectiveness of the School's plans. We are, however, satisfied that the School now provides all students with equitable access to choices.	The school has successfully met the requirement for SSC under R5.3 (f). Our students are provided with a wide range of options to choose areas they are interested in studying while demonstrating the learning outcomes required for graduates. over 80% of students reported that choices were very good or good. Additional workshops, question and answer sessions led by the relevant leads and the creation of clear Blackboard resources has improved consistency in SSC feedback and approach. The school has recently employed an SSC Co-ordinator who supports students across all years and provides continuity for those transitioning from phase 1 into phase 2. The school has a dedicated SSC lead for each year. These staff members provide feedback to students and provide support throughout the year, including feedback on work and understanding requirements of the SSC. Each student receives both peer feedback and tailored feedback from their SSC supervisor. Students have formative opportunities in each year and a mixture of small group and Q&A sessions.			Progress being monitored		
QA8347	**GMC visit recommendation**	Theme 5 Developing and implementing curricula and assessments	The School should take steps to standardise the duration and depth of detail of class based lectures. In addition, the School should ensure that students receive lecture slides within a specified, standardised time frame.	08/06/2016	2015/16 GMC QIF University of Central Lancashire Medical School (UCLan)	2017/18 update: The School has not met this recommendation. We continued to hear reports from students that there are inconsistencies between lecturers and teaching sessions; these findings are supported by our student survey. However, we are aware that the School has begun to implement steps to remove these inconsistencies, which we will review over future visit cycles. In addition, we are satisfied that students receive their lecture materials in a timely manner.	The number of positive examples of excellent teaching staff, lectures and tools used provides evidence that the school has made significant progress in relation to variability in lectures. Increase in number of specialist teaching staff The school continues to work with students and respond to any feedback regarding particular lectures. Senior academic staff will listen to lecture recordings and take any appropriate supportive action. The school has a large number of staff on learning and teaching courses, with an emphasis for new staff to sign up during induction, to ensure that all our staff have the appropriate skills to meet the recommendations of the GMC and to address issues raised by students. We have regular "Sharing good practice meetings" where academic staff meet to present and discuss examples of excellence in teaching and share examples of lectures if positive feedback from students has been received. The timings of lectures and the importance of finishing lectures have been included within these sessions. the school undertakes regular surveys of students with results provided to staff. Any particular issues are picked up as part of line management, course leadership and the appraisal process. The School has a buddying and mentoring scheme in place for new staff. This supports the learning and development of new staff to UCLan with experience and those who are new to lecturing positions. The school has expanded the use of blackboard across all years to provide additional standardised resources. There is a robust peer review process in place for all teaching staff.	The school is recruiting students to form focus groups centred around their experiences at UCLan. The first of these was held with first years during the first semester. These focus groups will cover a wide-range of topics but have a focus on all open requirements and recommendations to receive not only student feedback but also to gain student suggestions on improvements We will have student representation on meetings setting the direction of our teaching A session on learning styles and independent learning will be implemented in 2019. Students will be supported in the transition to becoming independent adult learners. The School is planning to work closely with academics and students on developing a core standard for lecture material covering both content, timings and availability.		Progress being monitored		
QA8344	**GMC visit requirement**	Theme 5 Developing and implementing curricula and assessments	The School must review its curriculum and assessment content and attached guidance in order to improve student preparedness for summative assessment and programme progression.	08/06/2016	2015/16 GMC QIF University of Central Lancashire Medical School (UCLan)	2017/18 update: The School has partially met this requirement. Improvements have been made to the student assessment handbook, and twice yearly student briefings are given to outline the assessment arrangements. However, during our visits, students raised concerns about the formative opportunities available to them.	Formative MCQ assessments reintroduced to year 2 - for EPOM and ISCM each January For years 3 & 4 there are a number of MCQ formatives available to students throughout the year. There are also opportunities for multiple OSCE practices and formative written papers in EIPOM. The delivery of formative OSCE for students continues for phase 1 and phase 2. We have recently introduced an additional formative anatomy examination for phase 1. Year 1 students have formative exams in all modules including under exam conditions. Regular "formative" exams are posted for students on Blackboard to ensure they have a high volume of tests throughout the year to support their preparation for summative exams. All formative and summative material is taken from the same assessment bank Year 2 students have a formative OSCE and the school is introducing MCQ tests on Blackboard which are accessible for students to review progress and attempt multiple times. Phase 2 students can access formative MCQs. on Blackboard at the end of each block of teaching. Phase 2 students have both received MCQ writing training. Programme progression Policy changed to core/not core Clarified our progression requirements that are now part of our student handbook	Professor McLachlan is going to meet year 1 and 2 students to discuss students writing MCQs as part of their ongoing learning.		Progress being monitored		

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)
UCLAN1819-g001	Good practice	1 + 2	Theme 5 Developing and implementing curricula and assessments	Immediate verbal feedback during formative OSCEs	01/09/2017	In order to improve student feedback and prepare students for summative assessment - responding to student feedback and comments regarding feedback		none	none					
UCLAN1819-g002	Good practice	3 and 4 (plus 5 from 2019)	Theme 3 Supporting learners	We employ a Teaching and Learning Mentor whose role is specifically to support and develop staff providing teaching on the programme who are from outside the University. This enables their development as educators as well as promoting quality of teaching		feedback from students		Feedback was discussed at the appropriate levels within the School's governance procedures						
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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)
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