Medical School Annual Return - Section B
GMC quality assurance items

This sheet is pre-populated with open GMC visit requirements and recommendations. Please provide updates on all items. Supporting documents and action plans may be required to evidence progress.

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)

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)
LEE1819-g001	Good practice	Year 4	Theme 3 Supporting learners	**Additional support for resit students:** For students who fail Year 4 sequential summative assessments each student is offered the opportunity to meet with a Year 4 senior academic member of staff at the start of the academic year to discuss their examination results and plan their approach to the year's assessments. Students decide how often they would like to meet their mentor and what bespoke support they would find most helpful. We will also offer a series of sessions which draw on Self- Regulation Learning Theory to help improve their clinical decision making, study skills and OSCE performance. A similar approach is being adopted in Year 3 this academic year following the introduction of sequential testing last year. Students who pass the Year 4 assessments for progression with a borderline pass receive regular 'nudges' during Year 5 regarding their progress and performance, such as reminders to complete work place based assessments or to act on specific feedback		Following the introduction of sequential testing the year 4 course management team devised the remediation programme and discussed at the School's Assessment and Standards Board		The programme has been discussed with the Heads of Year 3 and is being implemented in Year 3 this academic year.	The programme is being evaluated in year 3 and on-going research into the benefits of this form of remediation in Year 4.			Head of Year 4, MBChB		
LEE1819-g002	Good practice		Theme 3 Supporting learners	**MedStart** is a fully interactive, mobile enabled website designed to support the transition from high school to medical school. The website, specifically designed for students entering the MBChB is released to successful applicants on the day they receive their A level results, and contains a wealth of information which is designed to allow incoming students to explore all aspects of the MBChB and the wider University before they enrol on the course properly in September. The site is media-rich with video contributions from current students talking about their experiences and giving their top tips, and from staff and clinicians describing what to expect when they arrive on Campus. Interactive elements include virtual tours and a 'meet the teams' section and there are also links to wider University resources.	08/07/1905	MedStart was a redevelopment of the Flying Start programme run by UoL. The UoL content was too generic for the needs of our MBChB students so we developed our own site.		MedStart is promoted to prospective students at Open Days and to students once they are offered a place at Medical School.	Following the success of MedStart, MedStart Electives was initiated, which is designed to support students who come from all over the world to complete their Electives here at Leeds.			Technology Enhanced Learning (TEL) team Manager		
LEE1819-g003	Good practice	All years	Theme 3 Supporting learners	**Focus on Feedback (FoF) initiative** The lowest area of student evaluation in the NSS and UG programme survey is feedback. To improve this, an initiative was put in place in 2015. The initiative focused on 3 areas: 1. Academic and clinical staff delivering feedback 2. Students receiving and using feedback 3. Educators designing programmes of study The initiative has brought about a steady improvement in feedback ratings from students. As part of FoF the role of feedback ambassadors was created for students entering foundation training locally, their role is to: • Role model good feedback practices • Support students in utilising feedback effectively • Talking to students commencing Years 4 & 5 about how best to seek and use feedback • Help us to celebrate good practice • Participating in educational activities delivered to teaching clinicians • Influence feedback practice within the setting they are working in	07/07/1905	Through NSS survey results and Undergraduate Survey results		The initiative focused on 3 areas of training, teaching and improvement : 1. Academic and clinical staff delivering feedback 2. Students receiving and using feedback 3. Educators designing programmes of study The initiative has brought about a steady improvement in feedback ratings from students.	To build on the improvements made and continue with the 3 focused areas of improvement			Programme quality management team (Medical Education Forum)		
LEE1819-g004	Good practice		Theme 2 Educational governance and leadership	**Notification of Variation to programme:** Changes to Widenning Access Foundation programme entry into the Leeds MBChB programme. See supporting letter for full details of the variation to the programme.	01/12/2018									Supporting letter attached from Director of Medical Education Programmes.
LEE1819-g006														
LEE1819-g007														
LEE1819-g008														
LEE1819-g009														

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)
LEE1819-p001	Good practice	9 Hospices	Sites across Leeds and West Yorkshire		Year 4	Theme 1 Learning environment and culture	**Themes 1, 3 & outcomes 1, 2 & 3. Hospice Pilot:** A three year pilot enabling and increasing numbers of students to spend 4 days in a hospice (extended from one day) has provided students with an overwhelmingly positive experience. From 2014 to 2017 when all Year 4 students undertook the 4 day placement students reported being welcomed as a team member, excellent teaching and opportunities to undertake work based placement assessments. In addition to improving knowledge and skills related to end of life care and symptom management, students valued other generic learning such as medicines management, inter-professional learning and specific communication skills.	2014-2017	Led by the School's Head of Year 4 who is a Consultant in Palliative Care Medicine.	n/a	Extension of 4 day placement to all students in 2017/18, evaluation and reporting of placement to hospice leads. Discussion at the annual hospice teachers CPD morning. Workshop at the national GMC/Hospice UK 'Working with Medical Schools to Improve End of Life Care' Event.	Workshop at the Leeds Annual Clinicians CPD Day. Conference presentation at the Association for Palliative Medicine National Conference March 2019. Paper submission to BMJ Supportive and Palliative Care.	n/a	n/a	Head of Year 4. Programme quality management team, Annual Trust MPET quality review meetings and interim 6 monthly review meetings		
LEE1819-p002	Good practice	Y3 Dermatology/ENT/Ophthalmology			Year 3	Theme 1 Learning environment and culture	**Themes 1, 3 & outcomes 1, 2 & 3. A placement improvement process** had been developed previously (see MSAR 2016-17) to support a local Trust in implementing a placement improvement plan. The work was written up by the School as a process to be adopted/adapted and used for future such occasions. In 2017 a local Trust Special Senses placement was found to be under performing in two out of the three specialities. The placement evaluation was collated into a report and shared with the Trust. Evaluation had been on the "radar" throughout the year, but with the final collation of scores at year end, both the LEP and the School agreed that a Special Senses action plan would be required. This action plan was requested by Leeds Medical School of the LEP for discussion at the end of year review meeting (July) and agreed. Over the summer and throughout the following year the action plan was implemented and revised at regular LEP/School meetings. Actions included: LEP Medical Education senior staff meeting with placement leads (one lead changed as a result of the evaluation), placement evaluation implemented for each placement (as opposed to alternate), this evaluation made available c.4 weeks after placement end for the LEP to act upon and new equipment purchased for student use. Results of the remedial plan were discussed at 3 monthly meetings with contact maintained throughout the year. As a result of the work the student satisfaction with the placement improved from 73% to 90%.	31/07/2016	Arising out of student placement evaluation	n/a					Programme quality management team, Annual Trust MPET quality review meetings and interim 6 monthly review meetings		
LEE1819-p003	Good practice	Year 4 Obstetrics and Gynaecology Placement			Year 4	Theme 1 Learning environment and culture	**Themes 1, 3 & outcomes 1, 2 & 3. Education Clinic:** Medical students are assigned to an education clinic during their Obs & Gynae placement. There are two of these clinics, one in obstetrics and the other in gynaecology. This clinic is run by students and fulfils their history-taking skills competency requirement. The clinic is run by medical students: they call the patients one by one and take a history independently. They then come up with a management plan which is discussed with the consultant. The consultant and students then go in together to speak to the patient. Students are given the opportunity to reflect on their performance and feedback is provided to them through their clinical skills passport. The education clinic consistently receives excellent feedback and there are plans to have a third one in the near future.	Obstetric Clinic was set up in 2014, and the Gynaecology Clinic was set up in 2017.	It was developed following student feedback in which it was highlighted that they were not being given enough opportunities to improve their consultation skills.		There are plans to develop a third education clinic in the near future.				Programme quality management team, Annual Trust MPET quality review meetings and interim 6 monthly review meetings		
LEE1819-p004	Good practice	Year 4 personalised placements	Sites across Leeds and West Yorkshire		Year 4	Theme 1 Learning environment and culture	**Personalised Placements:** During 2017-18 we piloted a more personalised approach to clinical placements in Year 4 for 16 students who performed well in the Year 3 examinations. If students had completed the specific placement requirements they were encouraged to personalise their placement time by spending additional time within a specialty or subspecialty they have an interest in, or a specialty they have not had the opportunity to encounter. They also used the time for additional self-directed learning or to work on additional projects (i.e. related to their intercalation or research and evaluation project). The 8 students who took up the offer highly valued the opportunity and we are running a further pilot during 2018/19 and assessing the feasibility of extending to more students, including in Year 5.	2017/18	Personalisation is a key objective for the Leeds MBChB and was discussed at the School's Medical Education Committee and disseminated to Trust Undergraduate Leads and Teams via our regular update letters		We are running a further pilot during 2018/19 and assessing the feasibility of extending to more students, including in Year 5.	We are assessing the feasibility of extending to more students, including in Year 5.			Programme and quality management team		
LEE1819-p006																	
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