## Medical School Annual Return - Section B

<table>
<thead>
<tr>
<th>Item number</th>
<th>Date</th>
<th>Description of Item</th>
<th>Requirement status</th>
<th>Updates required</th>
<th>Action taken so far</th>
<th>Resolution due</th>
<th>Lead signatory</th>
<th>Supporting documents (if required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016.17.Medical School</td>
<td>16/03/2017</td>
<td>The educational culture in the Mater Dei hospital must align to the GMC and the London School of Medicine and Dentistry requirements (the students will not be in secondary care placements until the academic year 2019-2020).</td>
<td>2017-18 Report update</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2016.17.Medical School</td>
<td>16/03/2017</td>
<td>Quality management evaluation of Barts and the London School of Medicine and Dentistry with quality control mechanisms and self-assessment procedures in place to ensure self-assessment and for interprofessional learning.</td>
<td>2017-18 Report update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016.17.Medical School</td>
<td>16/03/2017</td>
<td>Nominated educational leader within each local school has been appointed and is responsible for the clinical placements. The students will not be in secondary care placements until the academic year 2019-2020).</td>
<td>2017-18 Report update</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

We would like the GMC to resolve the concern over the past 12 months? What actions have been taken to resolve the concern? We had understood that the GMC accepted this to be a misunderstanding and believe therefore this should not be included in the 2017-18 Report update.

## GMC Item

**Status**: 16/03/2017

**Description of Item**: Person responsible

**Item number**: QA10898

**GMC visit**: QA10900

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: Promoting educational and professional development of student nurses at Gozo General Hospital as they shadow and are taught by allied healthcare professionals. An introduction to the Barts Curriculum and an introduction to Teaching Supervisors (TMs) for continued accreditation, plans are in place to be discussed at subsequent quality assurance visits.

- **Requirement status**: 2017-18 Report update

- **Updates required**: To be discussed at subsequent quality assurance meetings.

- **Action taken so far**: An uploaded invitation for the clinical placements is currently being formulated.

- **Resolution due**: Medical School Operation Group

## GMC Item

**Status**: 16/03/2017

**Description of Item**: Person responsible

**Item number**: QA10903

**GMC visit**: QA10902

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: Significant organisation in Gozo General Hospital and Karin Grech have been participating in joint sessions with student nurses at Gozo General Hospital. All locations (hospitals and clinics) where students are taught have an appointed Associate Dean (Clinical Education Lead). The terms of reference for a clinical Associate Dean (Clinical Education Lead) meeting have been established and the first meeting will be held in December 2017.

- **Requirement status**: 2017-18 Report update

- **Updates required**: To be discussed at subsequent quality assurance meetings.

- **Action taken so far**: An uploaded invitation for the clinical placements is currently being formulated.

- **Resolution due**: Medical School Operation Group

## GMC Item

**Status**: 16/03/2017

**Description of Item**: Person responsible

**Item number**: QA10898

**GMC visit**: QA10900

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

## GMC Item

**Status**: 16/03/2017

**Description of Item**: Person responsible

**Item number**: QA10903

**GMC visit**: QA10902

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

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**Item number**: QA10898

**GMC visit**: QA10900

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

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**Status**: 16/03/2017

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**Item number**: QA10903

**GMC visit**: QA10902

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**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

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**Status**: 16/03/2017

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**Item number**: QA10898

**GMC visit**: QA10900

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

## GMC Item

**Status**: 16/03/2017

**Description of Item**: Person responsible

**Item number**: QA10903

**GMC visit**: QA10902

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |

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**GMC visit**: QA10900

**GMC visit**: QA10902

**Medical School Annual Return - Section B**

- **Theme**: GMC visit

- **Requirement status**: 2017-18 Report update

- **Updates required**:  | **Action taken so far**:  | **Resolution due**:  | **Lead signatory**:  | **Supporting documents (if required)**:  |
The implementation of the Barts and the London School of Medicine and Dentistry curriculum and its impact on staff, particularly on clinical teachers, has been a focus. This has led to curriculum adjustments between Barts and the London School of Medicine and Dentistry and the University of Malta particularly for years 3 to 5.

Student-facing issues:

- The school must provide clarity with regard to plans for, and implementation of, appraisal for educational leadership.
- We have identified what career support is available to students who intend to progress to Foundation training in the UK and communicated so they are able to participate in discussions regarding the development of the campus, facilities and programme.
- We have commenced the MedPro and Barts Portfolio which is a framework for student knowledge, skills, personal development and understanding of the constraints of being an intermediary in a complex chain of command) with the University of Malta (Malta) hold regular meetings with the Gozo Society President in addition to updates provided through the SSLC. The Gozo Society President of Malta is also represented on the Malta Medical School Operations Group.
- The school must demonstrate how they will work with local education providers to ensure tutors receive adequate training and development.

Patient-facing issues:

- The school must continue to provide staff training. We have identified education supervisors’ training, mapped to the professional development framework for education as set out by the GMC concerning the educational standards and elements (Decisions 1.7 for Educational Development) for quality assurance. The school reassured us that all educators in all modules, but that in general the medical school must continue to meet GMC standards governing the recognition and approval of tutors.
- The school must provide staff with regard to plans for, and implementation of, appraisal for educational leadership for both London and Malta students. We plan to implement an equivalent service in Malta in the future.
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| ID   | UPE TASK | The role of student support should be completely separate from that of assessment. | 06/03/2018 | 06/03/2018 | N/A | The role of student support is now separate from that of assessment. We will continue to regularly update and improve the information shared on our website. Updated on the build and any updates will be communicated to students via emails sent to all students. We will continue to develop an online system to allow students to give feedback appropriately. To ensure that potential students were aware of the realities of the situation, the website was updated under ‘Teaching and Learning’ and ‘How to apply’. Feedback was sent to these students, including information about the progress of the new build and the new student support system. We would recommend that the school indicates on the OSCE station instructions the number of questions is clearly indentified in the instructions, if there are any. For the majority of stations questions are reserved for the final minute where students may be asked up to 2 questions. We recommend that OSCE examiners' badges should include their name in case students want to provide feedback afterwards. We will highlight the hidden curriculum to the students so they will know when they are being asked to participate in activities regarding the development of the campus, facilities and equipment. We will continue to actively communicate to students verbally and in their Student Support information booklet. We continue to regularly update and improve the information shared on our website. Updated on the build and any updates will be communicated to students via emails sent to all students. We will continue to develop an online system to allow students to give feedback appropriately. To ensure that potential students were aware of the realities of the situation, the website was updated under ‘Teaching and Learning’ and ‘How to apply’. Feedback was sent to these students, including information about the progress of the new build and the new student support system. We would recommend that the school indicates on the OSCE station instructions the number of questions is clearly indentified in the instructions, if there are any. For the majority of stations questions are reserved for the final minute where students may be asked up to 2 questions. We recommend that OSCE examiners' badges should include their name in case students want to provide feedback afterwards. We will highlight the hidden curriculum to the students so they will know when they are being asked to participate in activities regarding the development of the campus, facilities and equipment. We will continue to actively communicate to students verbally and in their Student Support information booklet. | 06/03/2018 | 06/03/2018 | N/A | 30/05/2019 | Head of Assessment & Head of Student Support | | 01/05/2019 | Progress being monitored | Head of Assessment | | 01/05/2019 | Progress being monitored | Head of Assessment & Curriculum Operations Manager | | 01/05/2019 | Progress being monitored | Head of Assessment & Curriculum Operations Manager | | 01/05/2019 | Progress being monitored | Head of Assessment & Curriculum Operations Manager |
### Medical School Annual Report - 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.

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item type</th>
<th>Please list the issues of students affected</th>
<th>Promoting excellence share</th>
<th>Description of item</th>
<th>Date item was identified</th>
<th>How was the item identified?</th>
<th>Preventive actions with additional information requested by the GMC (where relevant) (AUNIX)</th>
<th>What actions have been taken to address the concern or to prevent the area of good practice in the future?</th>
<th>What further actions have been planned to address the concern or to prevent the area of good practice in the future?</th>
<th>Deadline for resolution (2019/2020)</th>
<th>Status Concerns 2019</th>
<th>Person responsible</th>
<th>Engagement with planning, NHS local offices or other organisations including healthcare purchasers (if any)</th>
<th>Supporting documents (if relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRL11819-g001</td>
<td>Good practice</td>
<td>We are part of a university-wide group to build strategy</td>
<td></td>
<td>Our NSS results this year was positive, putting us as the top medical school in London for student satisfaction. We have generated a detailed report about this which we offer an opportunity to ensure that our staff and students are aware of this.</td>
<td>12/01/2018</td>
<td>NSS20 Most NSS results</td>
<td>Not previously reported</td>
<td>Report generated from NSS statistics was disseminated to all staff and students</td>
<td>We aim to build on this for 2019</td>
<td>Head of Quality in Teaching and Learning</td>
<td>Appendix 1 NSS report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g002</td>
<td>Good practice</td>
<td>We are preparing 01/04/2020 for a Gold award as we are working alongside Queen Mary to look at the student experience and improve our provision</td>
<td></td>
<td>As part of our whole university preparation for TEF 2020</td>
<td>12/01/2018</td>
<td></td>
<td>Not previously reported</td>
<td>We are part of a university-wide group to build strategy and disseminate good practice</td>
<td>We are promoting this work through all our staff and student networks</td>
<td>Head of Quality in Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g003</td>
<td>Good practice</td>
<td>We have launched the consultation phase of our Graduate 2020 new curriculum initiative which is a complete curriculum review and update to fit our students for practice in 2025</td>
<td></td>
<td>As part of our regular quality processes we review our curriculum at regular intervals</td>
<td>29/01/2018</td>
<td></td>
<td>Not previously reported</td>
<td>All our staff, students, clinical colleagues, NHS colleagues, and members of the public will be consulted as part of this for reaching curriculum review to harvest their thoughts and ideas for the future and build consensus for our new curriculum</td>
<td>Promoted through all committee structures and communication networks including our public engagement channels</td>
<td>Steady Close for Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g005</td>
<td>Good practice</td>
<td>An extensive review of Student Support and Progression Services in HSG was carried out in 2017. The Review was prompted by a number of reports together with an internal Periodic Review recommendation. A wide range of staff served on the Review Panel which reported in January 2018.</td>
<td></td>
<td>Through a range of reports plus the sad death of a medical student</td>
<td>05/04/2017</td>
<td></td>
<td>Through a range of reports plus the sad death of a medical student</td>
<td>The recommendations of the review were adopted by the medical school and are in the process of being implemented. It is thought that these may take up to two years to implement.</td>
<td>A new Head of Academic and Pastoral Support will review the provision to Academic and Pastoral. Quality measures were written in to the review recommendations.</td>
<td>Head of Academic and Pastoral Support</td>
<td>The review document is lengthy, but we are happy to share it with the GMC if that would be helpful.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g006</td>
<td>Concern</td>
<td>There is a risk that timetabled slots will not be available for delivery of the MBBS programme in the UK</td>
<td></td>
<td>As part of the risk register</td>
<td>01/10/2018</td>
<td></td>
<td>As part of the risk register</td>
<td>The situation is being observed and highly managed with all areas of delivered monitored. Progress is being rolled out gradually and roles of staff monitored.</td>
<td>This item is regularly monitored ongoing</td>
<td>Concern created</td>
<td>Dean for Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g007</td>
<td>Concern</td>
<td>Risk that quality of UK student experience will be compromised until NHS Malta is established and meets a steady state</td>
<td></td>
<td>As part of the risk register</td>
<td>01/10/2018</td>
<td></td>
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<td>The situation is being observed and highly managed with all areas of delivered monitored. Progress is being rolled out gradually and roles of staff monitored.</td>
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<td>Concern created</td>
<td>Dean for Education</td>
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<tr>
<td>PRL11819-g008</td>
<td>Concern</td>
<td>All MBBS Malta students Theme 1 Learning environment and culture</td>
<td></td>
<td>Demonstrate a culture that works and responds to feedback from students and educators around compliance with standards of patient safety and care on and education and training.</td>
<td>05/10/2018</td>
<td>GNC initial feedback/Actions</td>
<td>Not previously reported</td>
<td>Improved our communication of the rising awareness of the risk to our students during induction. Gathered detailed feedback regarding student views on developing their Maltese Language Skills. Developed regular programme to support students on progress of building service. We have improved the interim facilities in the Sir A K Malta in response to feedback provided to us. This includes a larger Library space, a student common room, larger PC suite and the Anatomy Centre is now open and forms part of our teaching and learning facilities. The Barts &amp; The London Students Association Good Society President (BLSA GSP) is now an invited member of the Medical Education Committee to ensure that Malta students have a representative voice at key academic meetings.</td>
<td>We will use the feedback from students to shape our provision for Maltese language tuition. It will be voluntary, free of charge and non-credit bearing. Weekly newsletter is also sent out to students which provides additional detail regarding updates to building work.</td>
<td>Head of Education, Malta</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>PRL11819-g009</td>
<td>Concern</td>
<td>All MBBS Malta students Theme 3 Supporting learners.</td>
<td></td>
<td>The school should align the expectations of current student cohort to the reality of what will be delivered and ensure that any future marketing for potential students is explicitly clear.</td>
<td>05/10/2018</td>
<td>GNC initial feedback/Actions</td>
<td>Not previously reported</td>
<td>Marketing Manager has met with the Barts &amp; The London Students Association (BLSA) President and the BLSA Good Society President to review the web based marketing materials. The BLSA President is a member of the Male Project Marketing &amp; Admissions Sub Group. A termly newsletter details progress with key building works and responses to student queries through SSLC meetings are more detailed to ensure that students are aware of operational limitations to some requests.</td>
<td>We will ensure that there is a pattern of student input regarding our marketing material and ensure that these are taken into account.</td>
<td>Concern created</td>
<td>Director of Operations, Malta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRL11819-g010</td>
<td>Concern</td>
<td>All MBBS Malta students Project 5 Developing and implementing curricula and assessments.</td>
<td></td>
<td>To ensure that students are taught by someone with appropriate experience in histology and a good understanding of the sides being presented.</td>
<td>05/10/2018</td>
<td>GNC initial feedback/Actions</td>
<td>Not previously reported</td>
<td>We have recruited a histology lecturer who will be based in Malta to support the delivery of the MBBS curriculum. The post holder will start in Feb 2019.</td>
<td>We will continue to liaise with our current London based based for histology to address the concerns raised.</td>
<td>Concern created</td>
<td>Deputy Dean for Education, Malta</td>
<td></td>
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</table>
**Theme 5: Developing and Implementing Curricula and Assessments**

Anatomy teaching has been a highlight of the students’ first six months. In response, the Anatomy team in Malta conduct a number of additional sessions (total of 25hrs contact time) to continue to promote the importance of anatomy teaching in medicine. Malta MBBS students received 49 hrs staffed anatomy practical sessions to compensate for lack of dissection opportunities in Year 1. These were well attended. Anatomy was highlighted in the NSS surveys for 17/18. The Anatomy Centre opened to students in Nov 18 with the first SSC Anatomy Dissection to begin in December. There was an excellent uptake amongst the students.

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**Theme 5: Developing and Implementing Curricula and Assessments**

There is a good range of clinical SSC options available to students in Malta. An exchange system is being trialled to enable London MBBS students to participate in the wide range of clinical SSCs in Malta. Feedback to local clinicians regarding the range of SSCs and continued active promotion to maintain clinicians engagement.

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**Concern: Non EU/UK MBBS Students in Malta**

 Difficulty in meeting needs of individuals to allow them to return or move to a country whose medical regulators have particular demands. We have obtained the relevant sponsor notes for Canada and the USA which is included in our entry on the WDoMS. Marketing is focused on countries with confirmed acceptance of the Malta MBBS programme. Applicants from countries where the MBBS qualification, as taught in Malta, is not acceptable are to be discouraged from continuing their application. Where they persist, students must confirm their acknowledgement of advice as part of the application process. We will continue to ensure that applicants receive clear initial advice to guide them, and to ensure students are explicitly aware of potential licensing issues relating to their preferred place of practice following graduation.

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**Concern: Non EU/UK MBBS Students in Malta**

Malta (Comprehensive Risk Register) Work is expanding upon previous research to identify pathways for 40+ countries and whether they accept an international GMC MB BS.
**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.

<table>
<thead>
<tr>
<th>Item number</th>
<th>Item type</th>
<th>Theme</th>
<th>Person responsible</th>
<th>Group</th>
<th>Description of item</th>
<th>Concerns</th>
<th>Status</th>
<th>Date item was identified</th>
<th>GMC visit items</th>
<th>What further actions have been planned to address the concern or to promote the area of good practice in the future?</th>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>QML1819-p001</td>
<td>Concerns</td>
<td>Theme 4</td>
<td>Deputy Director Education Academy for the Trust</td>
<td>Malta Medical School Operations</td>
<td>Concerns raised at School Executive Board and MSAR within the school. Please provide a further update in your next return.</td>
<td>Provision of HR and legal advice, pertinent to Malta, to ascertain employment status &amp; tax liability for clinicians.</td>
<td>No further action required.</td>
<td>29/11/2018</td>
<td>06/03/2018 GMC Initial Feedback Proforma</td>
<td>01/02/2019 Head of SSC's</td>
<td>No further action required.</td>
<td></td>
</tr>
<tr>
<td>QML1819-p002</td>
<td>Good practice</td>
<td>Group 3</td>
<td>Group of clinicians at a Level 3 site with an interest in disease lead</td>
<td>Malta Medical School Operations</td>
<td>A financial statement has been received from Barts Health for undergraduate teaching. RLH/SBH for undergraduate teaching. RLH use of c. £19M of funding received by HEE local offices to promote the area of good practice over the past 12 months? What actions have been taken to address the concern or to promote the area of good practice?</td>
<td>The need for a specialist microbiologist or infectious disease lead has been recognised and is being advanced both within the school and trust and is being supported. Please provide a full update in your next return.</td>
<td>No further action required.</td>
<td>29/11/2018</td>
<td>06/03/2018 GMC Initial Feedback Proforma</td>
<td>01/02/2019 Head of SSC's</td>
<td>No further action required.</td>
<td></td>
</tr>
<tr>
<td>QML1819-p003</td>
<td>Concerns</td>
<td>Theme 5</td>
<td>Deputy Dean for Primary Care &amp; Education, Malta</td>
<td>Malta Medical School Operations</td>
<td>Concerns were raised in the MBBS curriculum assessment about the feedback. MedSoc Module Lead Malta Primary Health, RLH/SBH for undergraduate teaching. RLH use of c. £19M of funding received by HEE local offices to promote the area of good practice over the past 12 months? What actions have been taken to address the concern or to promote the area of good practice?</td>
<td>The Infectious disease lead has been recognised and is being advanced during our telephone conversation on 30.4.18. You mentioned that this issue is not specific to Southend and during our telephone conversation on 30.4.18 with you that this issue has now been escalated both within the school and trust and is being supported. Please provide a full update in your next return.</td>
<td>No further action required.</td>
<td>30/10/2015</td>
<td>29/11/2018</td>
<td>01/02/2019 Head of SSC's</td>
<td>No further action required.</td>
<td></td>
</tr>
<tr>
<td>QML1819-p004</td>
<td>Good practice</td>
<td>Group 3</td>
<td>Group of clinicians at a Level 3 site with an interest in disease lead</td>
<td>Malta Medical School Operations</td>
<td>Maltese students commended the number of student placements available and well prepared for their role.</td>
<td>They are learning from GP Tutors at Malta Primary Health. We now have an identified professorial lead for Infectious disease for the MBBS curriculum. We have made sure Infection disease is adequately covered in the MBBS curriculum. We have told the GP Tutors at Malta Primary Health, RLH/SBH for undergraduate teaching. RLH use of c. £19M of funding received by HEE local offices to promote the area of good practice over the past 12 months? What actions have been taken to address the concern or to promote the area of good practice?</td>
<td>Make sure Infectious disease is adequately covered in the MBBS curriculum. We have recently undertaken an exercise to develop a proforma to encourage placements in departments with the head of SSC in attendance to develop a proforma to encourage placements in departments with the head of SSC in attendance to encourage placements in departments with the head of SSC in attendance. We have made clear that RLH will be focusing on quality assurance in the future and not on expansion. This means that medical schools can only request financial statements from RLH on a voluntary basis. We shall continue to do this.</td>
<td>No further action required.</td>
<td>30/10/2015</td>
<td>29/11/2018</td>
<td>01/02/2019 Head of SSC's</td>
<td>No further action required.</td>
</tr>
</tbody>
</table>