### Theme 3: Supporting Foundation programme.

**Opportunity for student assistantships to clinical environments.**

The School should consider providing opportunities for student assistantships to clinical environments. This will not only provide students with hands-on experience but also enhance their understanding of the healthcare system. The assistantships should be tailored to align with the students’ interests and career goals, ensuring a diverse range of clinical experiences.

### Theme 5: Developing and leadership

**Analysis of data to measure processes in perceptions and outcomes.**

This should be a continuous process, with data collected at regular intervals to assess the effectiveness of the leadership and management. The analysis should cover both qualitative and quantitative data, allowing for a comprehensive evaluation of the impact of the leadership activities.

### Review of East of England

The School must review the current position and make improvements to the Quality and Improvement Framework (QIF) to ensure that it is up-to-date and relevant. The review should include an analysis of past performances and identify areas for improvement. The School should also ensure that the QIF is communicated effectively to all stakeholders.

### Review of all specialty and theme pages on the student VLE

A review of all specialty and theme pages on the student VLE was undertaken, to ensure that all pages are up-to-date and relevant. The review also aimed to identify areas for improvement in the user interface and content organization.

### Communications strategy

A communications strategy has now been implemented, providing a framework for effective communication with students. The strategy includes regular updates on the VLE, with an indication of the level of activity expected in each case. This will help students to feel more informed and engaged in the process.

### Final MB

The first Apprenticeship block ran in the 2018 and student feedback was excellent. The School should continue to improve the Apprenticeship block and ensure that it meets the needs of the students.

### Student feedback

Feedback will continue to be closely reviewed with the aim of further enhancing the Apprenticeship block. In 2018 a number of students carried out 45-minute Scholarly projects in order to be able to undertake their Apprenticeships in the Trust in which they are working. The School should continue to monitor whether issues raised in last year’s questionnaire have been resolved and whether new issues have emerged.

### Trusts’ feedback on the KPIs

Feedback on the KPIs will be sought once again at the 2019 visits. The School should ensure that the KPIs are reviewed and updated regularly to reflect any changes in the Trusts’ operations.
Students feel uncertain about what they need to know at each stage of the course and teaching staff have been asked to update the course materials and learning objectives for each placement and specialty.

A number of different parallel strands of activity have been taking place in order to address this issue. One has been the development of an online platform which allows students to access information on each specialty and place. The platform has been designed to be user-friendly and to provide clear and concise information on the course content, learning objectives, and recommended readings. The platform has been piloted in a number of specialties and has received positive feedback from both students and teachers.

The platform includes a variety of features to support learning, such as interactive quizzes, video lectures, and discussion forums. It also provides real-time access to feedback on student performance, which helps to improve learning outcomes. The platform has been developed using a combination of open-source and proprietary technologies, and it is accessible via desktop and mobile devices.

In addition to the online platform, a number of other initiatives have been implemented to address the issue of uncertainty about what is expected of students. These include:

- Regular meetings of regional committees, which bring teachers together to discuss and agree on the course content and learning objectives for each specialty.
- The extension of the online platform to include more specialties and placements.
- The development of a new online module, which provides an introduction to the course content for each specialty.
- The provision of more regular updates to the course materials and learning objectives, which helps to ensure that they are up-to-date and reflect the latest developments in each specialty.

These initiatives have been well received by both students and teachers, and they have helped to improve the clarity of expectations for students. The online platform has been particularly successful, with over 90% of students indicating that they find it helpful and informative.

The next steps will involve continuing to develop and improve the online platform, and to ensure that it is accessible to all students. This will include:

- Further development of the online platform, with a focus on improving its user interface and functionality.
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These initiatives will help to ensure that students are well-prepared for the challenges they face in each specialty and placement.

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Improving effective communication to improve the learning environment. Historically, our medical course has
been described as having a very strong student and staff relationship, and relatively few complaints relating
to the curriculum. However, feedback from the student body, from the academic year 2015-16 onwards,
indicated that student engagement had diminished, and communication relating to the curriculum, some
students became more disengaged with the overall nature of the course. This has included increased
student numbers, clinical pressures on the NHS workforce and high workload for teaching staff.

A number of initiatives have been put in place to encourage and maintain this positive relationship
and inter-staff communication to encourage cents at induction, at the very start of a placement. The
initiative will continue to be promoted via the means mechanisms already described.

In 2017/18, this initiative was formalised as a College-based topic that will be covered in Years 1-3 of the
medical course are heavily science-based, and student feedback suggested that they found it difficult to specifically
realise that professionalism starts now”; “I now feel I have a much broader understanding of the levels of
proficiency required as both a medical student and a doctor, as well as having a better idea of the correct way
and quantity of emails received (“the main problem is the diversity and quantity…receiving lengthy emails
from others and not dealing with emails, even in a timely manner…”). Other themes included

Student were presented with a number of case studies for discussion, one involving an obvious and serious
breach of professionalism, while others were more nuanced, and were designed to stimulate reflection and
discussion. A number of the scenarios were written by current 3rd year medical students. At first, this initiative was
run as a pilot involving a small number of Colleges; however, it is now being implemented in all Colleges, and
has been reflected in improved student satisfaction.

One of the key themes that emerged during the feedback was the importance of professionalism in a range of
topics related to professional behaviour, from confidentiality, to social media, sexual consent, drug and alcohol use,
mental health, and professional behaviour and clothing, amongst others. The feedback also highlighted the importance
of students educating themselves on issues relating to professionalism and the importance of their actions and
decisions. Students were asked to rate 9 different aspects of the course and the ways in
which it is a professional role model. The feedback was embedded within the early parts of the course
and amongst the regional Trusts we work with. The Student Experience and Communications
Manager carries out regular visits to regional hospitals to discuss communications, and this topic
forms a standard part of the conversation at annual quality assurance visits. We also consult on

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KPIs. Our work on communications has been promoted through a number of routes both in Cambridge
and amongst the regional Trusts we work with. This project incorporated a number of initiatives to address
communication issues, including setting up a regional communications forum, promoting and
launching new policies or procedures via regular meetings of Regional Clinical Sub-Deans.

Students themselves are aware of the work we are doing via regular focus groups, and through the
College Directors of Studies. Students have also ‘spread the word’ amongst their peers.

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<tr>
<th>Theme</th>
<th>Year 4</th>
<th>Bedford Hospital NHS Foundation Trust</th>
<th>CAM1819-p008 Good practice</th>
<th>Medical School Annual Return - Section D</th>
<th>Concern Newport Surgery</th>
<th>GP surgery</th>
<th>Year 6</th>
<th>Process the text below to provide a natural representation.</th>
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<td>Theme 1 Learning</td>
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<td>Students reported that a number of teaching sessions had been cancelled at short notice.</td>
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<td>Students reported that 90% of student-accommodation suites were sometimes very noisy.</td>
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<td>Students reported that although they were given designs of workrooms occupied by Year 4 students, in some cases students were young people.</td>
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<td>Students reported that students raised concerns over the standard of accommodation, including the standard of communal areas. Students also have 24 hr access to hospital WiFi in the formative review.</td>
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<td>Students reported that Vermont House, has been highly rated in Newport, for its results feedback. The main reasons given were a lack of a variety of teaching. Students raised concerns about the quality of teaching environment and culture.</td>
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</table>

**Medical School Annual Return - Section D**

**Quality of placements**

**You should use this chart to highlight concerns and areas of good practice at student placements (education providing). The reporting threshold in the guidance document would guide you for reporting.**