<table>
<thead>
<tr>
<th>Item number</th>
<th>GMC item</th>
<th>Promoting excellence theme</th>
<th>Description of item</th>
<th>Date item was identified</th>
<th>Previous updates with additional information requested by GMC</th>
<th>Actions taken to resolve the concern over the past 12 months</th>
<th>Further actions planned to resolve the concern</th>
<th>Deadline for resolution</th>
<th>Status</th>
<th>Person responsible</th>
<th>Supporting documents required</th>
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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.
Quality of medical education within the medical school

You should use this chart 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>Date</th>
<th>Item type</th>
<th>Item number</th>
<th>Themes and subthemes</th>
<th>SD</th>
<th>Timeframe</th>
<th>Description of the activity</th>
<th>Impact of the change on others</th>
</tr>
</thead>
</table>
| 19/07/2018 | Internal Audit Report | IMP1819-g003 | Good practice | 5 | Year 3 | Promoting and implementing curricula and developing assessments. | IMP1819-g005
| 19/07/2018 | Internal Audit Report | IMP1819-g004 | Good practice | 6 | Year 5 | The change has been implemented to solve three issues that existed with the previous placement structure in Years 5 and 6. | IMP1819-g006
| 19/07/2018 | Internal Audit Report | IMP1819-g005 | Good practice | 7 | Year 6 | Students continue to respond enthusiastically to the School's curriculum mapping tool, Sofia. | IMP1819-g007
| 23/11/2018 | College Annual Monitoring Report | IMP1819-g008 | Good practice | 3 | Year 3 | We are reviewing further potential developments and have requested additional information for future iterations of Sofia, which will continue to be provided in year on year. | IMP1819-g009
| 23/11/2018 | College Annual Monitoring Report | IMP1819-g010 | Good practice | 2 | Year 4 | The impact of the change will be monitored on an ongoing basis, to ensure that it is successful in meeting objectives. | IMP1819-g011

The bulletins have been re-structured more clearly across the content. The content has been developed to ensure that feedback and learning is shared and available. The content is well received and the impact is clear in increased student satisfaction and engagement. The plan will encourage staff usage, with the view of achieving the stated goals.

The change has been implemented to solve three issues that existed with the previous placement structure in Years 5 and 6. The Specialty Choice Placement (SCP) would benefit from taking place in Year 5, before students apply for foundation. The SCP for 2019-20 will resume as normal in 2019-20. Musculoskeletal teachers have continued to be involved in the delivery of education. The platform continues to allow for focused communication to appropriate groups and the delivery of updates.

We continue to meet our goal of transparency of communication with the student body with the broader rollout of Student Bulletins - each bulletin provides quick links to learning and support resources, allowing quick access to tools such as Sofia, Blackboard and Blackboard.

The child development team is adopting enthusiastically the School's curriculum mapping tool, Sofia. This has increased the focus on Years 5 & 6 preparing for practicethrough students taking fewer, longer placements. The change has been developed in consultation with the relevant Education Forum and successfully implemented.

One of the future development options for Sofia would allow us to identify those LEPs where students are not able to achieve the Learning Environment Profiles (LEPs) for the project. This will have implications for students planning their career in medicine. We have also piloted a student-assessment directly to individual learning outcomes. Additional funding for further assessment integration, which will allow for automated exam feedback in the context of the curriculum.

The project's second phase the FEO has acted upon identified and important clinical placements to improve the impact of the plan will encourage staff usage, with the view of achieving the stated goals.

Students continue to respond enthusiastically to the School's curriculum mapping tool, Sofia. We have increased the transparency of assessment by having a specific governance process in place. The impacts of the change have been measured on an ongoing basis, to ensure that it is successful in meeting objectives.
<table>
<thead>
<tr>
<th>Theme: Supporting learners</th>
<th>IMP</th>
<th>College Annual Monitoring Report 1</th>
<th>IMP</th>
<th>College Annual Monitoring Report 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Tutors</strong> - Improving our welfare provisions has continued to be a major School-wide priority. Following a successful bid for funding, we have now recruited academic tutors to support Year 1 medical students in 2018/19 to provide both welfare and academic support to Year 1 MBBS students. Tutors will monitor student welfare and help them to develop effective and efficient study skills linked to active learning and time management.</td>
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<tr>
<td><strong>Our monitoring system provides annual name of tutor engagement and our academic tutoring (AT) service is accountable and consistent in approach.</strong></td>
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<tr>
<td>We are piloting a new interface to access Welfare Information and Tutor Booking Portal.</td>
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<tr>
<td><strong>Learning environment and culture</strong></td>
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<tr>
<td>An increase in mental health concerns amongst our student body has led to an increased need for internal welfare provision and a more robust referral route to central counselling, mental health advisors and health centre services.</td>
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<tr>
<td>A timeline of a recent serious welfare incident has been created, clearly mapping student interactions with College and School level support services. This is being shared with the Head of School and other senior staff members to identify how policies and processes can be improved to increase the speed and efficacy of our response to such incidents.</td>
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<tr>
<td>We have also looked for other ways to improve our welfare provision and have redesigned our online welfare interface, which has improved signposting of, and access to, student welfare services, particularly during out of office hours.</td>
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<tr>
<td>Discussions are ongoing about how we can improve College policies and practices to best support learners.</td>
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<tr>
<td>Date</td>
<td>School</td>
<td>Leadership</td>
<td>Concern</td>
<td>Theme 1</td>
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<tr>
<td>01/05/2019</td>
<td>Westminster NHS</td>
<td>Director</td>
<td>Concern</td>
<td>Learning environment and culture</td>
</tr>
<tr>
<td>23/03/2018</td>
<td>Westminster NHS</td>
<td>Director</td>
<td>Concern</td>
<td>Access to kitchen facilities</td>
</tr>
<tr>
<td>23/03/2018</td>
<td>Westminster NHS</td>
<td>Head of School</td>
<td>Concern</td>
<td>Access to mess</td>
</tr>
<tr>
<td>23/03/2018</td>
<td>Westminster NHS</td>
<td>Head of School</td>
<td>Concern</td>
<td>Lack of examiners for PACES assessments</td>
</tr>
<tr>
<td>23/03/2018</td>
<td>Westminster NHS</td>
<td>Director</td>
<td>Concern</td>
<td>Learning environment and culture - Consultants were concerned</td>
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**Summary:**
- The School continued to monitor the issue of缺乏 Access to kitchen facilities and lack of examiners for PACES assessments.
- The School confirmed that the comments around feedback relate to a small number of students as they were not a typical class.
- The School agreed to ensure any communication from the School is circulated to students and staff.
- The School is asked to review the delivery of curriculum and culture assessments.
- The School is asked to clarify the feedback opportunities available to students.
- The School is asked to ensure that processes such as this are followed as well as possible.

**Resolution:**
- The School confirmed that the comments around feedback relate to a small number of students as they were not a typical class. The School agreed to ensure any communication from the School is circulated to students and staff.
- The School is asked to clarify the feedback opportunities available to students.
- The School is asked to ensure that processes such as this are followed as well as possible.
null
Concern

Concern

Concern

Concern

Request for closure

Progress being

Imperial College

progress being

progress being

All years

06/02/2015

Director of Clinical

Biennial Quality

Request for closure

West Middlesex

Year 6

Imperial College

The School advised that we now require evidence that concerns raised are being met.  The requirement for educators to

Medical Director

The Trust has now issued guidance to all consultants undertaking UG education that they are entitled to EPA allowances

13/02/2015

Theme 5

40x210

IMP2015-10

IMP2015-05

IMP2015-03

IMP2014-13

IMP2014-12

Healthcare NHS

NHS Foundation

Peter's Hospitals

Hospital NHS

University

West London NHS

Hospital

Middlesex

University

West

All

Year 3

leadership
culture
environment and
Developing and
leadership
assessments
curricula and
implementing
governance and
culture

Enhance teaching in outpatient clinics

Trust is asked to keep the School appraised of plans regarding the

students.  The Trust is asked to supply a detailed timeline for this

Trust is asked to take a more proactive approach to recognising

11/12/2014

The Trust have requested SOLE feedback to have an overview of which specialties and specific consultants receive good

CEO Meeting (20.06.2018)

Update Jan 2019

May 2017 - CEO Meeting

produces a document identifying the total amount of EPA for each consultant within their job plans. This exercise has

The School notes that the Trust is particularly supportive of UG teaching and commends both the individual teachers and

committed to exploring this area. Where dedicated teaching clinics have been introduced, student feedback is excellent.

Teaching delivery costing is reviewed and updated annually as requested by the School. In regards to space the Trust

The Trust reported that at WM this item has been dealt with. Through the medical staff committee of The West Middlesex

plan exercise.

Trust would provide an interim report on UG Education time in job plans (EPA) and a further update post July 2017 job

following post service reorganisation.  This has been well received by students.

scheme

The Trust reported that templates will be reduced by 1 hour to facilitate teaching in the outpatient setting.

progress, or requesting closure if the School is satisfied that this has been resolved.

GMC response:  The actions taken are appropriate. A further update should be provided in the next return showing

departmental managers who have facilitated the introduction of teaching clinics.

The School was advised that the Education office at St Peter's had undertaken a teaching delivery costing exercise which

for clinics to take place in.

for teaching. This money was then being claimed from SIFT.  The biggest issue the School was advised about was space

some consultants may be allocated additional PA allowance (depending on their teaching contribution and following

discerns different educational activities (e.g.. firm lead, site lead). Use of PREP system was mandated by November 2016.

An annual costing exercise is completed for HEE  - this does not identify educational PA allocation or SIFT payment to

expectations as well as the rationale for transparency in this regard.

0.125PA as a minimum for this activity.

discusses different educational activities (e.g., firm lead, site lead). The PREP system was mandated by November 2016.

some consultants may be allocated additional PA allowance (depending on their teaching contribution and following

discussion with their Clinical Director). However, all consultants involved in teaching medical students should be allocated

the next MSAR. If the School is confident that all supervisors are aware of their EPA entitlement and compliance, then

requests that this issue be

The School is satisfied with

suggest that this should

These developments and

The School is pleased at that

The School notes that the Trust has had a new appointment for Nursing Support in the last 12 months.

for clinics to take place in.

The Trust reported that Wi-Fi is available at St Charles and at all Trust sites that students attend.

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Concern

Request for closure

NHS Trust West Healthcare

13/02/2015

London North

Head of School

Teaching Coordinator

Progress being

1. Induction to the Trust

2. AGM Event & Teaching Coordinator's Report

3. Finance

4. Teaching, Quality Improvement, and Leadership

5. Research and Innovation

6. IT

The School reported that it takes student induction very seriously. Their open and friendly faculty welcomes students during the induction process and has a dedicated team of students advisors to support them in their transition to University life. The School has developed a comprehensive induction programme that includes orientation sessions, campus tours, and networking events for students. Students are also provided with a student handbook and have access to academic advisors and personal support officers. The School is aware of the importance of a smooth induction process and is committed to ensuring that all students feel welcome and supported.

2. AGM Event & Teaching Coordinator's Report

The School reported that they have earmarked funding to support administrative needs with the move to Cerner through a combination of internal and external funding sources. The School has also prioritized the allocation of SIFT resources to support educational activities and has a dedicated team to monitor and evaluate the effectiveness of these resources. The School is working closely with the Academic Development Team to ensure that the SIFT budget is aligned with the School's strategic goals and priorities.

3. Finance

The School reported that they have developed a programme of initiatives to support students financially, including a bursary scheme, a loan scheme, and a work-study programme. The School is committed to providing financial support to students who demonstrate financial need and is actively exploring partnerships with external organizations to increase funding opportunities for students. The School is also committed to ensuring that all students have access to academic support services and is working with the University's Student Support Services to provide additional resources to students.

4. Teaching, Quality Improvement, and Leadership

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Dear [Name],

I am writing to discuss the difficulties in securing sufficient firm size, which have been raised by the [Name] and the [Name]. The issue has been ongoing and has been brought to our attention during recent meetings.

Recent concerns have been raised that patient feedback has been poor and staff are finding it challenging to manage the workload. The plan to increase firm size is being discussed at the upcoming meeting.

The Trust has requested that a list of the current roles (i.e. senior tutors) and the recharge addresses are updated. This has been ongoing and has been raised during recent meetings.

The School has requested that this issue be investigated further, and the progress made be furthered. The School will continue to monitor this issue throughout the 2019 GEMV cycle and it was raised by neither the students or the School.

Please provide a further update in the next return. If not, then this should be closed.

[Signature]
[Name]
[Position]
The Trust has experienced significant delays in the implementation of clinical skills teaching provision. The lack of a teaching fellow has had a negative impact on clinical skills teaching and learning. The Trust has been advised that a dedicated junior teacher time is needed to ensure that students have access to education in a timely manner. The Trust was advised that the issue with “Clinical Skills” had been resolved with the recruitment of a dedicated junior teacher. The School was advised that this was an isolated incident and that all students have computer access at the start of their placement. This induction includes provision of information about access to student alarms and instructions about their use. The School was advised that a clinical skills lead was appointed September 2017 (Esther Louise Rogers, 0.8 FTE) and she has provided consistent teaching. The Trust was asked to consider requesting departments provide dedicated time to Juniors to allow students to be trained to monitor this through other means and provide an update on progress. The School was advised that a significant development of timetables has taken place at St Charles, providing structure to clinical work. This induction includes provision of information about access to student alarms and instructions about their use. The School was advised that this was an isolated incident and that all students have computer access at the start of their placement. Students report that while some junior doctors are very keen to support students and help them to gain access to Trust computers in order to access them; they therefore have to obtain sign-offs. The School was advised that with support from the School and the Trust, a Clinical Skills Lead has been appointed (Esther Louise Rogers, 0.8 FTE) and that this has helped to resolve the issue with clinical skills teaching. The Trust reported that with the support of Natasha Beach and her IT team, The Trust has now implemented Trust Wi-Fi access across the three sites and varying levels of access for patients, doctors and allied health professionals. Current networks across the three sites and varying levels of access for patients, doctors and allied health professionals. The School was advised that this was an isolated incident and that all students have computer access at the start of their placement. Students report that while some junior doctors are very keen to support students and help them to gain access to Trust computers in order to access them; they therefore have to obtain sign-offs. The School was advised that with support from the School and the Trust, a Clinical Skills Lead has been appointed (Esther Louise Rogers, 0.8 FTE) and that this has helped to resolve the issue with clinical skills teaching. 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