Maastricht School Annual Return - Section B
AMC quality assurance items

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

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Item Description</th>
<th>School Name</th>
<th>School Code</th>
<th>Site Code</th>
<th>School Contact</th>
<th>Team Contact</th>
<th>Visit Date</th>
<th>Visit Type</th>
<th>Recommendation</th>
<th>Evidence of Improvement</th>
<th>Action Plan</th>
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</table>
| 1          | Implement an ongoing mechanism for the identification, recording and monitoring of item feedback from schools, patients, students, and the public. | St George’s | 123 | ABC | Registrar | Academic Director | 2019/06 | Open GMC | n/a | Evidence of an ongoing mechanism for the identification, recording and monitoring of item feedback from schools, patients, students, and the public. | An ongoing mechanism for the identification, recording and monitoring of item feedback from schools, patients, students, and the public has been implemented. 
- The mechanism involves ongoing discussions with students and patients.
- Feedback is recorded in the school’s feedback framework.
- Monitoring is conducted regularly. |
| 2          | Ensure that all items are addressed and followed up to completion. | St George’s | 123 | ABC | Registrar | Academic Director | 2019/06 | Open GMC | n/a | Evidence of all items being addressed and followed up to completion. | All items were followed up to completion, with evidence provided in the form of detailed reports and action plans. |
| 3          | Ensure that the School’s communications with students are of a high quality. | St George’s | 123 | ABC | Registrar | Academic Director | 2019/06 | Open GMC | n/a | Evidence of high-quality communications with students. | The School’s communications with students were of high quality, with evidence provided in the form of student feedback surveys, emails, and other feedback mechanisms. |
| 4          | Ensure that all items are updated in the GMC’s QAI database. | St George’s | 123 | ABC | Registrar | Academic Director | 2019/06 | Open GMC | n/a | Evidence of all items being updated in the GMC’s QAI database. | All items were updated in the GMC’s QAI database, with evidence provided in the form of screenshots and reports. |

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### MBBS 2020 Curriculum Framework

Students joining SGUL in 2018 were invited to attend sexual consent and bystander awareness training for the first time. This training is part of the SGUL sex and gender and diversity module, which aims to promote a culture of respect and equality. The programme covers topics such as consent, communication, and the role of bystanders in preventing sexual harassment and assault. The training is delivered by external trainers and includes interactive activities, group discussions, and case studies. Students who attend the training receive a certificate acknowledging their attendance, which they can include in their personal development portfolio.

#### Rationale for the change:
- To promote a healthy and inclusive environment for all students.
- To educate students about the importance of consent and bystander intervention.

#### How was the item identified?
- Through staff feedback.
- Publicising through outreach work with schools and Careers Support initiatives.

#### Who is responsible for the change?
- Head of Assessment

#### What is the action required?
- None

#### Lead (currently)
- None

#### Responsible team
- None

#### Lead and responsible teams
- None

#### Timing and status
- 01/08/2018
- The training is scheduled to be delivered annually.

### MBBS 2020 Curriculum Framework

The MBBS 2020 Curriculum framework is designed to provide a comprehensive education that prepares students for a successful career in medicine. The curriculum is divided into five themes, each focusing on a different aspect of medical practice. The themes are:

- **Theme 1:** Preclinical Education
- **Theme 2:** Clinical Education
- **Theme 3:** Professionalism and Practice
- **Theme 4:** Learning and Teaching
- **Theme 5:** Clinical Practice Outcomes

Each theme is further divided into specific modules that cover various topics, such as basic sciences, clinical skills, and public health. The curriculum includes both theoretical and practical components, and students are expected to engage in hands-on learning experiences such as simulations, patient encounters, and clinical placements. The curriculum is designed to be flexible, allowing students to tailor their learning experience to their interests and career goals.

#### Rationale for the change:
- To ensure that the curriculum is relevant and up-to-date.
- To align with national and international standards.

#### How was the item identified?
- Through staff feedback.
- Publicising through outreach work with schools and Careers Support initiatives.

#### Who is responsible for the change?
- Head of Assessment

#### What is the action required?
- None

#### Lead (currently)
- None

#### Responsible team
- None

#### Lead and responsible teams
- None

#### Timing and status
- 01/08/2018
- The curriculum is reviewed and updated on an annual basis.

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- Through staff feedback.
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#### What is the action required?
- None

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#### How was the item identified?
- Through staff feedback.
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#### Who is responsible for the change?
- Head of Assessment

#### What is the action required?
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#### Rationale for the change:
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#### How was the item identified?
- Through staff feedback.
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#### Who is responsible for the change?
- Head of Assessment

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- None

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#### Timing and status
- 01/08/2018
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- None

#### Lead (currently)
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#### Responsible team
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#### Lead and responsible teams
- None

#### Timing and status
- 01/08/2018
- The curriculum is reviewed and updated on an annual basis.
**Transition Year (Year 2)**

**UNic Theme 3: Supporting learners**

Offering of niche projects for the student selected component (SSCT): This enables students to focus on areas of specific clinical interest whilst being able to present their results through channels other than the traditional poster presentation such as articles for lay audiences and presentations to patient groups. 01/06/2018

Recognised by students and staff as providing enhanced opportunities (through formal and informal student and tutor feedback) n/a

Further SSCT Tutors have been encouraged to develop niche projects to broaden the range of projects available. The SSCT handbook for 18-19 is attached as a supporting document.

Continue to broaden the offer of niche projects by engaging clinical tutors in the types of project available for development.

n/a n/a SSCT Lead n/a

**All Years (Years 1-4)**

**UNic Theme 1: Learning environment and culture**

Student centred approach: Development of enhanced student-centred approach to teaching, learning and communication across the school. 01/02/2018

Recognised by students and staff as positive development (through feedback and committee structures) n/a

The appointment of an Associate Dean for Students (ADfS) has been key to the implementation of the approach. Working closely with the student body, the ADfS has improved communication between the School and students, and facilitated the sharing of the approach and good practice across departments. This has been recognised by students and staff as a very positive development.

Further roll-out of the approach will be taken, for example through the development of specific student-centred measurable objectives in staff appraisals.

n/a n/a Associate Dean for Students n/a n/a

**Clinical Science Year (Year 1)**

**UNic Theme 3: Supporting learners**

Variability of quality of learning materials: Variability of quality of learning materials available on the Virtual Learning Environment 30/11/2017

Via student representatives at committees n/a

Originally raised at the CS&T Year committee, this item was referred to the Course Committee, whereby the practical difficulties associated with recording lectures and uploading to Moodle/Canvas were discussed. Since it was impacting student experience, it was addressed in a number of ways. The initial opt-in policy for recordings had been already enhanced to an opt-out policy. In order for the maximum number of high-quality recordings to be available, new software and hardware has been purchased and installed in all teaching rooms, to make it both easier for faculty to operate and to avoid delays in the upload of recordings on the Virtual Learning Environment.

The new system is currently in use and we will continue to monitor its implementation closely throughout the year.

n/a n/a n/a n/a

**International MBBS programme**

**UNic Theme 3: Supporting learners**

Effectiveness of communications: Recent Periodic Review of the International MBBS programme identified ongoing problems with the effectiveness of our communications 15/05/2015

By the students n/a

Introduction of one-to-one career clinics provided by the International-MBBS Academic Director and Dean of International Education. The Clinical Teaching Fellow for USMLE Preparation was valued by the students and the post has been approved for a further two years, ie academic years 18-19 and 19-20.

Action planning is under way to attempt to address the communication issues.

SGUL has a new role of Academic Lead for the Student Experience whose help has been engaged in looking for solutions to this issue.

30/08/2019 Plan in place

Dean of International Education n/a n/a
<table>
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<tr>
<th>Item type</th>
<th>Frimley Park Hospital</th>
<th>MBBS Course Director</th>
<th>Alternative provision was made with students being reallocated to other clinical work in Emergency Medicine, clinical tutors expressed concern that this has been met with positive feedback from students. Students self launder.</th>
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<td>Theme 3</td>
<td>New concern identified</td>
<td>Student feedback / Committee meetings / School QM visit</td>
<td>Requires closure. The daily ward round is currently undertaken by a relatively low level of junior doctors, which many students feel is unsatisfactory. They are requesting this to be augmented by at least one consultant. The lack of experience has been noted by the Medical School and discussions are ongoing with the partner NHS Trusts to address this.</td>
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<td>Quality of placements</td>
<td>- Moreover, we have continued to work with the Ministry of Health to lobby for additional appointments and the number of clinicians to ensure that all students are seeing the appropriate number of patients. The number of junior doctors on call has also been increased to ensure that all students are seeing patients of sufficient complexity. An additional 5 hours per week of training to students to help maximise their learning. Professor Arulkumaran, the School’s Chair of Obstetrics and Gynaecology has already shifted his base to Limassol, and further clinical support provided by St. George’s Trust staff. The issue has continued into 2018-19.</td>
<td>GMC response: Please continue to monitor this item - we await further updates in due course.</td>
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<td>Theme 1</td>
<td>- Developing and implementing an educational strategy for the year 2018-19, which will be part of the School’s Annual Plan. The strategy will focus on improving the quality of teaching materials, including the development of a consolidated set of materials for all students, and we hope will further enhance the overall quality audio linked to the powerpoint presentations, available as one revision.</td>
<td>- We continue to work with the School’s Chair of Obstetrics and Gynaecology to improve the quality of teaching materials. The School has worked well and feedback has been much improved over the last 12 months. The School will continue to work with the School’s Chair of Obstetrics and Gynaecology to improve the quality of teaching materials.</td>
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<td>Support</td>
<td>- In October 2017, responsibility for the running of the existing sexual health services was transferred from St. George’s Trust to Central London Community Healthcare NHS Trust. The service has since been run by CLCH and other partner NHS Trusts. See previous column - work is ongoing rescheduling GUM clinics. It’s hoped that the new provider (CLCH) will be able to accommodate all students.</td>
<td>- In 2017-18 academic year, the reshuffling of the surgical placements to have surgery attachment working across both the Epsom and St Helier sites and a one specialty, with problems in all areas, with the exception of Paediatrics and Emergency Medicine/AMU attachment in the Penultimate Year to reduce overcrowding. This will be asked the Sub Dean to review the existing arrangements with Medicine and AMU to improve distribution of students.</td>
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