Years 1 & 2 Annual Comparison Report
Student Evaluation Questionnaire (SEQ) Summary, 2015-16

This comparison report is a summary of the SEQ feedback from Years 1 & 2, which has been circulated at regular intervals throughout the 2015-16 academic year. The SEQs are a mixture of numeric and written feedback. The numeric feedback has been colour coded green, amber and red. The responses are on a five and six point scale[1] and the percentage is the number of positive responses (i.e. 4 and 5 or Above average, Good and Excellent).

Good	**60-100%**
Not adequate/room for improvement	**40-59%**
Must be improved greatly	**0-39%**

The system provides an indicator of the quality of teaching provided for the module; its statistical relevance will vary depending on the number of students who have provided feedback. We have broken down the data to be module specific – i.e. covering the following:

- Year 1 Circulation and Breathing
- Year 1 Fluids, Nutrition and Metabolism
- Year 1 Foundations of Health and Medical Practice
- Year 1 Infection and Defence
- Year 1 & 2 Student Selected Components
- Year 2 Endocrine Systems and Reproduction
- Year 2 Genetics, Development and Cancer
- Year 2 Movement and Musculoskeletal Biology
- Year 2 Neuroscience and Behaviour

For comparative and reference purposes the information for 2015-16 is presented in conjunction with 2014-15. Text comments relate to 2015-16 student experience.

Year 1

Student Satisfaction	2014-15	2015-16
Overall rating of Circulation and Breathing	**74% (n=126)**	**78% (n=127)**
Overall rating of Fluids, Nutrition and Metabolism	**64% (n=75)**	**93% (n=106)**
Overall rating of Foundations of Health and Medical Practice	**55% (n=186)**	**45% (n=231)**
Overall rating of Infection and Defence	**96% (n=143)**	**96% (n=159)**
Overall rating of Student Selected Components	**78% (n=174)**	**79% (n=151)**

Circulation and Breathing text comments
+ Anatomy teaching and lab sessions.
+ Tutorials, CALs and workshops.
+ Interesting content.
- Repetition of lecture material.
- Insufficient SBAs, SPLs and SGW/tutorials.

Fluids, Nutrition and Metabolism text comments
+ Organisation and structure of the content.
+ Tutorials, lab sessions, PBLs and problem classes.
- Insufficient SBAs.
- Lecture delivery continued after the Easter break.

Foundations of Health and Medical Practice text comments
+ Good introduction to MBBS.
+ Variety of teaching methods used.
- Organisation and structure of the content.
- Too few tutorials.

Infection and Defence text comments
+ Organisation and structure of the content.
+ Quality of teaching.
- Insufficient small group work.
- Tutorial groups were too large.
- Unclear aims of the tutorials.

Student Selected Components text comments
+ Opportunity to get involved in research/lab work.
+ Interesting/enjoyable content – good to do something different to medicine
- Organisation/structure of some SSCs
- Poor organisation of /insufficient information on Moodle.
- Insufficient guidance on assessment of some SSCs

[1] The scale labels may vary, e.g. from 1-*Poor* to 5-*Excellent* (5 point scale) to 1-*Very poor* to 6-*Excellent* (6 point scale)

Year 2

Student Satisfaction	2014-15	2015-16
Overall rating of Endocrine Systems and Reproduction	84% (n=70)	93% (n=110)
Overall rating of Genetics, Development and Cancer	40% (n=29)	86% (n=83)
Overall rating of Movement and Musculoskeletal Biology	66% (n=107)	78% (n=95)
Overall rating of Neuroscience and Behaviour	69% (n=72)	84% (n=80)
Overall rating of Student Selected Components	66% (n=68)	69% (n=91)

Endocrine Systems and Reproduction text comments
+ Organisation and structure of the content.
+ Quality of the teaching.
+ Tutorials, CALs and SPLs.
- Uneven distribution of content throughout module/timetable issues.

Genetics, Development and Cancer text comments
+ Interesting content.
+ Quality of teaching, especially for genetics.
- Repetition of the cancer biology content.
- Insufficient CALs and tutorials.

Movement and Musculoskeletal Biology text comments
+ Organisation and structure of the content.
+ Interesting content, especially anatomy.
- Organisation of the anatomy lab sessions.
- Insufficient time spent on the lower limb.
- Quality of Pharmacology lecture content & slides.

Neuroscience and Behaviour text comments
+ Organisation and structure of the content.
+ Interesting content.
- Uneven distribution of anatomy lectures throughout module.
- Not all lectures available on LectureCast.
- Insufficient coverage of the basics of the subject.

Student Selected Components text comments
+ Interesting content.
+ Excellent speakers/tutors/facilitators
- Insufficient guidance on assessment of some SSCs
- Poor organisation/structure of some SSCs
- Insufficient interactive activities in some SSCs – 3 hour lectures

Years 4 & 5 Annual Central Site Comparison
Student Evaluation Questionnaire (SEQ) Summary, 2015-16

This site comparison is a summary of the SEQ feedback from Years 4 & 5 for the three central sites, which has been circulated at regular intervals throughout the 2015-16 academic year. The SEQs are a mixture of numeric and written feedback. The numeric feedback has been colour coded green, amber and red. The responses are on a five and six point scale[2] and the percentage is the number of positive responses (i.e. 4 and 5 or Above average, Good and Excellent).

Good	**60-100%**
Not adequate/room for improvement	**40-59%**
Must be improved greatly	**0-39%**

The system provides an indicator of the quality of teaching provided for the module; its statistical relevance will vary depending on the number of students who have provided feedback. We have broken down the data to be site-specific and, as far as possible, module and speciality specific – i.e. covering the following:

- Module 4A
- Module 4B
- Module 4C
- Module 5A
- Module 5B
- Module 5C

For comparative and reference purposes the information for 2015-16 is presented in conjunction with 2014-15. Comments relate to 2015-16 student experience.

Module 4A

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	93% (n=29	74% (n=31)	62% (n=34)	75% (n=40)	82% (n=38)	73% (n=44)
Cardiology teaching	69% (n=26)	57% (n=30)	77% (n=39)	68% (n=28)	81% (n=27)	57% (n=30)
Liaison Psychiatry teaching*	20% (n=20)	22% (n=27)	40% (n=30)	44% (n=36)	47% (n=34)	29% (n=34)
Vascular Surgery teaching*	73% (n=85)			75% (n=106)		
GP attachment	83% (n=42)	72% (n=47)	82% (n=67)	78% (n=59)	76% (n=54)	87% (n=61)
Acute Medicine teaching	68% (n=22)	93% (n=27)	77% (n=30)	67% (n=39)	78% (n=37)	89% (n=38)
Preparation for Practice week**	66% (n=85)			58% (n=98)		
Respiratory teaching	87% (n=23)	68% (n=28)	34% (n=35)	72% (n=39)	85% (n=33)	80% (n=45)
Critical Care/ITU teaching	85% (n=20)	64% (n=14)	69% (n=26)	84% (n=38)	92% (n=26)	77% (n=31)

**Not delivered by RF staff. **Taught exclusively at RF.*

Royal Free text comments
+ Quality of Respiratory teaching.
+ Liaison Psych simulation sessions.
- Cancellation of Cardiology teaching. Teaching too ECG-focused.
- Liaison Psych week was too lecture-focused with repetition of material.
- Insufficient Acute teaching.

UCLH text comments
+ Quality of Cardiology, Acute and Respiratory teaching.
+ Liaison Psych simulation sessions.
- Insufficient Cardiology patients to clerk.
- Cancellation of Cardiology teaching at Barnet.
- Liaison Psych week was too lecture-focused and ward sessions were poorly organised.

Whittington text comments
+ Quality of Cardiology teaching, especially bedside.
+ Acute teaching and opportunities to get involved with patients e.g. in night takes
+ Quality of bedside Respiratory teaching.
+ Liaison Psych simulation sessions.
- Insufficient Cardiology patients to clerk.
- Liaison Psych week was too lecture-focused.
- Insufficient/cancellation of Respiratory teaching.

[2] The scale labels may vary, e.g. from 1-*Poor* to 5-*Excellent* (5 point scale) to 1-*Very poor* to 6-*Excellent* (6 point scale)

Module 4B

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	54% (n=52)	80% (n=40)	49% (n=37)	63% (n=35)	70% (n=46)	49% (n=53)
Movement – Rheumatology teaching	67% (n=49)	91% (n=32)	60% (n=20)	69% (n=36)	93% (n=43)	57% (n=51)
Movement – Orthopaedics and Trauma teaching	42% (n=48)	67% (n=33)	86% (n=21)	39% (n=36)	70% (n=43)	57% (n=51)
Gastrointestinal/Hepatobiliary surgical firm teaching	64% (n=50)	83% (n=41)	42% (n=33)	83% (n=35)	67% (n=43)	59% (n=46)
Peri-operative and Anaesthetics teaching	38% (n=50)	80% (n=40)	97% (n=33)	57% (n=35)	93% (n=42)	79% (n=47)
Gastroenterology/Hepatology medical firm teaching	67% (n=49)	78% (n=37)	47% (n=32)	80% (n=35)	83% (n=40)	65% (n=46)
Digestive Health formal teaching	46% (n=48)	48% (n=40)	16% (n=31)	71% (n=35)	51% (n=41)	20% (n=46)
GP attachment	69% (n=97)	61% (n=72)	89% (n=53)	68% (n=47)	68% (n=59)	87% (n=71)

Royal Free text comments
+ Enthusiastic anaesthetists.
+ Quality of Digestive Health teaching.
- Lack of Rheumatology teaching, especially bedside.
- Orthopaedic timetable and the relevance of the trauma meetings.
- Variations in quality of surgical and medical GI teaching.
- Lack of anaesthetics tutorials: lecture-based teaching.

UCLH text comments
+ Quality of Rheumatology & Orthopaedic teaching.
+ Fracture clinics.
+ Enthusiastic anaesthetists – quality of teaching.
- Variations in quality of surgical and medical GI teaching.
- Relevance of the trauma meetings.

Whittington text comments
+ Quality of GI teaching.
+ Enthusiastic anaesthetists – quality of teaching.
Variable views on the integration of Rheumatology & Orthopaedic teaching.
- Variations in quality of surgical and medical GI teaching. Lack of liver patients.
- Poor consultant attendance at JCCP sessions.
-Student-led Rheumatology teaching sessions.

Module 4C

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	48% (n=33)	53% (n=19)	76% (n=37)	86% (n=36)	68% (n=31)	51% (n=43)
Endocrinology teaching	45% (n=33)	57% (n=23)	41% (n=32)	77% (n=30)	55% (n=20)	21% (n=34)
Haematology teaching	74% (n=43)	67% (n=30)	97% (n=35)	39% (n=23)	60% (n=25)	74% (n=35)
Infection/Immunity/Microbiology teaching	61% (n=44)	37% (n=30)	86% (n=35)	87% (n=23)	68% (n=25)	64% (n=36)
Renal teaching*	57% (n=104)			56% (n=85)		
Neurology teaching at Royal Free	92% (n=48)			85% (n=46)		
Neurology teaching at Queen's Square	93% (n=43)			70% (n=37)		
GP attachment	74% (n=88)	81% (n=59)	77% (n=84)	80% (n=25)	71% (n=24)	76% (n=33)

**Teaching is either at RF or provided by RF staff at both UCH and the Whittington. Less than 1 hour per week of bedside teaching may take place by a member of Whittington staff.*

Royal Free text comments
+ Quality of Endocrinology tutorials & seminars.
+ Quality of Haematology teaching.
+ Tour of the microbiology lab and quality of infection teaching.
+ Tottenham Hale renal clinics.
+ Quality of Neurology teaching, especially bedside.
- Some Haematology teaching was too specialised.

UCLH text comments
+ Quality of Endocrinology clinics.
+ Quality of Haematology teaching (when it occurred).
+ Quality of infection teaching.
- Cancellation of Haematology teaching.
- Cancellation of infection teaching.

Whittington text comments
+ Quality of Haematology teaching.
+ Quality of teaching, especially on antibiotics.
- Insufficient/cancelled Endocrinology teaching.
- Insufficient Haematology teaching.
- Insufficient infection teaching.

Module 5A

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	78% (n=23)	92% (n=24)	92% (n=24)	81% (n=27)	89% (n=27)	82% (n=17)
Paediatrics teaching	59% (n=32)	90% (n=29)	83% (n=29)	56% (n=25)	70% (n=30)	68% (n=25)
Dermatology teaching	63% (n=32)	66% (n=29)	83% (n=29)	77% (n=26)	59% (n=29)	88% (n=25)

Royal Free text comments
+ Dermatology clinics, especially rapid access.
+ Quality of Paediatric tutorials.
- Engagement of some of the Paediatric staff.

UCLH text comments
+ Paediatric tutor system.
+ Quality of Paediatric teaching (when it occurred).
Variable experience of Dermatology clinics and teaching.
- Cancellation of/insufficient Paediatric teaching.

Whittington text comments
+ Quality of Paediatric teaching.
+ Paediatric team gets students involved.
+ Quality of Dermatology teaching and clinics.
- Insufficient time on Paediatric wards.
- Insufficient Dermatology exposure overall.

Module 5B

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	65% (n=23)	70% (n=27)	75% (n=36)	93% (n=30)	78% (n=36)	88% (n=25)
O&G teaching	67% (n=27)	77% (n=30)	73% (n=33)	70% (n=30)	79% (n=28)	69% (n=29)
Urology teaching	44% (n=32)	37% (n=19)	68% (n=31)	61% (n=31)	66% (n=38)	76% (n=21)
GUM/HIV teaching*	88% (n=86)			95% (n=91)		
Breast teaching	12% (n=26)	24% (n=29)	6% (n=33)	57% (n=30)	36% (n=28)	28% (n=29)

**GUM teaching is not taught at the central sites.*

Royal Free text comments
+ Quality of O&G teaching (when it occurred).
+ Quality of Urology teaching.
+ Involvement in Breast clinics.
- Cancellation/rescheduling of O&G teaching.
- Limited opportunities to get involved with Urology patients.
- Insufficient/cancelled Breast teaching.

UCLH text comments
+ Quality of O&G teaching (when it occurred).
- Cancellation of O&G teaching
- Cancellation of Urology clinics.
- Limited opportunities to get involved with Urology patients.
- Quality and quantity of breast teaching.
- Opportunities to get involved with Breast patients.

Whittington text comments
+ Quality of O&G and Urology teaching.
+ Friendly Urology team, who got students involved.
+ Quality of the Breast radiology teaching.
- Cancellation of O&G tutorials.
- Limited opportunities to clerk O&G patients.
- Scheduling of Breast tutorials – not every student could attend.

Module 5C

	2014-15 (Overall Year)			2015-16 (Overall Year)		
Student Satisfaction	**Royal Free**	**UCLH**	**Whittington**	**Royal Free**	**UCLH**	**Whittington**
Module rating	**74% (n=31)**	**78% (n=23)**	**88% (n=17)**	**76% (n=25)**	**71% (n=17)**	**79% (n=28)**
Ophthalmology teaching at Royal Free*	**59% (n=70)**			**47% (n=90)**		
Ophthalmology teaching at Moorfields*	**97% (n=69)**			**94% (n=93)**		
ENT teaching**	**47% (n=72)**			**51% (n=94)**		
COOP teaching	**60% (n=30)**	**72% (n=25)**	**83% (n=23)**	**59% (n=34)**	**78% (n=23)**	**78% (n=36)**
Oncology teaching***	**89% (n=18)**	**57% (n=53)**	**N/A**	**91% (n=23)**	**76% (n=72)**	**N/A**

**Taught at RF or Moorfield's only. **Taught exclusively at UCH. ***N/A: Oncology is not taught at Whittington.*

Royal Free text comments
+ Organisation of COOP placement and quality of teaching.
+ Welcoming, helpful Oncology team.
+ Quality of Oncology teaching.
- Insufficient COOP bedside teaching.
- Cancellation of Ophthalmology teaching.

UCLH text comments
+ Opportunities to clerk patients on the COOP and Oncology placements.
+ Teaching session on Oncological Emergencies.
Variable quality of COOP teaching.
- Quality and organisation of ENT Head and Neck day.
- Cancellation of ENT quizzes.
- Cancellation of Oncology teaching.

Whittington text comments
+ Quality of COOP teaching.
- Cancellation of COOP teaching sessions.

Years 5 & 6 Annual Site Comparison
Student Evaluation Questionnaire (SEQ) Summary, 2015-16

This site comparison is a summary of the SEQ feedback from Years 5 & 6 for the sites (excluding central sites), which has been circulated at regular intervals throughout the 2015-16 academic year. The SEQs are a mixture of numeric and written feedback. The numeric feedback has been colour coded green, amber and red. The responses are on a five and six point scale[3] and the percentage is the number of positive responses (i.e. 4 and 5 or Above average, Good and Excellent).

Good	**60-100%**
Not adequate/room for improvement	**40-59%**
Must be improved greatly	**0-39%**

The system provides an indicator of the quality of teaching provided for the module; its statistical relevance will vary depending on the number of students who have provided feedback. We have broken down the data to be site-specific and, as far as possible, module and speciality specific – i.e. covering the following:

- Module 5A
- Module 5B
- Module 5C
- Year 6 End of attachment

For comparative and reference purposes, the information for 2015-16 is presented in conjunction with 2014-15. Comments relate to 2015-16 student experience.

Modules 5A & 5B

	2014-15 (Overall Year)							2015-16 (Overall Year)						
Student Satisfaction	**Barnet**	**Basildon**	**Lister**	**Luton & Dunstable**	**North Middlesex**	**Queen's**	**Watford**	**Barnet**	**Basildon**	**Lister**	**Luton & Dunstable**	**North Middlesex**	**Queen's**	**Watford**
Paediatrics teaching	81% (n=16)	86% (n=7)	88% (n=8)	79% (n=33)	83% (n=12)	80% (n=10)	100% (n=5)	93% (n=15)	70% (n=10)	86% (n=7)	100% (n=14)	90% (n=10)	100% (n=1)	83% (n=6)
O&G teaching	57% (n=7)	60% (n=15)	73% (n=11)	89% (n=18)	52% (n=21)	78% (n=9)	0% (n=7)	31% (n=13)	33% (n=12)	100% (n=12)	88% (n=16)	92% (n=13)	56% (n=9)	63% (n=8)

Barnet text comments
+ Friendly and welcoming O&G team.
+ Good procedural exposure in O&G.
+ Friendly Paediatric team, who involved students.
- Insufficient O&G formal teaching sessions.
- Quality of the accommodation.

Basildon text comments
+ Friendly and welcoming O&G team.
+ Quality of O&G teaching.
+ Quality of Paediatric teaching.
+ Opportunities to clerk Paediatric patients.
- Insufficient O&G formal teaching sessions.
- Cancellation of Paediatric teaching.

Lister text comments
+ Quality of O&G teaching.
+ Opportunities to clerk patients.
+ Quality of Paediatric teaching (when it happened).
- O&G placement was disrupted by CPP teaching on Fridays.
- Insufficient Paediatric teaching, especially consultant-led.

Luton & Dunstable text comments
+ Quality of O&G teaching, especially consultant-led.
+ Quality of Paediatric teaching.
+ Friendly Paediatric team, who involved students.
- Lack of time on wards/opportunities to clerk O&G patients.
- Fragmented organisation of O&G teaching.
- Cancellation of Paediatric teaching.

North Middlesex text comments
+ Quality of O&G teaching.
+ Exposure to wide range of O&G opportunities.
+ Quality of Paediatric teaching.
+ Friendly Paediatric team, who involved students.
- Ad hoc O&G timetable.

Queen's text comments
+ Quality of O&G teaching.
Variable opportunities to get involved with O&G patients.
No comments were received about Paediatric teaching.

Watford text comments
+ Quality of O&G teaching.
+ Friendly Paediatric team, who involved students.
+ Opportunities to clerk Paediatric patients.
- Insufficient O&G formal teaching sessions.
- Cancellation of Paediatric teaching.

[3] The scale labels may vary, e.g. from 1-*Poor* to 5-*Excellent* (5 point scale) to 1-*Very poor* to 6-*Excellent* (6 point scale)

Module 5C Psychiatry sites

	2014-15 (Overall Year)				2015-16 (Overall Year)			
Student Satisfaction	BEHMHT	CIFT	PHNL	PHSL	BEHMHT	CIFT	PHNL	PHSL
Psychiatry teaching	72% (n=18)	28% (n=40)	89% (n=9)	100% (n=12)	88% (n=16)	73% (n=55)	100% (n=7)	80% (n=5)

BEHMHT text comments
+ Quality of teaching, especially Dr Tobiansky's revision lecture.
+ Access to patients on the wards.
- Insufficient formal teaching sessions.

CIFT text comments
+ Friendly and welcoming team.
+ Prison/home visits.
+ Quality of teaching.
Variable opportunities to clerk/access inpatients.
- Bedside teaching.
- Lack of interaction with some doctors as they were too busy.
- Organisation of the timetable.

PHNL text comments
+ Quality of consultant teaching.
+ Access to patients on the wards.

PHSL text comments
+ Opportunities to clerk patients.
+ Quality of teaching
+ Friendly, helpful team.

Module 5C Palliative Care sites

Student Satisfaction	Islington ELiPSe and Camden Palliative Care	Marie Curie Hampstead	Meadowhouse (Ealing Hospital)	Michael Sobell (Mt Vernon)	North London Hospice Enfield	North London Hospice Finchley (Community Team)	North London Hospice Finchley (Dr Baxter)	Northwick Park Palliative Care	Palliative Care Barnet	Pembridge Unit	St John's & St Elizabeth's Hospice	St Joseph's (Hackney)	St Luke's (Harrow)	UCLH Palliative Care Team
Palliative care teaching 2014-15	75% (n=4)	80% (n=10)	83% (n=6)	75% (n=4)	100% (n=2)	100% (n=3)	100% (n=7)	70% (n=10)	67% (n=3)	100% (n=4)	60% (n=5)	50% (n=4)	33% (n=3)	100% (n=7)
Palliative care teaching 2015-16	55% (n=11)	100% (n=12)	100% (n=5)	83% (n=6)	100% (n=5)	100% (n=6)	71% (n=7)	100% (n=5)	83% (n=6)	100% (n=6)	100% (n=1)	73% (n=11)	50% (n=4)	82% (n=11)

Islington ELiPSe and Camden Palliative Care text comments
- Lack of medical teaching on community placements.

Marie Curie Hampstead text comments
+ Quality of experience.
+ Involvement with patients.
+ Quality of ward rounds.

Meadowhouse (Ealing Hospital) text comments
+ Quality of experience.
+ Quality of teaching.

Michael Sobell text comments
+ Opportunities to clerk patients.
+ Quality of teaching.
- Timing of ward rounds.

North London Hospice Enfield text comments
No comments received.

Finchley (Community Team) text comments
- Insufficient exposure overall to palliative care.

Finchley (Dr Baxter) text comments
Variable quality of visits.
- Staff unsure what to do with students.

Northwick Park Palliative Care text comments
+.Quality of experience.
- Lack of continuity of teaching sessions.

Palliative Care Barnet text comments
+ Quality of teaching.
- Insufficient experience of how to manage patients.

Pembridge Unit text comments
+ Quality of teaching.
- Insufficient time clinically.

St John's & St Elizabeth's Hospice text comments
- Insufficient exposure overall to palliative care.

St Joseph's (Hackney) text comments
+ Felt like part of the team.
+ Friendly team.
- Insufficient prescribing teaching.

St Luke's (Harrow) text comments
- Insufficient teaching, especially on prescribing.

UCLH Palliative Care Team text comments
+ Quality of ward rounds.
- Insufficient exposure overall to palliative care.

Year 6 End of attachment

	2014-15 (Overall Year)						2015-16 (Overall Year)					
Student Satisfaction	**Barnet**	**Basildon**	**Lister**	**Luton & Dunstable**	**North Middlesex**	**Watford**	**Barnet**	**Basildon**	**Lister**	**Luton & Dunstable**	**North Middlesex**	**Watford**
Placement rating	100% (n = 14)	94% (n = 16)	89% (n = 9)	92% (n = 12)	75% (n = 8)	100% (n = 6)	88% (n=8)	86% (n=14)	100% (n=9)	80% (n=20)	64% (n=11)	91% (n=11)
Overall rating of Medicine	100% (n = 8)	89% (n = 9)	67% (n = 6)	75% (n = 8)	100% (n = 5)	100% (n = 1)	89% (n=9)	92% (n=12)	83% (n=6)	79% (n=14)	82% (n=11)	100% (n=2)
Overall rating of Surgery	63% (n = 8)	25% (n = 12)	60% (n = 5)	13% (n = 8)	50% (n = 6)	100% (n = 1)	56% (n=9)	78% (n=9)	86% (n=7)	43% (n=14)	56% (n=9)	0% (n=3)
Overall rating of Emergency Medicine	100% (n = 6)	75% (n = 4)	0% (n = 4)	100% (n = 4)	100% (n = 2)	100% (n = 5)	100% (n=7)	75% (n=8)	100% (n=2)	89% (n=9)	55% (n=11)	100% (n=4)
Overall rating of Long Term Conditions	50% (n = 6)	43% (n = 7)	33% (n = 3)	25% (n = 4)	0% (n = 3)	20% (n = 5)	57% (n=7)	50% (n=10)	40% (n=5)	70% (n=10)	55% (n=11)	0% (n=4)
Overall rating of Supervision	86% (n = 14)	60% (n = 15)	56% (n = 9)	58% (n = 12)	50% (n = 8)	33% (n = 6)	78% (n=9)	71% (n=14)	89% (n=9)	50% (n=20)	40% (n=10)	55% (n=11)
Overall rating of Accommodation	0% (n = 10)	13% (n = 15)	22% (n = 9)	67% (n = 12)	67% (n = 6)	20% (n = 5)	33% (n=6)	21% (n=14)	67% (n=9)	90% (n=20)	60% (n=10)	0% (n=10)

Barnet text comments
+ Opportunities to get involved, especially in Medicine and A&E placements.
+ Quality of teaching.
+ Support from staff.
- Organisation of clinic weeks.
- Chronic care placement.

Basildon text comments
+ Quantity and quality of teaching.
+ Opportunities to get involved.
- Lack of consultant-led teaching.
- Quality of accommodation.

Lister text comments
+ Quality of teaching, especially clinical skills.
+ Opportunities to get involved.
- Attitude to students in some clinics.
- Insufficient bedside teaching.

Luton & Dunstable text comments
+ A&E and Medicine placements.
+ Quality of teaching.
+ Felt like part of the team.
- Cancellation of teaching, especially bedside.
- Lack of opportunities to get involved on the wards.
- Too many students.

North Middlesex text comments
+ Felt like part of the team.
+ Clinical and practical experience.
+ Chronic care placement.
- Insufficient time on the wards.
- Administration.
- Lack of inpatients.

Watford text comments
+ Quality of teaching, especially tutorials.
+ Opportunities to get involved.
+ Medicine and A&E placements.
- Lack of bedside teaching, especially by consultants.
- Quality of accommodation.
- Long-term conditions placement.

League of satisfaction 2015-16

This data is generated from the question in the SEQs that asks students' overall satisfaction with the taught module/clinical placement.

Site	Placement	Overall satisfaction	Year
Luton & Dunstable	Paediatrics	100%	5
Queens	Paediatrics	100%	5
Lister	O&G	100%	5
PHNL	Psychiatry	100%	5
Lister	DGH placement overall	100%	6
Watford	Medicine	100%	6
Barnet	Emergency Medicine	100%	6
Lister	Emergency Medicine	100%	6
Watford	Emergency Medicine	100%	6
UCL	Infection and Defence	96%	1
Barnet	Paediatrics	93%	5
UCL	Endocrine Systems and Reproduction	93%	2
UCL	Fluids, Nutrition and Metabolism	93&	1
Royal Free	Module B	93%	5
North Middlesex	O&G	92%	5
Basildon	Medicine	92%	6
Watford	DGH placement overall	91%	6
North Middlesex	Paediatrics	90%	5
Barnet	Medicine	89%	6
Luton & Dunstable	Emergency Medicine	89%	6
UCLH	Module A	89%	5
Whittington	Module B	88%	5
Luton & Dunstable	O&G	88%	5
BEHMHT	Psychiatry	88%	5
Barnet	DGH placement overall	88%	6
Lister	Paediatrics	86%	5
Basildon	DGH placement overall	86%	6
Lister	Surgery	86%	6
UCL	Genetics, Development and Cancer	86%	2
Royal Free	Module C	86%	4
UCL	Neuroscience and Behaviour	84%	2
Watford	Paediatrics	83%	5
Lister	Medicine	83%	6
North Middlesex	Medicine	82%	6
UCLH	Module A	82%	4
Whittington	Module A	82%	5
Royal Free	Module A	81%	5
PHSL	Psychiatry	80%	5
Luton & Dunstable	DGH placement overall	80%	6
Luton & Dunstable	Medicine	79%	6
UCLH	O&G	79%	5
Whittington	Module C	79%	5
UCL	Student Selected Components	79%	1
Basildon	Surgery	78%	6
UCL	Circulation and Breathing	78%	1
UCL	Movement and Musculoskeletal Biology	78%	2
UCLH	Module B	78%	5
Royal Free	Module C	76%	5
Basildon	Emergency Medicine	75%	6
Royal Free	Module A	75%	4
CIFT	Psychiatry	73%	5
Whittington	Module A	73%	4
UCLH	Module C	71%	5
Basildon	Paediatrics	70%	5
Luton & Dunstable	Long Term Conditions	70%	6
UCLH	Module B	70%	4
UCLH	Paediatrics	70%	5
Royal Free	O&G	70%	5
Whittington	O&G	69%	5
UCL	Student Selected Components	69%	2
UCLH	Module C	68%	4

Whittington	Paediatrics	68%	5
UCL	Cancer Biology	65%	2
North Middlesex	DGH placement overall	64%	6
Watford	O&G	63%	5
Royal Free	Module B	63%	4
Barnet	Long Term Conditions	57%	6
Queens	O&G	56%	5
Barnet	Surgery	56%	6
North Middlesex	Surgery	56%	6
Royal Free	Paediatrics	56%	5
North Middlesex	Emergency Medicine	55%	6
North Middlesex	Long Term Conditions	55%	6
Whittington	Module C	51%	4
Basildon	Long Term Conditions	50%	6
Whittington	Module B	49%	4
UCL	Foundations of Health and Medical Practice	45%	1
Luton & Dunstable	Surgery	43%	6
Lister	Long Term Conditions	40%	6
Basildon	O&G	33%	5
Barnet	O&G	31%	5
Watford	Surgery	0%	6
Watford	Long Term Conditions	0%	6