

**Undergraduate  
Medical Training  
Financial  
Accountability &  
Quality  
Enhancement  
Annual Report  
2017/18**

Status of this report

This report has been prepared for the sole use by HEE (NCEL), and no responsibility is taken by the Medical School to any director / member or officer in their individual capacity, or to any third party.

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# Introduction

UCL has educated doctors since 1834 and the medical school sits in the heart of London. Working closely with several major teaching hospitals it provides a truly world class medical education. The Medical School is currently ranked 10th in the world in the QS World University Rankings (2018) and 7th in the UK by the Complete University Guide 2018.

With an internationally acknowledged faculty of education and research leaders and a committed team of NHS based teachers, together with our associated university hospitals and a wide range of other placement providers, we aim to provide the best possible student experience and prepare our graduates to meet the needs of today's and tomorrow's patients and to thrive in 21st century healthcare environments.

UCL Medical School has a range of clinical facilities, teaching laboratories, lecture theatres and libraries. The infrastructure, the dedicated team of internationally acknowledged world leaders and highly trained technical staff provide the ideal learning environment for medical students.

- One of the top ranking universities in the UK for research in basic medical sciences and clinical medicine
- Experiencing research-led teaching from current leaders in basic medical science and clinical medicine
- Opportunity to learn anatomy through dissection, in addition to prosection, computer simulation imaging and other modern methods
- Clinical teaching in some of London's world famous hospitals, by leading healthcare professionals
- Opportunity to practise clinical skills in our fully equipped clinical skills centres
- A medical school truly integrated into the multi-faculty institution of UCL with all the associated benefits in terms of sporting, cultural and social facilities
- The widest range of integrated BSc opportunities in the UK
- Strongly supportive environment with welfare clinics to address medical students' concerns

## Detailed Report

### A. Student number time series information to highlight future bulge and fallow intakes

#### Student population as at 1 December 2017

**Table 1** Student Population by year group and by Home / EU and Overseas as at 1 December 2017

Year Group	Home/EU	Overseas	Total Population
Year 1	293	22	315
Year 2	299	23	322
Year 3 ( <i>iBSc</i> )	249	30	279
Year 4	304	27	331
Year 5	334	23	357
Year 6	338	19	357

## Forecast for Autumn 2019 intake

**Table 2** Forecast for Autumn 2019 intake by year group and by Home / EU and Overseas

Year Group	Home/EU	Overseas	Total Population
Year 1	320	22	342
Year 2	322	22	344
Year 3 ( <i>iBSc</i> )	246	23	269
Year 4	355	23	378
Year 5	303	32	335
Year 6	322	22	344

## Number of qualifiers in 2017

**Table 3** Number of qualifiers in 2017

	Number qualified, repeating or failed
Qualified	336
Repeating	0
Failed	0
Did not complete / withdrew	1
<b>Total</b>	<b>337</b>

## **B. Summary of SIFT expenditure against budget**

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**Table 4      Summary of SIFT expenditure 1 April 2017 to 31 March 2018**

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## C. Reporting of quality assurance exercises

UCL Medical School (UCLMS) has a robust framework for quality measurement, assurance and enhancement in the MBBS programme. The Quality Assurance Unit (QAU) is led by the Academic Lead for Quality, who is supported by a full-time QA Manager, a part-time QA Administrator and a part-time Clinical Teaching Fellow.

The role of the QAU is to ensure that high standards and good practice within the teaching, learning and assessment processes for UCL's undergraduate medical programme are recognised and rewarded and problems are rapidly identified and addressed. In order to fulfil this role, the QAU is responsible for:

- Internal monitoring of the Medical School's courses, modules, clinical placements and teachers through:
  - The development and dissemination of teaching standards and guidelines.
  - Collecting feedback via student evaluation questionnaires (SEQs), which students are asked to complete at the end of each taught module/clinical placement.
  - Collecting other student experience data via online reporting systems: *Raising Concerns* where students report any issues with their clinical placements or experiences that have concerned them; *Name and Proclaim* where students highlight individuals who have inspired/impressed them; and *No-shows* where students report the unexpected cancellation of teaching where no alternative provisions have been made.
  - The Medical Education Providers' Annual Return (MEPAR), which is an online self-evaluative statement completed by each Trust/site that provides clinical placements to UCLMS students.
  - Liaison with student representatives through undergraduate teaching committees, staff and student consultative committees and working groups.
  - QAU visits to NHS sites under its visits policy.
  - Overseeing the Reward and Recognition scheme, which includes the Excellence in Medical Education Awards, Top Teacher and Top Administrator Awards and the Junior Doctors' Certificate of Merit.
- External monitoring, which ensures that procedures are established and maintained to allow UCLMS to respond in a transparent manner to the regulatory requirements of: the

QAA (via UCL's annual monitoring and reporting processes); the GMC (via the Medical School Annual Return); and HEE (via this annual return).

The Medical School's Quality Management and Enhancement Committee is responsible for the overview of academic standards and quality assurance and enhancement processes within UCLMS and for the development of policy and practice in relation to such processes. The committee reports to the MBBS Teaching Committee, the Dean and the Faculty Undergraduate Teaching Committees of Brain Sciences, Life Sciences, Population Health Sciences and Medical Sciences.

The QAU works closely with: our clinical placement providers; UCL's Tariff Manager; UCL Academic Services; and committees across the Medical School.

**QA of Clinical Placement Providers:**

Appendix 1: SEQ annual comparison and summary report 2017-18

Appendix 2: MEPAR 2017-18 summary report

Appendix 3: QAU visit to Whittington Health NHS Trust December 2017

Appendix 4: Year 6 DGH visits 2017-18

**QA of the MBBS Programme:**

Appendix 5: 2017-18 Medical School Annual Return

## **D. Summary of developments, innovations, best practice to include significant future changes to the curriculum or any other important achievements**

During the 2017-18 academic year, UCLMS implemented actions in several key areas.

### **Planning for curriculum mapping**

UCLMS launched a project to explore how to map and represent the MBBS curriculum. This was in response to feedback from students about a lack of curriculum guidance and understanding of when and where learning might be examined in an integrated programme. A project team has now been recruited consisting of a learning technologist, Clinical Teaching Fellow, Academic Lead and a project manager, who will be taking the project forward over the next year. The programme will ultimately be mapped to the revised national GMC *Outcomes for Graduates* document and a curriculum visualisation tool will be created for use by staff and students.

### **Implementing service standards**

Service standards for the administration of MBBS integrated modules and clinical placements commissioned by UCLMS were introduced from September 2017 to cover various aspects of module and placement administration and in response to longstanding, poor student ratings of 'organisation and management'. Examples of the requirements include: the production of placement *Outlook* timetables two weeks prior to the start of a placement; the timely and consistent inclusion of teaching material on Moodle; the use of a standard email signature for MBBS correspondence; and the introduction of cross-cover and generic inboxes, where required, to ensure a high level of service is provided to MBBS students. Implementation of the standards was monitored termly during the 2017-18 academic year and the results were communicated to divisional managers, who worked with UCLMS to ensure that the standards were met.

### **Improving assessment and feedback**

UCLMS completed a review of coursework feedback to streamline the types used, including workplace-based assessments, and to ensure that good quality and timely feedback was provided for items of submitted work. iPads were used for the first time in the clinical examinations in years 2, 4 and 5 of the programme so examiners could contemporaneously record the marks and feedback comments for individual students. In addition, any examiner errors were identified and resolved promptly. Work was also undertaken with our medical society (MedSoc) to improve the formative OSCE provision.

### **Enhancing school pride and belonging**

UCLMS recognises it is hard for students to feel a sense of belonging and experience rich relationships with staff, fellow students and alumni. A major, wide-ranging project in 'belonging' was launched in 2017, that included: more social events where staff mingle with students; welcome and celebration events; support of new student societies; staff attendance at sporting events; and liberal distribution of branded *UCL Doctor* merchandise.

### **Building connections with alumni**

A project was launched to enhance the relationships between the medical school and its alumni and the students and alumni, including: seconding a member of staff to alumni and student liaison; establishing an Alumni Advisory Committee to bring together all the alumni groups under an umbrella organisation; organising multiple alumni reunions with student involvement; reviewing the alumni section of the UCLMS website; and connecting staff and alumni 'patrons' with student societies/groups. Emphasis was placed on increasing the opportunities for alumni and students to interact, through both curricular and extracurricular events, and for the former to provide mentoring and support to the latter.

### **Review of student bursaries and clarification of the mechanism for applying for hardship funds**

As a result of the alumni project, philanthropic donations from alumni to the medical school have increased. A review of the student bursary system was launched to: ensure student awareness of the available funding was enhanced; clarify the application process; and increase the transparency and fairness of the bursary allocation process. A simplified bursary application process has been introduced on Moodle. The promotion of bursaries has been greatly enhanced through: the inclusion of finance talks in Introductory & Orientation Modules for all years of the programme; articles in student newsletters; and a re-organisation of the relevant section of the website.

### **Enhancing Widening Participation (WP)**

The medical school has developed a WP strategy, which will be consulted on during 2018-19, before being implemented. The 'Target Medicine' programme, which involves current medical students mentoring year 12-13 pupils from a WP background to prepare them to apply for medical school, continues to be oversubscribed with approximately two applications for every place. During 2017-18, evaluation of the effectiveness of the programme was introduced, along with a follow-up survey to identify whether the pupils applied for medical school/university after completing it.

A one-day 'Become' event for Black African and Black Caribbean pupils in years 9 & 10 was organised and facilitated by current medical students. The event received 500 applications for 35 places and capacity was increased to 65 due to the level of popularity. The day included Q&A sessions with students and doctors from Black African and Black Caribbean backgrounds and taster sessions on ethics, clinical skills and the journey of a medical student. In addition, UCLMS is taking part in a London-wide review of medical school access and WP practices.