

Site:	Barnet
Date:	4 <sup>th</sup> December 2017
Attendees:	Barnet: UCL:

**1. Discussion points identified prior to visit:**

Good practice:

- High quality teaching: student feedback, especially via the SEQs, regularly highlights the quality of teaching at Barnet.
- Simulation sessions and the intention to introduce more during Preparation for Practice placements: students do not formally undertake simulation, however, Dr x has recently taken delivery of an “I simulate” and is planning to provide sessions during the Preparation for Practice placements. In addition, the clinical teaching fellows (CTFs) at the Royal Free and Barnet are planning the use of simulation facilities at both sites during the Preparation for Practice placements.
- Opportunities offered by the broad range of services at Barnet & Chase Farm and in the community: Chase Farm will open fully in 2018 and will offer day and elective surgery and a short stay ward. Current surgery at Barnet may be affected as a result. Students on their Preparation for Practice placements will potentially have the opportunity to follow patients through from pre to post-operative care at Chase Farm. Dr xx has a meeting scheduled to discuss what undergraduate education can be offered at the site, after which he will plan a couple of example days to share with the year 6 team.
- Innovative teaching sessions introduced by the CTF: see above.

Concerns:

- Quality of the LTC placements: see below
- Lack of on-site accommodation - Dr in the House: see below
- Competition students face for learning opportunities: Trust and Ningbo observers are present at both the Royal Free and Barnet. Although the students should be given priority over any observers, they may compete with them for opportunities.

Additional areas to discuss during the visit:

- Plans for on-site accommodation for medical students: see below
- New format of mock OSCEs: see below

**2. Issues to be discussed during the visit:**

<ul style="list-style-type: none"> <li>• SEQ</li> </ul>	<p>Preparation for Practice: the undergraduate team has concentrated on improving the quality of these placements as satisfaction with them has decreased. The Foundation TPD has expressed an interest in leading the programme and can work with the CTF to deliver the required changes. Engagement with the SEQs: this is generally quite low. Dr xxx suggested hosting a ‘leavers’ lunch’ or something similar at the end of the placement and making laptops available on which the students could answer the SEQs.</p>
<ul style="list-style-type: none"> <li>• Accommodation</li> </ul>	<p>For 2017-18, the accommodation office had tried to place students with ‘Dr in the House’ hosts as close to the hospital as possible and the team confirmed that the scheme is working better than previously. Students who don’t take up the option of accommodation, and some of those who do, may reclaim their travel expenses and this should be clarified to the students.</p> <p>The long-term aim is to provide key worker accommodation on site, but there are no timelines at present.</p>
<ul style="list-style-type: none"> <li>• Library and IT facilities</li> </ul>	<p>The library has now been taken over by UCL, which may lead to future changes to the service. The library is currently open 8am-5pm during the</p>

	<p>week and is closed at weekends. The students are allocated log-ins to the Trust systems.</p>
<ul style="list-style-type: none"> <li>Mock OSCEs &amp; New Finals format 2017-18</li> </ul>	<p>The new format of the mock OSCEs worked well. Barnet will not be hosting finals OSCEs, but Dr xxx suggested the potential to 'buddy up' with another site, e.g. North Middlesex, so members of the team could observe the OSCEs being held there.</p>
<ul style="list-style-type: none"> <li>Any local site issues</li> </ul>	<p>LTC: students have 2 weeks of clinics at Barnet/Chase Farm and 2 weeks offsite. However, not all of them are keen to make the most of the opportunities available at the local community hospitals, e.g. in Potters Bar, as they don't want to travel to the sites. Yy said that attendance was quite poor for the LTC placements with a high incidence of unreported sickness absence. Dr xxx reminded the team of the potential to issue Concerns over Attendance and Engagement forms and undertake spot-checks of the students' e-portfolios to verify what they had achieved.</p>
<ul style="list-style-type: none"> <li>Curriculum update from UCL</li> </ul>	<p>Preparation for Practice: owing to amendments to the curriculum elsewhere in the MBBS programme, Care of the Older Person (COOP) and Primary Care need to become more prominent in year 6. Most sites already base their LTC module around COOP, but the potential to get a higher level of GP engagement with the Preparation for Practice placements should be explored. Dr xx confirmed that the Royal Free is keen to provide integrated care, placements in which could be offered to the students. It is often difficult for students to distinguish between their assistantship and Preparation for Practice placements and consultants may not be aware of what the students are capable of undertaking in each. The potential exists to ask students what key areas they need to focus on in the Preparation for Practice placements.</p>
<ul style="list-style-type: none"> <li>Issues raised by students</li> </ul>	<p>Overall: the students liked their placements at Barnet and commented on the friendly staff and the available opportunities. A lot of the current students had applied to return for their Preparation for Practice placements. However, in various placements, there was a lack of consultant bedside teaching. Library: the lack of out of hours' access was an issue and extending the opening hours, even by a couple of hours per day, would be appreciated by the students. Accommodation: approximately 50% of the students were using the Dr in the House scheme. Others had declined due to the commuting distance involved or because they were unsure of the quality of the hosts they would stay with. Mock OSCEs: the students had found the OSCEs and their feedback very helpful, especially as they had time to focus on their weaker areas prior to finals. The clarification between a pass and a clear pass was appreciated as the students were now aware of what they could work on to achieve the latter. Medicine: placements on the MSSU were very good. Some scheduled teaching sessions hadn't happened, but the situation had improved since the CTF had been in post. A&amp;E: the placements were very good and enabled the students to undertake lots of procedures. Dr x organised clinical skills teaching in his own time, which had very good feedback. This was the only clinical skills teaching the students had received to date, although a day had been organised at the end of the week. Surgery: good quality teaching, when it happened. The students had to organise teaching sessions with the surgeon on call and weren't always aware of this at the start of their placements. Booking rooms for teaching was also difficult. LTC: students get 2 weeks of clinics and 2 weeks offsite so their experiences of the placements were varied. The clinic timetable for</p>

	<p>Edgware, Barnet and Chase Farm was out of date and should be reviewed. Due to a lack of space, there were few opportunities for students to see patients on their own. The perceived value of the placements to the students had an effect on attendance.</p> <p>Competition from international observers: the students confirmed that they had been given priority over any international observers they had encountered.</p>
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Agreed action points

Specific finding	Action(s)	Due date	Lead for action
<b>Barnet</b>			
Dr xx to plan a couple of example days at Chase Farm to share with the year 6 team	1. Meeting with Chase Farm Medical Director to discuss educational opportunities - Jan 2018	30/03/2018	
Clarify to the students when they may claim travel expenses	1. Review induction content and ensure process for claiming travel expenses is discussed 2. Update student handbook with process	05/02/2018	
Investigate the extension of the library hours during the week by a couple of hours per evening	1. Contact other DGH sites to see how this is achieved 2. Explore use of other IT facilities in main hospital building for access to IT resources/UCL network 3. Explore staffing and lone working implications for extended library hours	05/02/2018	
Provide additional clinical skills sessions with a facilitator to ensure parity with the other DGH sites	1. Clinical teaching fellow to set up additional clinical teaching sessions 2. Clinical teaching fellow to discuss clinical skills sessions with RFH CTFs	05/02/2018	
Review the LTC clinic timetable for Edgware, Barnet and Chase Farm to ensure its accuracy	1. Clinic timetable to be reviewed with LTC lead and updated	05/02/2018	
Review the structure of the LTC module: 2 weeks of clinics may not be of optimum use to the students	1. Appoint LTC lead (appointed January 2018) 2. LTC lead and site lead meeting 25/01/18 to review LTC structure	05/02/2018	