Welcome to the UCL Medical School Newsletter formerly DoME News.

The title may have changed, but the newsletter continues to be packed with information about the exciting new things happening in our medical school.

UCL Medical School now has what I believe to be the largest group of Clinical Teaching Fellows in the country. Find out more about them and what they are up to on pages 5 and 9.

Never let it be said that we are not willing to try new things. On page 2, Prof Jane Dacre reminds us that the new MBBS 2012 curriculum starts in less than 300 days, with RUMS Senior President Gareth Chan explaining the student input into this process on page 8. Also new is the Simman hi-fidelity simulator that is helping our final year medical students learn how to care for critically-ill patients. Read more from Clinical Skills Tutor Cat Phillips on page 6.

Raising the profile of medical education research and scholarship is one of UCL Medical School’s strategic objectives. On page 6, read about a research collaboration between a UCLMS member of staff and final year medical student, appropriately enough about competition and collaboration between medical students. Student Adam Gwozdz gives an account of presenting this research at the Association for Medical Education Europe conference on page 9.

Enjoy!

Dr Katherine Woolf
Lecturer in Medical Education, UCLMS
Update on the Faculty restructure

Since the last issue of the newsletter, the four new faculties of the School of Life and Medical Sciences have been created formally. We are now a Division in the Faculty of Medical Sciences. Our name is UCL Medical School, or UCLMS.

This change results from the recommendations made by Professor Darrell Evans, in his recent Education Leadership and Governance Review. It gives UCL Medical School a clear identity, a degree of autonomy and an opportunity to progress transformational change. It has prompted a review of the Division of Medical education (DoME) and Medical Student Administration (MSA) structures to align the two units into a new group capable of supporting the Medical School’s strategic objectives for medical education research & scholarship, taught graduate programmes, and the MBBS programme. We will focus on the student experience, with the aim of becoming a “new” medical school in a traditional research based university environment, building on UCL’s excellence in research and medical education to become one of the best and most highly rated medical schools in the world.

I am delighted to introduce the Divisional senior team:

Divisional Manager: Heather Mitchell
MBBS Manager: Gaynor Jones

With the help of Heather and Gaynor, we are now looking at the Divisional structures to ensure that we have the most appropriate alignment of administrative services to provide support for the new divisional strategy. This will be compatible with the structures of other SLMS Divisions, but incorporate the specific needs of the MBBS course.

In the meantime, plans for the new curriculum, MBBS 2012, are moving apace. The launch date is now less that 300 days away, and a large number of colleagues are involved in our mini working groups, securing the content of what will be an exciting and innovative curriculum.

Professor Jane Dacre
Director, UCL Medical School

University of London International Programmes 150th Anniversary Award: Dr Milton Musaba, MSc in International Primary Health Care

International Primary Health Care MSc

UCL has delivered the MSc in International Primary Health Care through the University of London International Programmes since 2003. Originally sitting within the Division of Primary Care and Population Health, the programme moved into what was DoME in 2009.

The MSc was the first distance learning programme of its kind to offer teaching to primary care practitioners in the UK and overseas, focusing on the academic study of primary care, research methods, international comparisons of health systems, evidence based practice and policy, quality improvement, health informatics and research dissertation modules.

The MSc has been a flagship course in e-learning. In 2005 it was awarded the Times Higher/Higher Education Academy Tutor of the Year award and in 2009 it received national recognition when it was selected as one of the five educational initiatives shortlisted for a British Medical Journal Group award in excellence in teaching and learning.

Continued on page 3...
Since 2003, the MSc programme has taught a wide range of students from the UK and less developed countries. We have been particularly fortunate to offer Association of Commonwealth Universities Scholarships to students from less developed Commonwealth countries.

**The University of London International Programmes 150th Anniversary Award**

Referred to as the ‘People’s University’ by Charles Darwin, the University of London has long been known for assisting students from less affluent or more challenging backgrounds the opportunity to study. There are now around 50,000 students in over 180 countries studying for some 120 awards. Former students include, among others, Nelson Mandela, HG Wells, DH Lawrence, CP Snow, Chinua Achebe and Sir Geoffrey Elton.

The University of London International Programmes celebrated its 150th Anniversary in 2008. As a result, one graduating student from each programme is nominated for an Anniversary Award. In the 2010/11 academic year, the MSc team decided to nominate Dr Milton Musaba, our highest performing scholarship student.

**Dr Milton Musaba**

When Milton joined the MSc he was working as a doctor in a Catholic funded hospital in Mbale, Uganda specialising in Obstetrics and Gynaecology. During his three years on the MSc, Milton faced a number of challenges both personally and professionally. He balanced the significant demands of working in a resource poor setting and his family life with the adjustment required to undertake distance learning through a virtual learning environment.

Occasionally, Milton felt ‘lonely and lost’ but the communities of practice developed online enabled him to gain support from his peers and maintain his focus through email communication and involvement in virtual discussion groups.

Milton now works as a Medical Officer for the Ministry of Health and is continuing to pursue his academic and clinical interests. Receiving the 150th Anniversary Award means a great deal to Milton. Not only does it recognise his consistent performance across all three years of the MSc but it also demonstrate his achievements to colleagues and his employer.

Milton was extremely grateful to receive this award and sent his ‘heart felt thanks to all the course tutors for their support and guidance.’ The Anniversary Award of £150 was a particularly pleasant surprise as this sum of money is equivalent to Dr Musaba’s monthly salary and will enable him to enjoy the fruits of his hard labour.

Despite this MSc programme closing in 2014, staff remain committed to delivering a high level of teaching and support to students in international primary health care. We look forward to sharing the success of our 2012 graduates in due course and awarding another Anniversary Award next year.

**Ceri Butler**

Lead Tutor for the MSc in International Primary Health Care
Number 1 in the Capital: London’s top ranked Medical School

UCL Medical School is ranked number 1 in London. It is also ranked joint 4th in the UK, achieving an impressive student satisfaction score of 95% according to the National Student Survey 2011.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Medical school</th>
<th>NSS results % of students satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University College London</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>Queen Mary, University of London</td>
<td>94</td>
</tr>
<tr>
<td>3</td>
<td>Imperial College, London</td>
<td>92</td>
</tr>
<tr>
<td>4</td>
<td>St George’s, University of London</td>
<td>84</td>
</tr>
<tr>
<td>5</td>
<td>King’s College London</td>
<td>76</td>
</tr>
</tbody>
</table>

Table 1: Student satisfaction scores for London medical schools

<table>
<thead>
<tr>
<th>Rank</th>
<th>Medical school</th>
<th>NSS results % of students satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oxford University</td>
<td>99</td>
</tr>
<tr>
<td>2</td>
<td>University of Aberdeen</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>University of Leeds</td>
<td>97</td>
</tr>
<tr>
<td>=4</td>
<td>University College London</td>
<td>95</td>
</tr>
<tr>
<td>=4</td>
<td>Brighton and Sussex Medical School</td>
<td>95</td>
</tr>
<tr>
<td>=4</td>
<td>University of Leicester</td>
<td>95</td>
</tr>
<tr>
<td>=4</td>
<td>Newcastle University</td>
<td>95</td>
</tr>
</tbody>
</table>

Table 2: The top 4 UK Student satisfaction scores rankings

Due to the changes we have implemented in the final year in anticipation of MBBS 2012, we look forward to maintaining these excellent results as the Medical School continues to strive to provide its students with the best possible experience.

The good news does not stop there. UCL medicine graduates have a 100% employment rate in the Foundation Programme for 2012 and a recent ‘preparedness for practice’ survey demonstrates that the junior doctors qualifying from UCL feel much better prepared for the world of work; again a substantial improvement.

The quality of teaching, opportunities for personal development and learning resources scored particularly well with the first two being above the sector average for all medical degrees. Feedback on assessment is the domain which scores the lowest; this is in common with all medical schools and is an area for continued development. The MBBS degree, however, has continued to make steady improvements and stands well above the sector average for medicine. Table 3 below gives a quick overview of the domains and comparative data for medicine at UCL, all medical degrees and for UCL.

Furthermore, these results reflect a steady and significant year-on-year improvement. The graph below shows the overall satisfaction scores since 2006. Medicine and UCL do consistently well but this year’s results show an impressive improvement in medicine’s overall satisfaction score, possible
What the Fellows are up to

In recent months the ACME corridor has become a hive of activity as the number of Clinical Teaching Fellows has grown to six. New staff profiles in recent newsletters (and three in this issue; pages 9-10) have marked their arrivals and here the fellows provide details about their projects.

Rosie Belcher—My main projects are implementing the change from a paper portfolio to an e-portfolio, piloting in Yr3 this year and subsequently in other years, and working with Ann Griffin and the Quality Assurance Unit on a number of projects including student raising concerns and updating guidance to students and teachers on appropriate student involvement in patient care.

Sarah Bennett—My working week is split between UCL and Basildon Hospital and I have ongoing projects at both sites. At UCL I am lead for the Case of the Month for final year students and I am researching the best ways to map the UCLMS Curriculum and tailor the mapping to student needs. At Basildon, I manage the twilight FY1 teaching for final year medical students. The new doctors are confident and extremely keen to teach. I am setting up a teaching examination to investigate this confidence and to see whether teaching skills courses can be helpful. I am helping establish near-peer prescribing teaching for medical students. I have a strong interest in how the curriculum prepares students for practice and we are currently researching whether the addition of student assistantships in final year has helped to improve this. I am enjoying being an advocate to the junior doctors and I am reviewing the Foundation programme posts for 2012.

Moloy Dey—Moorfields Eye Hospital and UCLMS split—I am involved in restructuring curriculum in Years 1 and 2, notably the Circulation and Breathing module and Fluids, Nutrition and Metabolism module; construction of the Cardiometabolic Patient Pathway Pilot Module and Curriculum development of Ophthalmology in all years. I am conducting research as part of these projects. My other research interests include Quality of Life amongst Birdshot choroidopathy patients and Formation of Patient Biobank of Birdshot Patients (Moorfields Eye Hospital).

Mel Gardner—I’m Deputy Lead for Target Medicine, a UCL Medical School Widening Participation project, and I’m academic lead for TIPS teaching courses run by the UCL Medical School Teaching and Professional Development Unit. I am also responsible for developing the Health Informatics curriculum, as well as contributing to Ethics and Law.

Kaz Iwata—My main area of work is assessment (supervised by Dr Alison Sturrock). I am the deputy site lead for Year 3, Year 4, and Final Exams and am also involved in the development of the new MBBS curriculum with Dr Deborah Gill. Work in this area includes developing the Post Exam Week and teaching of Mental Health. Other teaching includes developing of the Year 4 Portfolio, organising the PALS SSC, interviewing prospective medical students, and being an MBBS tutor for reflective writing and case of the month.

Gil Myers—My role is divided between the GMC project and ACME. For the GMC I work on the design and delivery of the Test of Competence exams for Fitness to Practise doctors. In ACME I manage several exams, deliver teaching on undergraduate and postgraduate courses and develop parts of the new curriculum. Plus anything else that UCL happen to throw my way. Recently I gave an “introductory to mental health” lecture to the freshers using the new PRS voting system.
Competition, collaboration and sabotage in Medical Education

Understanding medical education and in particular understanding the pressure exerted on contemporary medical students has become the major driving force behind my work towards a doctorate in education.

As part of the process I am undertaking a number of small scale research projects in collaboration with final year medical student Adam Gwozdz, the latest of which we were glad to be able to present as a poster this August at the annual AMEE conference in Vienna.

In our project we tried to explore attitudes towards competition amongst medical students at UCLMS with a focus on effects on collaboration and potential for sabotage.

Collaborative working is a professional requirement in medicine. However, the environment in medical education is often exemplified by competitiveness. This phenomenon is not new, however competitiveness seems to have increased significantly in recent years. On one hand medical education emphasizes collaborative skills, on the other, partly forced by external regulations, it seems to encourage and reward competitive behaviour.

We designed a 26-point questionnaire, informed by relevant literature, focus groups and an interview with a key figure in medical education. The complete cohort of Year 3 medical students (1st year clinical, n=370) were invited to participate in this study. Approval was granted by the local ethics committee.

The following presents a summary of our findings. The competitive environment at our medical school was often credited with increasing motivation, enhancing learning and knowledge and improving performance and standards. Students commented on the following as negative results of the competitive environment: deceitfulness, own and other students’ stress, selfishness, fear of intimidation, isolation and a lack of collaboration. Students did not often comment on gaining a competitive advantage through their actions, even if they had considered themselves as competitive and/or enjoying competition. Where they did comment, they almost exclusively referred to working harder and putting in extra effort. When students mentioned competition leading to sabotage, they generally complained of information being withheld (timetables, learning resources etc.). Some commented on occasions where other students had deliberately humiliated them in front of senior clinicians.

We are aware of the severe limitations of our study, such as lack of generalisability due to poor response rate (32.2%) and local nature of study, as well as the potential of responses of a socially desirable nature.

However, the feedback from our presentation was overwhelmingly positive and highlighted the necessity for similar enquiries. Some comments even praised the courage conducting such a study entailed for our medical school. We are planning to write some of our findings up as a journal article and would be grateful for any departmental assistance from the PoP (Publish or Perish) group and other colleagues.

Michael Klingenberg
Clinical Skills Tutor

DR WHO meets Simman

The Clinical skills Team run a preparatory course for final year students that delivers teaching on care of the critically ill patient. As the name suggests (The Direct Response Workshop for House Officers) it has been running for quite some time and was originally the old ILS course but has evolved as a valuable revision tool for exam preparation.

The team are receptive to new and innovative ideas, and as there is a plethora of evidence suggesting simulation in medical education enhances the learning process and cultivates lifelong learning skills such as feedback and self-directed learning.

Continued on page 7…
Continued from page 6…

the opportunity to incorporate a hi-fi-

delity simulation model into our pro-

gramme was exciting.

Simman is a fully computer operated total

body simulator. He has the usual human

observations and speech, which can be

manipulated by the tutor giving students

the ability to practice their assessment

skills in a safe environment giving a better

feel for how a real patient might react.

We are now in the 4th week of the new DR

WHO course and Simman is proving to be

a hit with the students who are wishing

they had more time with him. It is certainly

a steep learning curve for the team but so

far we have managed to master him rela-

tively well and the feedback from the stu-

dents says it all!

The “simulation centre gives you time to

think about real life situations and what

you would actually do”

“Incredibly useful, great to experience first

hand. Simman very challenging but very

very helpful”

“Simman was an amazing opportunity to

practice my skills, I wish we had more
time in the simulation centre”

Catherine Phillips
Clinical Skills Tutor

Opening of UCL Medical School
Clinical Assessment Centre

Following a 4-month programme of refur-

bishment, the UCL Medical School Clinical

Assessment Centre is now open. It has

been purpose-designed to host clinical as-

sessments and training events, whilst still

being suitable for non-clinical meetings

and events.

The centre is located on the Archway

Campus, 2nd Floor, Holborn Union Build-

ing and has been set up with a multi-room

communication skills suite, tannoy system

and hi-specification (but user friendly) AV

equipment. The centre has a wide range

of medical equipment, simulators and con-

sumables available to its users, as well as

staff with many years of clinical events

and assessment experience.

The facilities, equipment and experience

available to users of the Clinical Assess-

ment Centre can be combined to create a

bespoke package to support your event.

For more information or to visit the centre,
please contact Vicky Edwards, Clinical As-

sessment Centre Manager. 020 7288

5809 or v.edwards@ucl.ac.uk or visit our

website www.ucl.ac.uk/cac.

Before | After

Before (l) and after (r) shots of the same areas fol-

lowing the refurbishment of the Clinical Assessment

Centre
Welcome from the RUMS Senior President

So another year begins, and with it comes a new team to head up RUMS: Neil Chowdhury, Medical & Postgraduate Officer; Kian Sabzevari RUMS Junior President; and myself, RUMS Senior President. We look forward to working with our Vice-Presidents and the Medical School to build on the fantastic work of our predecessors and ensure UCLMS continues to be a trendsetter in medical education.

We’ve started the year by engaging productively and meaningfully with the Medical School on the implementation of the new curriculum. We look forward to continuing our constructive dialogue to ensure the curriculum carries on producing excellent doctors. With the incoming changes to the FPAS application system and potential changes to the NHS it is crucial that we maintain our working relationship.

Outside the world of medical education, we have been fighting hard against the BUCS (British Universities & Colleges Sport) proposal to merge medics’ sports teams with their parent university teams. We are glad to announce that after heavy collective lobbying from medical schools across London and the country, BUCS have backed down and withdrawn their proposal. While this is a huge victory, the threat to the identity of medical schools across the country continues. With the threat that our counterparts at Queen Mary’s are currently under, it is essential that we continue to protect our treasured independence as a medical students’ union.

We are all looking forward to our year in office; it looks like an exciting 10 months ahead for all of us!

Gareth Chan
RUMS Senior President

AMEE Vienna visit for Final Year medical student

I am extremely grateful to UCL Division of Medical Education (DoME) which has once again made it possible for me to attend the Association for Medical Education in Europe (AMEE) conference, which took place in Vienna this past August.

I first attended the AMEE conference in 2010, which was hosted in Glasgow, thanks to a generous grant from DoME. This year 2650 participants attended the conference, from 84 countries, making it the largest medical education conference in Europe. The conference took place over 3 days and covered a range of contemporary issues in medical education relating to undergraduate, postgraduate and continuing education.

The conference sessions were divided into Plenary, Symposia, Short Communications, and Poster. Michael Klingenberg, a Senior Clinical Skills Tutor at the Royal Free Hospital, and I presented a poster exploring the attitudes of UCL Medical School students towards competition and the effects this has on collaboration and the potential for sabotage. The poster was well received and generated quite a bit of discussion and some suggestions on how to move the project forward.

One of the standout sessions for me was a workshop that I participated in on the second day of the meeting entitled, “Visioning for the future: how do we prepare our medical students for Leadership and Management in Clinical Practice?” I recently completed a 1-month internship with KPMG in Health Advisory and have been very interested in medical management and how it is being implemented into the undergraduate medical curriculum.

The workshop was made up of a small interactive group, a nice change from the large sessions that made up the rest of the conference.

I was seated at a fairly international table including people from the US, Canada, UK
Continued from page 8...

and Asia. It was fascinating to hear the role that medical management plays in different curriculum. For example, in the US state of Vermont the medical school carries out weekly 1.5 hour sessions for 40 weeks covering a range of topics in leadership and management by using a case-based and interactive teaching style, similar to MBA programs. At the end of the module students get the opportunity to tackle a project in public health by using skills they have learnt during the course. There are many transferable skills medical students can gain from participating in such a curriculum, not to mention growing more confident in business acumen through analysis, presentations, and debate.

My experience at the conference has made me want to investigate this topic further, possibly by developing an undergraduate SSC to be offered to pre-clinical medical students. I would like to thank everyone at DoME once more for giving me the opportunity to attend this conference and continue my interest in undergraduate medical education research.

Adam Gwozdz
Final Year MBBS

Radio 4 Today Programme interviews Professor Dacre

Professor Jane Dacre, Director of UCL Medical School, spoke with Radio 4’s Today Programme on the 30th November about women’s applications to and practice of medicine, summarising that “the core thing that they [patients] need is doctors who are competent”.

To listen to the interview in full please visit the BBC Radio 4 Today Programme. (http://news.bbc.co.uk/today/hi/today/newsid_9651000/9651649.stm)

New staff in the Medical School

Our new staff profiles this issue come from our three newest Teaching Fellows. On page 5 these Fellows detailed their projects in the Medical School. Here, like their fellow Fellows before them (Gil and Kaz in March 2011 and Rosie in July 2011), they introduce themselves and their backgrounds.

Dr Melissa Gardner
I’m a UCL graduate and I’ve completed my GP training on the Whittington VTS scheme this year. My interest in Medical Education was stoked by my four month FY2 placement at ACME in 2007. Now I’m back for more; combining GP locums with working part-time as a Clinical Teaching Fellow.

Dr Moloy Dey
My name is Moloy Dey and I’m one of the new Clinical Teaching Fellows who started at the UCL Medical School from August 2011. I am an Ophthalmologist by trade and nearing the end of my training program. I have always had a keen interest in Medical Education.

Continued on page 10...
I trained at Leicester Medical School which at the time was one of the few medical schools to introduce an integrated curriculum. I was also an anatomy demonstrator at Leicester which gave me the bug for teaching. During my training in Ophthalmology I am regularly involved in teaching undergraduates and have completed a Postgraduate Certificate in Medical Education at Warwick University. I will based at both Moorfields Eye Hospital and UCL for both teaching and clinical commitments.

As a personal ambition, I hope everyone who trains at UCL to be able to use an ophthalmoscope!

Outside of work I am an avid cricketer and golfer. I also enjoy travelling and reading. I look forward to meeting and working with you all.

Dr Sarah Bennett

I started at ACME as a full time Clinical Teaching Fellow in August 2011. Having graduated from UCL myself in 2004, I was so pleased to have the opportunity to come back and see things from the ‘other side!’ As my job is split 50:50 with being a Teaching Fellow at Basildon Hospital, so I also have the privilege of revisiting “Basvegas!”

Following graduation, I spent time in a number of different training posts as far and wide as Ipswich and Plymouth until I settled as a Salaried GP in East London, having gained my CCT in 2010.

My days as a PAL introduced me to the realms of medical education, and certainly inspired me to continue to teach throughout my career. I have been involved in teaching students on the wards and setting up various forms of postgraduate teaching programmes for fellow trainees wherever I have worked. More recently, I have been a GP tutor to 4th year students from Barts and the London Medical School.

In my spare time, I am also completing a Postgraduate Certificate in Medical Education.

New projects are appearing all the time and I really look forward to the year ahead and a career in medical education!

Upcoming events in UCL Medical School

TIPS for Foundation Doctors
This 1-day course has been designed to give FY1 and FY2 doctors the knowledge and skills to deliver confident and effective clinical teaching to colleagues or students. There are various dates available. See ucl.ac.uk/medicalschool/postgraduate/tips/tipsfyd for more information or to book a place.

Medical Education Seminar Series
The UCLMS medical education seminar series continued yesterday with Conceptions of Learning and Leadership by Dr Anita Berlin, UCLMS Sub Dean (Phase 3). This series concludes on the evening of Thursday 19th April 2012 at the UCL Petrie Museum of Egyptian and Sudanese archaeology. A curator from the Petrie Museum will give a short introduction to the Museum followed by the main speaker Gareth Frith, University of Leeds, who will talk about ‘E-portfolios’. There will be drinks and networking opportunities after the seminar. Booking will be available in the new year. Please visit the website for updates: ucl.ac.uk/medicalschool/postgraduate/events/seminarseries.

2nd Medical Education Conference
The date for the second UCLMS Medical Education Conference will be on Monday 11th June 2012 at the UCH Education Centre.

More information about the plenaries, workshops and how to book will be available soon and posted to the UCL Medical School events website ucl.ac.uk/medicalschool/postgraduate/events.