Appendix 1. It had been many years since the last UCLMS quality visit to this site, and the visit team would like to thank all of those who participated in these visit meetings, summaries of which have been provided below.

## Site Leadership meeting: delivering programmes and curricula

The key points of the discussion were as follows:

that space is used and there is a desire to create more flexible spaces which can be used for multiple purposes. This should eventually help to increase availability of teaching spaces.

Students currently go to Barnet for some placements which cannot happen at the Royal Free. Barnet and the North Middlesex are on track to become a "co-fourth site" for the MBBS in September 2023, so thought around accommodating the increased numbers in these areas must be had.

The UCL EASE project is intended to rationalise administration and work streams. The aims include co-location with everyone under a direct line manager. It will have an impact on how placement administration is organised at the Trust. There is currently a placement office, but some administrators are university funded and sit with their UCL departments and some are Trust funded but managed by the medical school. The NHS Education Contract sets out that placement administration is the responsibility of the placement provider. Further discussions about funding and Trust / University management are planned when the EASE project is further progressed. Tariff income will be taken into account to inform the level of resource required.

EASE is due to report by Easter 2023 for implementation in September 2023. The Head of Medical Student Administration will liaise with the Undergraduate Site Lead as preparation work progresses.

UCL will not become a provider for the HEE Doctor Apprenticeship programme in the near future. If the Royal Free wishes to take part in the programme, it will be through a different London Provider.

Chase Farm is a very modern facility which specialises in high volume, low complexity surgery. It could be a desirable location to send students for surgery placements. However, infrastructure and timetabling will need to be addressed as it is a long journey and

Access to the Electronic Patient Record system (EPR) has been difficult for students, with continuing problems onboarding students and their use day to day remains problematic. Wifi connectivity can be patchy.

There is some variability between departments, but on the whole teaching is fully embedded within the culture with most clinicians expecting to be involved in teaching. Some departments find success by supporting the educational PAs with protected teaching time on consultant's schedules.

The use of CTF posts is largely seen as a positive by the departments who have tried them. Only two departments have not continued the funding for a CTF after the initial pilot year. For one, it was interrupted by covid and they are working towards reinstating the position now. For the other, the CTF was not able to take clinical work in that specialty so there was no synergy to the post and it did not work out. This lesson to ensure that CTF appointments are given to people within the specialty who can also be incorporated into the clinical rota has been carried forward in subsequent recruitment. There is some desire for more recognition of good teachers. UCLMS encourages people to make nominations through the <a href="Name and Proclaim">Name and Proclaim</a> system, which is run by the QAEU.

The Medical Licensing Exam (MLA) will be implemented in 2024-25 for all graduating medical students. The written paper will be outsourced to the GMC and OSCE style exams will be run in house, but quality assured by the GMC. UCL has matched our curriculum to the GMC map.

The SEQs run by UCLMS are being replaced for 2022/23 with Learning Surveys. Learning Surveys are intended to give immediate feedback to Leads (no waits for lengthy reports to be created and circulated), be transparent for students, and to enable more agile responses to negative feedback. Leads will have more control to directly encourage students to complete them. They are also much shorter, with only one quantitative question and one text field. It is hoped that response rates will improve with these changes.

#### Year 4 & 5 students, FY1 and FY2 UCLMS graduates, CTFs

#### The key points of the discussion were as follows:

Students and doctors were generally positive about their experiences at the Trust. They feel a good sense of belonging and are particularly proud of the Hub. een department c

Timetables can come late, sometimes the Sunday evening before Monday teaching, which is a source of confusion and frustration.

After some teething problems, students can access the EPR and other IT facilities. There was an induction which was helpful.

Students love the Hub, but sometimes find it hard to find space to work in groups or quietly.

The social spaces and availability of showers on site are very popular. The Hub also enables group OSCE practice which is not possible at other sites.

Students are concerned about the need to travel between sites. The preference would be for a week long attachment so that they have a chance to settle in and get to know it. Shorter sessions, particularly those for a day or less, are much less appealing and students are reluctant to attend them unless they hear from peers that it is a worthwhile session.

UCL Graduates in attendance at this visit felt well prepared to work as doctors, particularly in areas of clinical skills and communication skills.

It can be hard to find time for teaching during the F1 year as it is so busy, but there is more possibility in F2. Erratic and busy rotas are a barrier to volunteering for teaching.

The role of CTFs is not just to do all the teaching, but to encourage and co-ordinate others in the department to teach. Students feel welcomed and that they have an easy point of contact. The role is satisfying for the CTF.

Students do not always recognise that they are interacting with a CTF.

#### Finance meeting

The key points of the discussion were as follows:

UG Tariff income is used as a lever to improve quality.

Although suspended over covid, the process has been in place for the last 6 years. The aim is to increase the transparency around UG medical income and demonstrate to clinical service lines the financial benefit of undertaking UG educational activities

from making use of clearly empty rooms on the day. This is an area that will require a joint solution from UCLMS and the Trust. Although there are a number of UCL managed teaching rooms, pressure on these is increasing with the larger numbers of other UCL students based at this site. And there is a lack of teaching space near clinical areas.

CTFs stood out as an asset within the Trust, both the process by which they are introduced to departments and the use that those departments make of them. In general, the attitude towards teaching is positive amongst leadership and those on the ground.

Teaching opportunities at Chase Farm are intriguing, but will need careful planning to ensure that students are willing and prepared for the commute.

Key recommendations that have arisen out of this visit are listed below. We will arrange a follow-up meeting with the Undergraduate Site Lead within the next few months, and anticipate the next in person visit to take place in two years with smaller check-in meetings in the meantime.

# Appendix 1

List of participants

### UCLMS Visit team

Director UCL Medical School Academic Lead for Quality Assurance