

# Medical Education Providers Annual Return (MEPAR) summary report 2021-2022

Eleven hospitals were invited to complete the MEPAR, with an 82% response rate.

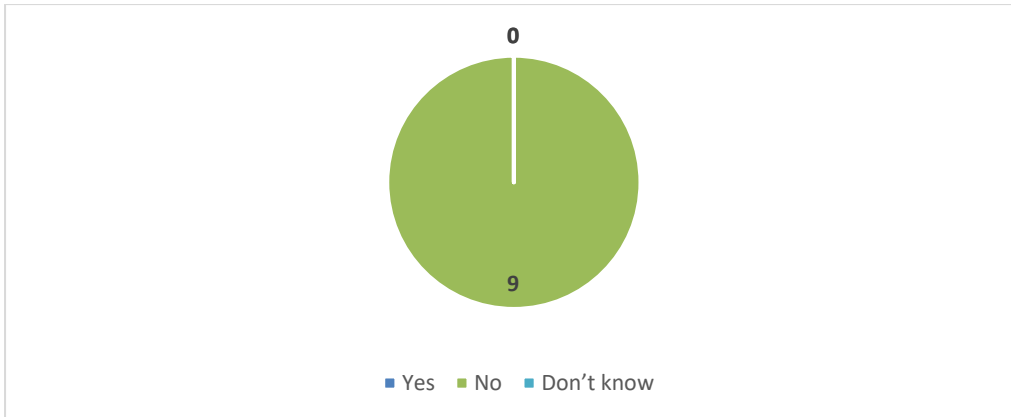
<b>Responses were received from:</b>
Basildon and Thurrock University Hospitals NHS Foundation Trust
Camden and Islington NHS Foundation Trust
Central & North West London NHS Foundation Trust
Bedfordshire Hospitals NHS Foundation Trust (Luton and Dunstable)
North Middlesex University Hospital NHS Trust
Royal Free London NHS Foundation Trust (Barnet)
Royal Free London NHS Foundation Trust
University College London Hospitals NHS Foundation Trust
Whittington Health NHS Trust

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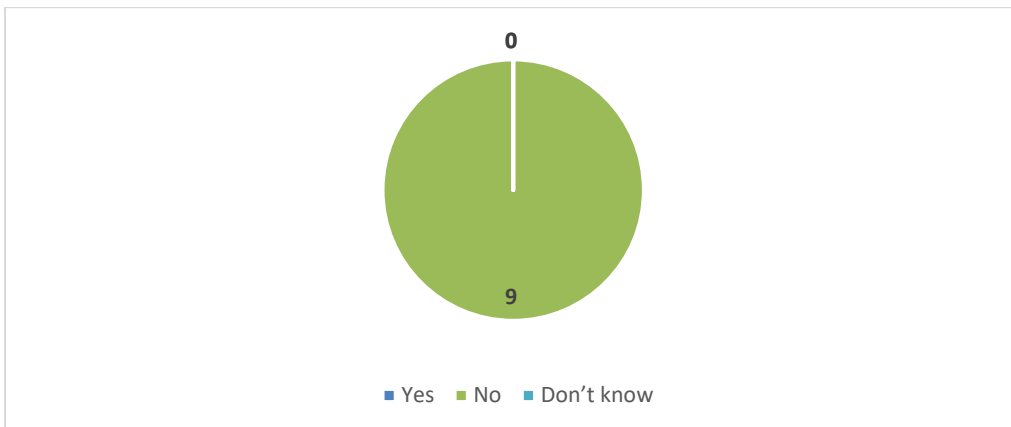
## Theme 1: Patient Safety and Learning Environment and Culture

- 1) **Have there been any patient safety issues or Serious Untoward Incidents involving UCL medical students in the past academic year?**



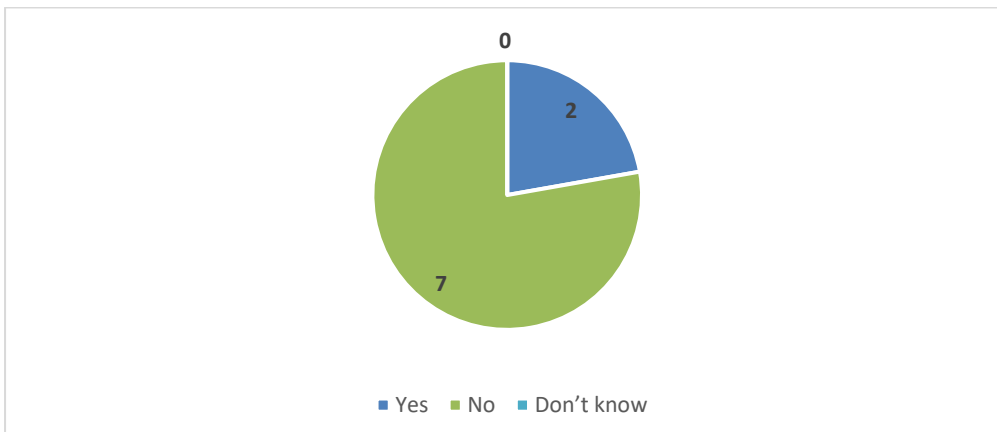
No Trusts reported that there had been any issues or incidents.

- 2) **Have there been any issues involving the clinical supervision of UCL medical students in the past academic year?**



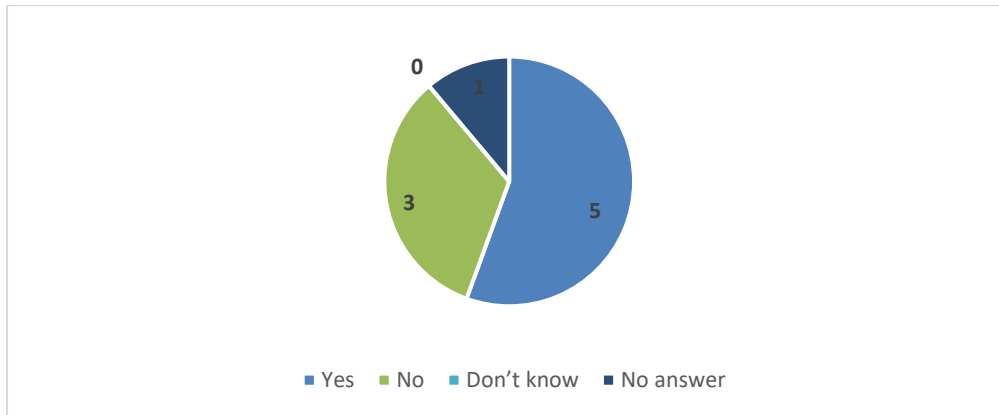
No Trusts reported that there had been any issues.

- 3) **Have there been any issues or concerns about the professionalism of UCL medical students in the past academic year?**



Two Trusts highlighted issues regarding professionalism of UCL medical students. The first related to a student’s adherence to the dress code and the second, unacceptable behaviour towards a staff member in a social setting. The latter case was managed with the DME and escalated to the Medical School.

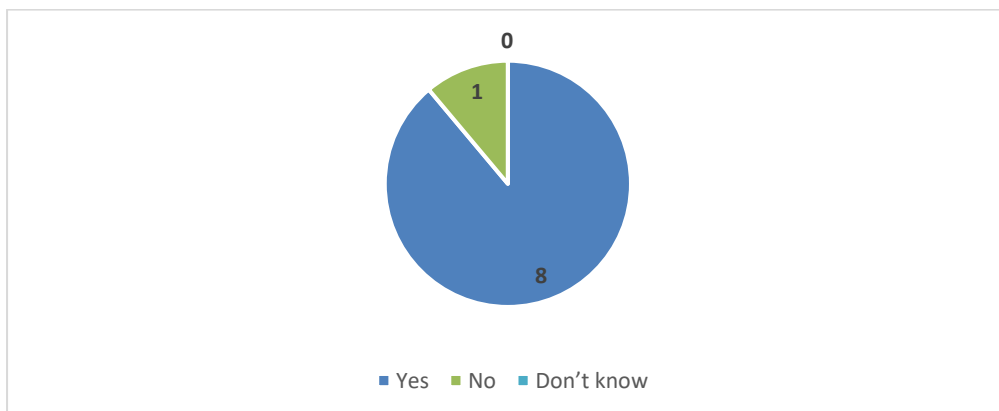
4) **Do you have any concerns about capacity, resources, and facilities within your Trust?**



Five Trusts indicated some concerns with capacity, resources, and facilities. These included:

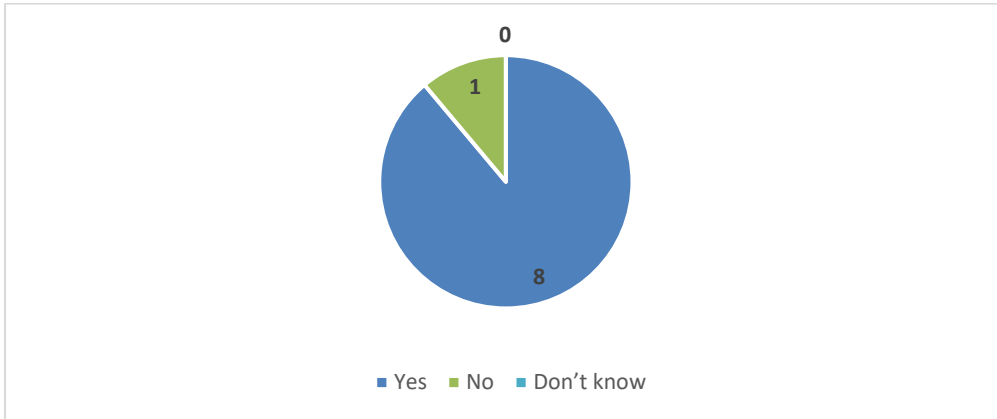
- Eduroam/Wi-Fi availability and quality.
- IT challenges, including capacity of computers in clinical areas and access to electronic systems for clinical notes and medications.
- Estates: lack of dedicated space for students, both social and teaching/studying.
- Remote/telephone clinics which may be a barrier to students engaging with patients and the lack of facilities to enable students to join in.

5) **Do students receive an induction to each clinical placement they undertake in your Trust?**



With the exception of one specialty within a Trust, all others provided students with an induction to their clinical placements. The reason for not providing induction was due to the short time spent in community placements.

6) **Do students have access to multi-professional learning opportunities within your Trust?**

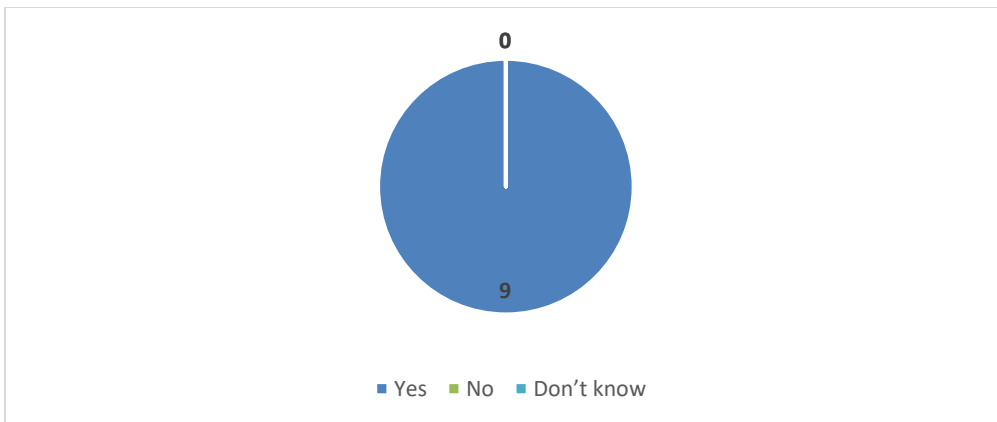


Eight Trusts provided students with multi-professional learning opportunities. These included,

- Collaborative working with other healthcare professionals at clinics, theatres, and wards.
- Timetabled sessions with and shadowing of other healthcare professionals
- Specialist sessions with Critical Care outreach teams
- Cased based teaching and simulation sessions involving a multi-disciplinary approach
- Attending Multidisciplinary Team (MDT) meetings.

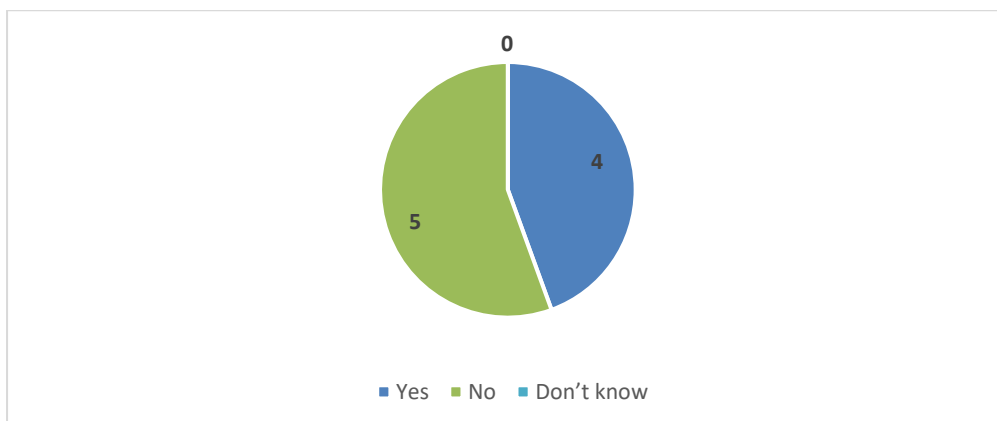
## Theme 2: Education Governance and Leadership

### 7) Does your Trust have an undergraduate teaching committee?



All Trusts had an undergraduate teaching committee.

8) **During the 2021-22 academic year, did your Trust have a visit from UCLMS' QAE unit?**



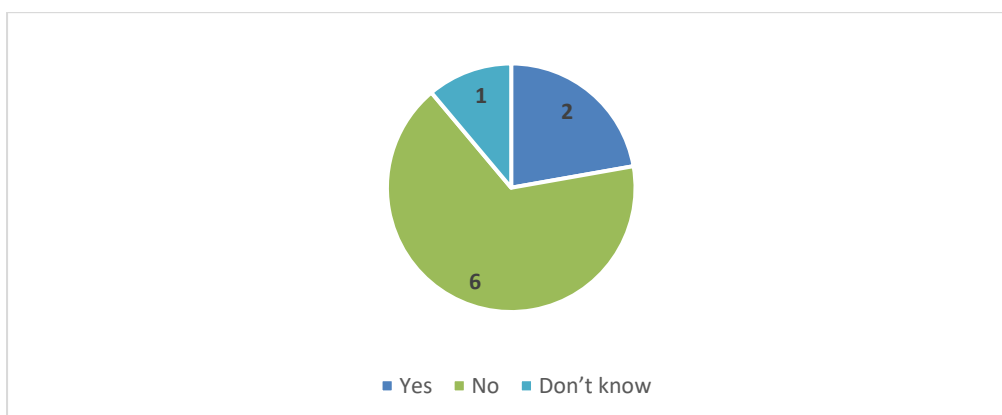
4 out of 5 Trusts had a visit.

Common themes of these visits were:

- The benefits of recruiting and fully utilising CTFs.
- More teaching space needed
- Increasing transparency of educational funding

### Theme 3: Supporting Learners

9) **Over the past academic year, have you had any problems with providing timely and accurate timetables to students for their clinical placements?**



Two Trusts highlighted issues with timetabling, both of which were caused by staff shortages in administrative roles. Administrative staff are stretched thinly with many roles unfilled and colleagues covering the gaps. This has led to delays in timetables, lack of clear communication and confusion amongst students.

## Theme 4: Supporting Educators

### 10) Does your Trust provide support to individuals involved in undergraduate education?



#### Common examples:

- Time in job plans for undergraduate education.
- Faculty development and training for tutors and educational and clinical supervisors, both local and UCL based.
- Support for undertaking educational qualifications e.g. Postgraduate Certificates/Diplomas in Medical Education and applying for SHEA.
- Encourage application for local Trust awards and UCLMS based EMEAs.
- Strong educational governance and clear chains of responsibility leading back to Directors of Medical Educations