

### Update - Away Day & January – March 2018

Around 30 key clinicians, academics and student representatives from across all aspects of undergraduate medicine came together for an away day on Monday 22 January. The day began with a summary of the progress so far and introduced the concept of the phased approach.

The six-year course has been divided into three phases:

- Phase 1: Science and clinical integration – Years 1-3
- Phase 2: BSc Year - Year 4
- Phase 3: Preparation for practice – Years 5 and 6

Phase Development leads have been appointed to take forward the work of the Curriculum Review:

- [Professor Mary Morrell](#) will be Development Lead for Phase 1 (Years 1-3), supported by Dr Omid Halse
- [Professor Alison McGregor](#) will be the Development Lead for Phase 2 (Year 4/BSc Year), supported by the team currently working on this process
- [Dr Niamh Martin](#) will be the Development Lead for Phase 3 (Years 5 & 6, Preparation for Practice)

Following on from the Town Hall Meetings last year, the following themes were identified by the Curriculum Review Project Board:

- Anatomy, Pathology and Radiology
- Clinical interventions
- Individuals, Societies and Populations
- Patient safety and professionalism
- Systems (Early Years)
- The BSc and Science through the Years
- The Clinical Programme (Years 1-4)
- The Clinical Programme (Years 5-6)

Dedicated thematic review groups (TRG) worked on each of these themes bringing together clinical, academic and student representatives to explore the content and structure of each theme. The TRGs identified key considerations across all six years of the course. It was recognised in early November that a blank outline course would be required on which to develop content and structure, and an outline structure covering all six years of the course was agreed by the Curriculum Review Project Board in December 2017.

In the first part of the day, small working groups discussed what it means to be an Imperial graduate, and defined the desired outcomes for the end of Phase 1 and Phase 3, drawing on the college strategy and the [Outcomes for Graduates](#) consultation document from the GMC. The groups came back together to share their ideas and conclusions, and from this we will be able to develop the programme level outcomes necessary to populate the curriculum.

Professor Alison McGregor outlined her work on developing the content and structure on Phase 2, the BSc Year, inspiring the work for the afternoon session where groups focused on working through content and structure considerations for Phase 1.

The key themes emerging from this Phase 1 discussion were:

- Early exposure to patients in placements in primary and secondary care, in conjunction with attachments to laboratories throughout Phase 1 will develop and build communication, leadership

and team work skills. This will give context to knowledge and practical skills taught through innovative methods

- Common conditions such as infection and sepsis, obesity, diabetes, mental health and diseases of old age would provide the hook on which the students could learn and develop in Phase 1, and carry through to phase 3 in preparation for practice
- Core knowledge confirmed and developed using science and clinical cases will develop critical thinking and curiosity
- Assessments of knowledge and skills throughout the course should be adapted to cover new ways of learning
- The away day was a great success and provided an opportunity to consolidate work that has been carried out to date. It brought together key colleagues and ensured a solid base from which to build a new curriculum. There has been positive feedback from the day, including this quote from one of the attendees:

*‘Thank you for a well-run, productive and inclusive away day. I feel that it very much helped the Curriculum Review in gaining support and much needed momentum’*

### **Moving forward and next steps**

The Curriculum Review team have been liaising with colleagues from College who are also reviewing their curricula, led by Professor Alan Spivey and the Learning and Teaching Strategy

The curriculum review will continue to work closely with the students. Curriculum Review reports are a standing item on the Staff-Student Liaison Groups (SSLG) and a Student Liaison Group for the curriculum review has been set up to allow a two-way discussion about proposed changes

The new curriculum is being developed in parallel with ongoing discussions about student numbers, space requirements, staffing, resources and other infrastructure with more decisions to be made

There is still much work to be done to meet the College timeline of new curricula approval by programmes committee by March 2019. In the coming months there will be ongoing work occurring in the phases with further workshops and Curriculum Review Project Board meetings

It is vital to maintain Imperial’s reputation as a leader in science whilst also ensuring our students are fully prepared to take the [new national licensing exam](#) in 2022 (MLA) and be able to take their place in an ever more complex NHS. Integrating science and clinical skills in Phase 1 has been identified as a key principle to prepare the students for Phases 2 and 3, and ultimately to prepare them for practice. Amongst ideas for innovative pedagogies, case-based learning has been highlighted as a technique to introduce in Phase 1 together with professionalism and ethics closely linked to clinical placements.

The introduction of the MLA will be a consideration since students will need to demonstrate their competence in medicine, surgery and specialties by the end of Year 5.

As ever, please [get in touch with the team](#) if you have any thoughts or comments on the Curriculum Review.