



The Shrewsbury and Telford Hospital **NHS**

NHS Trust

**Keele Undergraduate Medical School  
(Shropshire Campus)**

# Annual Report & Forward Plan

November 2009



# **Annual Report**

## **Introduction**

In the academic year 2009-2010 the Shrewsbury and Telford Hospital NHS Trust expanded its medical school to accept three years of the validated curriculum studied at Keele University. Students from years 3, 4 and 5 attended the hospital and community training in the county. The campus has now entered a transition phase from the old Manchester university validated curriculum to the new Keele curriculum. Student numbers have been expanded in years 4 and 5 of the old curriculum while preparations are made to accommodate the year (module) 4 of the new curriculum.

Over the last year the majority of classroom teaching has taken place in the new learning centre. The clinical skills lab has been equipped and has provided training in skills for students in all three years. In August 2009 the first phase of the new accommodation block was opened in time for all the fifth year students to be accommodated. Building is on schedule to allow all our students to be accommodated by the next academic year.

Students have received the benefit of working across both hospital sites as well as across general practices right across the county.

Educational links between this Trust, South Staffordshire & Shropshire Healthcare NHS Foundation Trust, and The Robert Jones and Agnes Hunt Orthopaedic and District Hospital NHS Trust, have created a comprehensive educational experience for our students.

Enthusiasm for teaching remains high amongst staff with and without formal academic posts. Clinicians have supervised a wide variety of special study components and project options to support the student selected component of the course. Many staff have sought formal educational qualifications by studying for the postgraduate certificate and diploma of medical education.

We have had further expansion of our academic staff as well as a restructuring of the administrative functioning of the campus. In August 2009 David Maxton stepped down as Director of Undergraduate studies in Shropshire and a Hospital Dean, John Jones has been appointed. David has been the driving force behind undergraduate education in Shropshire from the outset, initially organising training of students from Manchester and later of Keele students on the validated course. Undoubtedly David has been the driving force for the development of the Shropshire Campus and his influence has been critical in all areas of the developing project. His vision, attention to detail, energy, and resourcefulness is visible in every part of the campus from the design of the accommodation to the arrangement and style of the educational resources. His leadership will be greatly missed but the success of the last two years is a permanent testimony to his contribution.

The Keele University Medical School (Shropshire Campus) continues to bring strategic and financial benefits to the Trust bringing together all the hospital and primary care Trusts in the county. By 2011 Keele medical graduates will be conducting at least 1 million consultations per year in the UK. Shropshire will have contributed to a major part of those graduates' medical training.

### **Year 3 Teaching**

In academic year 2008/2009 the final 32 Year 3 students on the old Manchester-validated course were taught in Shropshire. This teaching concentrated on General Medicine and Surgery. The placements combined individual Surgical and Medical firms at both RSH and PRH. Approximately 2/3 of students remained at RSH and 1/3 at PRH. All students were required to work at both hospitals during their stay.

During Year 3, students spent one day per week at a General Practice within the county. In addition there were 2 Student Selected Components (SSCs) where students were able to choose to be attached to a number of hospital or community areas, for example A&E or Radiology. The teaching continued the highly successful combination of problem-based learning, seminars, clinical skills teaching and bedside teaching. Bedside teaching has become a particularly popular part of the Shropshire placement enhanced by the enthusiasm of the tutors here.

At the end of each module OSCE examinations were organised successfully in the Education Centre at the RSH. Shropshire students performed at least as well as their counterparts at UHNS.

### **Year 4 Teaching**

In academic year 2008 to 2009 the Shropshire campus completed its first year of teaching for year 4 of the Manchester validated course. 32 Year 4 students studied Mind and Movement and Families and Children modules as part of the Year 4 curriculum. These modules include Paediatrics, Obstetrics and Gynaecology, Orthopaedics, Neurology and Psychiatry. Careful planning allowed both Hospitals to use their strengths to deliver appropriate parts of the curriculum and emphasizes the ability to deliver the curriculum across two hospital sites.

All the Orthopaedic experience was based in Telford and in Paediatrics the students spent 50% of their time in the east of the county. The Psychiatry module led by Dr M Bassett was provided at Shelton Hospital with the cooperation of the South Staffordshire and Shropshire Healthcare NHS Foundation Trust. As well as the Module Leaders, Support Tutors in all relevant specialties were appointed during 2008. (Appendix A). The increased funding has allowed the Undergraduate Medical School to contribute to the appointment of

one further Consultant in Obstetrics and Gynaecology and two further Consultant posts in Paediatrics, one at RSH and one at PRH.

The Community GP Placements have continued during Year 4 with the students attending General Practices on a fortnightly basis. An interesting experiment in the Paediatrics course has been the unique opportunity to attend a special needs school with the opportunity to study normal child development and experience the problems of children with special educational and physical difficulties. Both the school and students have benefited from the arrangement.

An important component of the Year 4 course is the 3 month project option and the Trust was able to provide 32 audit and research projects for the students, a significant achievement as we do not have a large research base. This was completed for the first time in Shropshire and culminated in a Presentation and Assessment day on 22<sup>nd</sup> July when the medical students were able to share their work and research with other tutors and their peer group. External examiners from Keele joined the Shropshire tutors to assess the Project Options.

## **Year 5 Teaching**

Significant changes have taken place in our traditional role of providing Year 5 final year placements. Student numbers have increased over 2008/2009 and 2009/2010 so that there are now 48 students attending split evenly between the Royal Shrewsbury Hospital, Princess Royal Hospital and community GP placements. This is the first year that 5<sup>th</sup> year students have been placed at the Princess Royal Hospital site and was made possible by the appointment of six new tutors (Appendix B). These are supported by sessions provided by the new Rheumatology consultant Dr Askari and by Orthopaedic consultant Mr Charles Wynn-Jones. The final examinations have been moved to early January and they are currently only organized by Keele Medical School but we hope to deliver the practical OSCE element in Shropshire in future years.

The recently appointed Teaching Fellow in Anaesthetics and Critical Care together with the Director of Undergraduate studies and Tutor responsible for Clinical Skills have developed a critical care course to support the year 5 teaching.

## **GP Community Placements**

The Academic General Practice team at Keele University responsible for establishing, supporting and ensuring the high quality of this programme has been substantially expanded and strengthened over recent months. It is now led by Professor RK McKinley and includes six senior lecturers and lecturers, a clinical teaching fellow, and administrative support at the School of Medicine and SaTH. There have been 3 new appointments to the academic staff in the last year. One of the lecturers, Dr Maggie Bartlett, a local GP, has

specific responsibility for Shropshire practices, having taken over the role from Dr Peter Coventry. Dr Coventry continues to be a member of the team.

In the fifth year each student spent an eight week full time general practice placement with one student per practice. The placement took the form of a 'clinical apprenticeship'. For the fifth year students the change to the Keele curriculum will be in 2011.

Some Student Selected Components (blocks of three or four weeks focusing on a particular aspect of medicine e. g. sports medicine) also took place in the community.

There are 30 practices in Telford and Wrekin (T&W) and Shropshire County (SC) PCTs providing placements in the 2009-10 academic year and others are keen to become teaching practices or to return to teaching soon.

## **Integrated Education Centre**

The Learning Centre has been used for the majority of the classroom and clinical skills teaching. Video conferencing has been used successfully to link the two campuses.

In addition a Clinical Skills Laboratory is now in use after successful conversion from the old Staffordshire Faculty of Health library. Clinical Skills Laboratories allow students to practice and demonstrate proficiency in invasive techniques (such as taking blood) on sophisticated models before being let loose on real patients.

A Service Level agreement with the Staffordshire faculty of health has enabled the clinical skills lab to be serviced so that equipment can be set up and dismantled to allow teaching. This has recently been renegotiated.

## **Residential Accommodation**

The new residential accommodation for the Keele Undergraduate Medical students is nearing completion and the final 32 Town houses are due to be handed over to SaTH on 14<sup>th</sup> December 2009, which is earlier than had originally been indicated. This will mean that the New Year 4 students arriving at the beginning of January will be able to move straight into the new accommodation.

This is a very significant milestone as all the students on placement in Shropshire will be in the newly appointed, purpose built accommodation. The first group of 32 students moved into the first block of flats on 13<sup>th</sup> August 2009. It proved to be a challenge to meet the handover deadline because of various service problems and there were, of course, several teething problems in the first few weeks. Some of these issues highlighted things to avoid in the next handover. The second block of flats were handed over on 2<sup>nd</sup> November and a further 30 students have been housed in these.

The students are delighted with the high standard of the accommodation and all facilities available to them, which includes broadband access for all the flats. The UGMS office is presently negotiating cleaning contracts for the new accommodation and plans to implement this at the time of completion handover. Unfortunately the parking directly adjacent to the new flats will not be available for use until the complete handover due to health and safety issues. The houses vacated that were previously rented have been/are being handed back to the landlords and any furniture that was purchased has been sold to a house clearance company, any money received has been paid back into the UGMS budget. Any damage or repairs to the rented accommodation have been made in consultation and agreement with the landlords and in negotiation of the return of their deposits. The Undergraduate Department is now only renting 7 local properties and these will be terminated by the end of this year. The accommodation that has been retained is that which provided either the higher standard or which was the closest to the hospital.

It is hoped that excellent feedback and personal recommendations from the students about the high standard of the new accommodation will encourage future Keele students to seek a placement in Shropshire.

The Undergraduate Manager has introduced a deposit system from the start of this academic year and all the students have signed an individual agreement and paid a deposit of £150, which has been paid into an account within the Trust. The students are fully aware that any damage caused or failure to remove food or rubbish will result in deductions from their deposit. It was felt that this deposit system was required in order to maintain the high standards of the accommodation and to encourage the students to take personal responsibility for the flats. The system was implemented with all the students in August regardless of which type of accommodation they were placed in as there was a transition period that had to be covered. It was agreed that the students would have their deposits returned within an 8 week period to allow time to sort out any issues and time for the administration.

It was decided to increase the hours of one of the Undergraduate Office administrators to deal with the additional work involved with the accommodation rather than appoint another person, as previously indicated in the last report. It was felt that this would provide greater continuity and further uses the knowledge and experience already gained by this person.

## **Finance and Management Structure**

The Undergraduate Medical School Finance Committee continues to meet on a regular basis both as a committee in person in the learning centre but also using video conferencing facilities to the Keele main campus. The medical school continues to operate well within budget and anticipates a slight increase in funding from the strategic health authority assuming that the new tariff is adopted in full. There is a possibility that the transition from the old Placement and Facilities SIFT may be phased.

## Forward Plan

### Overall teaching strategy

The clinical teaching curriculum at Keele University is currently in a state of flux as the University changes from the validated curriculum based on the Manchester University model to its own unique curriculum. Initial plans were for Shropshire to accommodate approximately 96 students spread evenly across years 3 to 5 of the Manchester University validated course. As the new curriculum has been formulated we have agreed to accommodate the same number of students over years 4 to 5 of the new curriculum (called modules 4 and 5). The advantage of this is that students will not need to travel back to Keele university during year 3 and will be able to spend whole years in Shropshire compared to half a year on the previous curriculum. We anticipated approximately 48 students in each module from academic year 2011-2012 with a transition towards this number in 2010-2011 with approximately 48 students in year 5 and 48 students in module 4. This emphasizes the importance of the Shropshire campus in delivering training to students in the final years of their course.

Under the changes introduced in the new Keele University curriculum Shropshire will no longer be receiving Year 3 students in the following academic years. As a result the teaching requirement in Years 4 and 5 will increase in compensation. In the future the Shropshire Campus will concentrate on Years 4 and 5 providing around 40% of the clinical teaching in these important final years.

The outline of the student numbers is shown in the table below.

	Year 3	Year4 (module from 2010/2011)	Year5 (module 5 from 2011-2012)	Total
2008/2009	32	32	20	84
2009/2010	0	48	48	96
2009/2010	0	48	48	96

### The New Keele Curriculum

The new Keele curriculum was implemented with the October 2007 intake (current years 4 to 5 are still on the old curriculum) and the new curriculum will be fully in place by 2011. The first Shropshire students studying the new curriculum will arrive in August 2010. The Shropshire campus is well prepared for this. Members of the academic staff sit on the module 4 Development Committee at Keele. We have also identified unit leads for the new module who are working with the unit leads in Keele to ensure a seamless introduction of

the curriculum next year. This close cooperation will ensure that there is an equivalence of experience for the students at the different hospital sites whilst taking advantage of the individual strengths of the different organizations. This gives the Shropshire educational team a strong influence in the development of the curriculum. The process continues to be overseen by the GMC Quality Assurance in Basic Medical Education (QABME) team who have inspected the School of Medicine several times, including a successful visit to Shropshire. We have recently submitted our most recent update for the team.

## **Community Placements in the New Keele Curriculum**

The new Keele curriculum starts this year for the third year students. They will spend 4 weeks full time in local practices towards the end of the academic year consolidating their clinical skills.

The fourth year students will continue to spend 1 day a week in practices for the two 14 week modules per year, one module being Families and Children and the other being Mind and Movement. Students' education in both primary and secondary care is structured around Problem Based Learning, with weekly cases relevant to the particular module. At least 8 sessions per module will be spent in consultations, either sitting in with a GP or seeing patients with supervision. Other sessions may be spent with other members of the primary care team or visiting other community resources relevant to the modules.

Starting in autumn 2010 the fourth year curriculum will change to involve 5 one week long 'slices' of time in general practices for each student. Learning will be focused on Higher Consultation Skills, using an innovative new curriculum currently being developed at Keele by the Academic General Practice Team.

The major change for general practice in the new curriculum is that we will move from a 'day placement' model in years 3 and 4 to a week of General Practice teaching within each of the five 8-week unit blocks in module 4. These fourth year weeks will focus on higher consultation skills. Current plans for module 5 of the curriculum are for 15 weeks of General practice placement (beginning August 2011).

There has been a programme of capital investment in practices to fund building extensions that will facilitate student teaching (see below). These practices have committed to providing placements proportional to the investment for ten years.

The concept of a Rural Campus is being discussed between the Medical School and the Institute of Rural Health. Having an accommodation node in the south of the county would allow more remote practices to become involved in teaching and give a wider range of experience for students.

## **Challenges**

There are a number of challenges for the coming year.

- The transition required to move from teaching the Manchester Curriculum to the new Keele curriculum.
- The review of all the present secondment contracts for both the Year 4 and Year 5 tutors looking at their job plans and employing a sufficient balance of tutors to deliver the new curriculum on new 3 year contracts.
- To increase staff development participation for all tutors in order to maintain the high standards of teaching in Shropshire.
- To aim to recruit further teaching fellows to support the Undergraduate teaching

The biggest challenge for maintaining the teaching quality and clinical opportunities for students in Shropshire, and any other campus, is achieving the right balance between teaching and service commitments. When the Shropshire campus was set up, great care was taken to appoint tutors with specific teaching sessions rather than just fund departments to teach. This emphasized a contractual requirement to teach and also allowed training in educational methods to be focused on those who were going to have to deliver individual tutorials and other learning opportunities. As the teaching programme has developed the majority of teaching has been provided by these tutors. However to take full advantage of the skills and knowledge of the staff of the Trust some additional teaching has been provided on an ad hoc basis by non seconded staff. This subtle change in approach requires a revisiting of the job planning process for tutors which is necessitated by the approach of the end of their 3-year secondment contracts but also a reassessment of the financing of teaching in departments who do not have tutors with paid teaching sessions. Different models are being considered by the finance committee and included those based on a funding per student week model. The UGMS is committed to substantial staff training and development which will ensure teachers for future years of Keele students at the Trust. In the past year training for OSCE examination, problem-based learning, and appraisal skills have all been organized.

It is widely recognised that Teaching Fellows at more junior doctor level and Nurse Specialists have an important role to play in medical education. The appointment of our first Teaching Fellow has been successful and has allowed a strong critical skills course and preparation for practice course to be developed. We hope to develop this post further in the future to encourage appointees to seek formal educational qualifications on the Keele Master's programme and to encourage educational research.

The Keele University School of Medicine (Shropshire Campus) represents a unique opportunity for healthcare providers in Shropshire. In order to bring this to fruition, all agencies including RSH, PRH and the community services will need to work towards a common vision of providing an outstanding learning opportunity for medical students.

## **Strategic Benefits**

Teaching hospital status has many benefits. It increases the attractiveness of the organisation to potential employees who see a teaching hospital as a desired career choice. Similarly it provides a goal to maintain medical knowledge to challenge the education of the students. It has allowed the development of both infrastructure and staff

whose benefits are not limited to teaching. It has improved relations between organisations within the region. It introduces prospective foundation year doctors to the hospitals encouraging them to apply for posts here.

## **Summary**

There can be no dispute that the University of Keele (Shropshire Campus) has been an enormous success for the Trust. The first year of year 4 teaching was introduced without any significant problems and emphasised how well the different Trusts in the county could cooperate in a major project. The new educational facilities have been a success and continue to be developed with the use of teleconferencing facilities and the expansion of the clinical skills lab. The first phase of the accommodation block has been opened and soon all of our students will be accommodated here. Commitment to teaching remains high and interest in teaching roles continues to be expressed by clinical staff both from within the community and the Hospitals. Medical students enjoy their time in Shropshire and continue to perform well in examinations. Our students have also had success in submitting their project work to national scientific meetings..

The major challenge for the next year will be the introduction of the new curriculum. We are well-prepared for this with an organizational structure already set out and close cooperation with the university ensuring that there will be a seamless transition from the old to the new curriculum. Both the academic and administrative staff structure have been re-organised to simplify the running of the campus.

Staff development will be a major focus of the coming year. It is important that the staff feel part of the university and take active roles in the development and running of the campus. It is also important that the Shropshire faculty take an active part in the central activities of the university such as exam setting, curriculum development, admissions procedures, appraisal and progress and health and conduct monitoring. This expansion of staff contribution will develop over the next year.

## **Recognition**

There are many groups without whom the Trust would not be a successful medical school. Just a few of these are mentioned below.

- Shropshire patients have shown a remarkable patience and willingness to cooperate with medical students over the last year. Without this goodwill no medical school can function. Patients have related histories, allowed themselves to be examined often repeatedly and even been prepared to travel to the hospital for teaching courses. We hope the medical school will ultimately benefit them.

- A group of Shropshire residents have trained to be exceptionally gifted surrogate and simulated patients able to give a complicated medical history or act as a concerned relative for communication skills training. We will continue to need them into the future.
- Student volunteers and even child volunteers from Coleham Primary School have willingly attended for teaching sessions and examinations although we do realise for the children it is a day off school! The UGMS has purchased play equipment for Coleham Primary School in recognition of their contribution.
- The parents and children of Severndale Special School have enthusiastically contributed to the success of the Paediatric module.
- Shrewsbury School has shared sporting facilities with medical students, particularly the impressive swimming pool.
- All of the healthcare professionals, particularly the nursing staff at the Shrewsbury and Telford Hospital Trust, deserve credit for accepting the medical students in a helpful and welcoming manner. This has not always been the case at other medical schools.

# Appendix A

## Year 4 Consultant Appointments

Speciality	Job Title	Academic Appt	Name
<b>Families and Children Paediatrics</b>	Joint Module leader	Senior Lecturer	Richard Brough
	Speciality Tutor	Senior Lecturer	Sabri Abdu
	Support Tutor	Lecturer	Kathryn McCrea
	Support Tutor	Lecturer	Dr Ari Kannivelu
	Support Tutor	Lecturer	Christopher Allsop
	Support Tutor	Lecturer	Janet Butterworth
	Support Tutor	Lecturer	Angela Hulme
<b>Obs&amp;Gynae</b>	Joint Module leader	Senior Lecturer	Andrew Sizer
	Speciality Tutor	Senior Lecturer	David Redford
	Support Tutor	Lecturer	Jane Panikkar
	Support Tutor	Lecturer	Adam Gornall
<b>Mind and Movement Locomotor</b>	Module leader	Senior Lecturer	Bruce Summers
	Support Tutor	Lecturer	Ayman Askari
	Support Tutor	Lecturer	Louise Warbourton
	Support Tutor	Lecturer	Charles Wynn-Jones
<b>Neurology</b>	Speciality Tutor	Senior Lecturer	Simon Nightingale
	Support Tutor	Lecturer	Piers Newman
<b>Psychiatry</b>	Support Tutor	Lecturer	Uttam Sinha
	Speciality Tutor	Lecturer	Martin Bassett
	Support Tutor	Lecturer	Simon Smith
	Support Tutor	Lecturer	Phillipa Walker
	Support Tutor	Lecturer	Gary Hosty
	Support Tutor	Lecturer	Sarah Lyle
<b>Clinical Skills</b>	Course Tutor		Mark Prescott
<b>Student Support</b>		Course Tutor/Lecturer	Saskia Perrott-Jones

## Appendix B

### Year 5 Consultant Appointments

<b>RSH</b>				
<b>Speciality</b>	<b>Job title</b>	<b>Academic appt</b>	<b>Name</b>	<b>Site</b>
NME	Hospital Dean	Senior Lecturer	John Jones	RSH
	Tutor	Lecturer	J R Butterworth	RSH
	Support Tutor	Lecturer	Kevin Eardley	RSH/PRH
	Support Tutor	Lecturer	Mark Smith	RSH
HLB	Module Leader	Senior Lecturer	Warren Perks	RSH/PRH
	Tutor	Lecturer	K Srinivasan	PRH
	Support Tutor	Senior Lecturer	Harmesh Moudgil	PRH
	Support Tutor	Senior Lecturer	Peter Wilmshurst	RSH
	Support Tutor	Lecturer	A J Moorcroft	RSH
Surgery	Tutor	Lecturer	Mark Cheetham	RSH
	Support Tutor	Lecturer	Bob Diggory	PRH
	Support Tutor	Lecturer	Tim Sykes	RSH
	Support Tutor	Lecturer	Andrew Schofield	RSH
Radiology		Course Tutor/Lecturer	Hugh Sansom	RSH
		Course Tutor/Lecturer	Russell Jones	RSH
Student Support		Course Tutor/Lecturer	Saskia Perrott-Jones	RSH
Clinical Skills		Course Tutor	Mark Prescott	RSH
<b>NEW Appointments PRH only</b>				
<b>Speciality</b>	<b>Job title</b>	<b>Academic appt</b>	<b>Name</b>	<b>Site</b>
Medicine	Support Tutor	Lecturer	Mary Heber	PRH
Medicine	Support Tutor	Lecturer	Nigel Mike	PRH
Medicine	Support Tutor	Lecturer	Darren Warner	PRH
Medicine	Support Tutor	Lecturer	Jeff Bateman	PRH
Radiology	Support Tutor	Lecturer	Sarah Howdle	PRH
Surgery	Support Tutor	Lecturer	Samuel Adjepong	PRH

**Appendix C**

**2009/10 UGMS Budget**

	<i>2009/10 Business Plan £'000'</i>	<i>2009/10 Budget £'000'</i>	<i>2009/10 M6 YTD Budget £'000'</i>	<i>2009/10 M6 YTD Actual £'000'</i>
<b>Income</b>				
<b>Student Numbers</b>	96	96	96	96
<b>SLAS Keele/Staffs/Shrop PCT</b>	38	38	19	19
<b>Keele University</b>	261	290	120	92
<b>SIFT Income</b>	1,820	3,229	1,615	1,520
<b>Total Income</b>	2,119	3,557	1,754	1,631
<b>Pay</b>				
<b>Consultants</b>	(856)	(670)	(335)	(296)
<b>Medical Staffing</b>	0	0	0	(12)
<b>Nursing</b>	0	0	0	(1)
<b>Non Clinical</b>	(88)	(100)	(50)	(59)
<b>Sub Total - Pay</b>	(944)	(770)	(385)	(368)

<b>Non Pay</b>				
<b>Direct</b>	(494)	(497)	(249)	(275)
<b>Infrastructure</b>	(394)	(394)	(197)	(197)
<b>Placements</b>	(106)	(106)	(53)	(53)
<b>Sub Total - Non Pay</b>	(994)	(997)	(499)	(525)
<b>Capital Charges</b>	(186)	(186)	(93)	(93)
<b>Total Expenditure</b>	(2,124)	(1,953)	(977)	(986)
<b>Surplus (Deficit)</b>	(5)	1,604	777	645

Notes:-

**Direct costs include:-**

Building running costs  
Maintenance contracts  
Room Hire  
Books and Journals  
Office Expenditure  
Residences  
Utility costs

**Infrastructure** includes other intangibles

**Placements** includes payments to PCT and Keele for Psychiatry and Paediatric modules

