



Whittington team. The meetings generated recommended actions listed below. A list of participants has been provided as Appendix 1.

The key points of the discussion were as follows:

Culture: the students commended the Trust's culture, which fosters a sense of belonging and is a supportive and conducive environment to learning.

The graduates echoed the students' feelings about the culture of the Trust. They had chosen to return as foundation doctors as the teams were supportive when they were medical students. They reported a culture of ongoing learning, constructive feedback and consultants enthusiastic about teaching.

It was mentioned that sometimes there can be a lack of guidance for junior doctors on what they should be teaching medical students. The UCL MBBS Curriculum Map/intended learning outcomes were suggested as a source of information for this.

It was noted that the assistantship model has meant being able to tailor learning to individual students. Longer placements/more days in a row were reported as more useful to the experience.

Graduates and students agreed that the current practice of having students remain at the same main site for a whole year is having a positive impact on student experience. The previously model of constant moves sometimes led to feeling unmoored and isolated. It was recognised that it did have the drawback of sometimes inspiring a fear of missing out but learning outcomes were seen as a good way of making sure there is parity between sites.

The visit team

<b>Actions</b>
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The WEC is projected to be open

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