

MBBS Academic Support Programme

Clinical Sciences years (M4Y1 & M5Y2):

Students who must repeat the year having failed the CS CCA will be offered the following:

During the regular meeting with their Personal Tutor, students will be encouraged to discuss the CCA. The aim is to help the student identify what went wrong in the examination and how they will be able to address this in the year ahead. A written guidance document is provided to Personal Tutors to support them with that element of the discussion.

T-year:

Students who have to repeat T-year after failing the CCA will be offered the following:

1. A group session during the first term. The session aims to help students reflect on their learning and development of effective clinical and communication skills and to help them prepare for the T-year CCA. This session will be led jointly by a member of the Clinical Communication Skills team and a member of the Clinical Skills team. By the end of the session, the students will have:
 - a better understanding of why they failed the CCA
 - a clear plan of how to learn and practice their clinical and communication skills on the wards and in self-directed learning
 - a clear plan how to prepare for the forthcoming CCA in T, P and F-year
2. A follow-up one-to-one meeting will be offered later in the year for students who wish to seek support. The meeting could be with the Personal Tutor, a member of the Clinical Communication skills team, or a member of the Clinical Skills team (depending on the student's needs).
3. Invitation to a Peer Mentoring scheme in which students can connect on a 1:2 ratio with trained senior medical students to support their learning. This initiative has been piloted by the Communication Skills team in 2022/23 and received positive student feedback.

P-year:

Students who have to repeat P-year after failing the CCA will be offered the following

a) The opportunity to attend the P-year 'On the Ward' session, where students go on the wards as pairs, with a Clinical Communications tutor and get individualised feedback on their communication skills. This session is offered to all P-year students, however, repeating P Year students will be given priority as well as the opportunity to attend more than once. Approximately 12 sessions run through the academic year, and are timetabled on Wednesday afternoons at SGUL.

b) Attendance at an Advanced Communication Skills group session in the first term. This will have similar aims and objectives as the T-year session (see above), taking into account the more advanced level of the student. This session will be led by a member of the Clinical Communication Skills team and Clinical teachers will also be invited. There are 5 sessions at intervals offered remotely or on site at SGUL through the academic year, and opportunities to learn collaboratively, practice CCA scenarios and discuss learning strategies.

c) An additional one-to-one session will be offered with a Clinical Communications tutor.

F-year:

Students who fail the 'main sit' CCA are eligible to take part in the re-sit CCA, which takes place approximately six weeks after the 'main sit'. Students are offered:

a) Support from Clinical Teaching Fellows (CTFs) who run one or two group sessions (depending on availability). These sessions' aims and objectives are determined by the CTFs in collaboration with the students.

b) A meeting (either in small groups or individually) with a member of the Clinical Communications team, to identify skills that need developing and strategies to address these.

Students who have to repeat F-year after failing the CCA will be offered:

a) Attendance at an Advanced Communication Skills group session early in the year. This will have similar aims and objectives as the T and P year sessions, taking into account the more advanced level of the student. This session will be led by a member of the Clinical Communication Skills team and another member of the Clinical Teaching staff.

b) A one-to-one meeting to address the student's individual learning needs. This will be led by one of the members of the Clinical Communication team or a CTF

c) A dedicated CTF mentor, who will support the student during the academic year. An 'educational contract' can be drawn up, which would outline learning needs and set boundaries for both parties.

Dr Katherine Joekes, 2019

Updated September 2023, Dr Muniba Khan