ACADEMIC MENTOR’S HANDBOOK

School of Medicine

2016 - 2017

www.medicine.cf.ac.uk/medic-support
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1. Introduction

The Academic Mentor’s Handbook aims to provide Academic Mentors with an overview of student support offered within the School of Medicine, and support and advice available to students across the University and beyond. The Handbook draws together the relevant policy statements that help underpin the University’s student support systems and provides an extensive list of contacts to which students may be directed.

The School of Medicine provides support to its students through two key mechanisms. i) academic mentoring and ii) MEDIC Support. Academic mentors (the name for personal tutors in MEDIC) provide academic support to students to enhance student learning. Medic Support provides bespoke advice and support for more complex personal issues.

The overarching principles for Medic Support are:

- Personal and academic support should be available separately if necessary to overcome any conflict of interest - students don't necessarily want to discuss personal and at times distressing situations with people who might later be assessing their academic performance.

- The biopsychosocial model of support is the premise for delivery of all student support – problems are often complex and need a holistic approach whether it’s failing exams or struggling with time pressures.

- Academic demands of training and the learning environment can impact on health and wellbeing and health can impact on performance. This must be recognised and managed appropriately.

- The importance of clarifying the similarities and the differences between academic and personal support to help develop boundaries and support pathways.

| Academic support is about enhancing the learning environment. This can be via both curriculum-based interventions as well as more specific formal and informal learning experiences. | Personal support is related to students’ health, personal and social factors that may impact on both their wellbeing and their performance or academic achievements. |

Academic Mentoring

All students are allocated an academic mentor (academic mentor is the term that has replaced ‘Personal Tutor’ in the School of Medicine). Academic mentoring is delivered to all years.

Staff in this role will provide the following:

- Advice and guidance about academic related issues, e.g. learning, time management, understanding academic feedback and development of a personal development plan.

- Advice about low level financial and social issues that students may bring to the meetings or seek guidance about. You are not expected to provide specialist advice, just advice within reason, that you feel comfortable to give.

- Signposting students to Medic Support or other university services for personal, health and wellbeing issues at an early stage.

- Help maintain appropriate boundaries and good communication between the differing services and support systems available at Cardiff University and the School of Medicine.

There is an administrator who can help Academic Mentors access further support, discuss their student allocations or any other issues that may arise through their work as Academic Mentors. To contact the Academic Mentoring Team email AcademicMentoring@cardiff.ac.uk
2. Academic Mentoring Scheme

The aim of academic mentoring is to provide students with the skills and strategies to help them to get the most out of their studies and to think about their progression to their Foundation years and beyond. The aim is to guide and support the student through one-to-one feedback – not ‘teach’ the student how to get the most out of their time as a medical student.

Academic mentors should help the student reflect on their achievements and any areas that they may be struggling with, and help the student find solutions to overcome any difficulties that they may experience. Through a yearly review with their academic mentor the student should see how they have progressed, met the challenges of the course, and be helped to think about next steps.

Allocation of Students

At the beginning of the academic year staff will be allocated their students for the year. Academic Mentors can access their allocated students and their contact details through the on-line system at [http://medicapps.cardiff.ac.uk/academicmentoring/](http://medicapps.cardiff.ac.uk/academicmentoring/)

The aim is that where possible, staff will follow their students through their programme.

Meeting Your Students and Reviews

Years 1-4 students are encouraged to meet their academic mentor twice throughout the academic year. At some point during each academic year students MUST complete an ‘annual academic review’ with their tutor. Recommended dates for the review can be found on the academic mentoring website.

Year 5 students are not required to meet with an academic mentor to complete an Annual Review. Year 5 students will appear on academic mentors student list, but there will be no requirement to meet with them. Year 5 students are able to call on academic support centrally from the academic mentoring team if needed or may also contact you if they feel they would like specific support.

In general all meetings will take place in term time, but guidance will be given on the website each year on the most appropriate scheduling of appointments for students in particular year groups.

Arranging a Meeting with your Student

Mentors will need to contact their students to arrange suitable dates for meeting. This can be done via the online system [http://medicapps.cardiff.ac.uk/academicmentoring/](http://medicapps.cardiff.ac.uk/academicmentoring/). Once a meeting is set up, the system will generate automated reminders for you and the student. Students will respond to the dates offered through the online system. The system will also remind you when your paperwork is due.

**Autumn Term**

Mentors should introduce themselves via email to their students and offer to meet with them either as a group or one to one. This is particularly important for the first year students. Once a meeting has been set up please ensure this is added to your online system.

**Spring Term**

Mentors should complete the annual review form with their students during this term. This must be a face to face meeting or where necessary to meet the requirements Skype may be
used if the student is on placement away from your location. This meeting is a compulsory part of the teaching programme.

**WHAT TO DO IF A STUDENT FAILS TO RESPOND TO A MEETING OR MEETING REQUEST**

If a student does not respond, the system will prompt them to confirm the date to meet. The system will also confirm appointments to both parties and send out reminders.

If a student fails to engage with you after two attempts or fails to attend an agreed meeting then you must inform the Academic Mentoring Team and they will pursue the students on your behalf.

**HELPFUL TIPS**

Some Academic Mentors have chosen to set up a Doodle Poll ([https://doodle.com/](https://doodle.com/)) account using the email addresses of their students, offering a range of dates. Once agreed, these can be entered into the on-line system and confirmed with the agreed location of the meeting.

**THE ANNUAL REVIEW MEETING**

The 1:1 Annual Review meeting with students is compulsory. The meeting usually lasts about half an hour and then the form takes between 10 – 20 minutes for you to complete. Students will be asked to reflect on their own academic progress before the meeting and provide the academic mentor with a review document (the *Student Annual Review Form*) 2 weeks before the meeting. The form is available to the student on-line and covers the following areas:

- The students major academic achievements and areas of academic activity that have not gone so well
- What might have helped the student achieve to a level they would have been happy with
- Things they would now like to think about doing differently in the future
- Achievements they would like to make and any worries they have
- Learning styles
- Personal strengths and weaknesses when thinking about academic challenges and how to overcome them
- How they might shift a weakness into a strength

Students are asked to share relevant academic feedback on their progress, such as exams and assignment results, with you at their meeting. It is intended that students will have time to reflect, think about their strengths and weaknesses and then to discuss and plan areas to develop during the year with you.

The mentors will then need to complete an *Academic Mentor Review Form*, an on-line addendum to the student’s form, the content being agreed with the student. The *Academic Mentor Review Form* covers:

- Summary of achievements and successes
- Areas identified as requiring additional support/work
- The student’s aspirations for this/next year
- Agreed actions to be taken

When submitted on-line, the combined Annual Review documentation is then locked ready for their review in the following year. Past Annual Reviews are available to mentor and student.

**PERSONAL, SOCIAL OR FINANCIAL ISSUES**

Students may choose to raise personal, social or financial issues that may have impacted on their ability to achieve academically with their academic mentor. You as their mentor may be
able to advise or signpost them to either Medic Support or more general University support systems. Personal issues do not need to be documented in the student’s Student Annual Review Form or in the Academic Mentor Review Form.

Should a referral to Medic Support be the best way to help the student then you can direct them to the self referral form on the Medic Support website or refer them yourself with their consent. Access to the forms can be found here www.medicine.cf.ac.uk/medic-support

3. Medic Support

Medic Support is the current support model at Cardiff University and it has been developed to provide students with appropriate support to enable them to perform to the best of their ability, help them over come or cope with any difficulties, with the ultimate aim of enabling them to enter the medical profession. At some point in most people’s careers they will experience some difficulty –Medic Support has been designed to support students through onward referral to appropriate specialist services and the promotion of self-help.

There may be a number of reasons why medical students struggle, e.g. attitudinal problems, language or written skills or difficulty studying or passing exams. Some individuals have health, personal, financial, social problems or disabilities, which can impact on their wellbeing and ability to manage their course.

The aim of Medic Support is to provide confidential support for students to help them overcome whatever aspect of their training they are struggling with and support their health and wellbeing. Students who enter Medic Support will be reviewed to understand their issues and signposted to the appropriate support services. Some will be assigned a case manager who will offer closer mentoring and support. All students referred to Medic Support will be monitored to ensure that they get the support they need and are able to progress through their studies. Additional support may include referral to Occupational Health, counselling, financial information/advice, specific academic support or other support services.

Students may self-refer to Medic Support by filling in a simple form that takes no more than 5 minutes to complete. They can access the forms on-line at: www.medicine.cf.ac.uk/medic-support

Once a referral is received at Medic Support the student will be offered an appointment to discuss their concerns confidentially and identify the most appropriate next steps. The Medic Support team will keep in contact with the student through the process and ensure they continue to receive support either by face-to-face meetings, email or Skype.

4. Student Information, Confidentiality and Communication

Medic Support aims to ensure that students feel confident about ‘who’ they can talk to, ‘what’ is confidential and what is shared between the academic mentor and the School of Medicine. As an academic mentor, you are there primarily to help with academic issues. You may also be able to give students simple advice about issues around finance and social concerns that students want to share with you or sign-post them to general University support services.

If, as an Academic Mentor, you feel the student needs more specialist advice, you may refer them on to Medic Support as outlined above. There is a Medic Support Information Leaflet and a form that academic mentors can use to refer a student (Medic Support Referral Form) that is available from the Medic Support website: www.medicine.cf.ac.uk/medic-support

Both parts of the Annual Review will be kept as a part of the student’s personal file at the School of Medicine. Only members of the School involved in that student’s progress or senior members of the team have access to these files.
5. Overview of MBBCh and C21 changes

A schedule summarising the 5 year programme with dates, with years 1, 2, 3 and 5 operating under the C21 curriculum, and the year 4 under the previous model, is provided in Appendix 1.

Year 1 - C21

2016/17 is the fourth year intake of students onto the Medical School’s new C21 curriculum. Learning during the year is based on a series of clinical cases that follow a chronological lifecycle. Students will be introduced to ‘real’ patients and related health care settings, to illustrate the cases and to set them in the context of the NHS and patients’ communities. The cases are carefully chosen to illustrate both the basic sciences that are needed to front-load the curriculum as well as to demonstrate common clinical conditions. There is a progression during the C21 5 year programme from an 80% science/20% clinical balance in Year 1 to a 20% science/80% clinical balance in Year 5.

The basic pattern is an initial “Platform for Clinical Sciences” that runs up until Christmas. This provides an introduction to medicine that introduces core science, clinical skills and learning styles, which will underpin their remaining studies. Covering the basics of anatomy, biochemistry, physiology, cell and molecular biology, immunology, microbiology and pathology, as well as developing the fundamental communication, clinical skills and professionalism required of a doctor it is supported by short clinical experience days, in hospitals and GP practices around Cardiff.

After Christmas, case studies are introduced and considered in a two-week cycle of small group facilitated sessions. These case studies are facilitated by non-specialists and follow a common 7 steps of case based learning:

1st Monday, half day-

1. After presentation of a case scenario, students work to clarify the terms and concepts in the problem description that are unknown to the group
2. Define the problem, listing the phenomena to be explained in the case
3. Explain the problem by trying to produce as many different explanations for the phenomena, using prior knowledge, teaching and common sense.
4. Arrange explanations proposed, producing a coherent description of the processes that underlie the phenomenon.
5. Formulate learning goals.

1st week

6. Individual study, attempting to fill gaps in the student’s knowledge based on the work done in the first meeting.

2nd Monday, half day-

7. All share their findings with their group and try to integrate the knowledge acquired into a comprehensive explanation for the phenomena and checking whether they know enough.
2nd week-

Further individual study attempting to fill gaps in the student's knowledge based on the work done in the first two meetings.

2nd Friday-

Wrap up session, drawing together learning as a group. This is followed by all groups coming together with the case writers to discuss findings and the issues raised.

These case studies provide a series of clinical scenarios linking the basic sciences to common clinical conditions such as heart disease, diabetes, hypertension and obesity. Small group sessions are supported by lectures and seminars, access to life science and clinical skills resources, a Doctoring programme focusing on Professionalism, Ethics and Personal Development, and patient contact, all linked to the cases being studied. Students spend up to a day per week seeing patients with similar conditions in local hospitals, general practices and other community based services around South East Wales. During Year 1 the emphasis will be on basic science applied to medicine and the basics of clinical consulting. In Year 1 there are 6 case studies. From January to Easter they broadly cover:

- Musculoskeletal (sports injury)
- Sexual Health/Urinary Tract Infection
- Dyspepsia/Jaundice
- Chest Pain
- Productive cough (in the elderly)

After Easter there is one case study covering:

- Cognitive decline (in the elderly)

There is a student evaluation for Year 1 in week 2nd January and over the period 22nd May-9th June 2016.

Year 2- C21

This is the third running of Year 2 of the new C21 curriculum. This continues the cycle of 2 week case study model with clinical experience interwoven with these. The workshop pattern for Year 2 is Monday, Monday Friday in Semester 1 and Tuesday, Tuesday, Friday in Semester 2. Up until Christmas case studies cover:

- Antenatal screening
- Pregnancy/Breast feeding
- Child Health Vaccinations
- Type 1 Diabetes
- Abdominal pain

After Christmas and up until Easter students cover:

- Mental Health
- Palpitations
- Back pain/Palliative care
- Heart failure

After Easter they cover:

- Rural Health
- Type 2 Diabetes

Year 2 have evaluations of their progress 23rd October, 8th-10th December 2016, 18th February 2017 and an end of term evaluation week of 9th May 2017.
Year 3 - C21

Patients are the focus of the learning in Year 3. Clinical learning opportunities in hospitals and community settings are at the centre of the learning. Placements are structured to incorporate experiential learning across a range of specialties. The curriculum builds on the skills developed through case based learning in Years 1 and 2. Students are responsible for their own learning, in order to achieve all the outcomes.

In Year 3, there are 6 lecture weeks, interspersed with 8-10 week blocks in South East Wales. There is a broader set of experience of the healthcare system in the 3rd year by following patient ‘pathways’ through placements, looking closely at what happens to people as they go through the ‘Hospital Front Door’, as Oncology patients dealing with malignant disease, and when they are suffering from Chronic Diseases such as diabetes and ischaemic heart disease. An SSC module runs in March and April.

Year 4 – C21

Patients are the focus of the learning in Year 4. The curriculum builds on the skills developed through case based learning in Years 1 and 2 and the clinical learning in year 3. Students are responsible for their own learning, in order to achieve all the outcomes.

In Year 4 there are 3 modules each with a week of introductory teaching in Cardiff, clinical placements for 8 weeks in a range of health boards across Wales and a consolidation week of teaching in Cardiff. Women Child and Family includes Child health and reproductive health, Chronic Disease 2 includes dermatology, Care of the Elderly and Musculo-skeletal medicine, PMCNO includes Psychiatry, Neurology and ophthalmology.

There are 3 reading weeks spread throughout the year. There is clinical ISCE in May which is the final summative clinical exam for the course. This is followed by an SSC period.

Year 5 - Consolidated Preparation for Practice (Harmonisation curriculum)

Year 5 has been modified to come into line with the C21 curriculum and brings together all of the elements of the course and blends existing knowledge and skills with those required by the Foundation Programme in order to better prepare students for life after graduation.

Students are fully integrated in to clinical teams and increasingly take responsibility for patient care. The year is focused on the assessment and management of acute and chronic clinical presentations. It consists of four, 8 week blocks:

- Two 8-week clinical placements, one hospital based and the other community (general practice) based, where students will be expected to contribute to patient care under supervision. Learning is predominantly based in the workplace, with sessions in the simulation centre and small group sessions designed to refine your clinical thinking and decision-making.
- An 8-10 week student Elective where the student primarily arranges their own clinical placement. Here many students elect to have a placement abroad.
- An 8 week Senior Assistantship that allows students to work as part of the clinical team by directly managing patients under the supervision of the hospital teams. This takes place in the hospital where they will undertake their first Foundation (F1) job, if it is in Wales.

Between placements there are four, 2-week core learning blocks that address important aspects of a medical career. ‘Preparing for Practice’, ‘Changing Practice’, ‘Science in Practice’ and ‘Practise for Practice’, provide students with a better understanding of what to expect when you start work, including team-working, leadership, service improvement, academic research skills, and life as a Foundation doctor.

Integration within clinical teams and responsibility for patient care increases through this final year of study, which focuses on preparing for the role as a doctor so that the student is in the best possible position to start work within the NHS and ready for your postgraduate studies.
Having graduated from Year 4, Year 5 students have an exam testing skills and competencies using an Objective Structured Clinical Examination (OSCE) exam in July 2016. This is followed by a knowledge and understanding exams using a ‘single best answer’ format in July, November and February and May. Alongside the summative exam, students also sit a national Situational Judgement Test (SJT) and a Prescribing Skills Assessment during the year. This provides a mark that, together with a decile summary of their academic performance in Medical School, is used to allocate places in the national Foundation Programme.

Student Selected Components (SSCs)

In all years of the MBCh programme at Cardiff University there are opportunities for the student to explore in depth areas of medicine that are of interest. Student Selected Components (SSCs) offer the opportunity to choose a speciality, location and tutor and work with the tutor to design the project. SSCs can be undertaken anywhere in Wales and, in the Year 5 Elective module, can take place anywhere in the world.

6. Providing a reference for Year 5 students for their Foundation Programme application

The Foundation Programme is a two-year generic training programme (labelled F1 and F2) that forms the bridge between medical school and specialist/general practice training. Students applying for their Foundation Programme place will require two references, one Academic and one Clinical. The School of Medicine has agreed that academic mentors should be the first port of call for students needing an academic reference for their F1 application process. Year 5 students will need to nominate their referee as a part of completing their F1 application specifically during the period 3rd-14th October 2016.

It is important to note that any reference you supply for a student seeking an F1 place, and its content, are not taken into account when allocating the student an F1 place. References are collected on behalf of the student's eventual employing NHS organization only. The F1 reference is completed online and takes 10-15 minutes. A short guide to completing the reference Providing a F1 Reference as an Academic Mentor is available in Appendix 2.
7. Response to a Person in Crisis

As an academic mentor you may encounter a student in distress. You are obliged to call the relevant support services; but do not try to deal with a situation alone or get out of your depth.

For practical information in a crisis situation, please refer to:

www.cardiff.ac.uk/studentsupport/crisis/

Procedure

The following action steps apply 24 hours a day, 365 days a year:

- Stay calm
- Try to assess the immediate level of risk for the individual, yourself and those around you. If you do not feel confident to approach the individual or if you feel there is an immediate threat, call University Security 02920 874 444 or the emergency services 999
- If you are in a Cardiff and Vale Trust/Heath Park Campus dial 43333
- Follow the most appropriate action response. Explain to the individual what actions you are taking, keep them informed. There is an online chart that can help you assess the level of risk in the situation and the course of action that should be taken.

www.cardiff.ac.uk/studentsupport/crisis/procedure/

Sometimes you need to access help immediately. If it is on a weekday between the hours of 9-5 then you can contact:

http://www.cardiff.ac.uk/studentsupport/  
(for financial, international student, advice and counselling support),

http://www.cardiff.ac.uk/for/current/accommodation/index.html  
(for student residences)

http://www.cardiffstudents.com/advice/ or Students’ Union Academic and Representation Centre  
(for independent academic support), the Students’ Union, Security or Estates.

If it is out of these hours and you are on campus then you can the Students’ Union (tel: 029 2078 1400) or Security covering the University and the UHW site:

To contact the University Security & Portering Services Control Room, Cathays Park Campus: 029 2087 4444

Heath Park UHW telephone network Dial:
- Heath Hospital Emergency internal: 3333
- University Security Control from Heath Hospital extension: 01798 4444

http://www.cardiff.ac.uk/secty/security/security-services.html

Downloadable guidance on security contacts at the Heath Hospital is available at:

http://www.cardiff.ac.uk/secty/resources/Information%20for%20staff-students%20at%20Heath%20Park.pdf
8. Extenuating Circumstances Regulations for 2016-17

The full Extenuating Circumstances Regulations are available at:


The Guidance section of the regulations sets out the specific role of the Personal Tutor/Academic Mentors in the process:

Students may, in the first instance, raise possible Extenuating Circumstances with academic mentors. Academic mentors should be clear that they do not play an official role in the process but may provide support to students as appropriate. Mentors should make clear that it is the student’s responsibility to complete the University’s Extenuating Circumstances Form and supply supporting evidence. Academic mentors must not authorise requests for Extensions or approve applications for Extenuating Circumstances. Mentors should ensure that students have a realistic understanding of the range of actions and remedies that are available to deal with their circumstances and be aware that students from some cultures may be reluctant to report Extenuating Circumstances and may consider this a sign of weakness or failure. If as a mentor you are unsure about this then please contact the extenuating circumstances team in Governance and Compliance. Academic Mentors may refer students to Medic Support for support where appropriate, however staff at these services will not be able to provide supporting evidence of Extenuating Circumstances if students have had no prior engagement with them. Academic mentors should not refer students to these services solely to collect further supporting evidence of Extenuating Circumstances.

9. Student Support Centre

The Student Support Centre has a range of services dedicated to helping students to make the most of student life. Students can receive confidential advice and support when they need it, at the Cathays or Heath Park centres, or online. Staff will also be happy to advise and assist Academic Mentors or help with any questions.

50 Park Place, Cathays Park campus (029) 2087 4844

2nd Floor, Cardigan House, Heath Park campus (029) 2074 2070

www.cardiff.ac.uk/studentsupport

Advice Service
email: studentsupportcentre@cardiff.ac.uk

The Advice Service Team offers students face-to-face telephone and e-mail advice both by appointment and on a drop-in basis every week day. This may be for information and advice on a wide range of issues. This might include extra funding, bursaries, fees, loans, debts, childcare, housing, academic matters, or any issue to do with student welfare.

Financial Support
email: fcf@cardiff.ac.uk

The Financial Support Team provides a range of financial support to help students who face unexpected difficulties while at University. This includes budgeting advice to students and can refer students with serious debt problems to the co-located advice service.

International Student Support
email: studentsupportcentre@cardiff.ac.uk
Through the Student Support Centre the University offers a range of support tailored for international students, working closely with colleagues in the International Development Division. Confidential advice is provided on a wide range of personal, financial, academic and general welfare issues, helping students adapt and cope with living in a different culture. A visa renewal service is provided by the Student Support Centre in conjunction with the Home Office. Students can also get immigration advice and apply to extend their leave to remain in the UK.

**The Disability and Dyslexia Service**

*Email: disability@cardiff.ac.uk or dyslexia@cardiff.ac.uk*

The Disability & Dyslexia Service provides confidential advice and services to students with a disability, specific learning difficulty, mental health difficulty and/or long-term medical conditions. Students are advised to contact the Service with queries regarding all aspects of their disability-related needs whilst studying at Cardiff University. Any student who declares a disability or long term condition should be asked to inform Medic Support (Medicsupport@cardiff.ac.uk) so that their needs can be properly supported during their training.

**Counselling Service**

*Email: counselling@cardiff.ac.uk*

A great deal of pastoral support can be provided without having to make formal contacts with colleagues in support departments. The Student Counselling & Wellbeing Service web pages provide a wealth of information on common problems and frequently asked questions [www.cardiff.ac.uk/counselling](http://www.cardiff.ac.uk/counselling). If, having explored the information with the student, further advice or support is felt necessary, please feel free to contact the Counselling Service or suggest to the student that he or she makes contact themselves. A student referral form can be found on the web page and is designed to enable students provide relevant information prior to an appointment with the service being made:

[www.cardiff.ac.uk/counselling/students/](http://www.cardiff.ac.uk/counselling/students/)

**Advice and Representation Centre, Students Union**


The Centre is part of the Students’ Union and provides a professional and confidential advice service for all students. Specialist advice is available on Housing, Immigration, including working in the UK during and after studies, academic and consumer issues. General advice and information is also available on a wide range of welfare and related issues. Students can be referred to a permanent member of staff who will advise and represent those students who are facing unfair practice procedure, disciplinary and appeals.

**10. Other Student Services**

**English Language Support for International Students**

[www.cardiff.ac.uk/elt](http://www.cardiff.ac.uk/elt)

**English Language Provision**

The English Language Programmes section (ELP) of the Communications & International Relations Division (CAIRD) provides English language & study skills support and pathway programmes to international students.

**In-sessional Support**

This includes support courses for current international students registered on a fulltime undergraduate or postgraduate programme. English Language courses are available to all non-native speakers of English who are registered with a Cardiff University School and who are enrolled on an award-bearing programme. Priority is given to full-fee paying international students but spaces are often available for European or exchange students later in the academic year. Full-fee paying international students pay only an administration fee but European and exchange students will pay a small additional fee. The courses run part-time,
and are available on a first-come-first-served basis. Focus is on enabling international students to develop reading, writing, speaking and listening skills. There are also regular writing clinics and workshops. For further information please contact:

English Language Programmes Team  
Academic & Student Support Services  
Cardiff University  
Deri House 2-4 Park Grove, Cardiff, CF10 3BN

Tel: +44 (0)29 2087 6587  
Fax: +44 (0)29 2087 6591

Careers and Employability  
www.cardiff.ac.uk/careers/

Careers and Employability work with students, graduates, postgraduates, employers and University staff, to deliver a highly respected and valued service. Students and staff can access a wide range of careers advice and information, workshops, employer events, careers fairs and many other activities. Academic Mentors can explore the full account of the ways in which Careers and Employability work with staff and students here:

www.cardiff.ac.uk/careers/for-staff/  
Careers and Employability Centre  
50 Park Place  
CF10 3AT  
Appointment Enquiries (029) 2087 4227 / General Enquiries (029) 2087 4828

In addition there are specialist careers advisors for Medicine who can be contacted through Medic Support and Institute of Medical Education.

Day Care Centre  
http://www.cardiff.ac.uk/creche/  
email: crèche@cardiff.ac.uk

The Day Care Centre provides crèche facilities for students’ children aged from 10 weeks to 5 years and is open 8.30am to 5.15pm Monday to Friday. Further information is available from the Student Support Centre, who administer the Daycare Centre, or the Daycare Manager.

Fees:

10 weeks to 2 years £23.75 half day  
2 years to 3 years £23.05 half day  
3 years to 5 years £21.45 half day  
Dinner money £2.95 per day

Application forms may be obtained from the Daycare Centre and the Student Support Centre. The Fee Remissions Group will consider applications each term, on a means-tested basis. The Remission Fund is provided by the University and the Students’ Union.

Day Care Centre  
43 – 45 Park Place  
Cardiff  
CF10 3BB  
Tel: 029 2087 4135
University Health Centre
www.cardiff.ac.uk/osheu/healthcentre

The Health Centre is staffed permanently by specialist practice nurses and supported by doctors in a limited time capacity each day. The Centre is happy to receive students referred by tutors or self referred for ill-health issues, advice regarding all health problems or related issues. The Centre also provide several clinics for students, including family planning and eating disorders which is run by a multi-disciplinary team incorporating a nurse, a mental health professional, a doctor and a dietician. However, students must still be registered with a local General Practitioner.

Opening hours: 9.00am – 4.30pm, Monday – Friday.
University Health Centre
47 Park Place
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Skills Development Service
www.cardiffstudents.com/jobs_skills/skills_development_service/

The Skills Development Service (SDS) based in the Students' Union provides a range of courses aimed at building students' confidence, improving transferable skills and increasing their employability potential. Certificates are awarded for successful completion of courses and are highly regarded by employers. Students can attend individual sessions and courses or work towards completion of certificates of professional development. Topics available include Presentation Skills, Assertiveness, First Aid and Leadership.

Sport & Exercise
www.cardiff.ac.uk/sport

Cardiff University provides a broad range of sporting and exercise opportunities for social, representative and elite competitors. Everyone is warmly invited to take advantage of what is on offer at all three sites, the University Fitness & Squash Centre - Park Place, the University Sports Centre - Talybont, and the University Sports Fields – Llanrumney. Details of services on offer can be found on the Sport & Exercise website. The Sports Bursary Scheme is open to all undergraduate students at Cardiff University. To be eligible you must have represented your country at National, Junior or Senior standard or be recognised by your governing body as having outstanding potential. For more information call the Centre Manager Park Place on 02920 874676, or email: sport@cardiff.ac.uk in the first instance.
### Appendix 1: MBBCh Calendar 2016 – 17

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*Note: The calendar includes various phases and activities for each year, with specific dates and topics listed for each phase.*
Appendix 2: Providing a F1 Reference as an Academic Mentor

PROVIDING A F1 REFERENCE AS AN ACADEMIC MENTOR

It is important to note that any reference you supply for a student seeking an F1 placement, and its content are not taken into account when allocating the student to a Unit of Application (region) or in matching the student to a particular Foundation Programme. The reference fulfills a statutory requirement as part of pre-employment checks only.

The Foundation Programme

The Foundation Programme is a two-year generic training programme (labeled F1 and F2 years) that all new graduates must undertake before applying for specialist training.

In applying for a F1 placement, students rank the Unit of Application (Deanery) they wish to apply for. Their F1 placement is ultimately allocated on the student’s scores based on an Educational Performance Measure (EPM). This is based on their performance during Medical School 1 and the information they provide on their application form relating to:

- Educational achievement
- Publications
- Presentations

The EPM represents 50% of the final score used for placement allocation. The other 50% is based on the student’s score in the Situational Judgment Test (SJT) held in December 2016/February 2017, which assesses the professional attributes expected of the Foundation Doctor.

Providing a reference

The Medical School has agreed that Academic Mentors should be the first port of call for students needing a reference for their F1 application process. It is of course expected that a student should consult with you first as to whether you wish to act as their referee. If you agree, the student will include your contact details in their application. Year 5 students will need to nominate their referee as a part of completing their F1 application during the period 3rd-14th October 2016. We would assume, therefore, that students would be in touch with you well before 1st October if they wish you to provide a reference.

Referees will then be asked to submit a reference for their students as part of pre-employment checks during the period March and April 2017. This leaves time for you if you should so wish to meet with your Year 5 students to discuss their academic progress and any issues relating to their F1 reference. However you do not have to meet with them prior to completing the reference.

Completing the F1 reference

The F1 reference is completed online. In due course you will receive an email from the Foundation Programme Application System (FPAS) website inviting you to register on their system, and provide the reference between March and April 2017.

The first email will provide information on how to register as a referee on the FPAS website. This involves going to the FPAS website (the email gives you an easy click on link). Click on the ‘FP2016 Referee Login’ icon in the middle of the website’s Home page. This will get you to the referee’s login. In the first registration, the system will generate a ‘one time use’ password and email it to you. In a second login, you will use this one-off password to enter the system. The website will then ask you for a replacement email of your own choice. You will then be shown a table with the list of students who have requested an F1 reference from you.

1 If students are in the first decile (the top 10% of their year), they receive a score of 43; if in the second decile their score will be 42 and so on until the 10 decile where they receive 34 points.
Please note: If one student registers you as a referee using the email short form of yourname@cf.ac.uk and another registers you using the long version of yourname@cardiff.ac.uk then the system will generate two lists of students requiring a reference, one for each of your email addresses. This means you will have to login to each account to see all your students and to complete the reference for them all. While we have alerted the Year 5 students to always use the long form of your email, please be aware that some may still use the short form and thereby create two lists for you to respond to. So please check. This is a quirk of the FPAS system and something outside our control.

If you click on their name, a form will open for you to type in your reference. You can save your work on the form at any time, and come back to it before submitting it. The reference form primarily has questions with drop down menus to select your answers. There are two areas where you can provide text responses that may contain your own reflections of the student. It usually takes 5-10 minutes to complete a reference form for 1 student.

1. On the first page of the form you will be asked to “indicate which type of reference you are providing.” There are two options on a drop-down menu- ‘Medical School Reference’ or ‘Clinical Reference’ (the clinical reference must be a practising hospital consultant, GP or associate specialist who is able to give an opinion of the student’s clinical skills).

As an Academic Mentor you will usually be providing a Medical School Reference. There is no difference in the form, but one might expect a Clinical referee to provide more information in free text areas about the clinical skills of the person where they have observed them.

There is GMC guidance available (See attached for latest version, also available via the FPAS site). It recognizes that staff other than qualified doctors will be providing the Medical School Reference and provides some guidance on what is required.

2. The next question asks if, under the Rehabilitation of Offenders Act 1974, if “you aware of any criminal convictions or cautions applicable to this applicant?”

If a Medical Student has any such conviction the Medical School would inform you and the student in mid-September that they will provide the F1 Academic Reference centrally. If you have not been informed of this change you will be free to answer “No” to this question for the student.

For the following questions, referees will be asked to choose either ‘satisfactory’, ‘cause for concern’ or ‘unable to comment’ in answer to each question. If you choose cause for concern, you will be required to provide an explanation. If you choose satisfactory or unable to comment, no further explanation is required.

3. Clinical Knowledge and Skills

- Can show evidence of having achieved the outcomes for qualification set out in The Trainee Doctor (2011)

Referees can assume that the student has been deemed eligible to apply for F1 by the Medical School.

If there is a concern about a medical student’s clinical knowledge and skills the Medical School will inform you and the student in mid-September that they will provide the F1 Academic Reference centrally for this student. If you have not been informed of this change you will be free to answer “Satisfactory” to this question for the student.

4. Clinical communication skills

- Has demonstrable skills in written and spoken English that are adequate to enable effective communication about medical topics with patients and colleagues.
Academic Mentors who know the student well enough they may wish to comment. In the role of Academic Mentor if you do not know the student well enough, then you are free to answer “unable to comment.” Clinical referees may be in a better position to comment on these aspects of communication.

5. Personal Skills

- Demonstrates an understanding of the importance of the patient as the central focus of care.
- Demonstrates an ability to prioritise tasks and information appropriately.
- Demonstrates an understanding of the importance of working effectively with others.
- Demonstrates initiative and the ability to deal effectively with pressure and/or challenge.

Academic Mentors who know the student well enough they may wish to comment. In the role of Academic Mentor if you do not know the student well enough, then you are free to answer “unable to comment.” Clinical referees may be in a better position to comment on these aspects of personal skill.

6. Probity

Here you will be asked whether the student demonstrates appropriate professional behaviour, i.e. integrity, honesty, confidentiality.

If any probity or fitness to practice issues have been identified for a student, the Medical School will inform you and the student in mid-September that they will provide the F1 Academic Reference centrally for this student. If you have not been informed of this change you will be free to answer “Satisfactory” to this question for the student.

7. Other

Here you will be asked “Is the applicant's attendance/timekeeping satisfactory?”

If any issues have been identified for a student, the Medical School will inform you and the student in mid-September that they will provide the F1 Academic Reference centrally for this student. If you have not been informed of this change you will be free to answer “yes” to this question for the student.

Has the applicant been subject to any disciplinary procedure, formal or otherwise, during the time that you have known them? This should include any fitness to practice concerns you are aware of.

If any issues have been identified for a student, the Medical School will inform you and the student in March that they will provide the F1 Academic Reference centrally for this student. If you have not been informed of this change you will be free to answer “no” to this question for the student.

8. Additional Comments

This is an area where you can personalize the reference and provide comments on the student based on any dealings you have had with them as an Academic Mentor.

9. Referee details

Finally, you will be asked to provide your details: Name, position held, name of employing organisation, contact telephone number, GMC reference number (if applicable).

Thank you for providing a reference for your Academic Mentee