



# Archway Campus Newsletter

June 2005



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## Letter from the Vice-Dean

I have been chided recently for the absence of any up-to-date newsletter. It is indeed some time since our last one in February 2003. I have few witnesses to call in my defence apart from the pressure of time.

There have been several people leaving The Archway Campus. As many of you know Jeannie Hay left us in the summer; her whole family have moved to Leeds. Tricia O'Dell has taken over Jeannie's previous job with some modifications. Martina Yanga also left us in the summer to pursue her legal career. Both Martina and Jeannie in their different ways have played crucial roles over the last few years in helping us to increase the quantum and quality of undergraduate teaching that we now undertake on this Campus. We are very grateful to them for their contributions.

Adele Walker has joined us; she knows the Medical School very well and was previously based at the Hampstead Campus. She will be replacing Martina (see page 10).

Another person who has left us is Anthony Tyrrell. He has been site manager of the Archway Campus since its early days. He has obtained a very good job at the Institute of Education. I am sure this will be very good for his career path and we all wish him well. We thank him for playing a very important role in transforming a derelict site into a much more acceptable environment. Junior Joseph has been appointed to the post and we look forward to working with him during the next phase of the development of the Campus.

Many of you will have heard me talk about the UCL Institute of Human Health and Performance. This becomes a reality in the next few weeks; the various components move in to the ground floor of the Charterhouse Building. They will complement our rapidly growing MSc School of Human Health and Performance based on A6 in the Holborn Union Building. This was established on this Campus in its present form in 2000 and has been developed under the leadership of Dr Bruce Lynn. There are currently 5 MSc programmes in (i) Cardio-respiratory Physiotherapy



## Letter from the Vice-Dean continued

(ii) Neuromuscular Skeletal Physiotherapy (iii) Sports Physiotherapy (iv) Neurophysiology adult/paediatric. We also have a small but progressively growing MSc in Sports and Exercise Medicine which Mr Panos Thomas leads. Two new modules are planned in 2005 in the areas of (i) Human Performance under Extreme Conditions (ii) Clinical Exercise.

It is estimated that physical inactivity costs this country £8.25 billion per annum. The World Health Organisation estimates that *physical inactivity* is responsible for the following proportions of disability-adjusted life years in developed countries:

- 23% of ischaemic heart disease
- 16% of colon cancer
- 15% of diabetes
- 12% of stroke
- 11% of breast cancer.

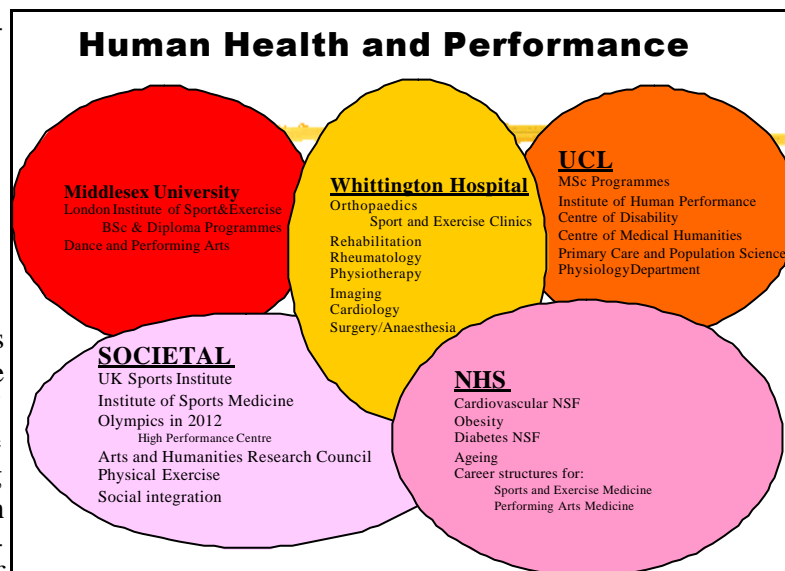
No one really knows how activity or exercise reduces this burden of illness. A 10% increase in people taking enough activity can produce potential savings to society of £500m per annum.

We are establishing the UCL Institute on the Archway Campus. It will be led by Dr Hugh Montgomery. We believe that this Institute is unique. It will be dedicated to the scientific study of health-related benefits of physical activity and the transition and translation of this knowledge to either patients or to the general population.

Middlesex University has launched its London Institute of Sport and Exercise. This is also based in the Charterhouse Building on the Archway Campus. It is led by Professor Chris Riddoch. The agendas of these two Institutes are remarkably complimentary. We are ensuring that these two Institutes will work closely together; they will develop some appropriate joint ini-

tiatives in the research arena as well as the educational ones.

We are being supported by The Institute of Sports Medicine. This is a national body established in 1958. It has been playing a key role recently in helping the various Sports Medicine Bodies in the UK to come together and develop a national single body. It has also played an important role in developing the academic research and educational agenda that the new cadre of doctors in Sports and Exercise Medicine (SEM) will need to embrace. We are also very grateful to the Sports Medicine Foundation for their support.



The Venn diagram is useful. It identifies the uniqueness of each entity and also highlights the overlap in the circles which represent the opportunities for collaboration, partnership and synergistic workings. The challenge before us is to enable the individual entities to gain added value from these overlapping components.

Over the next months I will be asking the various “players” in these groups to contribute an article to the newsletter. We will also be putting considerable effort into determining how we can get these academic groups interacting with, and relating to, the staff at the Whittington Hospital, at the Camden and Islington Mental and Social Care Trust, and in our local PCTs. In terms of exercise and activity, the range of people involved are quite large and embrace doctors, physiotherapists, occupational therapists, nutritionists, the estates and facilities staff, and many others.

Many of you will have become aware that Middlesex University is in the process of reducing the number of Campuses it occupies. It is also investing to increase the quantum of high quality research it undertakes. In some of these areas it will be looking to UCL for collaboration. It is currently exploring the



possibility of investing more on the Archway Campus and Whittington Hospital sites. We are keen to ensure that the academic strategy will lead this future development.

All too often Institutions, whether they be NHS, University or in the Business sector, become absorbed in resolving their own problems and forget to look over the horizon which has become set too low. We now have a very exciting opportunity here which I have written about previously. With the potential release of estate surplus to requirements by the Whittington Hospital in the next few years, with the potential to complete the plans for the Archway Campus with a building fronting onto Highgate Hill, with the Boroughs plans for the Archway roundabout and the regeneration of the Archway, the energies and aspirations of several institutions may be best addressed by a "Partnership approach". We must not let this opportunity pass us by before we have explored its many potentials for us all.

Summer 2005 will be the 10<sup>th</sup> anniversary of the establishment of Centre for Health Informatics and Multiprofessional Education (CHIME). It was established as a joint initiative between UCL and Whittington. It continues to be very active. Its main thrust remains that of a multidisciplinary centre, drawn together through a common focus on research, education, organisational change and technological innovation, linking information quality and governance for health. It recently hosted a Public Lecture given by Professor Denis Protti from the School of Health Information Science in the University of Victoria (Canada). He presented his ideas on the way in

which Health Informatics can contribute to 21<sup>st</sup> Century healthcare. He was one of the original external reviewers of the NHS strategy of Information for Health. He has also advised the NHS Executive on an appropriate way of evaluating the implementation of this strategy.

The Centre for Medical Humanities based on the Archway Campus continues to be very busy and creative. Its main aims are to work with partners to:

- Raise awareness of medical humanities as an academic discipline
- Facilitate the development of collaborative inter-disciplinary initiatives
- Develop, deliver and evaluate arts and humanities based medical education
- Undertake interdisciplinary medical research using the arts and humanities
- Develop medical humanities resources for the academic community

Its very successful 5<sup>th</sup> Annual International Medical Humanities Conference was held at UCL in the summer. The theme was *The Healing Humanities: Contextualising and Conceptualising Medicine*. With the Slade School of Fine Art it pioneered a "UCL Arts in Health Award" in partnership with the Arts Council of England, the Royal College of Physicians and the National Network for Arts in Health. There were 30 applicants in the professional category and 9 in the student category. Tessa Jowell, Secretary of State for Culture, Media and Sport, and Professor Malcolm Grant, Provost and President of UCL made the awards at a reception at the Foreign Office.

There has been a lot of confusion about the nomenclature of the vari-

ous Medical School sites. It has been decided that we should adopt a common approach in the future. Thus we aim to define the three main clinical sites as follows:

- The Bloomsbury Campus/site
- The Hampstead Campus/site
- The Archway Campus/site

We want to move away from the fact that the Bloomsbury Campus has been commonly described as "UCL". **UCL exists on all the clinical campuses!** We also want to emphasise that the University is distinct from the associated hospitals. This nomenclature should now be used on all correspondence and on the websites.

Finally, may I thank all those of you who have enabled us to deliver our share of the education and teaching to our undergraduate medical students; to those who have contributed so much to our developing Diploma and MSc programmes; to those who are developing and delivering their research agenda. It is not easy in this busy clinical environment and on a Campus that is still in the relatively early stages of developing its full research and educational portfolios, often without the proper infrastructure to enable this all to happen easily. My challenge, with your help, for 2005 and beyond is to create this infrastructure and to develop the appropriate synergies between us all.

*Dr David Patterson  
Vice-Dean & Campus Director*



## Academic Centre for Medical Education (ACME)

The Academic Centre for Medical Education is located on the top floor of the Holborn Union Building. We are a Centre within the RFUCMS Deanery. The Centre Director is Professor Jane Dacre. ACME is supervised by a management board, and reports to the Education Committee. The 3 vice deans for education, Professor Taylor, Professor Lloyd and Professor Dacre all sit on the board.

Our primary role is to support developments in the medical school curriculum and to help with their implementation and embedding. Examples of our activities include:

- Teaching the Teachers courses for all main Trusts. We have a series of different TIPS style courses, the latest of which is on teaching ethics and law.
- Running the 3 clinical skills centres at Bloomsbury, Archway and Hampstead. The skills tutors feature regularly in the Medical School Top Teachers awards, and teach all the students how to do the common practical procedures.
- Developing and supporting the Professional Development Spine throughout years 1-5. this is led by Professor Lloyd, and concentrates on the development of Professional Skills, including communication skills clinical skills, ethics, & evaluation of evidence.
- Designing & implementing the new assessments for years 3,4,&5. The latest in our repertoire is the new written and clinical finals examination last June. The resit examination is also held at the Archway Campus.



*Professor Jane Dacre, Director*

- Supporting the clinical skills component of the Clinical Introductory Course with our Peer Assisted Learning programme, where final year students are trained up to a standard to teach the new clinical intake.
- Enhancing the communication skills training programme by introducing and implementing new developments. The latest is a specialist TIPS course for communication Skills, designed by Jane Richardson

Running the assessment group for the GMC Performance Procedures. We have recently secured a contract for 5 years with the GMC to develop and run assessments for doctors whose Fitness to Practice is in doubt.

We produce a termly newsletter about ACME activities, and changes in the curriculum, so please look out for it. If you want more information please contact us at [acme.ucl.ac.uk](mailto:acme.ucl.ac.uk)



# TIPS COURSES 2004/5

## Teaching Skills Courses for GPs, Consultants & Trainees

**PGEA and CME approved**

*“an excellent, well run and informative, relevant course”*

*“every part of the course was useful”*

### Teaching Skills for Medical Teachers

Two-day course

Recognise and develop the attributes of a good medical teacher. Plan effective teaching. Discover how to interest and involve an audience and target teaching to students' needs.

### Clinical & Bedside Teaching Skills for Medical Teachers

One-day course

Maximise teaching opportunities in the clinic or on the ward. Find out why students miss the diagnosis, discover how they learn and plan courses effectively. Familiarise yourself with the latest clinical skills resources available.

### Teaching and Presenting to Large Groups

One-day course

Efficiently prepare and plan, maximise use of materials and present effectively to a large group. Appropriate use of audiovisual aids.

Cost for the 2-day courses is £400. Cost for the 1-day course is £200. The courses are free to employees of the Camden & Islington Mental Health & Social Care Trust, Islington Primary Care Trust, Camden Primary Care Trust, University College London, Department of Primary Care & Population Sciences, Royal Free Hospital Trust, UCLH NHS Trust or Whittington NHS Trust.

**All courses involve simulated teaching practice & individual feedback.**

**4th Floor Holborn Union Building  
Archway Campus  
Highgate Hill  
London N19 5LW**

**telephone: 020 7288 5964  
fax: 020 7288 3322  
email: [l.hayes@medsch.ucl.ac.uk](mailto:l.hayes@medsch.ucl.ac.uk)  
web page: <http://www.ucl.ac.uk/acme/>**



# Improve Your Teaching

## TIPS FOR TEACHING COMMUNICATION SKILLS

A two-day course for teachers of medical students

Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> June 2005

### Course Aims:

- to develop the understanding of teaching, learning and assessment of communication skills
- to enable participants to improve the delivery of communication skills teaching in the undergraduate curriculum

### Workshop Objectives:

- have an up to date knowledge of the evidence base for teaching communication skills in the curriculum
- develop existing knowledge and understanding of teaching, learning and assessment of communication skills
- be familiar with the doctor-patient relationship model and the Cambridge-Calgary guide to the consultation
- adopt a student-centred approach to teaching communication skills
- practice communication skills teaching in a small group setting

### Contact:

Administrator – Marilyn Dackombe, ACME, Archway Campus, RF&UCMS



Royal Free and University College  
Medical School  
UNIVERSITY COLLEGE LONDON

**ACME**  
Academic Centre for  
Medical Education



# Pathology

For those of you who don't know me, I am a consultant histopathologist at the Whittington hospital, appointed in April 2003 to lead the undergraduate pathology teaching at this site, and I would like to let you know about recent changes we have made to the organisation of the pathology teaching.

Pathology teaching is, and has been for some time, module based, and in clinical years 1 and 2 it is associated with the clinical modules in these years. The bulk of the pathology teaching at the Whittington hospital is to the clinical year 1 students, as part of the 4 modules that they undertake in this year.

In previous years, the teaching was given on 10 Tuesday afternoons throughout the 10 week module. This teaching was undertaken simultaneously at all 3 sites; namely, here at the Archway Cam-

pus, at the Hampstead Campus and at Bloomsbury Campus. Problems encountered with this system largely stemmed from a lack of uniformity of course content and presentation, together with the need for multiple pathologists to teach the same material at different sites.

getting 1 week's worth of Tuesday afternoons 'back' for clinical teaching. This block pathology teaching has allowed us to teach all students doing each module together at the same site, regardless of which site the student is based at for their clinical module. The pathology teaching for the surgery module is at the Hampstead Campus, the pathology teaching for the Care of the Elderly, Orthopaedic and Rheumatology module is at Bloomsbury Campus and the pathology teaching for the General Internal Medicine (including Oncology) module is also at Bloomsbury Campus. Here we teach all students about to undertake the General Medicine (including Cardiothoracic Medicine and Medicine in the Community) module.

The advantage of the new course is that we, as a



Clinical Biochemistry



Haematology



Immunology



Microbiology



Histopathology

To overcome these problems, we are running a new pathology course from this academic year. The pathology teaching is now given in a 1 week block, at the beginning of each 10 week clinical module. To avoid shortening the clinical modules, the academic year has had to be increased by 4 weeks, which has led to each clinical module

group of pathology teachers, have control over 'our' part of the course, and we have taken this opportunity to alter the curriculum from previous years, and co-ordinate our teaching across disciplines. We have also added clinico-pathological conferences to the syllabus, with the help of our clinical colleagues, to reinforce the clinical usage of pathology. The disadvantage is that we have a larger group of students, so we need to split the students into smaller groups, at least some of the time, so that they receive some tutorials as well as lectures. We still therefore need several



## Pathology continued

pathologists to be teaching at the same time. As we have far fewer pathologists than either of the other two sites, and of course have to maintain the full diagnostic service, this full week of teaching is extremely stretching of our staff resources.

We have now run this pathology week twice, and so far so good. Organisationally speaking it is working well, and I think that the students particularly appreciate the tutorials and the clinico-pathological conferences. Receiving their pathology teaching in bulk, however, has not proved particularly popular, as it leads to a very intense week of classroom-based learning with large amounts of completely new information. We will continue to evaluate the course for the rest of the year, and take it from there, but I would be happy to hear the views of any readers!

*Dr Debbie Hopster*

## Medical School Officers 2004/5

**Joanne Cryer**  
**Clinical Vice-President**

**To be elected**  
**1st Year Clinical Representative**

**Amy Ward**  
**2nd Year Clinical Representative**

**Hannah Wilson**  
**1st Year Pre-Clinical Representative**

**Zohra Munir**  
**2nd Year Pre-Clinical Representative**



## Term Dates 2005/2006

### PATHOLOGY TEACHING WEEKS

Monday 26 September – Friday 30 September 2005

Monday 12 December – Friday 16 December 2005

Monday 13 March – Friday 17 March 2006

Monday 5 June – Friday 9 June 2006

### YEAR 3 MODULES

<b>Monday 3 October - Friday 9 December 2005</b>	(3 Oct – 4 Nov) (7 Nov – 9 Dec)
<b>Monday 19 December - Friday 10 March 2006</b>	(19 Dec – 3 Feb incl Hol: 24 Dec – 8 Jan inc) (6 Feb – 10 Mar)
<b>Monday 20 March - Friday 2 June 2006</b>	(20 Mar – 28 Apr incl Hol: 13-19 Apr inc) (Tue 2 May – 2 Jun)
<b>Monday 12 June - Friday 18 August 2006</b>	(12 Jun – 14 Jul) (17 Jul – 18 Aug)

### YEAR 4 MODULES

#### CHILD AND FAMILY HEALTH/GP, WOMEN'S HEALTH AND COMMUNICABLE DISEASES MODULES

<b>Monday 12 September - Friday 23 December 2005</b>		
Teaching Week 1	12 – 16 September	4 wk Rotations: 19 Sep – 14 Oct
Teaching Week 10	14 – 18 November	17 Oct – 11 Nov
Assessment Week	19 – 23 December	21 Nov – 16 Dec
		Hol: 24 Dec – 8 Jan inc
<b>Monday 9 January - Friday 28 April 2006</b>		
Teaching Week 1	9 – 13 January	4 wk Rotations: 16 Jan – 10 Feb
Teaching Week 10	13 – 17 March	13 Feb – 10 Mar
Assessment Week	24 – 28 April	20 Mar – 21 Apr
		Hol: 13-19 Apr inc
<b>Tuesday 2 May - Friday 11 August 2006</b>		
Teaching Week 1	Tue 2 May – 5 May	4 wk Rotations: 8 May – 2 Jun
Teaching Week 10	3 Jul – 7 Jul	5 Jun – 30 Jun
Assessment Week	7 – 11 August	10 Jul – 4 Aug



# CHIME News

**T**his term, Jeanette Murphy finished phase 1 of a project funded by the Strategic Health Authority - A reverse mentoring project (using the young to teach the old) - medical students took on role of personal trainers in a group of general practices in North London. Each student provided 1 to 1 training to doctors, nurses, receptionists, medical secretaries and practice managers. Phase II will commence after students finish their exams in the summer.



## Graduates 2004

Risk Management	
MSc with Distinction	Elizabeth Haxby
MSc with Distinction	Olwen Keeley
MSc	Matthew Calver
MSc	Jane Chambers
MSc	Jan DeWitt
MSc	Esther Dias
MSc	Carmel Dodson-Brown
MSc	Katheryn Maynard
MSc	Pauline Melhuish
MSc	Jeremy Mitchell
MSc	Sharon Murrell

MSc	Noshir Patel
Post Grad Diploma	Alison Binns
Post Grad Diploma	Geraint Lewis
Post Grad Diploma	Steven Waweru
Post Grad Certificate	Julieann Pollitt
Health Informatics Programme	
MSc	Julius Awakame
MSc	Reggie Marriage
MSc	Stephen Meechan
MSc Distinction	Farid Poonja
MSc Distinction	Mahibur Rahman

## New Senior Administrator for the Archway Campus

I have recently taken over from Martina Yanga in the post of Senior Administrator

and PA to the Vice Dean. My main re-



sponsibility is to assist the Vice Dean (Dr David Patterson) and Site Sub Dean (Heulwen Morgan) in the development and management of academic initiatives and facilities on the Archway Campus. I have worked for the medical school for four years and spent most of that time based at the Hamp-

stead Campus dealing with the undergraduate curriculum and examinations and so this post provides a new challenge for me. Prior to joining the medical school I worked for the Royal College of Pathologists where I was responsible for dealing with training issues and co-ordinating the MRCPPath examinations.

I am based in room 305 in the Undergraduate Centre, Great Northern Building and will be working Monday-Wednesday.

My contact details are:

Email—[adele.walker@ucl.ac.uk](mailto:adele.walker@ucl.ac.uk)

Tel—020 7288 3873

*Adele Walker*

# Audio Visual Support

Since the last newsletter there have been improvements made to our site facilities. We have upgraded two seminar rooms based in the Holborn Union Building in the area known as Human Health & Performance (A6). Rooms 1 and 2 now both have a ceiling mounted LCD Projector, Desktop PC with internet connectivity, an onboard DVD player facility and Video Player for VHS playback (PAL & NTSC). Both of these rooms have instructions on how to use the equipment, but if you still wish to contact me I will be happy to help.

I will be looking into upgrading more seminar rooms over



Room 1, Centre for Human Health & Performance

this academic year.

Our other floating equipment is listed below.

- LCD Projectors
- Laptop PCs
- DVD Players
- VHS Players
- TV Monitor
- Over Head Projectors
- Slide Projectors

We also have an onsite Video Editing Facility. (Can be used to incorporate video clips into PowerPoint Presentations etc.)

If you require any of our services or support please contact all my details are below.

*Chris Knapp, Audiovisual Technician*

Contact Details

Email : [Christopher.knapp@ucl.ac.uk](mailto:Christopher.knapp@ucl.ac.uk)

Tel : 020 7288 5515 or Ext 5515

Mobile : 07973 739 927 (Emergencies Only)

## NEW DEVELOPMENTS IN IT

Did you know that the Medical School Support Team will provide some support for all computers on the UCL network, not just Managed computers?

The Medical School Support can be contacted at [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk), and will install new non-managed computers for you so that they are on the Internet, have MS Office Professional, Acrobat Reader, an Anti-virus/Firewall product, and access to WTS.

You may think you know enough to install your own computer, but can you be certain that you are setting it up according to correct standards of UCL practice so that it complies with the requirements of JANET (Joint Academic Network, who provide our internet access)? Can you be certain it is safe from hackers and infection from worms and Trojans as well as from viruses? Just make sure your new PC is safe by emailing [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk) to ask for an appointment to have the new PC installed, updated and firewalled.

Network and local printers can also be installed; if you have a managed network printer, continue to contact IS as usual. But for installation of non-managed network printers, and all local printers, email [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk)

Whilst we are talking of printers, if you use WTS via a Citrix icon on a non-managed computer, please don't buy a printer without consulting [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk). It is likely that, if you take some advice, you will be able to print successfully from within WTS as well as from your non-managed computer. If you buy a printer without consulting us, you may find it won't work from WTS. This applies to both local and network printers – if you use WTS at all, please ask us before buying a printer.



The really good IT news recently has been the improvement in WTS, which now gives you access to up-to-date software, as well as a much wider selection of software. From WTS, you can now use Outlook for your email if you like, or continue with Eudora. Internet Explorer is now the default browser, though you still have access to Mozilla and Netscape if you want them. Researchers in the Medical School may like to know that we now provide Photoshop Elements for image manipulation, and we make available a number of mathematical packages to deal with your data. We currently have SPSS version 12.0.1, Minitab version 13 and SigmaPlot version 8, and we expect to have Stata soon. And for non-numeric data, NuDist is now provided. Of course, we continue to provide Reference Manager, as well as a huge selection of other software, including every teaching package used by the students. If you haven't looked at WTS recently, have a look now; you may be pleasantly surprised.

One of our most popular offerings, available on both WTS and on non-managed computers, is Oracle calendar, a corporate diary which enables you to keep track of your life as well as make meetings with colleagues. If colleagues give permission, you can see parts or all of their diaries. If you worry about privacy, you have complete control of who sees what in your diary, you can even choose that nothing is seen and that your diary appears blank to others. One very useful aspect of the diary is being able to use it to find a free meeting slot that everybody can manage – no more of those awful emails with lists of possible dates on which nobody can agree. And of course you can use it for lists of tasks, and set meeting and task reminders. And it also synchronises with your Palm Pilot, so you can do away with your paper diary, give your secretary or PA write access to your diary, and carry an up-to-date diary in your pocket if you synchronise it once a day. Or, for those without a Palm Pilot, you can use the diary web interface from any computer with an Internet connection!

If you'd like to use Oracle calendar, you have to register for it at <http://www.ucl.ac.uk/is/diary/> where you will also be able to download the software (for non-managed computers) and where

you will be guided through the use. WTS users will find Oracle calendar on their Start menu. Of course, you can also email [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk) and we can provide a demonstration and even some training if you want it.

For UCL employees who travel around a lot, Webmail is now available so you can read your UCL email from anywhere in the world where there is Internet access. You can, for instance, use Eudora or Outlook on your own computer (managed or non-managed) and still see everything with Webmail when you aren't at your own computer. If you'd like to make use of this, email [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk) so we can discuss different email options with you.

For those people with newer laptops, UCL are now providing some wireless access points in Bloomsbury, so you can remain on-line if you travel to Bloomsbury. Of course, wireless access isn't as fast as using most wired connections, but it's very convenient if you visit Bloomsbury – you could even surf the web from your laptop as you sit in the sun in the quad this summer. The new service is called Roamnet, and the IS Department provides a short clinic every Tuesday afternoon and every Thursday morning to help you get on-line with wireless. For more information, click on <http://www.ucl.ac.uk/is/roamnet/>

There are many new and exciting developments in IT at UCL, so make sure you keep up-to-date with what is available. And remember, if you have problems or just questions, email [is-whittington-support@ucl.ac.uk](mailto:is-whittington-support@ucl.ac.uk) and we will do our best to help you – if we can't help you, we may know a man who can!

*Nora Lucke*  
*IT Support Manager*

## A Student's Perspective

When students hear of their placement at the Archway Campus a shiver of trepidation runs through most and they break into a cold sweat. However, having served my time here I can say with a clear conscience that in the opinion of most students, Archway is regarded as being one of the best rotations to get. Word has already spread that the amount and quality of teaching here is better than the other sites. Being someone who has done the same sort of thing at Bloomsbury and Archway, it came as a bit of a surprise to me just how marked the difference was.

The other thing that surprised me was the lack of attitude. The consultants on the whole are very accessible and everybody is so friendly that it makes Archway an environment that you enjoy being in and around.

The fact that everything is on site gives the hospital a "Campus" feel and you know that you are bound to bump into your friends at some point be it in the canteen or in the Undergraduate Centre, so there's always that little bit of security which we all need.

The only problem with this Campus is that it is intrinsically linked with the area it is in. If, as a student you can get past this little hurdle then the Archway Campus is the place to be. In fact, if I had a choice it wouldn't mind being here for the entire duration of my 1<sup>st</sup> clinical year.

Year 3 Medical Student  
Archway Campus

## *Professional Development Spine — Year 1*

The Professional Development Spine is following the successful pattern of previous years with some tweaking of detail. Five of the eight tutors are new comers to the course; in addition to three doctors with General Practice teaching experience, Will Coppola, Jeremy Nathan and Will Zermansky, we have two "firsts" - a dentist, Rosemary Lawrence, and a radiographer, Raj Dave. Caroline Fertleman, Ann Robinson and Peter Washer remain from the previous year.

The integration of Ethics and Law, Communications Skills, Health Promotion, Community Oriented Medicine, Evaluation of Evidence and Clinical Skills "vertical spines" with the "horizontal" Foundation, Infection and Defence and Circulation and Breathing modules may seem mundane and the obvious way to do it to our students; it continues to enthuse teachers and facilitators who look back to the dull traditions of their own training and its wasted

time and pedantry.

Predictably, the students, in their largely positive feedback, most enjoy contact with patients and healthcare workers in hospital and in the community. Their impatience to get more hands-on experience is shown by their wish for more and more clinical skills sessions. These are popular and enlivened by being taught by specifically trained final year students undertaking an SSM (Special Study Module) to become PALS (Peer Assisted Learning).

Perhaps, one day, this "Wackford Squeers" approach could take over the bulk of undergraduate teaching - as already suggested by some of the enthusiastic learners?

*Dr Eric Beck*

*PDS Year 1 Academic Lead*

## *Professional Development Spine — Year 2*

PDS Year 2 at the Archway Campus is running well with evidence that all of the fine tuning to the course is paying off. There is an enthusiastic student group who are being kept on their toes by an eclectic mix of tutors. The session on medical errors was a hit with pleas for more. The ethics morning revealed interesting diversity in the tutors' approaches which seemed to quite surprise the students. A very challenging inter group general knowledge quiz was held to round off the first term; this promoted some effective team work and creative approaches to scoring systems!

*Eileen Rosenfelder*

*PDS Year 2 Academic Lead*

## Top Teachers Awards 2003/2004 Archway Campus

### **Best Consultant Teacher**

Dr D Hopster

Consultant Histopathology, Department of Histopathology,

### **Distinguished Teacher Award Year 3**

Dr B Davis, Department of Haematology

Dr D Patterson, Department of Cardiology

### **Best Non-Consultant Teacher Year 3**

Miss J Stanbridge, Department of Surgery

### **Distinguished Teacher Award Year 3 - Non-Consultant**

Dr A Smith

Dr F Shah

Dr J Tahir

Dr A Trinidad

### **Distinguished Teaching Award for Best Firm**

Rheumatology

### **Distinguished Teacher Award Year 4**

Miss H Morgan, Department of O&G

### **Distinguished Teacher Award for Non-Consultant Teacher**

Dr C Fertleman, Department of Paediatrics

### **Distinguished Teacher Award Year 5**

Dr D Gill, ACME