

## Annual Quality Assurance Summary

This summary provides an overview of how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence: standards for medical education and training](#). It provides an overview of the QA activities undertaken over the course of a year and an overview of findings including any areas of notable practice or requirements and recommendations we have set. The summary is published.

<b>Organisation</b>	University of Aberdeen School of Medicine
<b>Review period</b>	November 2021 – November 2022

### Overview of findings

<b>Overall findings statement</b>
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that the University of Aberdeen School of Medicine is meeting the standards set out in the GMC's <i>Promoting excellence: standards for medical education and training</i>.</p> <p>The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how the University of Aberdeen School of Medicine meets our standards in theme one - learning environment and culture, theme two - educational governance and leadership, theme three - supporting learners and theme five – developing and implementing curricula and assessments.</p>

### Quality Activity undertaken

	<b>Activity</b>	<b>Date</b>	<b>Summary</b>
1	SAQ submission	28 November 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission

			<p>included a list of planned University of Aberdeen School of Medicine activities that we could observe for quality assurance purposes.</p> <p>We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p>
2	SAQ feedback meeting	26 January 2022	<p>This meeting was held to provide feedback to the University of Aberdeen School of Medicine on its 2021/22 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential QA activities we could undertake in this annual cycle. These activities were not selected because of risks identified from the SAQ submission.</p> <p>We did not identify areas of risk during the SAQ meeting.</p> <p>Following this meeting, University of Aberdeen School of Medicine was provided with written feedback on the SAQ submission.</p>
3	GMC led student Q&A session with year four and five students	25 August 2022	<p>Once throughout our four-year proactive quality assurance cycle we meet with a group of students, without the presence of the medical school, to hold a Q&amp;A session. This session helps us to triangulate our findings from the school's SAQ submission and other quality activities we have undertaken. It allows students to provide feedback and discuss any issues on a variety of topics.</p> <p>In order to provide a good overall representation of the student voice, we requested students from a mix of nationalities, ethnicities, ages, backgrounds, and disabilities with volunteers from each year of the programme.</p> <p>The questions were divided into categories covering the following areas:</p> <ul style="list-style-type: none"> <li>▪ Curriculum</li> <li>▪ Assessments</li> <li>▪ Placements</li> <li>▪ Facilities</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Raising concerns</li> <li>▪ Academic and pastoral support</li> <li>▪ Educational governance</li> </ul> <p>This activity was selected to explore how the University of Aberdeen School of Medicine are meeting our standards in theme one - learning environment and culture, theme two - educational governance and leadership, theme four - supporting learners and theme five - developing and implementing curricula and assessments.</p> <p>Overall, students were positive about their experience at the medical school. Students valued their placements and in particular their experiences in remote areas. Students were positive about the curriculum and advised they were pleased with the multi-professional opportunities provided to them and that they liked their final exams taking place in fourth year.</p> <p>From this activity, we have no concerns about how the school is meeting our standards. We will follow up with the school in the next SAQ about some of the area's students highlighted.</p>
4	GMC led student Q&A session with students from the Sri Lanka Medical Pathway and students in years one, two and three	2 November 2022	<p>This activity was selected to explore how the University of Aberdeen School of Medicine are meeting our standards in theme one - learning environment and culture, theme two - educational governance and leadership, theme four - supporting learners and theme five - developing and implementing curricula and assessments.</p> <p>The questions were divided into categories covering the following areas:</p> <ul style="list-style-type: none"> <li>▪ Curriculum</li> <li>▪ Assessments</li> <li>▪ Placements</li> <li>▪ Facilities</li> <li>▪ Raising concerns</li> <li>▪ Academic and pastoral support</li> <li>▪ Educational governance</li> </ul>

			<p>Students who were originally on the Sri Lanka Medical Pathway were complementary about the way the school communicated with them about the withdrawal of the programme and were positive about the support they received.</p> <p>Students in years one, two and three were pleased with the support they received in year one of the programme and praised the multi-professional learning opportunities provided to them.</p> <p>From this activity, we have no concerns with how the school is meeting our standards. We will follow up with the school in the next SAQ about some of the areas highlighted by students.</p>
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### Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisation when they identify that our standards are not being met in a training environment. Concerns are managed locally by the responsible organisation until resolution.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	The University of Aberdeen School of Medicine is engaged with the QRS system and continue to provide frequent and detailed updates. We are assured that our thresholds for reporting via the QRS are embedded and adhered to.

### Next steps

The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help the University of Aberdeen School of Medicine complete the updates to the questionnaire in the next annual cycle. These include:

#### Theme one

- How clinical debriefs have been received and how the school feels they are working.
- Multi-professional learning opportunities and how students are being caught up on learning.

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## **Theme two**

- The students who were previously on the Sri Lanka programme.
- NHS Grampian's multi-professional Delivery Group and NHS Highland's strategic UG education group.
- The impact of the three questions added to course feedback forms to encourage students to raise issues around discrimination, bullying and harassment.
- The resumption of the island boards.
- The collaborative Medical Schools project and its analysis of written exams.

## **Theme three**

- The school student survey to explore student perception of support provided by Regent's (pastoral support).
- The domain-based feedback which was in development at the time of the SAQ feedback meeting.

## **Theme four**

- The school's approach to staff development, particularly around the method of delivery being used, online or face to face.

## **Theme five**

- Clinical placements and any new initiatives introduced as a result of the pandemic.
- The outcome of the review of clinical learning opportunities by and any resulting actions.
- The school's EDI work, including decolonising the curriculum.

Further to this, and based on our findings from the quality activities we have undertaken, in the next cycle we would like to learn more about:

- How the school ensures that students are aware of who to raise concerns with whilst on placement.
- If the school has any plans to address some of the financial concerns raised by students.
- Any developments in the Regents programme, particularly in terms of equity of experience for students.
- How the school ensures equity in the delivery of technology enhanced and simulation-based teaching.
- If the school plans to review the level of feedback provided to students following their assessments.
- The timing of the release of year four timetables.
- How the school ensures that students are aware of the careers service.

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An observation of an Interactive Case-Based Discussion was also identified as a quality activity for this cycle, but due to timing, we hope to complete this in the next cycle.

## Organisation's response

The organisation has the right to reply to the AQAS; if they have responded it will be included below.

### Organisation's response