

Annual Quality Assurance Summary – Birmingham Medical School

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

Organisation	Birmingham Medical School
Review period	October 2021 – September 2022 (Third year of cycle)

Overview of findings

Overall findings statement
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Birmingham Medical School 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 Birmingham Medical School meets our standards in Theme 3: Supporting learners and Theme 4: Supporting educators.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	11 October 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Birmingham

			<p>Medical School 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 Birmingham Medical School 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, Birmingham Medical School was provided with written feedback on the SAQ submission.</p>
3	Document review – MBChB concerns process	30 June 2022	<p>This activity was listed on the SAQ by Birmingham Medical School against Theme 3.</p> <p>We wanted to establish how accessible the current MBChB Procedure for concerns documents were for those raising concerns and the students for whom they are designed to support.</p> <p>The documents reflect the school’s aim that the process is intended as a supportive procedure intended to maintain a student’s ability to study and participate in university life. The guidance document describes in detail concerns that may trigger a case review and the process of review. The range of possible outcomes are outlined clearly with a focus on the nature, complexity and severity of the concern. There are clear procedures for recording any subsequent actions and who can access to the information.</p>

			<p>We would like to hear more about feedback or analysis of data relating to outcomes for students receiving support and how members of the wider clinical teams are made aware of the referral forms and guidance.</p> <p>From our findings, it appears that the school demonstrates a commitment to setting out in a clear working document the procedures involved in their consideration during the review of concerns. This includes outlining pathways that feed into its complex case or Fitness to Practice reviews.</p>
4	Heads of Academy Day	12 July 2022	<p>This activity was listed on the SAQ by Birmingham Medical School against Theme 4.</p> <p>This Heads of Academy Day was selected to establish how effectively the school communicates with clinical educators and how it can be used as a forum for decision making.</p> <p>Discussion was open and honest with contributions from a range of attendees. Concerns about training were resolved by identifying current resources within the region to ensure a consistent approach, demonstrating a solution focused culture to improve teaching and patient care. The school demonstrated effective long-term curriculum and assessment planning, using the conference as a forum to share ideas with clinical educators in the region.</p> <p>We were encouraged to see that throughout the meeting there was a clear focus on developing strategies to encourage student engagement in their own learning, including changes in the assessment of engagement in clinical settings. Presentations by clinical teaching fellows highlighted the school's commitment to developing different methods of teaching to engage students.</p>

			<p>We would like to find out more about how actions from the conference are shared with attendees and how students are involved in changes to the curriculum and assessment</p> <p>The school clearly demonstrated that it provides a forum for educators and the medical school to liaise with each other, to ensure a consistent approach to learning within the region. The school fosters an open and honest culture where inconsistencies in clinical teaching are reported and addressed in partnership with clinical educators.</p>
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Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisations 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	<p>Birmingham Medical School have one open item on the QRS.</p> <p>Birmingham Medical School 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.</p> <p>We will continue to work with Birmingham Medical School to ensure our thresholds for reporting via the QRS are embedded and adhered to.</p>

Requirements

We set requirements where we have found that our standards are not being met.

No requirements have been set during this annual PQA cycle

Recommendations

We set recommendations where we have found areas for improvement related to our standards. They highlight areas an organisation should address to improve, in line with best practice.

We have not identified any significant gaps or areas for improvement relating to our standards, so no recommendations have been set during this annual QA cycle.

Next Steps

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

Theme one – The College's Quality Management Concern process, how Birmingham medical students can be distinguished during placements from other medical schools, feedback from students around the effectiveness of induction in preparing them for their placements, opportunities for each year group to experience inter-professional learning and the priorities of the High-Fidelity Simulation group.

Theme two – How the school are revising the way that risk is managed and how lay representatives are used in the governance of the school.

Theme three – How the school plans to support an increased number of students and how student wellbeing is supported during electives.

Theme four – Any changes made to after the trust management teams' job planning exercise.

Theme five – How the medical school will mitigate the impact that fewer outpatient clinics and surgical services have had on learning, how the Year 5 extended assistantships impact on the rest of the Year 5 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 members of the wider clinical team are made aware of the notification of concerns document and guidance and how evidence is generated and analysed on the success of support given to students. We are interested to learn how feedback from actions from the Heads of Academy meeting are shared with attendees after the meeting and how students are involved in curriculum changes. We would also like to improve our understanding of ongoing arrangements to close the MBChB Graduate entry Medicine and Surgery course.

Next year is the last in the PQA cycle, therefore we would anticipate that the quality activities would include meetings with students, educators and LEPs.

Organisation response

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

Organisation response

We thank the GMC for their ongoing support during this cycle. We are pleased with the feedback relating to the quality activities we have been able to share this year and look forward to our continued work together.