

Annual Quality Assurance Summary – Peninsula Medical School, University of Plymouth

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	Peninsula Medical School, University of Plymouth
Review period	November 2021 – October 2022

Overview of findings

Overall findings statement
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Peninsula 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 Peninsula Medical School meets our standards in theme 2: Educational governance and leadership, theme 4: Supporting educators and theme 5: Developing and implementing curricula and assessments.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	November 2021	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Peninsula 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	February 2022	<p>This meeting was held to provide feedback to Peninsula 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, Peninsula Medical School was provided with written feedback on the SAQ submission.</p>
4	Virtual attendance of Staff, Student Liaison Committee.	23 March 2022	<p>This activity was listed on the SAQ by Peninsula Medical School against Theme 2: Educational governance and leadership.</p> <p>This activity was selected to explore how Peninsula Medical School are meeting our standards within this theme.</p> <p>We wanted to improve our understanding the school's forum for students contributes towards governance of the school. This included looking at how effectively student representatives are able to bring questions to the meeting and the</p>

			<p>mechanisms for disseminating information to the student body. The Staff Student Liaison Committee is student led, chaired by a student year representative and provides a voice for learners.</p> <p>We observed open and honest discussion with actions allocated to individuals or departments with an expectation that items would be followed up and fed back at the following meeting. Student representatives were directed by staff and the chair to feedback points from the meeting to year groups.</p> <p>The value of the student voice was made clear throughout the meeting and there was a standing agenda item for Programme Leads to raise issues. It was encouraging to see that the faculty staff have a forum to share information with the student representatives, which in turn could be shared with the wider student body. There are clear feedback mechanisms and processes for educators to share information with the wider student body, via the SSLC and student representatives, in place.</p> <p>From our findings, it appears the school demonstrates a culture that both seeks and responds to feedback from learners and educators on compliance with standards of education and training. The school take account of the view of learners and educators and consider the impact on learners of policies, systems or processes.</p>
5	Virtual attendance at Liaison Board Committee	13 April 2022	<p>This activity was listed on the SAQ by Peninsula Medical School against Theme 4: Supporting educators.</p> <p>This activity was selected to improve our understanding of the how Liaison Board meetings are used as a forum for the school to communicate with and discuss ongoing issues collaboratively with the trust and respond to concerns that affect clinical placements and delivery of the curriculum.</p>

			<p>We observed an inclusive environment facilitated by the chair. The agenda provided clear structure to the meeting throughout and in conjunction with previous minutes this showed clear actions and ownership.</p> <p>The meeting provided a positive forum for information sharing and we were pleased to see an ethos of recognising and sharing positive feedback within the meeting. Concerns were treated as an area for improvement and reflected the desire to make a positive change.</p> <p>The school voiced student concerns and used them to inform discussions with the trust. We were encouraged to see that the school have considered and agreed student representation for part of future Liaison Board meetings. This is a positive addition and shows that the school values the learner voice.</p> <p>The meeting covered a wide range of items including curriculum implementation with trust representatives sharing information and being provided with the opportunity to flag any upcoming issues. The forum appears to be a good mechanism for the trust and the school to update each other on ongoing issues. Prominence was placed on patient safety concerns, and this was reflected by being a standing item on the agenda.</p> <p>We were pleased to see that the school demonstrated collaborative working with other Medical Schools in the region and a desire to address local issues and improve student education. Commitment and awareness of future planning were evident.</p> <p>From our findings, it appears the school endeavours to foster an open and honest conversation between itself and the local Trust. The school seeks to contribute to and positively influence local governance and collaborative working to improve clinical placements and educational experiences for students.</p>
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6	Virtual attendance of Programmes Committee	4 May 2022	<p>This activity was listed on the SAQ by Peninsula Medical School against Theme 5: Developing and implementing curricula and assessments The chair provided useful context to the BMBS Programme Committee, sharing previous discussion from a range of theme groups. Any issues and decisions from the BMBS Programme Committee are referred to an over-arching group for final say. These demonstrate a clear educational governance structure in place.</p> <p>The committee demonstrated an open and inclusive forum, with information sharing opportunities. We were also pleased to observe a student representative and the Public and Patient Involvement Theme Group chair, with protected time in the agenda to provide the perspectives from students and the wider community in educational governance.</p> <p>The inclusion of previous minutes and actions on the agenda, demonstrated a focus on closing feedback loops. It was clear who was responsible for each action, with the relevant owner providing a precise update. We were pleased to observe the promotion of networking, funding, and scholarship opportunities, demonstrating the school's commitment to providing support to educators.</p> <p>We were pleased to see protected time in the agenda for an update from the Lead for Equality, Diversity and Inclusion. EDI is clearly a prominent area of work within the medical school.</p> <p>From our observation it appears the medical school considers the impact on learners of policies, systems and processes and considers the views of learners, educators and, where appropriate, patients, the public, and employers when services are being redesigned. It also appears the development of medical school curricula is informed by medical students, doctors in training, educators, employers, other health and social care professionals and patients, families and carers.</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	Peninsula Medical School have seven open items on the QRS. Peninsula 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.

Requirements

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

No requirements have been set during this cycle of the PQA

Recommendations

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

We have not identified any significant gaps or areas for improvement relating to our standards and therefore no recommendations have been set during this cycle of the PQA process.

Next Steps

Next Steps

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

Theme 1 – We would be interested in hearing more about the opportunities provided for induction and transition activities for foundation course students moving into year 1. Also, we would like to know more about the opportunities for simulated scenarios for medical students working alongside students from other health education courses.

Theme 2 – We would be interested in learning more about the Quality Unit, how the school is planning to respond to the new HEE contract including working collaboratively and enhanced quality monitoring. We would also like an update about the introduction of a student member of the Torbay UMEC and how staff are trained to implement the new Fitness to Practise policy which is shared with the wider faculty. We would like to hear feedback from students on the widening participation programme and the support they receive from the medical school.

Theme 3 - The school has identified that there are challenges around students receiving enough feedback from patients during their course. We would be interested in hearing how the school is liaising with LEPs to increase patient feedback and the benefits of student representation during future Liaison Board meetings.

Theme 4 - The school have recently employed a Professional Services Faculty Registrar and we would like to hear more about this role and how educators are supported when they raised a concern.

Theme 5 - The school have introduced new clinical opportunities for students covering both NHS management and patients with frailty/complex needs and we would be interested to hear more about these. The school carried out an ED&I audit, and we would be interested to hear how this contributed to the curriculum. We would like to see feedback from students about their experiences of shadowing foundation doctors during out of hours placements.

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 are updating the way that assessments are bench marked.

During the year the school highlighted areas working well in remote proctoring for delivery of all knowledge assessments, measures to ease transition into year 1 through formative assessment and increased capacity to deliver student competency assessment. We would like to hear more about these items in the next Self-Assessment Questionnaire.

We would also like to hear about any other changes to the programme made since the last update.

Organisation response

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

Organisation response

We are grateful for the opportunity to engage early with this new PQA process of review and pleased that there are no requirements or recommendations. We have found the new process

very positive and constructive. It is also useful to know the themes for the next cycle. This has given us a fresh perspective to reflect and trigger further improvements. The whole process helps us to ensure our BMBS programme remains based on the best evidence, working in partnership with students, to prepare them for practice.

Steven Burr, Quality Lead for PMS