

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 quality assurance (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	Brighton and Sussex Medical School (BSMS)
Review period	March 2022 – February 2023 (Year 2)

Overview of findings

Overall findings statement
<p>From the self-assessment questionnaire (SAQ) submission, and the clarification of some points during the SAQ meeting, we consider that BSMS 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 BSMS meets our standards in Theme 2 (Educational governance and leadership) and Theme 3 (Supporting learners).</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	May 2022	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned BSMS activities that we could observe for quality assurance purposes.

			We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.
2	SAQ feedback meeting	June 2022	<p>This meeting was held to provide feedback to BSMS on its 2022/23 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, BSMS was provided with written feedback on the SAQ submission.</p>
3	Observation of the Undergraduate Curriculum Management Board (CMB)	December 2022	<p>This activity was listed on the SAQ by BSMS against Theme 2 (Educational governance and leadership) and Theme 3 (Supporting learners).</p> <p>This activity was selected to explore how BSMS is meeting our standards in Themes 2 and 3, and for the purpose of this activity we focussed on Requirements R2.5, 2.9, 3.5, 3.6, and 3.13.</p> <p>The meeting was held virtually and was both well-attended and well-chaired. The CMB considered requests for development and changes to the curriculum, as well as discussing admissions and the key points from the National Student Survey. The CMB also discussed the threshold for reporting concerns to the GMC.</p> <p>We observed good communication and engagement between the Chair and attendees, with everyone able to comment and ask questions. It was positive to see evidence of items being actioned and updates on progress being made on other matters. Potential solutions to problems (for example dealing with large numbers of students on ward rounds) were discussed, with relevant colleagues agreeing to share ideas and discuss in more detail outside the group.</p> <p>We believe the CMB ensures BSMS can effectively evaluate and review the curricula and assessment</p>

			frameworks, education and training programmes and placements to make sure standards are being met and to improve the quality of education and training.
4	Observation of a Regional Partners Operational Group Meeting	January 2023	<p>This activity was listed on the SAQ by BSMS against Theme 2 (Educational Governance and Leadership).</p> <p>This activity was selected to explore how BSMS is meeting our standards in Theme 2, and for the purpose of this activity we focussed on requirement 2.1.</p> <p>We were pleased to observe that the meeting was well-attended and well-chaired. We were also pleased to see representation from BSMS’s clinical faculty and several placement providers in East and West Sussex.</p> <p>In addition to reviewing and updating on previous actions, the group discussed how best to maximise learning opportunities for students on clinical placements. Attendees brought a range of initiatives to the group; examples included changing students’ placement timetables, reducing travel and accommodation challenges, and accessing additional funding to allow students to access rural and coastal areas. Finally, attendees explored placement feedback from educators.</p> <p>We observed good communication and engagement between the Chair and attendees. Everyone was given the opportunity to comment and ask questions. It was positive to see potential solutions to problems (for example dealing with increasing student numbers) were discussed, with relevant colleagues agreeing to share ideas and discuss further.</p> <p>We believe the Regional Partners Operation meeting demonstrates positive collaboration between providers and the clinical faculty. We were encouraged to see that this is a useful mechanism to bring groups together to promote sharing information and practice.</p>

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>BSMS have one open item on the QRS.</p> <p>An update was provided in the 2022 SAQ submission under EGL3-02.</p> <p>BSMS is engaged with the QRS system and continues to provide detailed updates. We are assured that our thresholds for reporting via the QRS are embedded and adhered to.</p>

Requirements

We are pleased to confirm that no requirements have been set during this annual QA 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.

No.	Theme	Recommendation	Date set	Update
1	Theme 2: Educational governance and leadership (R2.3)	Brighton and Sussex Medical School should consider reviewing school policies to ensure Widening Participation Programme ethos are appropriately reflected and consistent throughout. In particular, the school should consider reviewing the attendance policy to appropriately reflect WPP ethos and changes to the typical learning environment resulting from the pandemic.	February 2022	An update was provided in the 2022 SAQ submission and further discussed in the SAQ feedback meeting. From this exercise, we are satisfied the school have taken sufficient action to address this recommendation.

2	Theme 3: Supporting learners (R3.2)	Brighton and Sussex Medical School should consider revisiting the resources and support available for students in crisis or needing immediate support.	February 2022	An update was provided in the 2022/2023 SAQ submission and further discussed in the SAQ feedback meeting. From this exercise, we are satisfied the school have taken sufficient action to address this recommendation.
---	---	--	---------------	--

Next Steps

Next Steps

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

Theme 1: The delivery of Time for Dementia and Time for Autism programmes with potential observation opportunities (LEC1-04); and any updates on the KMMS peer mentoring scheme (LEC1-03).

Theme 2: Project 200 and the Regional Partners Operational meeting as they further embed into BSMS educational governance (LEC1-02; EGL2-06); the number of placements in regional settings (EGL1-02); internal communications to ensure specialty departments are prepared for students (EGL1-02); the progress of the inclusive practice partners (IPP) scheme for applying a decolonising lens to curricula and the streamlining of student feedback processes (EGL1-02; EGL3-01); and adjusting students back to in-person teaching (EGL1-02). We would also like to know if the last LEP has signed the NHS Education Contract (EGL2-02). Finally, we would like an update regarding the implementation of the new placement allocation policy (EGL3-02). The update should include any evaluation and feedback gathered from stakeholders (such as students and placement providers).

Theme 3: Implementation and delivery of the student wellbeing committee and the annual wellbeing survey (SUL1-01); the progress and delivery of the F0 module which aims to support the transition of students becoming a F1 doctor by providing experiences and facilitating reflections (SUL1-03); and the progress and developments made to improving student feedback (SUL1-04).

Theme 4: Progress in reviewing and improving job plans (SUE1-04); and widening access to educator roles (SUE1-03).

Theme 5: The impact and any feedback from the new monthly e-newsletter launched in this cycle to improve communication to students (DCA2-01).

Organisation response

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

Organisation response