

Annual Quality Assurance Summary

This summary forms part of our annual quality assurance to review how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence](#). 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	Bristol Medical School
Review period	February 2021 – February 2022 (Year 1)

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Bristol Medical School is meeting the standards set out in the GMC's *Promoting excellence*.

The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how Bristol Medical School meets our standards in Theme 1 (learning environment and culture) and Theme 2 (educational governance) of this guidance.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	02/2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Bristol

			Medical School activities that we could observe for quality assurance purposes.
2	SAQ feedback meeting	14/05/2021	<p>This meeting was held to provide summarised feedback to Bristol Medical School on its 2021/22 SAQ submission, and to seek clarity and additional information on certain responses - as identified by the GMC following an analysis. The meeting also provided an opportunity to discuss potential QA activities to undertake in this annual cycle.</p> <p>The activities were not selected because of any specific risks identified through the SAQ, and we identified no areas of risk from the SAQ submission or during the SAQ meeting. We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p> <p>Following this meeting, Bristol Medical School was provided with written feedback on the SAQ submission.</p>
3	School Education Committee (SEC)	29/09/2021	<p>This activity was listed on the SAQ by Bristol Medical School against Theme 2: Educational governance.</p> <p>This activity was selected to improve our understanding of the schools' educational governance and to receive an update on the schools' anti-racism taskforce which was discussed during the SAQ meeting. We heard updates around the Medical Anti-Racism Taskforce which consists of 8 subgroups working to address curriculum enhancements, wellbeing, training, and many other key areas. We are pleased to see a collaborative approach with the central university decolonisation committee to advocate a cultural change in the teaching and learning environment so that it is diverse and inclusive. We commend the schools' use of an EDI forum which enables a diverse range of student representatives to be involved in this work and ensure the learner voice is represented. We also noted the schools' approach to addressing the BAME attainment gap and next steps. We are pleased to note that the school also uses bespoke and tailored feedback</p>

			<p>methods to evaluate areas of the programme such as cohort specific feedback. From this activity we have assurance that the school has effective, transparent, and clearly understood education governance systems and processes to manage the quality of medical education.</p>
4	Academy Management Group (AMG) meeting	15/10/2021	<p>This activity was listed on the SAQ by Bristol Medical School against Theme 1: Learning environment and culture and Theme 2: Educational governance.</p> <p>The school told us patient safety is a regular standing item on the agenda at AMG meetings. They also highlighted AMG meetings as a mechanism for learners to influence decision making, raise and resolve concerns by having a student representative in attendance, as well as for learners and educators to receive feedback after raising concerns about education or training. We identified the AMG meetings as an opportunity to explore the link between academies at local placement providers, the school, and student society. It appears the school demonstrate a culture that allows learners and educators to raise concerns about patient safety. The school appear to consider the impact on learners of policies, systems, or processes. They take account of the views of learners. It also appears the school have agreements with LEPs to provide education and training to meet the standards. They have systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placements. Our conclusion from our observation of this AMG meeting is that there are strong links between the School, Academies, and Student Society evidenced by supportive, collaborative interactions, effective information and resource sharing, and regular well structured, well-attended meetings to monitor concerns. From this quality activity we believe AMG meetings are a useful and effective resource that fit the purpose as outlined in the School's SAQ response.</p>

5	Year 4 Townhall Meeting	16/02/2022	<p>This activity was listed on the SAQ by Bristol Medical School against Theme 1: Learning environment.</p> <p>By observing the Townhall meeting we hoped to gain a better understanding of how the school responds to student feedback, and uses information gathered via this and other means to inform quality management of the programme.</p> <p>Much of the time during the meeting was spent providing students with information and practical advice on matters relevant to their studies. It is recognised that much of the information was also available via other means, and reference was made to this, however when giving updates tutors were able to deliver reminders, provide context and give re-assurance to students.</p> <p>We understand that Townhall Meetings were initially introduced in response to the Covid pandemic, but that as the format is proving effective, they will now continue. Much of this meeting was concerned with conveying information and addressing student questions, and whilst the main focus was not to collect or address student feedback, the open and supportive environment clearly allows for this.</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	Bristol Medical School continues to provide frequent and detailed updates for the 12 existing items on the Quality Reporting System. Following a request for closure, we have recently closed 6 items.

Areas that are working well

We note areas where we have found that not only our standards are met, but they are well embedded in the organisation.

Number	Theme	Areas working well
1	Theme 2: Educational Governance (R2.3)	<p>We are pleased to see a collaborative approach with the central university decolonisation committee, advocating a cultural change in the teaching and learning environment so that it is diverse and inclusive. We commend the schools' use of an EDI forum which enables a diverse range of student representatives to be involved in this work and ensure the learner voice is represented.</p> <p>This area was identified during our observation of the School Education Committee (SEC).</p>

Next steps

The GMC's responses to the information submitted in the SAQ gives feedback on each Theme to help Bristol Medical School complete the updates to the questionnaire in the next annual cycle. From the review of the SAQ, we identified that we would like to improve our understanding in the next submission of the following:

Theme 1: the PROMPT course, progress of the Happy App pilot, and the new pilot to replace the Happy App pilot

Theme 2: the transfer of information form, patient, public, and lay representation within educational governance, the schools response to Year 4 student feedback regarding the MB21 curriculum in light of the ongoing pandemic, and progress made to better promote student engagement with university disability services

Theme 3: student health and wellbeing transfer of information between the medical school and local education providers and the new pilot

Theme 4: process development regarding the recognition and approval of trainers

Theme 5: the work of focus groups exploring differential attainment

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 decisions regarding changes to the programme following student feedback have been reached and what timescale for change has been agreed. We would also like to learn if students have the opportunity to learn more about the decision-making process.

- the attainment gaps and other factors that could be affecting these such as widening participation and other socioeconomic factors.
- how the school compose the panels for their Academy QA visits.
- if patient safety concerns has become a standing agenda item in future AMG meetings

Finally, based on the findings of our Covid-19 survey, we would like an update in the next SAQ submission regarding:

- how the school was assured by the Zoom invigilation, and why the online proctoring for other years was not used
- how the school gained the student opinion on changes to assessment
- how the school supported staff and students while running two sets of final examinations in the same academic year

Organisations response

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

Organisations response