

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	Cardiff University Medical School (CUMS)
Review period	June 2021 – May 2022 (Year 3)

Overview of findings

Overall findings statement
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Cardiff University Medical School is meeting the standards set out in the GMC's <i>Promoting excellence</i>.</p> <p>The QA activities that we carried out in this annual cycle have provided good opportunities to observe how Cardiff University Medical School meets our standards in Theme 1 (learning environment and culture), Theme 2 (educational governance and leadership), Theme 3 (supporting learners), and Theme 5 (developing and implementing curricula and assessments) of this guidance.</p> <p>During this cycle we identified an area working well following our observation of a Phase 2/3 Professionalism Assessment and Competency Panel Meeting.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	July 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Cardiff University Medical School activities that we could observe for quality assurance purposes.

2	SAQ feedback meeting	15/10/2021	<p>This meeting was held to provide summarised feedback to Cardiff University 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, Cardiff University Medical School was provided with written feedback on the SAQ submission.</p>
3	Virtual observation of a Phase 2/3 Professionalism Assessment and Competency Panel Meeting	16/02/2022	<p>The Professionalism Assessment and Competency Panel was established in 2019. Its main remit is to monitor and address low level professionalism concerns, as well as recommending support and a remediation plan if appropriate.</p> <p>This activity was chosen to better our understanding of the systems the school has in place to manage progression issues in phases 2 and 3 when they arise. We were also interested in how the work of the panel informs decision making in relation to student progression and fitness to practice.</p> <p>Overall, we observed a well led and organised meeting with the structure encouraging attendees to discuss their thoughts openly. Active participation was encouraged throughout the meeting and discussion was well facilitated with the MS Teams hand raising feature.</p> <p>There appear to be clear processes in place to identify and monitor low level progression concerns, with cross year discussions to</p>

			<p>ensure consistency in the way concerns are managed across phase 2 and 3. The meeting gave us a greater understanding of these processes and the panel's role in their implementation.</p> <p>We identified this as an area working well for the school.</p>
4	GMC led Q&A session with students	24/02/2022	<p>As part of the GMC's four-year proactive quality assurance cycle, we take the opportunity to meet with learners once every cycle without the presence of the medical school. It provides students with a forum to share their experiences, provide feedback on a variety of topics and discuss any issues.</p> <p>The students told us about various aspects of the programme, and their experience at the medical school, that they liked. We also heard about several aspects that the students felt could be improved.</p> <p>We believe the information shared by learners has helped us triangulate findings from the school's SAQ submission and other quality activities.</p> <p>We took the opportunity to meet the school, via MS Teams, to discuss some of the issues raised by the students. We encouraged the school to explore the feedback we heard from students and have asked for updates in the next SAQ.</p>
5	Virtual observation of a Student Staff Race Equality Task Group meeting	24/02/2022	<p>The activity comprised of an observation of a Student Staff Race Equality Task Group (SSRETG) meeting. The aim of the group is 'to discuss and create action plans to improve racial equality within Cardiff University School of Medicine, the medical student environment, and the curriculum' *. The meetings are held six times a year with emergency meetings being called when necessary. Members of the Task Group include medical school staff and students,</p>

* MEDIC Student Staff Race Equality Task Group – Terms of Reference 2020/21

			<p>including representation from various student committees.</p> <p>In the SAQ submission, the school told us about the establishment of the SSRETG, and the work being undertaken to address issues around fairness in the medical curricula. At the SAQ feedback meeting we heard that the task group has received positive feedback, and has had tangible outputs, including actions on curriculum enhancement, and a Race Awareness Day.</p> <p>We undertook this observation to better understand how the school is working to promote equality, diversity, and inclusion, how the school captures the student voice and how learners are involved in the school's governance structures.</p> <p>Overall, we found the SSRETG meeting provided a useful means of bringing educators and students together to share relevant information and ideas for future ED&I initiatives. We observed strong relationships and effective collaboration between staff and students and saw evidence that learners have the power to influence decision making, including curricula development. We also saw a clear desire to share best practice and to learn from other medical schools with broader demographics. The SSRETG meeting highlighted the school's determination to continuously improve in relation to providing an inclusive learning environment and tackling racism. In particular, the work being undertaken to decolonise the curriculum demonstrates the school's commitment to and efforts toward promoting inclusivity within the school.</p>
6	Review of the school's documentation in relation to the work of the Equality Diversity and	N/A	<p>We asked the medical school to submit documentation relating to the work of the ED&I committee. Documents submitted included minutes from previous committee meetings, action logs and reports the committee have produced or contributed to. The school also provided a report which provided an overview of the organisation of</p>

	<p>Inclusion Committee (ED&I)</p>	<p>ED&I committees within the school of medicine, an overview of ED&I teaching in the undergraduate medical curriculum, key activities of the ED&I committee and the SSRETG, among other topics.</p> <p>We requested the documents to develop our understanding of the ED&I activities and projects being undertaken at the school. We also wanted to learn how information and actions arising from the SSRETG meetings feed into the work of the other medical school structures, in addressing ED&I issues in training and education.</p> <p>Following review of the documents submitted by the school, we met with staff to develop our understanding of how the school responds to ED&I concerns. We were encouraged by the school's reflections, in acknowledging the impact an incident in 2016 has had on the staff and student body, and its openness to learning how to make improvements. We have seen evidence of positive changes the school has made in response to the independent report and are assured that progress continues to be monitored appropriately.</p> <p>Overall, the observation and document review demonstrated how the school is meeting our standards across a number of areas, particularly R1.3, R1.5 and R5.2. The school has demonstrated a culture that reflects on and learns from incidents and seeks and responds to feedback from learners and educators. The school recognises the ongoing nature of the work required to ensure ED&I principals are well embedded in its systems, policies and processes. As such, we are pleased to see that progress is being made and is regularly assessed and that the school is committed to continuous improvement in this area.</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	Cardiff University Medical School has no existing items on the Quality Reporting System. We will continue to work with and support CUMS to gather information relating to concerns, and encourage CUMS to continually assess any concerns against the threshold for reporting to the GMC via the QRS.

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: R2.12, R2.16 Theme 3: R3.15	Following our observation of the Professionalism Assessment and Competency Panel meeting, we commend the school for its clear and consistent approach to identifying and monitoring low level professionalism concerns. The school takes a balanced and proportionate approach to concerns, with appropriate consideration given to student welfare.

Next steps

Overall findings statement

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

Theme 1: An update on the resumption of face-to-face multi-professional learning.

Theme 2: Actions taken to address any potential gaps in communication with HEIW, an update on the roll out of the new Quality Management System and an update on the conversations with other universities regarding the proposed medical school at Bangor.

Theme 4: Updates on the development of the C21 website, the Teaching Strategy Group review around staff teaching opportunities, access to funds and resources for educators and the re-introduction of the Curriculum Conference and staff development days.

Theme 5: An update on the resumption of face-to-face placements for year 1 and year 2 students.

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 has explored student feedback from the GMC led Q&A session.
- How the work of the Professionalism Assessment and Competency Panel feeds into the work of the Student Monitoring Committee and any other relevant groups involved in managing student wellbeing, progression and fitness to practice.
- How the school ensures that the multiple co-existing ED&I committees function effectively alongside each other.
- The plans the school have in place to address attainment gaps where they exist.
- How the school communicates with learners and educators about the work being undertaken by the SSRETG and the ED&I committee.

Finally, based on the findings of our Covid-19 survey, we would like further information about the school's evaluation of the impact of the changes made to the final year for the 2020 graduating cohort, and whether this has had any impact on the arrangements for the final year of the 2021 graduating cohort. The school also confirmed there were changes to assessments it was looking to maintain for future cohorts, and we would welcome an update on whether the school has continued with these changes.

Organisation response

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

Organisation response

The School would like to thank the GMC team for their positive comments on the SAQ and their observations of several meetings. It is very helpful to receive this independent feedback from the GMC observers so that we can take action to improve things further.