

## 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 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.

<b>Organisation</b>	University of Dundee School of Medicine
<b>Review period</b>	November 2021– November 2022 (Year 3 of cycle)

### Overview of findings

<b>Overall findings statement</b>
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Dundee School of Medicine 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 Dundee School of Medicine meets our standards in themes one (Learning environment and culture), two (Educational governance and leadership), three (Supporting learners and five (Developing and implementing curricula and assessments).</p> <p>We have set requirements and recommendations where our standards are not being met, and have identified areas working well or of notable practice. No recommendations, requirements or areas working well have been set in this cycle.</p>

### Quality Activity undertaken

<b>Activity</b>	<b>Date</b>	<b>Summary</b>
-----------------	-------------	----------------

1	SAQ submission	24 /11/2021	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Dundee School of Medicine 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	28/01/2022	<p>This meeting was held to provide feedback to Dundee School of Medicine 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, Dundee School of Medicine was provided with written feedback on the SAQ submission.</p>
4	Document review – Padlets and Mentimeter	22/06/22	<p>This activity was listed on the SAQ by Dundee School of Medicine against Theme One: Learning environment and culture and was selected to explore how Dundee School of Medicine are meeting our standards in this area.</p> <p>This activity is a document review of Dundee School of Medicine’s use of padlets and mentimeter. This activity will be exploring the schools use of padlets in collecting feedback from students, both anonymously and identified.</p> <p>Padlets are online interactive dashboards that allow the school and students to communicate. Students can post questions, anonymously and identified, respond to ideas and promote topics of conversation. Mentimeters allow the school to run polls and quizzes, allowing for immediate engagement with students.</p> <p>Overall, we found that the school’s use of technology, specifically padlets and mentimeter, to be supportive of collaboration between students and teachers. The use of these forms of technology clearly promotes</p>

			providing feedback and relaxed, open dialogue for students.
5	Meeting with students	18/10/22	<p>This activity was selected to explore how Dundee School of Medicine are meeting our standards in Themes One, Two, Three and Five of <i>Promoting Excellence</i> and triangulating information from other activities with students.</p> <p>The activity was a student Q&amp;A session with Dundee students, led by the GMC. These sessions took place virtually via MS Teams and lasted for 60 minutes each.</p> <p>Following our meetings with students we also met with the senior management team at Dundee to triangulate the feedback from students.</p> <p>Overall, we heard mixed experiences from students at the medical school. Students spoke highly of the communication skills sessions that are provided to them, and the support that is provided to by the school. Students also spoke positively about the quality of teaching at the medical school and the support provided whilst students are on placement in NHS Grampian and NHS Highland.</p> <p>During the meeting, students raised issues with induction, communication, variability of placement experience and assessment feedback.</p> <p>During our meeting with the senior management team, it was evident that the school are aware of the majority of issues that students raised with us and are already addressing these.</p>

### 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	<p>Dundee School of Medicine have four open items on the QRS.</p> <p>Dundee School of Medicine against 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>
--------------------------------	---------	--

## Next steps

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

**Theme one** – the impact of the new Technology and Learning Design Manager

**Theme two** – how the school monitors progress and reassess risk as time progresses, the schools work regarding public and patient involvement in curriculum design and teaching, the action plan for strengthening feedback processes, involving public in curriculum changes, DA action plan progress

**Theme three** – support for academics and international students

**Theme five** – update on the curriculum review, appraisal of trainers

## Organisations response

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

### Organisations response