

## 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>	Hull York Medical School (HYMS)
<b>Review period</b>	March 2022 – March 2023 (Year 2 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 HYMS 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 HYMS 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>Of note, we have identified the Programme Management board as an <a href="#">area working well</a>, in terms of how students are represented and their feedback taken into account.</p>

## Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	14 March 2022	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned HYMS 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	25 April 2022	<p>This meeting was held to provide feedback to HYMS 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, HYMS was provided with written feedback on the SAQ submission.</p>
3	Meeting with Year Five students	16 September 2022	<p>Following this activity, <a href="#">three recommendations</a> were set for the school.</p> <p>This activity was selected to explore how HYMS 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 HYMS students, led by the GMC.</p> <p>We held an in-person meeting with a group of year five medical students at the school's Hull campus. The group encompassed a variety of demographics and included a number of students who had been part of the school's widening participation programme. Out of 163 final year students, 16 students came to the session, and we would like to recognise the contributions of these students to our quality</p>

			<p>assurance processes. We recognise that given the size of the year group, the sample size of students that we met with is not fully representative of the views of the entire year.</p> <p>Overall, we heard mixed experiences from the students at the medical school. The students we met with emphasised that their overall student experience at HYMS had been a good one. A key highlight for students is the school's focus on ensuring they can make contact with patients from an early stage, and that this contact increases in duration and responsibility as they progress through the programme; this was viewed as a key aspect of their development.</p> <p>During the session, students raised issues regarding variability of placement, communication, and student support/raising concerns.</p> <p>Following our meeting with students we also met with the senior management team at HYMS to triangulate the feedback from students. At this meeting the school provided us with further information regarding support and raising concern policies. From our meeting with the senior management team it is clear that the school are already undertaking a significant amount of work to further their communication with students, including a revised communication structure.</p>
4	Observation of Programme Management Board	07 November 2022	<p>During this activity, an <a href="#">area working well</a> was identified. This activity was selected to explore how the HYMS are meeting our standards in Theme One: Learning environment and culture of <i>Promoting Excellence</i>.</p> <p>From our observation of this activity, we have identified the Programme Management Board as an area working well, in terms of how students are represented and their feedback taken into account.</p> <p>From our observation we found the tone of the meeting to be very welcoming and collaborative, with ample space for all attendees to input into the discussion. We were especially pleased to see that students were so well represented, and that the chair</p>

			<p>actively brought the student representatives into the discussion after every single agenda item, asking if they had any comments or queries. This was an excellent way to ensure the student representatives would feel confident to engage in the discussion and could raise any issues they needed to raise. The response student representatives received when they did raise an issue or query was invariably clear and supportive, with follow-up actions generated where appropriate.</p> <p>Overall, we consider this good evidence that the school has effective, transparent and clearly understood educational governance systems and processes to manage and control the quality of medical education and training (R2.1). The content of the discussions also shows how the school demonstrates a culture that seeks and responds to feedback (R1.5) and how they act on and feed back about concerns that have been raised (R2.7).</p>
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### Quality Reporting System (QRS)

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	<p>HYMS have four open items on the QRS. One item on the system regards preparedness for the increase in student numbers, and we are pleased with the engagement on this item. We have also added three recommendations from this cycle to the QRS.</p> <p>HYMS 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>

### 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 One (R1.5)	Virtual observation of a meeting of the Programme Management Board held on 7 November 2022.

		<p>From our observation of this activity, we have identified the Programme Management Board as an area working well, in terms of how students are represented and their feedback taken into account.</p> <p>We were especially pleased to see that students were so well represented, and that the chair actively brought the student representatives into the discussion after every single agenda item, asking if they had any comments or queries. This was an excellent way to ensure the student representatives would feel confident to engage in the discussion and could raise any issues they needed to raise. The response student representatives received when they did raise an issue or query was invariably clear and supportive, with follow-up actions generated where appropriate.</p>
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## 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
1	Theme Two (R2.6, 2.7)	The school should further refine the link between the informal concern resolution process and the formal process of the Report and Support tool, ensuring that all staff members and students are aware of the correct routes for resolution and the expectation for informal resolution of minor concerns. This includes concerns related to bullying and undermining and clinical concerns, at the school and also whilst on placement.	16/09/2022
2	Theme Three (R3.3)	The school should consider strengthening the support package available to students during their time at the school particularly while on placement in the later years. This should include requesting and reflecting on students' feedback and suggestions for improvements, to ensure that support offered meets students' stated needs, and developing an open and supportive culture that enables students to raise concerns.	16/09/2022
3	Theme One (R1.21)	The school should consider strengthening the pastoral tutor support and ensure that tutors are able and trained to provide appropriate support.	16/09/2022

## Next steps

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

**Theme one** – work around identifying the year of learners (LEC1-02), analysis of student survey data (LEC1-06), development of the new education centre at York Hospital (LEC1-07)

**Theme two** – annual collation of anonymous statistical data for trend analysis (EGL2-05), new QA process for educational governance at trusts (EGL2-07), the new Fitness to Practice process (EGL2-08), feedback loops for educators (EGL2-09), widening participation work such as the differential awarding analysis (EGL3-02)

**Theme three** – work to enhance PPI (SUL1-04), career support for students (SUL1-05)

**Theme four** – new tutor training programme (SUE1-02), feedback on the blended model of delivering sessions to trainers, and the move back to face-to-face sessions (SUE1-06), new CPD modules and the launch of open access resources for tutors (SUE1-07)

**Theme five** – EDI work in relation to attainment and awarding gaps (DCA2-01), rollout of the programme of tutor development (DCA2-02)

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 HYMS incorporate the GMC thresholds into their risk rating processes and when reporting concerns.

## Organisation's response

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

### Organisation's response

We are grateful for the GMC's continuing scrutiny and receptiveness of the quality assurance and enhancement activities we've been undertaking in this cycle and in the pipeline for the next cycle. It was the first time the GMC engaged with a sample student group as an observation activity. This had been a useful learning experience, enabling us to increase our efforts to improve our communications with students, reporting mechanism, and student expectation. We are thankful for GMC's understanding of the challenges we face as a School and in the wider sector. We are pleased to note that taken together, this cycle's observation activities and QA processes provide the GMC reassurance of the quality of our education and training. We look forward to working with the GMC in the next cycle.