

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.

Organisation	Keele University School of Medicine
Review period	December 2021– November 2022 (Year 3 of cycle)

Overview of findings

Overall findings statement
<p>From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Keele University 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 Keele University School of Medicine meets our standards in Themes 1 (learning environment and culture), 2 (educational governance and leadership) and 4 (supporting educators).</p> <p>We have identified the Annual Medical Educators Conference as an area working well for Keele University School of Medicine.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	30/11/2021	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned 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	21/02/2022	<p>This meeting was held to provide feedback to Keele University School of Medicine on its 2021 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, Keele University School of Medicine was provided with written feedback on the SAQ submission.</p>
4	Observation of an annual medical educators' conference (AMEC) held by Keele University School of Medicine	13/04/2022	<p>This activity was listed on the SAQ by Keele University School of Medicine against Theme 2 (educational governance and leadership)</p> <p>We observed the AMEC to develop a better understanding of information sharing, networking, and support for educators within the medical school. With the theme of inclusive learning environments, observing the 2022 AMEC also provided the opportunity to better understand how the school is working to promote equality, diversity, and inclusion.</p> <p>We consider the AMEC provides a useful opportunity for educators to liaise with each other and related organisations, to share information and promote best practice in medical education, and to support and develop those involved in teaching and assessing medical students (R1.22; R2.8; R4.5; R4.6; R5.8). The</p>

			<p>virtual delivery of the conference worked well, and attendees made good use of the chat and hand-raising functionality for posting comments and questions about the talks – which were then answered and discussed live – and for sharing relevant resources. We were pleased to see that all attendee engagement was positive and respectful. Based on the comments posted, attendees appeared to find the talks extremely valuable, and professional networks were able to be built and strengthened despite the virtual delivery of the event.</p> <p>Overall, we found the Keele University Medical School AMEC to be an area working well.</p>
5	A virtual observation of a Trust Liaison Board (TLB) meeting between Keele University Medical School and University Hospitals of North Midlands NHS Trust.	22/08/2022	<p>This activity was listed on the SAQ by Keele University School of Medicine against Theme 2 (educational governance and leadership)</p> <p>We observed a TLB meeting to develop our understanding of the effectiveness of the school’s information sharing processes and educational governance structures. We were keen to find out more about the quality of communication between the school and the LEP and to explore how they work together in responding to concerns affecting clinical placements and the delivery of the curriculum.</p> <p>Overall, we felt that the TLB was a positive event and provided a useful means of bringing school and trust staff together to share relevant information. The school appear to have multiple active links with the trust, with staff members from both sides being appropriately engaged in the conversations taking place. We were particularly pleased to see positive engagement from the Medical Director, who chaired the meeting well and provided an inclusive environment for all attendees. We observed an open and honest discussion between the school and trust and saw evidence of strong working relationships, enabling effective collaboration on work to improve the educational experience for students. We commend the school for demonstrating a culture of cooperative working with LEPS and ensuring that systems and processes are in place to monitor the quality of teaching, support, facilities and learning</p>

			opportunities on placement. We believe that this activity demonstrated how the Keele University School of Medicine is meeting our standards, particularly R2.6 and R2.8.
6	A GMC led Q&A session with representatives from University Hospitals of North Midlands NHS Trust.	22/08/2022	<p>This activity was selected to explore how Keele University School of Medicine are meeting our standards. The Q&A session touched on several themes of <i>Promoting Excellence</i> however our discussions focused on Theme 2: Educational Governance and Leadership</p> <p>Once throughout our 4-year proactive quality assurance cycle we look to meet with a group of educators or LEP faculty without the presence of the medical school to hold an interactive Q&A session. This session helps us to triangulate our findings from the schools' SAQ submission and allows faculty to provide feedback and discuss any issues on a variety of topics.</p> <p>Overall, feedback from the Trust was very positive. We heard of a symbiotic relationship between the school and trust which has matured and become embedded over time. We heard that interaction with the medical school is open and respectful and that staff at all levels within the school are accessible. This has fostered a feeling of trust between the organisations, enabling them to deal with challenges in a collaborative and effective manner. The Trust feel that there is an alignment in working approaches between the two organisations, as well as reciprocal consideration for the impact on each other when decisions are being made. The trust highlighted that there are effective lines of communication with respect to managing risk and the raising concerns process. They also appreciate that the school set out clear expectations for educators in relation to curriculum coverage and student competency levels.</p> <p>It is clear that the trust value the relationship they have with the medical school from both an educational and research perspective. The trust expressed a desire to work with the school to develop more honorary posts for their clinical educators.</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>Keele University School of Medicine has six open items on the QRS.</p> <p>Keele University School of Medicine 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 2: S2.3, R2.8 Theme 4: R4.5	<p>We recognise the Annual Medical Educator Conference as an area working well for the school.</p> <p>This annual conference provides a useful means of bringing educators and other stakeholders together to share quality management information and best practice and shows how the school is meeting our standards across a number of other areas. In particular, the research and initiatives around the theme of ED&I which were explored during this year's conference demonstrate the school's commitment to and efforts toward promoting inclusivity within the school.</p>

Next steps

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

Theme one – The information displayed on the lanyards and scrubs to identify a student's level of training, an update on the Annual Student Evaluation Report.

Theme two – How students are made aware of the documents outlining who is responsible for what within the school, how the school ensures that lay representatives are recruited from diverse backgrounds, whether undergraduate education is now being discussed regularly at board level at SaTH, the role of the Programme Engagement Panel and who will sit on this panel, and update on the research being undertaken by the committee into differential awarding in the surgical environment.

Theme three – The support provided to students from widening participation backgrounds once they are studying, how health and wellbeing concerns are recorded to monitor patterns and identify repeated behaviours, how and when alternative careers resources are promoted to students.

Theme five – Review of the shortened elective period, what the school has done to compensate where a student may have missed out on experience in a specialty due to the shortened elective period, changes to assessments, an update on the research into OSCE station standardisation and how reasonable adjustments for OSCES are managed, how assessors are recruited, an update on the resumption of the OSCE Examiner conference.

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 follows up with University Hospitals of North Midlands NHS Trust regarding the information shared throughout the Trust Liaison Board meeting, to ensure the trust can feedback on any changes communicated.
- The development of the multi-professional clinical course leadership group. We would like to hear of any outputs from the group and of any evidence of impact.

Finally, in the next annual cycle we would like to observe a decolonising the curriculum committee meeting. We had planned to undertake this activity as part of the current cycle but were unable to do so due to time limitations.

Organisations response

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

Organisations response

I would like to thank the GMC team for their thorough, fair and perceptive approach throughout the quality assurance process. As a School, we have found their feedback to be helpful and constructive, and it continues to help drive our approach to quality improvement. While we are pleased with the positive tone of much of the feedback, we are also aware that there are areas for us to work on, and it is very helpful having the guidance regarding some of the areas that will be

explored in the coming cycle. In particular, we recognise that we must continue to strive to achieve more inclusive learning environments for our students.

I would also like to thank those from outside the School who made such positive contributions to the Annual Medical Educator Conference, and to the UHNM senior management team, particularly the Medical Director, since the positive feedback regarding our partnership working is very much to their credit. The success of our partnership working with our clinical placement providers is also a reflection of the dedication of the wider teams in primary and secondary care in supporting our students' learning, despite the enormous challenges those teams have faced during the pandemic. Last, but certainly not least, I must also highlight our students' very impressive approach to working with us through the pandemic, and the leadership provided by the chair and deputy chair of the Student Council over the last year.

We look forward to the continuing work with the GMC team over the coming year.

Professor Peter Coventry , Deputy Head of School, School of Medicine, Keele University