

Leeds School of Medicine response to GMC report

The School of Medicine at Leeds welcomes the wide ranging and very positive review of its MBChB programme, reflecting the highly successful partnership between the School, its students and colleagues across placements in primary and secondary care, community and voluntary organisations and our patient and carer community. This partnership working has seen ongoing innovation in the development and delivery of a cutting edge programme. We are pleased to see anatomy teaching, professionalism, widening participation, inter-professional learning, our traffic light reporting system, RAG reporting, assessment and pioneering development of sequential testing noted amongst areas working well. We agree wholeheartedly with the GMC about the excellence of our students, and their pivotal role in curriculum development and shared learning.

We were delighted to see areas of particular innovation and scholarship recognised as good practice. The curriculum is built around safe, effective patient care, underpinned by our unique IDEALS and SAFER-MEDIC frameworks. Our patient and carer community are a key part of this success, and are involved at all levels of teaching, assessment and management of the programme. We are particularly pleased that our innovative application and research led approach to technology enhanced learning and assessment which directly benefits student learning, feedback and good patient care has been highlighted.

The School notes the requirement to engage more closely with the local LETB, and that this is a regional priority for all Schools. We welcome this opportunity to work more closely with colleagues at HEY&H and collaborate with other medical schools within the Yorkshire region. We have already embarked on this, meeting with the Local Director at HEY&H, outlining a number of suggestions where communication and interaction can be improved. A review of Regional-LETB interactions is underway in Yorkshire & Humber, led by Professor Weetman, and we hope that recommendations from this review will form the bedrock of future structures.

The GMC review has flagged a small number of recommendations for further improvement that align, and support some of the School's priorities. These include an exciting programme to provide individualised student feedback that is linked to personalised adaptive learning, and ongoing scholarship led activity to further develop meaningful narrative feedback in high stakes OSCEs. This links directly with our technology strand. Our ESREP (extended research project) is an ambitious piece of work where students undertake a major research, service improvement or patient safety focused activity over years 4 and 5. We recognise that this is the first cohort of students undertaking this work, and evaluation from students at the GMC review has already driven improvements, with much more positive feedback from students.