

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	Leicester Medical School
Review period	October 2021– September 2022 (Year 1 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 Leicester Medical School 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 Leicester Medical School meets our standards in Theme 1 (learning environment and culture) and Theme 2 (educational governance and leadership).</p> <p>We have identified the MedRACE group as an area of notable practice for Leicester Medical School.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	29/10/2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission

			<p>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	04/02/2022	<p>This meeting was held to provide feedback to Leicester Medical School 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, Leicester Medical School was provided with written feedback on the SAQ submission.</p>
4	A virtual observation of a Medicine Raising Awareness, Celebrating Excellence (MedRACE) committee meeting.	05/05/2022	<p>This activity was listed on the SAQ by Leicester Medical School against Theme 1 (learning environment and culture) and Theme 2 (educational governance and leadership).</p> <p>We observed the school's MedRACE committee. The school highlighted this to us to show the work being done by both staff and students in relation to equality diversity and inclusion (ED&I).</p> <p>We were pleased to find a well-structured and organised meeting, with stimulating discussions in relation to ED&I. We were impressed by the clear collaboration between staff and students on these issues, and the fact that students are able to lead on a number of workstreams within the group.</p> <p>It is important that organisations seek and respond to feedback, and we were therefore pleased to see the group utilise feedback as part of its discussions, as well as discussing ways to improve feedback collected from students on placement in relation to ED&I themes.</p> <p>It is good that the school uses the MedRACE group to share good practice in relation to ED&I. We were</p>

			<p>pleased to hear of collaborations with other groups within the university, the school's placement partners, and other organisations within the medical education sector.</p> <p>Additionally, we were encouraged by the group's discussions around the school's curriculum, and how students can be involved in ongoing review of the curriculum in relation to ED&I.</p> <p>We believe that the MedRACE group is an example of notable practice.</p>
5	Document review of the school's quality management policy	23/05/2022	<p>This activity was listed on the SAQ by Leicester Medical School against Theme 2 (educational governance and leadership).</p> <p>We reviewed the school's quality management (QM) policy to understand these processes further.</p> <p>We were pleased to see the school uses a multifaceted approach to QM, which frequently references GMC processes and requirements. It is good to see the school uses an SAQ to proactively review its LEPs and its own teaching, and that feedback from learners is used extensively as part of this.</p> <p>Overall, we feel the quality management policy outlines a framework which allows the school to ensure relevant GMC standards are met.</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>Leicester Medical School has one open item on the QRS.</p> <p>Leicester Medical School is engaged with the QRS system, and we encourage the school to continue to provide frequent and detailed updates. We are assured</p>

that our thresholds for reporting via the QRS are embedded and adhered to.

Excellence, innovation and notable practice

We note good practice where we have found exceptional or innovative examples of work or problem-solving related to our standards. These should be shared with others and/or developed further.

Number	Theme	Details of excellence, innovation and notable practice
1	Theme 1: R1.1; R1.5 Theme 2: S2.3; R2.1; R2.3; R2.8	<p>MedRACE Group</p> <p>From our observation, we believe the MedRACE group to be an example of good practice due to the following reasons:</p> <ul style="list-style-type: none"> • The volume of student led work and the clear and effective collaboration between students and staff; • Providing a platform for students to effect change within the medical school and at its partner LEPs; • Providing a platform to share good practice not just within the medical school and its LEPs, but with other organisations across the sector; • The effective ways MedRACE has allowed an ED&I awareness to become embedded within the school's governance structures; • Providing a platform to effectively meet a range of GMC standards.

Next steps

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

Theme one – Feedback loops, changes to induction from student feedback, student feedback regarding facilities.

Theme two – Quality activity regarding induction and timetabling, interaction with other medical schools in the region, quality activity regarding structures within LEPs, analysis of applicant feedback around selection.

Theme three – Student feedback in relation to academic tutors, exit awards, careers advice.

Theme four – Appraisals, clinical teachers faculty development and support plan.

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:

- The Racial Equality Toolkit.
- An update on MedRACE, including any workstreams of note.

Organisation response

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

Organisation response

We welcome the annual summary and are grateful for the guidance, support and constructive challenge provided by the GMC throughout this first annual cycle. We look forward to the next annual cycle. We would also like to thank the GMC for recognising our work on equality, diversity and inclusion as an area of notable good practice; and for visiting and highlighting the work of our MedRACE group.