

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	Liverpool Medical School
Review period	August 2022-2023 cycle (Year 3 of cycle)

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Liverpool Medical School is meeting the standards set out in the GMC's *Promoting excellence: standards for medical education and training*.

The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how Liverpool Medical School meets our standards in Theme 1: Learning environment and culture and Theme 2: Educational governance and leadership.

From these activities we identified Liverpool's student feedback drop-in session as having areas within the session of particular note. For instance, we were pleased to observe that students were provided with a platform to openly discuss placement feedback with their peers and senior staff at the school. The student feedback drop-in session clearly evidenced a feedback culture at the school, encouraging students to share feedback and concerns without fear of adverse consequences.

From the additional quality activity, we recognised Liverpool's LEP quality monitoring visits as an area meeting our standards in Theme 1 (learning environment and culture) and Theme 2 (educational governance and leadership). We commended the schools use of evidence and student feedback to inform the quality monitoring visit.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	31/08/2022	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Liverpool Medical School 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	25.10.2022	<p>This meeting was held to provide summarised feedback to Liverpool Medical School on its 2022 SAQ submission, and to seek clarification and additional information on certain responses, which the GMC identified during analysis.</p> <p>The SAQ feedback meeting provided an opportunity to discuss potential QA activities to undertake in this cycle. These QA activities were not selected due to any specific risk from the SAQ submission or meeting.</p> <p>We were satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.</p> <p>Following this meeting, Liverpool Medical School was provided with written feedback on the SAQ submission.</p>
4	Observation of a Year 4 student feedback drop-in session	21.04.2023	<p>As part of our proactive quality assurance process (PQA) we aim to meet with both learners and educators once in every 4-years during a GMC led activity. We were unable to conduct this in this cycle however, we will conduct this in the following quality cycle. Liverpool Medical School suggested that we observe a Year 4 student feedback drop-in session. The observation linked to theme 1: Learning environment and culture.</p>

			<p>This activity helped us to further develop our understanding of how the school utilises student feedback to inform discussions and drive improvements at placement providers.</p> <p>The school runs in-person feedback sessions for students during their clinical years, these are run after each clinical placement to capture detailed feedback on each one.</p> <p>The session was facilitated by the school with the purpose of collecting qualitative feedback from students on their recent clinical placement and providing students with the opportunity to discuss their experience with staff. The session also aimed to encourage students to reflect upon their placement and discuss their experience with other students.</p> <p>Overall, from this activity we were assured that the school demonstrates a culture that both seeks and responds to feedback from learners, on compliance with patient safety and care and education and training (R1.5). It was evident that the school has robust methods in place to analyse the feedback, which also feeds into the school's risk register. We were pleased to note the friendly and open environment and it was clear students valued the session as a platform to provide placement feedback (R1.1).</p>
5	Observation of a quality monitoring visit to Warrington and Halton Teaching Hospitals – led by Liverpool School of Medicine	05.07.2023	<p>This activity was selected to explore how Liverpool Medical School are meeting out requirements in Theme 1 (Learning environment and culture) and Theme 2 (Educational governance and leadership) in <i>Promoting Excellence</i>.</p> <p>This activity was listed in the 2022 SAQ by Liverpool Medical School against EGL2-06. Liverpool Medical School had cited quality monitoring visits as a mechanism for ensuring that LEPs appropriately deliver the learning objectives on placement. We were therefore interested to learn more on the structure of quality monitoring visits and how the school works with placement providers to drive quality improvements.</p> <p>This quality monitoring visit was a targeted re-visit, which are part of the school's quality monitoring processes to assess implementation of requirements or</p>

			<p>obtain further information about an issue. The school has additional processes in place for monitoring the quality and safety of clinical placements, utilising student evaluations, feedback drop-ins and requesting annual self-assessment questionnaires (SAQ) from placement providers to assure standards.</p> <p>The quality monitoring visit took place in-person over the course of one day. There were several sessions scheduled including; meetings with the medical education team, speciality leads and educational supervisors and the executive team.</p> <p>We were pleased to learn how the school's quality activities, such as the SAQs, feed into the quality monitoring visits. We noted that this evidence was used to inform discussions with WHH and prioritise areas to seek further information on. It was clear that the school effectively triangulates various sources of evidence to monitor the quality of teaching, support and learning opportunities on placements (R2.6).</p> <p>During the observation, we heard an example of how the school has utilised evidence to further investigate a concern, reviewing the facilities at WHH following student feedback. This demonstrates how the school investigates and takes appropriate action to ensure concerns are dealt with (R1.2).</p>
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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>Liverpool Medical School have 7 open items on the QRS, one of which has been created in the past year.</p> <p>Liverpool Medical School is engaged with the QRS system and continues to provide updates at regular intervals. 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 1: Learning environment and culture (R1.1), (R1.5)	<p>This item was identified as part of the proactive quality assurance process.</p> <p>The student feedback drop-in session provides an excellent platform for students to openly discuss placement feedback with their peers and staff. We also felt that students' exposure to senior staff / year leads at the session helped to facilitate a feedback culture and create an open learning environment.</p>

Next steps

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

Theme one – Learning environment and culture

LEC1-04: In the next SAQ more information should be provided on what makes Schwartz rounds an area of excellence. For instance, does the school has any oversight or input into the Schwartz rounds?

LEC1-06: An update on the school's evaluation of their student feedback and engagement processes should be provided in future SAQ submissions. Further information on how this review is progressing and resultant changes should be provided. For instance, if the school makes any changes to how they share free-text student comments and feedback with LEPs.

Theme two – Educational governance and leadership

EGL1-01: In the next SAQ more information should be provided on how the school shares information on clinical learning environments with other organisations, such as other medical schools and Postgraduate Training Organisations. During this cycle we learnt how the school uses student feedback to inform quality activities such as triggered / targeted re-visits. Should the school wish to provide any further information on this area, this can be included in the next SAQ

EGL2-02: In the next SAQ more information should be provided on the types of forums the school is involved in. We would also like to receive an update on how the school find these as mechanisms for sharing information with other organisations.

EGL2-08: In the next SAQ more information should be provided on what makes the school's approach to progression reviews innovative.

EGL2-09: In the next SAQ more information should be provided on the process for informing educators of the outcome after they have raised a concern.

Theme three – Supporting learners

SUL1-01: In the next SAQ an update on the review of the school’s wellbeing service and how they are ensuring accessibility for both students and educators, who would like to report a concern, should be provided.

SUL1-03: In the next SAQ an update should be provided on whether the team building and leadership training with the Army Medical Corps has been resumed as planned after being paused due to Covid-19.

Theme five – Developing and implementing curricula and assessment

DCA1-03: In the previous SAQ, we heard of the school’s work in developing EDI aspects of the curriculum, EDI toolkit and a micro-aggression teaching package. In the next SAQ more information on these initiatives should be provided. For example, what is included in the EDI toolkit.

DCA1-05: In the next SAQ more information should be provided on how the school seeks feedback on assistantships, and what has this feedback been like. For instance, how well do students feel the assistantships prepare them for practice? Does the school seek feedback from students who have moved to FY1 about how well they feel the assistantships prepared them?

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