

## 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>	Manchester Medical School
<b>Review period</b>	December 2021 – December 2022 (Cycle 2)

### 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 Manchester 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 Manchester Medical School meets our standards in theme 1 - learning environment and culture, theme 2 - educational governance and leadership, theme 4 - supporting educators and theme 5 - developing and implementing curricula and assessments.</p>

### Quality Activity undertaken

	<b>Activity</b>	<b>Date</b>	<b>Summary</b>
1	SAQ submission	17 December 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Manchester Medical School

			<p>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	15 March 2022	<p>This meeting was held to provide feedback to Manchester Medical School on its 2021/22 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, Manchester Medical School was provided with written feedback on the SAQ submission.</p>
4	Student Staff Assurance Committee observation	04 May 2022	<p>This activity was identified during the SAQ feedback meeting. This activity was selected to explore how Manchester Medical School are meeting our standards in themes 1 - learning environment and culture, theme 2 - educational governance and leadership and theme 5 - developing and implementing curricula and assessments.</p> <p>The Student Staff Assurance Committee (SSAC) is a meeting between student representatives and senior staff members and is chaired by a student. The committee meets twice a year, in May and December.</p> <p>The agenda is set by the student representatives with the support of the Director for Student Experience and the Staff-Student Coordinator.</p> <p>At the committee we observed, there were a range of school and local education provider (LEP) staff present.</p> <p>Actions and minutes were circulated to all attendees three weeks after the meeting. These were comprehensive, but we would have liked to have seen more clarity within the meeting about who owned which actions.</p>

			<p>Overall, however, we felt that the committee demonstrated that the school has processes and systems in place to monitor the quality of teaching and that the school seeks and responds to feedback from both students and educators.</p>
5	Microaggressions Masterclass observation	19 May 2022	<p>This activity was listed in the SAQ by Manchester Medical School against theme 1 – learning environment and culture.</p> <p>We selected this activity to explore whether the masterclass helped to promote fair education and training and whether it provided an opportunity for educators to liaise with each other.</p> <p>The masterclass was an optional session developed by the Community Based Medical Education (CBME) team and Equality, Diversity and Inclusion (EDI) colleagues. The content was co-produced with students.</p> <p>In attendance were a mixture of academic and professional services senior leaders, as well as a year five student. Two GMC Education Quality Analysts attended and the session took place in person.</p> <p>The masterclass involved a number of videos which the group watched and then discussed in small groups, before feeding back to the wider group. We felt this encouraged open and honest discussion.</p> <p>Overall, we felt that the microaggressions masterclass promoted fair education and training and was a good demonstration of how the school is meeting a number of our standards in promoting excellence.</p>
6	Doubleday Lecture observation	23 November 2022	<p>This activity was listed in the SAQ by Manchester Medical School against theme 2 - educational governance and leadership.</p> <p>We chose to observe the Doubleday/Manchester Award to help us determine whether it provides evidence of the school supporting students to undertake activity that drives improvement in education and training. We also wanted to explore if the award provides an opportunity for students to gain knowledge and understanding of the needs of patients from diverse social, cultural and ethnic backgrounds,</p>

			<p>with a range of illnesses or conditions and with protected characteristics.</p> <p>The event included presentation of the Doubleday/Manchester Award to this year's winner, the presentation of the student award to this year's winner, who were two fourth year medical students who are co-presidents of the Doubleday Student Society.</p> <p>The winner of the Doubleday/Manchester Award delivered a lecture about their work on the use of music in medicine.</p> <p>The Doubleday Student Society presented about the work of the society and the Doubleday Centre Ambassador also gave a talk about patient centred care.</p> <p>Overall, we felt that the Doubleday/Manchester Award provided students with an opportunity to gain knowledge and understanding of the needs of patients from diverse social, cultural and ethnic backgrounds, with a range of illnesses or conditions and with protected characteristics. It also demonstrated the school supporting students to undertake activity that drives improvement in education and training.</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	Manchester Medical School is engaged with the QRS system and continues to provide frequent and detailed updates. We are assured that our thresholds for reporting via the QRS are embedded and adhered to.

## Requirements

We set requirements where we have found that our standards are not being met.

No.	Theme	Requirement	Date set
1	N/A	No requirements were set during this cycle.	N/A

## 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	N/A	No recommendations were set during this cycle.	N/A

## Next steps

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

### Theme one

- How the Integrated Community Placement (ICP) pilots have gone during 2022.
- The pilot virtual reality sessions, particularly any feedback received.
- How the school's 'Need to Know' webinars are working beyond the pandemic.
- Facilities, as Covid restrictions ease.

### Theme two

- Details of the enhanced monitoring a student may be subject to as the result of a fitness to practise hearing.

### Theme three

- Peer mentoring training.
- The recommencement of electives and any evaluation and/or feedback received. We would also like to learn more about the proportion that are in the UK compared to abroad and how it is decided where students go on elective.

### Theme four

- The database to track clinical staff training and development.

- The school's sample checking process for trainers. We would like to learn more about the school's sample methodology, how feedback is provided and if the process provides the school the assurance it needs.
- The UCLA review to ensure it's consistent with the Tripartite Agreement. The school advised it was monitoring compliance. We would appreciate an update on this and whether the school has been able to deliver undergraduate training.

#### **Theme five**

- The recommencement of face-to-face consultations with patients.
- Reflections on the year 2 pilot in which students educated a local minority ethnic group about diabetes.
- The method of delivery of PEP/PPD assessments. In the 2021 Covid survey, the school advised it was considering continuing the online delivery of some of these.

## **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 acknowledge receipt of the Annual Quality Assurance Summary (AQAS) for the review period to December 2022 and confirm that its contents, to the extent we have direct knowledge of them, are accurate. We welcome your confirmation that we are meeting the standards of the GMC's Promoting excellence: standards for medical education and training.

We are also grateful for your comprehensive feedback regarding the activities that you have undertaken during the review period. With respect to your requests in the AQAS for additional information, we have sought to address these within our next SAQ submission.

We appreciate the ongoing and constructive dialogue with our regional GMC team.