

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	Oxford University Medical School
Review period	September 2022 – August 2023 (Year 3 of the PQA cycle)

Overview of findings

Overall findings statement

From the self-assessment questionnaire (SAQ) submission, and the clarification of some points during the SAQ meeting, we consider that Oxford University Medical School is meeting the standards set out in the GMC's *Promoting excellence: standards for medical education and training*.

The quality assurance activities that we have carried out in this annual cycle have provided good opportunities to observe how Oxford University Medical School meets our standards in Theme 1 (Learning Environment and Culture, Theme 2 (Educational Governance and Leadership), Theme 3 (Supporting Learners) and Theme 5 (Developing and Implementing Curricula and Assessments).

We have set requirements and recommendations where our standards are not being met, and have identified areas working well or of notable practice.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	18/11/2022	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Oxford 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	10/01/2023	<p>This meeting was held to provide feedback to Oxford University Medical School on its 2022/23 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential quality assurance 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, Oxford University Medical School was provided with written feedback on the SAQ submission.</p>
3	Welfare and Wellbeing Committee Meeting	10/05/2023	<p>This activity was listed on the SAQ by Oxford University Medical School (the school) against Theme 3: Supporting Learners.</p> <p>This activity was selected to explore how the school promotes the health and wellbeing of its students, and how the school interacts with students to identify areas where student wellbeing may be improved.</p> <p>We observed this meeting virtually, via Microsoft Teams. In attendance for the GMC was a Principal Education Quality Assurance Manager, an Education Quality Analyst and a Student Associate (third year medical student at another UK university).</p> <p>The meeting followed an agenda which had been circulated to attendees in advance. Updates of</p>

			<p>outstanding matters from the previous meeting were provided, and the Chair then invited updates from the relevant representatives present. These included students from Preclinical and Clinical years of the programme only, as no Graduate representative was present at the meeting we observed. We did hear, however, that an update would be shared with students from the Graduate Entry Programme at the upcoming Joint Consultative Committee meeting, so we were assured that representatives from all years of the programme would be updated on the issues discussed and arising from the meeting.</p> <p>Issues discussed included the delivery of a peer-support programme, ways in which to alleviate exam stress, and anxiety regarding the releasing of exam results. When issues fell outside the remit of the group, for example regarding processes which sat outside the medical school, the Chair advised that issues would be fed back to the university.</p> <p>Other matters discussed included the launch of the university's Common Approach Mental Health Framework, the upcoming Mental Health Awareness Week and the support available regarding assessment and the timing of sessions to ensure students are best prepared for their exams.</p> <p>We observed an open, inclusive discussion on a wide range of issues affecting the welfare and wellbeing of students from all years of the degree programme. We were pleased to observe good engagement from all attendees, including student representatives, with the Chair encouraging discussion and the sharing of ideas throughout the meeting.</p> <p>We were pleased to observe that the student voice was listened to and their concerns acted upon.</p> <p>We are satisfied that this Committee presents a positive forum for the school to promote the health and wellbeing of its learners. The Committee also demonstrates that the school interacts well with the student body and that the student voice is valued.</p>
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4	Student Question and Answer (Q&A) session	15/05/2023	<p>This activity was listed against:</p> <p>Theme 1 – Learning environment and culture Theme 2 – Educational governance and leadership Theme 3 – Supporting learners Theme 5 – Developing and implementing curricula and assessments</p> <p>A Q&A session for students on the clinical years of the programme was arranged and chaired by the GMC. It took place in person at the John Radcliffe Hospital in Oxford and lasted for 90 minutes. In attendance for the GMC was an Education Quality Assurance Programme Manager, an Education Quality Analyst and a Student Associate (third year medical student at another UK university). The session was well-attended by students across all clinical year groups, including Graduate Entry students.</p> <p>Our questions were divided into categories covering the following areas:</p> <ul style="list-style-type: none"> - Curriculum - Assessment - Raising Concerns - Academic and pastoral support - Placements - Educational Governance - Facilities <p>The session identified areas working well, as well as areas for further consideration/ improvement.</p> <p>Areas working well included a good variety of clinical placements with opportunities to experience a wide range of activities and to develop independent learning. Students also told us the school is responsive to feedback and gave examples of changes either planned or already implemented as a result of their feedback.</p> <p>Areas for further consideration included a lack of consistency in feedback, and uncertainty/anxiety regarding assessment.</p>
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5	<p>Feedback discussion with the school following Student Q&A session</p>	25/05/2023	<p>A meeting was held, via MS Teams, following the Student Q&A session so we could feedback on the main themes raised at the session. The school was then invited to respond to the findings.</p> <p>The school was pleased with the positive feedback regarding placements and the students' view that their feedback is acted upon. The school recognises that it can take time to effect change, and it was encouraged that the feedback systems appear to be working well. We also heard that further work on enhancing these systems is being considered. The school also reported it had been pleased to be able to increase the variety of clinical placements following the Covid pandemic, and it was positive to hear good feedback from the students about this.</p> <p>The comments relating to uncertainty and anxiety regarding assessment were not unexpected. The school advised that they are exploring ways in managing student expectations regarding assessment. It is understood that students are very exam-focused with a preference for a granular curriculum. The school is working towards finding a way in balancing assessment without diverting from gaining meaningful, practical clinical experience on placements. It was reported that helpful open forums had already taken place with students to understand the main issues, and work is continuing in this area.</p> <p>Following the Student Q&A session and subsequent discussion with the school, a recommendation regarding students being adequately prepared for their assessments was set. Further details are outlined below.</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	Oxford University Medical School does not have any items on the QRS. We will continue to work with the school to ensure 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. We will monitor each organisation's response and will expect evidence that progress is being made during the next QA cycle. We have not identified any requirements during this annual QA cycle.

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	Theme 3 (R3.7, R3.13)	Oxford University Medical School should further consider how it appropriately and adequately prepares students for their assessments. This should cover both pre-assessment guidance and post-assessment feedback.	May 2023

Next steps

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

Theme 1:

LEC1-02 - We would be interested in receiving an update about the introduction of scrubs for medical students at OUH Trust.

LEC1-05 - We would like to receive a further update about the VR pilot for OSCEs.

LEC1-07 - Please provide a further update on progress of the new building facility.

Theme 2:

EGL2-03 – We would like to receive an update on how the new Directors of Undergraduate Medical Education are progressing in their role .

EGL3-01 - We would be interested in receiving an update about the appointment of the EDI lead in Medical Education, and the work they have been undertaking. We would also like to receive an update about the EDI working groups, and how outcomes from these meetings are fed back to students.

Theme 3:

SUL1-02 - We would be interested in learning whether the faculty development half day on managing student distress has continued as an annual event.

We remain interested in observing the F1 Survival Course as a potential quality activity in the next cycle.

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 ways in which Equality, Diversity and Inclusion continues to be embedded across the entire programme.

Organisations response

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

Organisations response

We recognise our student anxiety around assessments in the clinical part of the courses, and the need to help them prepare for these. We do emphasise that the best preparation for this is experiential learning in clinical placements and we run recorded 'Town Hall' meetings before each of the summative exams - but acknowledge that OSCEs in particular cause anxiety and uncertainty. This is most pronounced for the year 4 students for whom the OSCE is an unfamiliar assessment (Graduate-entry Year 2 students have undergone OSCEs both formative and summative in their first year). Year5/Graduate-entry Y3 already offers a number of formative OSCEs with extensive post-

exam feedback for the students; plans are in place to also develop this for Y4 / Graduate-entry Y2 and Final Year to better orientate the students for these examinations and allay their concerns. For MCQ examinations, the Laboratory Medicine module has an extensive bank of formative MCQs which the students rate very highly; in Medicine and Surgery worked examples of formative MCQs are delivered as interactive sessions in the run up to the assessments, but developing a larger bank of questions for students to access is planned as part of our work in this area.