

## 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>	University of Sheffield Medical School
<b>Review period</b>	November 2021– September 2022 (Year One 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 the University of Sheffield 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 the University of Sheffield Medical School meets our standards in themes one (Learning environment and culture), theme two (educational governance and leadership), theme three (supporting learners) and theme five (developing and implementing curricula and assessment).</p>

### Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	01 November 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 the University of Sheffield 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	24 January 2022	<p>This meeting was held to provide feedback to the University of Sheffield 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, the University of Sheffield Medical School was provided with written feedback on the SAQ submission.</p>
3	Quality Activity – Observation of Strategic Curriculum Management Committee Meeting	28 April 2022	<p>This activity was listed on the SAQ by the University of Sheffield Medical School against theme two of <i>Promoting Excellence</i>, specifically R2.5 and R2.9.</p> <p>This activity was selected to explore how the University of Sheffield Medical School are meeting our standards in Theme Two and for the purpose of this activity we focussed on themes one (R1.5) and two (S2.3, R2.3).</p> <p>The meeting was held virtually, which worked well. There was good attendance, and it was really encouraging to see that student representatives were part of the Committee (R1.5). We were also pleased to note that the meeting was recorded for the benefit of those unable to attend on the day (S2.3).</p> <p>From our observation, it was evident that the school not only seek out, but also actively listen to and take account of, students’ and educators’ views and feedback (R1.5). The school also clearly works hard to ensure that their educational governance system is fair, and they take account of ED&amp;I considerations in their decision making (S2.3). Both of these points were demonstrated in discussions during the meeting in</p>

			<p>relation to proposed changes; it is clear that learners are at the forefront of the CMC's decision making, and that the impact on students of any potential changes, for example in relation to the MLA and exit degrees, is given due consideration (R2.3).</p> <p>Overall, we believe that the meeting was a good demonstration that the University of Sheffield Medical School is meeting our standards, particularly R1.5, S2.3 and R2.3.</p>
4	Quality Activity – Observation of Patients as Educators (PaE) group	05 July 2022	<p>This activity was listed on the SAQ by the University of Sheffield Medical School against themes two, three and five.</p> <p>This activity was selected to explore how the University of Sheffield Medical School are meeting our standards in these themes and for the purpose of this activity we focussed on R1.20, R1.22, R2.3, R3.13, R5.3 and R5.4.</p> <p>The PaE programme enables the school to provide the following: learner access to simulation-based learning opportunities; learner access to activities which drive improvement in training to the benefit of the wider health service; patient and public involvement in changes to systems and processes; feedback to learners from a range of sources; appropriate patient contact across a range of specialties; knowledge of patients with a range of illnesses or conditions; learning opportunities that enable students to link theory and practice, and to develop generic professional capabilities; and experiential learning opportunities in simulated clinical settings.</p> <p>Overall, we believe that this observation demonstrated that the University of Sheffield Medical School is meeting our standards, particularly R1.20, R1.22, R2.3, R3.13, R5.3 and R5.4. This item has been identified as an <a href="#">area of notable practice</a> for the school.</p> <p>From our observation of this activity, no further actions have been identified for this cycle. However, in future cycles we would be keen to learn more about integration of the programme with other healthcare professional programmes in the school, including harnessing interprofessional learning opportunities. We</p>

			would also like to hear about progress made to diversify the patient group.
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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>The University of Sheffield Medical School has one open items on the QRS.</p> <p>However, the University of Sheffield Medical School is engaged with the QRS system and continue to provide frequent and detailed updates. We are assured that our thresholds for reporting via the QRS are embedded and adhered to.</p>

### 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 One R1.20, R1.22 Theme Two R2.3 Theme Three R3.13 Theme Five R5.3 R5.4.	<p>This item was identified as part of the PQA process as an area to explore for potential notable practice, and an observation of the Patients as Educators (PaE) group was conducted with supporting information providing by the school, including background on the group and their purpose, the PaE diversity plan and the student handbook.</p> <p>The PaE programme enables the school to provide the following: learner access to simulation-based learning opportunities; learner access to activities which drive improvement in training to the benefit of the wider health service; patient and public involvement in changes to systems and processes; feedback to learners from a range of sources; appropriate patient contact across a range of specialties; knowledge of patients with a range of illnesses or conditions; learning opportunities that enable students to link theory and</p>

		<p>practice, and to develop generic professional capabilities; and experiential learning opportunities in simulated clinical settings.</p> <p>Overall, we believe that this observation demonstrated that the University of Sheffield Medical School is meeting our standards, particularly R1.20, R1.22, R2.3, R3.13, R5.3a,b,d,e,g and R5.4d, and have identified the PaE programme to be an area of notable practice.</p> <p>We were pleased to hear that all patients receive training and an induction which provides an overview of their role in the PaE programme, patient safety, and equality, diversity and inclusion (ED&amp;I). It was also good to note that patients are offered training on giving feedback to students (R3.13).</p> <p>We thought the flexibility of the school to allow patients to contribute to the growth of the programme has enabled the learning potential of these sessions to be maximised and allowed innovative ideas to be shared by patients to shape existing processes (R2.3). This is a strong reflection of the school’s commitment and beliefs to value the inclusion of patients in learning.</p> <p>We were encouraged to see how enthusiastic and passionate the dedicated team of staff involved in the delivery of the PaE programme were; they demonstrated a real commitment to the programme’s success. They were also keen to share good practice outside the school and have taken active steps to ensure that their learning can be of benefit more widely.</p> <p>We note this rollout also presents opportunities to further integrate interprofessional learning opportunities into the curriculum and were pleased to hear that this has been identified by the school as an area for further development and consideration.</p> <p>More detail regarding the observation can be found in the feedback proforma.</p>
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## Next steps

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

**Theme one** – permanent adjustments as a result of the pandemic, Faculty of Medicine, Dentistry and Health estate review

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**Theme two** – Monitoring of action plans and escalation/de-escalation of risk, phase-based generic emails and student knowledge of MINERVA, representation from PaE group on committees, update on discussions with Med Soc around disrupted assessments

**Theme four** – Processes for monitoring the development of trainers

**Theme five** – the work of the race equality working group, online assessments and work done to prevent issues recurring

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 integration of the PaE programme with other healthcare professional programmes in the school, including harnessing interprofessional learning opportunities. We would also like to hear about progress made to diversify the patient group.

## Organisations response

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

### Organisations response

We are grateful for the GMC's constructive scrutiny of our MBChB programme, ensuring that we meet the highest standards of delivery. We concur with the AQAS and confirm that it is an accurate record. We welcome your confirmation that we are meeting the standards set out in Promoting Excellence. We are particularly pleased to note the commendation of our excellent Patients as Educators programme, and of the collaborative way in which we work with students to develop the programme.