

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	University College London Medical School
Review period	May 2022–May 2023 (Year 3 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 University College London 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 University College London Medical School meets our standards in theme two (Educational governance and leadership), and theme three (Supporting learners).</p> <p>We have set recommendations where our standards are not being met.</p>

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	20 Jul 2022	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned University College London

			<p>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 Aug 2022	<p>This meeting was held to provide feedback to University College London 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 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, University College London Medical School was provided with written feedback on the SAQ submission.</p>
3	GMC led meeting with students	18 Jan 2023	<p>At least once during the four-year proactive quality assurance cycle, we look to meet with a group of students. This meeting, which took place over MS Teams, included student representation from across all six years of the programme.</p> <p>The meeting provides students with an opportunity to offer feedback, and also raise any issues or concerns. During the meeting we covered a number of topics including curriculum, assessments, raising concerns, academic and pastoral support and placements. Students were able to tell us about areas they thought were working well, and also areas they thought could be improved.</p> <p>Following the meeting we provided feedback to the School, and encouraged the School to work with students to address some of the areas identified for improvement. One GMC recommendation was set relating to student access to pastoral support. We will monitor this recommendation via the Quality Reporting System.</p>

4	Observation of MBBS Executive Committee	15 Feb 2023	<p>This activity was listed on the SAQ by University College London Medical School against Theme two.</p> <p>We asked to observe a MBBS Executive Committee meeting in order to gain a better understanding of educational governance structures, and to learn how issues discussed at different committees are escalated and managed within the School.</p> <p>The meeting was chaired by the Programme Lead. Following a review of minutes and action points from the previous meeting, updates were provided by academic leads from across all years of the programme. Further updates were also provided by the primary care lead, assessment lead, quality assurance lead, student support, admissions, educational technology and estates and facilities. A written EDI update had been circulated in advance.</p> <p>Risk registers were reviewed, and action points noted. We are interested in learning how the School determines the risk threshold for onward reporting of concerns to the GMC, and have asked that the school includes this in the next SAQ submission.</p> <p>We are also interested in learning more about how the School communicates concerns and risks with DGH placement provider sites, and will follow this up in the next reporting cycle as a quality activity.</p> <p>As well as discussing risk, we also heard of adjustments being planned or made to the programme in response to external factors, and also saw evidence of horizon-scanning.</p> <p>From this, and other activities we have observed, we are assured there are systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placement and to respond when standards are not being met.</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>University College London Medical School has two open items on the QRS.</p> <p>We will continue to work with University College London Medical School to ensure our thresholds for reporting via the QRS are embedded and adhered to.</p>

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	Following the recent review of student support services, the School to ensure that students have appropriate access to educational and pastoral support.	Jan 2023

Next steps

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

Theme one – e-portfolio implementation LEC1-05, facilities LEC1-07.

Theme two – SEQ working groups EGL2-02, patient & public involvement EGL2-04, educational governance structures EGL2-06 and EGL2-07, responding to student feedback EGL2-09, fairness in medical school curricula – update on initiatives described in submission EGL3-01.

Theme three – Feedback on performance SUL 1-04.

Theme four – Educator induction and training SUE 1-02, development of trainers SUE1-03, appropriate time in job plans SUE1-04, opportunities for educators to connect and liaise with other trainers SUE1-06, support for educators dealing with concerns SUE1-07.

Theme five – Citizenship module DCA 1-03, assessments are fair, reliable and mapped to your curriculum, DCA2-01, selection, support and appraisal of assessors DCA2-02.

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 academic and support staff recruitment (LEC1-07 refers), and how the curriculum supports learners to understand current health inequalities and needs of patients from diverse social, cultural and ethnic backgrounds (DCA1-03 refers). We would

also like to know how the School determines the risk threshold for onward reporting of concerns to the GMC (EGL1-02), and also how the School feeds information back to clinical learning environments (EGL2-03).

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