

## 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>	The University of Norwich (Norwich Medical School)
<b>Review period</b>	May 2022 – May 2023 (Year 1 of cycle)

### 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 Norwich 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 Norwich Medical School meets our standards in theme 2 (Education Governance and Leadership) and theme 3 (Supporting Learners).</p> <p>We set requirements and recommendations where our standards are not being met and identify areas working well or of notable practice. Of note, we have identified the International Student Buddy Scheme to help black and minority ethnic (BAME) students as an example of notable practice at Norwich Medical School against theme 3 supporting learners.</p>

## Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	27 May 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 Norwich 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	28 June 2022	<p>This meeting was held to provide feedback to Norwich 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. In addition, we did not identify areas of risk during the SAQ meeting.</p> <p>Following this meeting, Norwich Medical School was provided with written feedback on the SAQ submission.</p>
3	Quality Management Document Review	14 September 2022	<p>This activity was listed on the SAQ by Norwich Medical School against Theme 2 Educational governance and leadership.</p> <p>In the school's 2022 SAQ we saw that the school has a curriculum consisting of a standard undergraduate course and a gateway entry foundation year course. We also noted that clinical contact is integrated from the first year of each programme. We requested the school's quality management documents to understand the school's approach to quality management. We reviewed the school's quality management policy, sample primary and secondary care reports and associated visit documents. We also reviewed the professionalism handbook.</p> <p>The school's quality management documents show robust processes for quality management activities at the school. The quality management policy covers many areas of GMC Promoting Excellence (2015) and</p>

			<p>covers a wide range of governance including reporting, admissions, learning and teaching, assessment, placement provision, student support and involvement, staff development, management of concerns and sharing of practices as well as information management and capacity. The school has a variety of processes to ensure quality control both at clinical placements and at the school. We will triangulate this area during stakeholder meetings over future QA cycles.</p> <p>The professionalism handbook provided us with understanding of the school’s approach to monitoring low level concerns and fitness to practice processes using thresholds aligned to GMC guidance. We noticed that the school’s professionalism handbook states that ‘formal legal representation is not permitted’. The GMC guidance on Professional behaviour and Fitness to Practice encourages medical schools to consider ‘including someone with legal knowledge’ on its panels but also ‘encourages students to have a supporter or legal representative present at fitness to practice hearings’. In the next SAQ we would like to understand how the school manages high risk FtP concerns, and how the school is assured that students are adequately and fairly supported through these processes.</p> <p>From this activity we have assurance that the school has agreements with LEPs to provide education and training to meet the standards and have systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placements, and respond when standards are not being met.</p> <p>Additionally, the school demonstrates it has systems and processes to identify, support and manage learners when there are concerns about a learner’s professionalism, progress, performance, health or conduct that may affect a learner’s wellbeing or patient safety.</p>
4	BAME Working Group	10 January 2023	<p>This activity was listed on the SAQ by Norwich Medical School against theme 5, Developing and implementing curricula and assessment.</p> <p>This activity was selected to explore how Norwich Medical School are meeting our standards around</p>

		<p>Equality, Diversity and Inclusion (EDI). The school has created a Black and Minority Ethnic (BAME) working group to lead the school's EDI workstream. From the SAQ we note the initial report on the school's EDI activities and note the working group will be leading on longer term EDI goals of the school. As this area is a GMC strategic priority, we are carrying out a benchmarking exercise in the region.</p> <p>The BAME working group was formed in 2019 in response to a call for change from students around the management of concerns. The school further identified a need for the provision of support for students from an ethnic minority background. The school signed up to the British Medical Association charter and recognise the enhancements required as a commitment to the charter and this working group would work to achieve this support.</p> <p>The meeting attended by the GMC covered a range of student led pilot initiatives and projects the medical school had been working on. We also saw shared evaluations and findings from the successes of current and previous projects. In addition, we heard about the upcoming revisions to the raising concerns process to make concerns relating to inclusivity more accessible for students.</p> <p>Notably the school has two student of colour ambassadors who are recruited from the student body to lead on projects for a one-year term. The membership of the working group also consists of alumni students who wanted to continue to support this stream of work as well as staff from the medical school and clinical placement representatives.</p> <p>We heard from the students of colour ambassadors and the projects they are working on. We commend the students on their efforts to create an international student buddy scheme to help BAME students to settle into life in the UK. This is important for both student wellbeing and inclusivity and we have identified this as an area working well.</p>
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			This activity gave us assurance on how the school is supporting BAME students and working towards ensuring the patient pool is diverse. In the next SAQ we are interested in other aspects of Equality, Diversity and Inclusion (EDI).
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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	Norwich Medical School has zero open items on the QRS. In 2022 the school has resolved 7 concerns.  Norwich 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 and the school demonstrate good use of these through the open and closure of items.

### 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 3 Supporting Learners	We commend the student of colour ambassadors and the BAME working group on their efforts to create an international student buddy scheme to help BAME students to settle into life in the UK.  The GMC runs Welcome to UK Practice sessions for International Medical Graduates which helps trainees settle into life in the UK and the school recognises the need for international students to have access to a similar support through the International Buddy Scheme. The school demonstrates a forward-thinking approach in this area which is important for both student wellbeing and inclusivity for

		<p>international students and we have identified this as an area working well.</p> <p>We would like to know more about the evaluations of this scheme and further detail on what support is provided for International Students as they prepare to study medicine in the UK in the next SAQ.</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 Norwich Medical School complete the updates to the questionnaire in the next annual cycle. These include:

**Theme one** – additional information requested via SAQ feedback linked to this Theme. LEC1-01 and LEC1-07.

**Theme two** – additional information requested via SAQ feedback linked to this Theme. EGL1-02, EGL2-04, EGL2-08, EGL2-09, EGL3-01 and EGL3-02.

**Theme four** – additional information requested via SAQ feedback linked to this Theme. SUE1-03 and SUE1-07

Further to this and based on our findings from the quality activities we have undertaken, in the next SAQ cycle we would like to seek further assurance and specifically know the processes for high-risk FtP cases and how students are fairly supported.

In addition, we would like to know more about EDI in the next SAQ cycle. We are interested in the following areas:

- 1) Whilst we note there is a consultation period for the new raising concerns process to be revised and implemented, in the next SAQ we would be interested in the school's evaluations and findings of the new process once implemented.
- 2) The school has collected data on differential attainment. We would like to know how the school is using its differential attainment data to drive inclusive quality changes in the next SAQ.
- 3) The school delivers bystander training to all year 2 and 4 students and GP tutors and note the comprehensive mentoring and buddy initiatives for BAME students. We would like to know how non BAME students and educators have awareness of the work and successes of the BAME working group and how the school shares and teaches the principles of EDI to all students and educators to ensure there is a consistent and inclusive teaching and learning environment in the next SAQ.

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4) We would like to know more about the evaluations of the international student buddy scheme and further detail on what support is provided for International Students as they prepare to study medicine in the UK in the next SAQ.

5) Initiatives such as the international buddy scheme and mentoring are important for improving a sense of belonging and community for students. We would like to know more about school led changes to diversify the curriculum, support students with disability and neurodivergence and how the school's learning and teaching environment considers these as part of EDI values as well as other protected characteristics in the next SAQ.

We would also like to triangulate aspects of the school's SAQ and would like to meet 1-2 stakeholder groups in the next QA cycle.

## 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