

## 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 Central Lancashire (UCLan) Medical School
<b>Review period</b>	November 2021 – November 2022 (Year 1 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 Central Lancashire Medical School is meeting the standards set out in the GMC's Promoting excellence: standards for medical education and training.</p> <p>The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how UCLan meets our standards in Themes 1 (Learning environment and culture), Themes 2 (Educational governance and leadership), and Theme 5 (Developing and implementing curricula and assessments).</p>

### Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	15 October 2021	The SAQ was submitted on time and covered all five themes of Promoting excellence. The submission

			<p>included a list of planned UCLan 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	17 January 2022	<p>This meeting was held to provide feedback to UCLan 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, UCLan was provided with written feedback on the SAQ submission.</p>
4	Observation of an Annual Quality Appraisal meeting	06 July 2022	<p>This activity was selected to explore how UCLan are meeting our standards in Theme 2: Educational governance and leadership.</p> <p>The Annual Quality Appraisal (AQA) meeting we observed was delivered and attended virtually through MS Teams. Attendees consisted of representatives from East Lancashire Hospitals Trust (ELHT), and members of staff from the medical programme at UCLan. The Director of Clinical Studies for the programme chaired the meeting.</p> <p>The meeting covered a number of agenda items circulated to attendees in advance. These allowed the school and its placement provider, ELHT, the opportunity to collaborate and share information relating to student learning experience, inclusive of data collected from feedback mechanisms.</p> <p>The meeting ended with confirmation of the action points from the meeting, with the next review due to take place in October at the next quarterly meeting with the trust. It was also confirmed that as the AQA is done on an annual basis, the date for the next meeting will be set closer to the time.</p>

			We found the AQA to be a collaborative and informative platform for UCLan to engage with their trust partners on quality concerns that are specific to that of the trust through dedicated sessions.
5	Observation of a Year 4 Interprofessional Education (IPE) Frailty event	14 October 2022	<p>This activity was selected to explore how UCLan are meeting our standards in Theme 1: Learning environment and culture.</p> <p>This year's workshops involved 600 students from 10 disciplines: Dietetics, District Nursing, Medicine, Occupational Therapy, Paramedics, Pharmacy, Physician Associates, Physiotherapy, Speech and Language and Social work.</p> <p>The IPE simulation took place over two days. Students were only allocated to one of these days as both were identical in format and content. We observed the second occurrence.</p> <p>There were 250 attendees in the day we observed. The event was hosted entirely on MS Teams and was a full day event running from 9am until 4pm, split into six sessions. This was a combination of interactive presentations to all trainees, profession specific group sessions and smaller multidisciplinary team work.</p> <p>Despite only being introduced in 2020, the delivery of the frailty IPE seems to be developing well. We were particularly pleased to learn how many disciplines the school involves in their IPE events. We commend the school and its efforts in timetabling such an effort across multiple disciplines to deliver the event annually.</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	UCLan have one open item on the QRS.

		<p>UCLan is engaged with the QRS 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> <p>We encourage UCLan to continue to review risks against the GMC threshold for reporting.</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 UCLan complete the updates to the questionnaire in the next annual cycle. These include:

**Theme one** – How UCLan communicates student epaulettes/uniforms with its placement providers (LEC1-02), and further information on student team building and induction (LEC1-03)

**Theme two** – How UCLan communicates with other bodies (EGL1-01), and further information on risk registers (EGL1-02), blackboard padlets (EGL2-01), Fitness to Practice processes (EGL2-08), and unconscious bias training (EGL3-02).

**Theme three** – Further information on Professionalism Wellbeing and Safety (PWS) practitioners (SUL1-01, the Skills Team (SUL1-03), and feedback opportunities from patients and their families (SUL1-04).

**Theme four** – Further information around educator recruitment: students on panel and fairness measures (SUE1-01); the Epigeum package, and recommencement of training (SUE1-03); development opportunities (SUE1-05); sharing good practice sessions (SUE1-06), and educator support (SUE1-07).

**Theme five** – Further information on the specialty rotation restructure for years 3 and 4 (DCA1-02), recruitment of volunteer pool (DCA1-03), and differential attainment research (DCA2-01).

## Organisations response

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

### Organisations response

We thank the GMC for the time and effort taken by them in confirming that we continue to meet the standards set out in Promoting Excellence and for their many positive comments. We are particularly pleased to note the commendation of the achievement of our complex

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interprofessional frailty exercise and happy that our Annual Quality Appraisal exercise with our NHS Trusts was found to be a collaborative and informative platform with which to engage our trust partners on quality concerns that are specific to that of the trust through dedicated sessions.