

## 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 Edinburgh Medical School
<b>Review period</b>	November 2021 – November 2022 (Year 2 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 Edinburgh 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 Edinburgh Medical School meets our standards in Theme 3: Supporting Learners.</p>

### Quality Activity undertaken

	<b>Activity</b>	<b>Date</b>	<b>Summary</b>
1	SAQ submission	23 November 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Edinburgh Medical School activities that we could observe for quality assurance purposes.

			<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 January 2022	<p>This meeting was held to provide feedback to Edinburgh Medical School on its 2020/21 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, Edinburgh Medical School was provided with written feedback on the SAQ submission.</p>
3	Quality Activity – review of Student Wellbeing Learn pages	24 May 2022	<p>This activity was listed on the SAQ by Edinburgh Medical School against Theme 3: Supporting Learners.</p> <p>This activity was selected to explore how Edinburgh Medical School are meeting our standards in Theme 3: Supporting Learners, and for the purpose of this activity we focussed on this theme.</p> <p>We were provided with temporary access to the virtual learning environment as it is experienced by a Year one MBChB student. The home page includes an instructional video on how to use the student portal, and the Learn pages are easy to find and navigate.</p> <p>The Student Wellbeing information within the Learn environment includes a lot of helpful information about the Student Wellbeing team, including staff photos and bios which helps the team to feel more approachable, and testimonials from students about their experience with using the service.</p> <p>There is an appointment booking facility, and a student tool which students can use to self-refer to Student Wellbeing to discuss what support is available for them. The page also highlights that students can refer other students to the Wellbeing team if they think they are in need of support, but notes that this is not anonymous. There is also an email address to request support if students prefer to use that route of contact.</p>

			<p>The page also includes links to relevant policy documents, information about wellbeing events offered by the school, and a link to subscribe to the monthly newsletter 'Wellbeing Wednesdays', which provides information about wellbeing events at the school and beyond, as well as sharing wellbeing resources and tips. The page also highlights other ways students can get involved by offering input and ideas for social events throughout the year.</p> <p>There is a useful flowchart about pathways for Student Support, which helps to direct students to the appropriate avenue depending on the issue and the type of support needed. There are also links provided to health and wellbeing resources on the university website, and information on how to access emergency help out of hours.</p> <p>The information highlights that the first line of contact for any issue should be the Year Coordinator, and provides details some of the pathways of support in relation to Reasonable Adjustments, Special Circumstances applications, and Interruption of Studies. This information also points towards further reading in the GMC report on 'Caring for doctors, Caring for patients'.</p> <p>Finally, there is information about university care and support available for students self-isolating due to COVID-19, including links to resources such as the Listening Service which is available 24/7 for students who want to talk to someone about any concerns or anxieties related to the pandemic, and the Scottish Association for Mental Health resources for looking after your wellbeing during the pandemic. The page also provides a link to the Programme Handbook for more information on Student Support.</p> <p>We were pleased to see that the information provided was comprehensive and presented in an accessible way, with links to relevant contact details, additional resources and sources of support. Overall, we were happy that the school's Learn pages on Student Wellbeing demonstrate how our standards are being met in relation to provision of resources to support student's health and wellbeing, educational and pastoral support, and how students are supported to overcome progression concerns. No further actions were identified from this activity.</p>
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4	Quality Activity - meeting with Edinburgh HCP-Med teaching team	13 October 2021	<p>This activity was undertaken as part of our quality assurance process for the HCP-Med programme. The programme provides a unique route for experienced healthcare professionals to become doctors. The programme is specifically designed for healthcare professionals living and working in Scotland. The meeting was arranged to assist our understanding of the assessment and curriculum mapping procedures and plans for the HCP-Med programme.</p> <p>The meeting was an opportunity for the HCP-Med team to provide clarification on assessment policies and update us on any changes that may have been made. The meeting went well, with a structured question set and in-depth conversation regarding the assessments for the first three years of the HCP-Med programme. During the meeting we explored the standard setting, benchmarking and blueprints for the programme. The HCP-Med team provided us with detailed information regarding the assessments of the programme, and clarified any questions that we had.</p> <p>During the meeting we also discussed the mapping of the curriculum and assessments of the programme. The team provided us with a document which lists all assessment run during years one to three, and the topics covered in each year. Although this document provides a useful summary, some of the information is outdated. We feel that the programme would benefit from a more detailed blueprint of assessments, which is frequently updated. It may also be beneficial to highlight the adaptations made due to COVID-19. We have therefore set a recommendation that the HCP-Med team should consider creating a blueprint document for years one to three of the HCP-Med programme (R5.7).</p>
5	Quality Activity – meeting with Edinburgh HCP-Med students and their GP tutors	3 February 2022; 10 February 2022	<p>This activity was undertaken as part of our quality assurance process for the new HCP-Med programme. The programme provides a unique route for experienced healthcare professionals to become doctors. The programme is specifically designed for healthcare professionals living and working in Scotland.</p> <p>We held a GMC led session with both year one and year two students, followed by another session with GP tutors. These meetings were arranged to allow us check on the experiences of the students and GP tutors as the programme progresses.</p> <p>During the student meeting we discussed a variety of topics. Students were enthusiastic about the programme, praising the</p>

			<p>support given by lecturers and professors and stating that they are always receptive to feedback. Students stated that the manner and content of teaching was excellent, and very useful in revisiting topics. Students also spoke very highly of the support that they receive from the HCP-Med team, the GP tutors and their peers. Students told us that they have little opportunity to interact with the students on the MBChB programme and aren't included in social activities, such as the online coffee and chat which is run for that programme. Students feel isolated from the other medical students and were concerned as to how well the two cohorts will integrate when the programmes merge.</p> <p>The tutors noted that the HCP-Med team are very supportive in assisting the tutors and practices to deliver in person teaching, and that the students have been very resilient during this time. They also spoke very highly of the support, guidance and materials provided by the HCP-Med team. Tutors that we met with had mixed responses on how they felt their students were balancing work and social activities. Tutors stated that this is often dependent on the student's career and their personal circumstances, as some employers were much more flexible than others. The majority of tutors that we met with were happy with their own workload and find this manageable, and are supported by their practice.</p> <p>GP tutors told us that whilst there is no formal networking following the induction, they don't feel as though they're missing this as time and work pressures make any formal networking difficult to organise. Some tutors also mentioned various informal networking due to existing relationships.</p>
6	Quality Activity - Online survey of year one and two HCP-Med students and meeting with senior management team	26 April - 31 May 2022; 24 August 2022	<p>This activity was undertaken as part of our quality assurance process for the HCP-Med programme. The programme provides a unique route for experienced healthcare professionals to become doctors. The programme is specifically designed for healthcare professionals living and working in Scotland. In April/May 2022, a student survey was available for HCP-Med students to complete. The survey covered multiple themes of promoting excellence and was conducted to check in with students. Questions also focused on concerns and areas working well that had been identified in previous activities. In August 2022, the visit team, comprised of two GMC staff members and two GMC associates met with the senior HCP-Med team to discuss the results of the survey and the general progress of the programme.</p>

			<p>We were pleased that the survey received a high response rate with very good student engagement, and thank the HCP-Med team for their help with gaining responses.</p> <p>Feedback from students was largely positive, with students repeatedly praising the HCP-Med team for their support and enthusiasm in their roles. However, students did express some concerns, notably regarding financial support, workload balance (including employer support) and limited interaction with other Edinburgh medical school students.</p> <p>We discussed with the senior team the progress of the programme. The school are on track for recruitment and have good retention and low attrition rates of students. We discussed the challenges that the team are having regarding organising GP placements and assessments, and the steps they have taken to mitigate the risks. The team also informed us of the strong working relationships they have with the health boards providing placements, and the benefits that this has. We also heard that numerous GP tutors are taking on multiple students, an indicator that they are happy within their roles.</p> <p>Following a previous activity, we set a recommendation for the school to consider producing a blueprint for years one to three of the programme. During our meeting with the senior team, they told us that they have made changes to their assessment structure, and as a result, we would like request a written overview of the current assessment structure and the changes which have been made. Once this has been received, we are happy to close the open recommendation.</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>Edinburgh Medical School have two open items on the QRS.</p> <p>We will continue to work with Edinburgh 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 5: Developing and delivering curricula and assessments (R5.7)	The HCP-Med team should consider creating a blueprint document for years one to three of the HCP-Med programme.	30 November 2021

## Next steps

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

### Theme one – Learning environment and culture:

- An update on the work of the Race Action Group (LEC1-01).
- An update on the work to raise awareness of the GMC's new consent guidelines (LEC1-02).
- An update on the work currently reconfiguring the quality management committee to focus more on enhancement (LEC1-06).

### Theme two – Educational governance and leadership:

- Linked to LEC1-06, an update on the work regarding how the school collects and assesses information on clinical learning environments (EGL1-01).
- An update on progress made on increasing representation on medical school committees (EGL2-04).
- More information about the student led curriculum group, including any outputs (EGL2-05).
- An update on the progress of the development of the online reporting system for progression and FTP concern (EGL2-08).
- We would like to hear of the progress of the new curriculum group and the work they do (EGL3-01).

### Theme three – Supporting learners:

- An update on the feedback the school is gathering from staff and students on the professional mentors (SUL1-03).

### Theme four – Supporting educators:

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- An update on the clinical station writing which has been running online due to COVID-19, and the training being run centrally through NES (SUE1-02).

**Theme five** – Developing and implementing curricula and assessments:

- An update on any further development for learning opportunities (DCA1-04).

Further to this, and based on our findings from the quality activities we have undertaken, in the next cycle we have arranged to meet with students to learn more about their experience generally at the school. A summary of this will be included in the AQAS for the next cycle.

For the Edinburgh HCP-Med programme, we will meet again with educators and learners to check on progress of the programme in 2023. We have also agreed with the school that once a written overview of the assessment structure and the changes which have been made has been received, we will close the open recommendation.

## Organisation's response

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

### Organisations response

N/a