

Annual Quality Assurance Summary

This summary forms part of our annual quality assurance to review how an organisation is meeting our standards for medical education and training as detailed in [Promoting excellence](#). 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 of Glasgow School of Medicine
Review period	October 2020 – October 2021

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that University of Glasgow School of Medicine are meeting the standards set out in the GMC's *Promoting excellence*.

The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how University of Glasgow School of Medicine meet our standards in Theme One: Learning environment and culture, Theme Two: Educational governance and leadership and Theme Three: Supporting learners, and Theme Four: Supporting educators.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	09 October 2020	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned University of Glasgow School of Medicine activities that we could observe for quality assurance purposes.
2	SAQ feedback meeting	07 December 2020	<p>This meeting was held to provide summarised feedback to University of Glasgow School of Medicine on its 2020/21 SAQ submission, and to seek clarity and additional information on certain responses - as identified by the GMC following an analysis. The meeting also provided an opportunity to discuss potential QA activities to undertake in this annual cycle.</p> <p>The activities were not selected because of any specific risks identified through the SAQ, and we identified no areas of risk from the SAQ submission or during the SAQ meeting.</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> <p>Following this meeting, University of Glasgow School of Medicine was provided with written feedback on the SAQ submission.</p>
3	Quality Activity – Observation of Student Staff Liaison Committee (SSLC)	11 May 2021	<p>The school listed the Medical Student Council (MSC) as evidence of how learners have the power to influence decision making (R2.3), demonstrate a culture that investigates and learns from mistakes (R1.3), seeks and responds to feedback from learners (R1.5) and provide learners with feedback (R3.13).</p> <p>We identified the SSLC as an area for further exploration to learn more about the</p>

			<p>committee and how the school seeks and responds to feedback from learners.</p> <p>The SSLC was chaired by a first-year class representative. This allowed the student voices at the school to be heard and drawn upon. We felt that having a student chair encouraged students to be open in their feedback. Multiple other class representatives had responsibility for agenda items and were given equal opportunity to contribute.</p> <p>The meeting was held virtually, which worked well, and we noted the active use of the chat function which allowed attendees to participate without needing to speak. Minutes of the meeting were taken, with actions clearly assigned. It is our understanding that these minutes are shared with the students and staff following completion.</p> <p>From our observation we felt that there was an open dialogue between staff and students, and that student feedback was actively sought and listened to by the school representatives.</p> <p>Overall, we believe that the SSLC is a good example of how the school is meeting our standards, specifically how they seek, listen to and respond to feedback from students (R1.5).</p>
4	Quality Activity – Observation of ACT Mapping Meeting	13 May 2021	<p>The school highlighted the work they have carried out on the mapping of ACT funding as a way of ensuring that educators have enough time in their job plans to meet their educational responsibilities (R4.2).</p> <p>Following a discussion with the school on their SAQ, the school suggested this observation as evidence of how they meet our standards in this area.</p>

			<p>The meeting was a useful opportunity to learn more about the ACT mapping project and the positive impact it had on the quality of undergraduate teaching in helping to ensure that educators have time to teach (R4.2). The favourable student feedback indicates that their experience had improved, even during a period when COVID had presented a number of challenges to the delivery of teaching, and we heard anecdotal evidence that educators engaged more in teaching. It was also useful to hear the discussions around some of the challenges around providing sufficient SPA time in educators job plans.</p> <p>The meeting also provided us with an opportunity to see one way the school quality manages clinical placements with the support of health boards (R2.6), and we felt this was a positive and collegiate approach.</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>There are currently seven open items for Glasgow on the QRS. One of these items was opened during this cycle.</p> <p>We continue to work and support the school with the use of the QRS.</p>

Next steps

Overall findings statement

The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help University of Glasgow School of Medicine complete the updates to the questionnaire in the next annual cycle. 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 Themes Four: Supporting educators and Theme Five: Developing and implementing curricula and assessments.

In addition, to explore the ACT mapping meeting as a potential area working well we would be keen to see more evidence of the impact this project has had on educators, which should be included in the next SAQ submission.

Organisation response

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

Organisation response