

Annual Quality Assurance Summary

This summary forms part of our annual quality assurance (QA) to review 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 of Leeds Medical School
Review period	August 2021 – August 2022 (Year 1 of cycle)

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Leeds Medical School is meeting the standards set out in the GMC's *Promoting excellence: standards for medical education and training*.

The QA activities that we have carried out in this annual cycle have provided good opportunities to observe how Leeds Medical School meet our standards in Theme 3: Supporting Learners and Theme 4: Supporting Educators of this guidance.

Of note, we have identified the Humans of Healthcare podcasts as an example of good practice.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	30 August 2021	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i> . The submission included a list of planned Leeds Medical School activities that we could observe for quality assurance purposes.
2	SAQ feedback meeting	8 November 2021	<p>This meeting was held to provide summarised feedback to Leeds Medical School on its 2021/22 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. 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, Leeds Medical School was provided with written feedback on the SAQ submission.</p>
3	Review of the Humans of Healthcare podcast	22 December 2021	<p>This activity was listed on the SAQ by Leeds Medical School against Theme 3: Supporting learners.</p> <p>This activity was selected to improve our understanding of one of the ways the school delivers messages of health promotion to its students. The Humans of Healthcare podcasts looks to deliver our <i>Promoting Excellence</i> standards relating to promotion of health and wellbeing of learners in a unique way. It sits outside of typical resources such as student handbooks and wellbeing services, acting as an additional and informal resource accessible to medical students in and outside of Leeds's medical programme. The medical focus of this podcast was of particular interest, appearing to share relatable and lived experiences to those working and studying in medicine, and other healthcare related settings.</p> <p>Through our review of this resource, we are confident from this review that Leeds is meeting our standards in relation to</p>

			<p>promotion of health and wellbeing (R3.2). This podcast provides learners with access to resources to support their health and wellbeing and encourages learners to take responsibility for looking after their own health and wellbeing.</p> <p>We have identified this as an area of good practice.</p>
4	Clinical Educators' Day	17 March 2022	<p>This activity was listed on the SAQ by Leeds Medical School against Theme 4: Supporting Educators.</p> <p>We selected this activity as this event sounded like an invaluable resource for educators to network, learn and share best practice with peers.</p> <p>The clinical educators' day we observed was fully delivered and attended in person. This was the first in person clinical educators' event in two years.</p> <p>The event saw approximately 150 people attend who were a mixture of educators and guest speakers including students and foundation year 1 trainees from the region. Attendees were a mixture of primary and secondary healthcare providers. It was recognised that a majority of attendees were secondary healthcare providers, with primary providers typically attending GP away days at other points in the year.</p> <p>Throughout the event, attendees were given different opportunities to learn and liaise with others in attendance (R4.5). This was achieved by a series of talks, masterclasses and workshops, focussing on different areas of interest and led by speakers from a variety of backgrounds including students, clinicians, nurses and physician associates.</p> <p>Our review determined the Clinical Educators' Day to be an area working well.</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	<p>Leeds has engaged with the QRS over the last year, with a concern being escalated, progressed and resolved by the school appropriately. This concern has since been resolved, and there are no active items remaining for Leeds at present.</p> <p>We will continue to work and support Leeds to gather information relating to concerns, and we encourage the school to continue to assess any concerns they may have against the threshold for reporting to the GMC via the QRS.</p>

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: Clinical Educators' Day	Theme 4: Supporting Educators R1.22 R4.5	<p>We recognise the Clinical Educators' Day to be an area working well for the school.</p> <p>These events provide the opportunity for educators to meet, network, and share good practice with each other, as well as work on different educational themes. We consider the event to be a good example of how the school meets our promoting excellence standards in relation to supporting educators, and we commend the school on how well the event was delivered.</p>

Excellence, innovation and good practice

We note good practice where we have found exceptional or innovative examples of work or problem-solving related to our standards. These should be shared with others and/or developed further.

Number	Theme	Details of excellence, innovation and good practice
1: Humans of Healthcare podcasts	Theme 3: Supporting Learners R3.2	<p>We recognise the Humans of Healthcare podcast to be an area of innovation.</p> <p>Our review found good opportunities for learners to access resources on a wide range of topics to support their health and wellbeing. We felt the podcast encouraged learners to take responsibility for looking after their own health and wellbeing. It appears to be a unique resource which supports more traditional support services and resources available to students. For this reason, we identified this as an area of innovation.</p>

Requirements and recommendations

We set requirements and recommendations where we have found that our standards are not being met or where we have found areas for improvement relating to our standards. We are pleased to confirm that no requirements or recommendations have been set during this annual QA cycle.

Next steps

Overall findings statement

The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help Leeds Medical School complete the updates to the questionnaire in future submissions within the current four-year cycle. For ease of reference, we have summarised our feedback from the SAQ below under each theme of *Promoting Excellence*.

In theme 1 further information has been requested on the patient-carer community; communication of colour coded badges to placement providers; inter-professional placement workshops undertaken by students in year 5, and closure of feedback loops.

In theme 2 an update on the Freedom to Speak Up Guardian card reporting system has been requested. Along with further information on Equality Diversity & Inclusivity workstreams, including the work of the SALIP (the School Academic Leads for Inclusive Practice) and AD (Associate Dean) for ED&I.

In theme 3 further information has been requested on the hospital pop up stall initiative, the iDecide tool, and the intercalated degree opportunities.

In theme 4 we have requested further information on the trainer formal induction training and the support provided to educators joining the school from outside the UK. The workload model, and an update on the workload analysis has also been requested.

In theme 5 further information has been requested on the student mentorship programme, and the FY1 aligned assistantships.

The quality activities we have undertaken this year have also provided further opportunities to develop our understanding further in these areas. The Humans of Healthcare podcast is an activity where further information has been requested. In a future submission we would be interested to learn more about how implementation of this resource may be considered in MBChB teaching, similar to its current use in the Gateway to Medicine course. It would be preferable for this additional information to be provided in next year's submission.

Organisation response

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

Organisation response

The University of Leeds School of Medicine is grateful for the GMC's feedback on the 2021 AQAS cycle. We feel that this has been an enormously useful exercise that has highlighted the strong foundations of our programme and recognised areas of exceptional practice, some of which had not been previously appreciated internally to their full extent. It has also provided direction and encouragement to areas that are under redevelopment and has been a valuable resource for the work that has been undertaken since submission. We look forward to updating the GMC on our progress in the upcoming 2022 cycle.