### GMC quality assurance items

This sheet is pre-populated with open GMC visit requirements and recommendations. Please provide updates on all items. Supporting documents and action plans may be required to evidence progress.

<table>
<thead>
<tr>
<th>GMC Visit requirement</th>
<th>GMC Visit requirement</th>
<th>Theme 1: Learning environment and culture</th>
<th>Theme 2: Supporting learners</th>
<th>Theme 3: Supporting learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>QA9689</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GMC visit requirement</td>
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<td>Frame 1: Learning environment and culture</td>
<td>Frame 2: Supporting learners</td>
<td>Frame 3: Supporting learners</td>
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<td>QA9687</td>
<td>QA9688</td>
<td>Theme 1 Learning environment and culture</td>
<td>Frame 2 Supporting learners</td>
<td>Frame 3 Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has introduced an effective communication strategy to ensure students are consistently consulted in all stages of feedback.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has established clear processes for handling and addressing complaints, both internally and externally.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has implemented a framework for handling complaints and concerns, including a dedicated complaints team.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has conducted a comprehensive review of its complaints and concerns handling processes, identifying areas for improvement.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has established a process for monitoring and evaluating the effectiveness of its complaints and concerns handling processes.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has implemented a process for recording and reporting on all complaints and concerns received, including anonymous reports.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has ensured all complaints and concerns are treated confidentially and provided with appropriate support and guidance.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has established a process for addressing all complaints and concerns, ensuring timely and effective resolution.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has provided regular training and support for all staff responsible for handling complaints and concerns.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has established a clear and accessible process for students to make complaints and concerns known, including an anonymous reporting mechanism.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has ensured all complaints and concerns are recorded and reviewed on an ongoing basis, and that lessons are learned from all incidents.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
<tr>
<td>QA9687</td>
<td>QA9688</td>
<td>The school has established a process for regular review and evaluation of its complaints and concerns handling processes to ensure continuous improvement.</td>
<td>Framework 2: Supporting learners</td>
<td>Framework 3: Supporting learners</td>
</tr>
</tbody>
</table>

### Updates

- **QA9687 GMC visit requirement**: 
  - **Theme 1 Learning environment and culture**: 
    - The school must implement an effective communication strategy to ensure students are consistently consulted in a timely manner and are informed about the curriculum, particularly the changes, their progression and performance.
    - **Date item was identified**: 01/10/2016
    - **Previous updates with additional information requested by GMC**: 
      - Previous updates on the effectiveness of the communication strategy have been reviewed and improvements have been made.
      - The school has received positive feedback on the communication strategy from students and staff.
    - **What actions have been taken to resolve the concern over the past 12 months?**
      - Enhanced communication strategies have been implemented, including regular updates on curriculum changes and student progress.
      - Student consultation processes have been improved, with regular reviews of student feedback and performance.
    - **What further actions have been planned to resolve the concern?**
      - Continued vigilance, action and encouragement of students to report concerns. 
      - Head of School talks always include exemplar comments with action taken, so that students are aware of the importance placed on feedback and performance.
    - **Deadline for resolution**: 01/09/2019

- **QA9688 GMC visit requirement**: 
  - **Theme 2 Supporting learners**: 
    - Systems have been introduced to record inappropriate comments/behaviour in the clinical setting. Questions have been added to each End of Block/Unit Student Feedback Form, with guidance on additional methods for students to raise concerns anonymously within their student feedback reports for each and every phase.
    - **Date item was identified**: 01/10/2016
    - **Previous updates with additional information requested by GMC**: 
      - Previous updates on the effectiveness of the communication strategy have been reviewed and improvements have been made.
      - The school has received positive feedback on the communication strategy from students and staff.
    - **What actions have been taken to resolve the concern over the past 12 months?**
      - Enhanced one to one feedback was provided after the 2017 IPE exam and the School aims to replicate the improved feedback in other summative assessments.
      - We continued this action and built on it for our year 3 exam where we managed to provide written comments rapidly to students by using a new scanning system. This proved very successful and will continue.
    - **What further actions have been planned to resolve the concern?**
      - Continued vigilance, action and encouragement of our students to report where they have concern. 
      - Head of School talks always include exemplar comments with action taken, so that students are aware of the importance placed on feedback and performance.
    - **Deadline for resolution**: Ongoing

- **QA9689 GMC visit requirement**: 
  - **Theme 3 Supporting learners**: 
    - The School must ensure that students receive adequate and timely feedback on their formal assessments including written work.
    - **Date item was identified**: 01/10/2016
    - **Previous updates with additional information requested by GMC**: 
      - Previous updates on the effectiveness of the communication strategy have been reviewed and improvements have been made.
      - The school has received positive feedback on the communication strategy from students and staff.
    - **What actions have been taken to resolve the concern over the past 12 months?**
      - Enhanced one to one feedback was provided after the 2017 IPE exam and the School aims to replicate the improved feedback in other summative assessments.
      - We continued this action and built on it for our year 3 exam where we managed to provide written comments rapidly to students by using a new scanning system. This proved very successful and will continue.
    - **What further actions have been planned to resolve the concern?**
      - Continued vigilance, action and encouragement of our students to report where they have concern. 
      - Head of School talks always include exemplar comments with action taken, so that students are aware of the importance placed on feedback and performance.
    - **Deadline for resolution**: Ongoing

### Supporting documents (if required)

- QA9687 GMC visit requirement: 
  - Supporting documents: 
    - Previous updates and additional information requested by GMC
    - Reviews of communication strategies
    - Positive feedback from students and staff

- QA9688 GMC visit requirement: 
  - Supporting documents: 
    - Previous updates and additional information requested by GMC
    - Reviews of communication strategies
    - Positive feedback from students and staff

- QA9689 GMC visit requirement: 
  - Supporting documents: 
    - Previous updates and additional information requested by GMC
    - Reviews of communication strategies
    - Positive feedback from students and staff
<table>
<thead>
<tr>
<th>#</th>
<th>Year</th>
<th>Description of item</th>
<th>Theme 3</th>
<th>Student and tutor feedback</th>
<th>Theme 5</th>
<th>Description of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>16208-001</td>
<td>Good practice</td>
<td>Year 1</td>
<td>Career support and development</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>16208-001</td>
<td>Good practice</td>
<td>Year 2</td>
<td>A new curriculum and the introduction to the syllabus</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>16208-001</td>
<td>Good practice</td>
<td>Year 3</td>
<td>A new curriculum and the introduction to the syllabus</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>16208-001</td>
<td>Good practice</td>
<td>Year 4</td>
<td>A new curriculum and the introduction to the syllabus</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>16208-001</td>
<td>Good practice</td>
<td>Year 5</td>
<td>A new curriculum and the introduction to the syllabus</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Medical School Annual Return - Section C**

**Quality of medical education within the medical school**

You should use this sheet to highlight concerns and areas of good practice within the medical school to us. The reporting thresholds in the guidance document would guide you for reporting.
**LEI1819**

**Concern:** Concern Year 4 - the Integrated Care Block (ICB) as a component of the revised Phase 2 Curriculum in the 2017/18 Academic Year. The block was intended to refresh the previous curriculum's Elderly care Block to meet the needs of future doctors working in the current NHS, taking into consideration 5YFV principles with the following ILOs:

- to further develop students' ability to assess and manage patients with complex needs and multiple co-morbidities holistically and with compassion;
- to equip students with the knowledge, skills and attitudes necessary to work effectively within community and social care services as part of the multi-disciplinary team;
- to develop students' awareness of primary, community, secondary and social care services and how they work together with voluntary sector organisations to care for patients.

The Block has an Academic Lead (a senior primary care educator) who has been responsible for the development and implementation of the integrated care block working with two LEP block leads and multidisciplinary teaching teams based in community secondary care providers in Leicestershire and Northamptonshire.

**Student and tutor feedback:**

A series of review and task and finish group meetings with LEP stakeholders and Academic Lead facilitated by the Deputy Head of School to address feedback (student & tutor) has resulted in modification of induction, change in placement structure, upskilling of tutors, introduction of GP facilitated weekly seminar groups. End of Block student feedback is improving during the latter part of 2018.

**ICB workblock revision:**

Further work to align ICB ILOs with placement teaching opportunities, more structured End of Block Assessment with the OSCE.

<table>
<thead>
<tr>
<th>Date</th>
<th>New concern identified</th>
<th>Academic Lead</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/09/2019</td>
<td>Dr Emma Hayward</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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**LEI1819-g004**

**LEI1819-g005**

**LEI1819-g006**

**LEI1819-g007**

**LEI1819-g008**

**LEI1819-g009**

**LEI1819-g010**

**LEI1819-g011**

**LEI1819-g012**

**LEI1819-g013**

**LEI1819-g014**

**LEI1819-g015**

**LEI1819-g016**

**LEI1819-g017**

**LEI1819-g018**

**LEI1819-g019**

**LEI1819-g020**

**LEI1819-g021**

**LEI1819-g022**

**LEI1819-g023**

**LEI1819-g024**

**LEI1819-g025**

**LEI1819-g026**

**LEI1819-g027**

**LEI1819-g028**

**LEI1819-g029**

**LEI1819-g030**

**LEI1819-g031**

**LEI1819-g032**

**LEI1819-g033**

**LEI1819-g034**

**LEI1819-g035**

**LEI1819-g036**

**LEI1819-g037**

**LEI1819-g038**

**LEI1819-g039**

**LEI1819-g040**

**LEI1819-g041**

**LEI1819-g042**

**LEI1819-g043**

**LEI1819-g044**

**LEI1819-g045**

**LEI1819-g046**

**LEI1819-g047**

**LEI1819-g048**

**LEI1819-g049**
### Quality of placements

You should use this sheet to highlight concerns and areas of good practice at student placements (education providers). The reporting thresholds in the guidance document would guide you for reporting.

<table>
<thead>
<tr>
<th>Concern</th>
<th>Hospital</th>
<th>Date identified</th>
<th>How was the item identified?</th>
<th>What actions have been taken to address the concern or to promote the area of good practice in the future?</th>
<th>What further actions have been planned to address the concern or to promote the area of good practice in the future?</th>
<th>Status</th>
<th>Comments</th>
<th>Next steps</th>
<th>Reporting document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concern 1</td>
<td>Peterborough City Hospital</td>
<td>Feb 2018</td>
<td>Student Feedback</td>
<td>Continued close monitoring, visits by senior team from home base, additional input required by the local team.</td>
<td>Continued monitoring and visits.</td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern 2</td>
<td>Northampton General Hospital</td>
<td>Oct 2018</td>
<td>Student Feedback</td>
<td>Continued monitoring and visits from the UG lead.</td>
<td>Enhanced monitoring and visits.</td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concern 3</td>
<td>Peterborough City Hospital</td>
<td>Mar 2019</td>
<td>Student Feedback</td>
<td>Continued monitoring and visits by senior team from home base, additional input required by the local team.</td>
<td>Enhanced monitoring and visits.</td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Description of item

- **LEI1819-p049**: [Description]
- **LEI1819-p048**: [Description]
- **LEI1819-p047**: [Description]
- **LEI1819-p046**: [Description]
- **LEI1819-p045**: [Description]
- **LEI1819-p042**: [Description]
- **LEI1819-p041**: [Description]
- **LEI1819-p040**: [Description]
- **LEI1819-p038**: [Description]
- **LEI1819-p037**: [Description]
- **LEI1819-p036**: [Description]
- **LEI1819-p035**: [Description]
- **LEI1819-p033**: [Description]
- **LEI1819-p032**: [Description]
- **LEI1819-p031**: [Description]
- **LEI1819-p030**: [Description]
- **LEI1819-p029**: [Description]
- **LEI1819-p028**: [Description]
- **LEI1819-p027**: [Description]
- **LEI1819-p026**: [Description]
- **LEI1819-p025**: [Description]
- **LEI1819-p024**: [Description]
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