

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.

Organisation	University of Aberdeen School of Medicine
Review period	November 2022 – December 2023

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting we consider that Aberdeen School of Medicine 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 Aberdeen School of Medicine meets our standards in Theme 1 (learning environment and culture and Theme 5 (developing and implementing curricula and assessments) of *Promoting Excellence*.

From these activities we have identified Aberdeen's Inter-Professional Learning (IPL) sessions as an area working well and meeting our standards - **R1.17**, **R1.30**, **R5.4e**. We feel that the IPL sessions are a good way to improve students' awareness and collaboration with other health and social care professionals.

We also identified Aberdeen's Case-Based Learning - Live (CBL - Live) session as a good example of how the school is meeting our standards - **R5.3c**, **R5.4e**, **R5.9d**. The CBL - Live sessions are an effective way to provide students with opportunities to learn from patients and the multi-disciplinary team.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	23 December 2022	<p>The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Aberdeen School of Medicine 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	13 February 2023	<p>This meeting was held to provide feedback to Aberdeen School of Medicine on its 2022/23 SAQ submission, and to seek clarification and additional information on the submission where required.</p> <p>We also discussed potential QA activities that 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, Aberdeen School of Medicine was provided with written feedback on the SAQ submission.</p>
3	Inter Professional Learning (IPL) teaching session	2 November 2023	<p>This activity was selected to explore how Aberdeen School of Medicine is meeting our standards in Theme 1 and Theme 5 of <i>Promoting Excellence</i>.</p> <p>This activity was listed in a previous self-assessment questionnaire submission against LEC1-04, outlining the various ways in which the school facilitates multi-disciplinary learning opportunities.</p> <p>Additionally, students at the school had previously commended the IPL opportunities and we were therefore keen to develop our understanding of the school's offering in this area.</p> <p>The IPL sessions are designed around the theme of patient safety and encourage students, from various</p>

			<p>professions, groups to consider the multi-disciplinary involvement that would be required for complex clinical cases.</p> <p>IPL sessions are delivered by the school and Robert Gordon University and take place in-person over the course of the academic year.</p> <p>Overall, from this activity we are assured that the school supports learners to be an effective member of the multi- disciplinary team, promoting a culture of learning and collaboration between specialties and professions (R1.17). Evidently, the IPL sessions are successful in improving students’ understanding of the role that other professions play and how they can collaborate effectively.</p> <p>Before we observed the IPL session, we also received a tour of the school’s immersive simulation facility and IPL simulated ward. This was helpful to explore the SIM/TEL facilities at the school, learning about the types of sessions delivered. We felt that these facilities are a good resource, allowing students to practice clinical and communication skills in a safe and controlled environment.</p> <p>We additionally heard about the General Practice placements, learning about placement allocation and the school’s approach to quality assurance.</p> <p>From our observations, we are therefore pleased to identify the IPL session and simulation facilities as areas working well and meeting our standards in these areas - R1.17, R1.20, R5.4e.</p>
4	Case-based learning – Live (CBL - Live)	23 November 2023	<p>The CBL - Live session was selected to explore how Aberdeen School of Medicine is meeting our standards in Theme 1 and Theme 5 of <i>Promoting Excellence</i>.</p> <p>The activity was listed in the schools 2021 and 2022 self-assessment questionnaire (SAQ) against LEC1-05, outlining how the interactive sessions compliment the school’s online case database.</p> <p>The CBL - Live sessions are relatively new and we were keen to explore how these enable students to learn from patients and the multi - disciplinary team.</p>

			<p>The CBL - Live sessions are delivered monthly and held online. The sessions are specifically for Year 5 students. The sessions cover various topics on the curriculum, such as heart failure, and a patient with these lived experiences is invited to attend and share their journey. In addition to the patient, the multi – disciplinary team who were involved in the patient’s care are also invited to attend.</p> <p>The session provided good opportunities for students to learn from the patient and followed their journey, with students interacting with the patient throughout the session, R5.3c, R,59d. Members of the multi – disciplinary team outlined their involvement in the patient’s care, detailing how they collaborated with other professions, which we commended. Additionally, the session was interactive and provided an opportunity for students to practice their patient communication skills.</p> <p>We are therefore pleased to recognise the CBL – Live sessions as an area meeting our standards in these areas - R5.3c, R5.4e, R5.9d.</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>Aberdeen School of Medicine have one open items on the QRS.</p> <p>Aberdeen School of Medicine is engaged with the QRS system 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>

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	<p>Theme 1: Learning environment and culture (R1.17, R1.19, R1,20)</p> <p>Theme 5: Developing and implementing curricula and assessments (R5.3c, R3.9d, R5.4e)</p>	<p>These areas were identified as part of the proactive quality assurance process.</p> <p>The IPL session provides a good opportunity to improve awareness and encourage collaboration across health and social care professionals (R5.4e). The simulation facilities at the school are a good resource and we felt that Aberdeen School of Medicine is committed to providing technology enhanced and simulation-based learning opportunities to students (R1.20).</p>

Next steps

The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help Aberdeen School of Medicine complete the updates to the questionnaire in the next annual cycle.

In the next SAQ submission the following information should be provided:

Theme one - Learning environment and culture

LEC1-01: In the next SAQ an update on the 'digitally literate medical graduate' project should be provided.

LEC1-04: Aberdeen School of Medicine previously informed of the pilot to embed inter-professional learning in practice placements, for example, the learning disability pilot with Y5 students and the Y4 active bystander/ professional empowerment pilot. An update on this should be provided in the next SAQ.

LEC1-05: Aberdeen School of Medicine previously informed us that they were reviewing their use of VLE, consulting for virtual and augmented reality and had rolled out a new simulation-based learning programme. An update on these initiatives should be provided in the next SAQ.

LEC1-07: Aberdeen School of Medicine previously informed us that they were reviewing existing teaching spaces, to optimise for future student cohorts. An update on this review, and any resultant changes, should be provided in the next SAQ.

Theme two - Educational governance and leadership

EGL1-02: The Sri Lanka Medical Pathway (SLMP) at the school was withdrawn in 2020. Aberdeen School of Medicine informed us that students on this programme were transferred to the Aberdeen campus and that some students were experiencing VISA difficulties. An update on the progress of the SLMP students should be provided in the next SAQ.

EGL3-01: In the next SAQ an update on the progress of the school's fairness in medical school curricula project should be provided.

Theme three - Supporting Learners

SUL1-02: Aberdeen Medical School previously informed us of the work that have done to address issues with the variability of experience with the Regent Wellbeing programme. An update on the schools work to improve consistency of the Regent programme should be provided in the next SAQ.

Theme five - Developing and implementing curricula and assessments

DCA1-01: An update of the GP team's redesign of the year 3 teaching should be provided in the next SAQ.

DCA2-01: An update on any changes the school has made to OSCE examinations should be provided in the next SAQ.

Organisation's response

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

Organisation's response

We are grateful for the time, consideration and helpful feedback from the GMC team on our submission and the ongoing development and improvement of our programme.