HESA

HESA / GMC workshop

Consultation on Assessment and Placement Data

12 June 2019, Manchester

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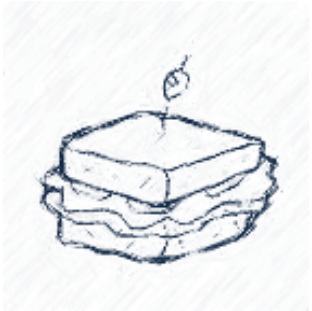
Housekeeping



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Programme

- Introductions
  - HESA, GMC and the room
- Assessment data
  - Proposal
  - Discussion
- Lunch at 1pm
- Placement data
  - Proposal
  - Discussion

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Introductions

msc Medical Schools Council
Selection Alliance

General Medical Council

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- Who are you?
- Which organisation are you representing today?
- Are you from a medical school, an assessment lead, or data returns team?

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Introduction to HESA

HESA
WHAT?
WHEN?
WHO?
HESA
HOW?
WHERE?
WHY?

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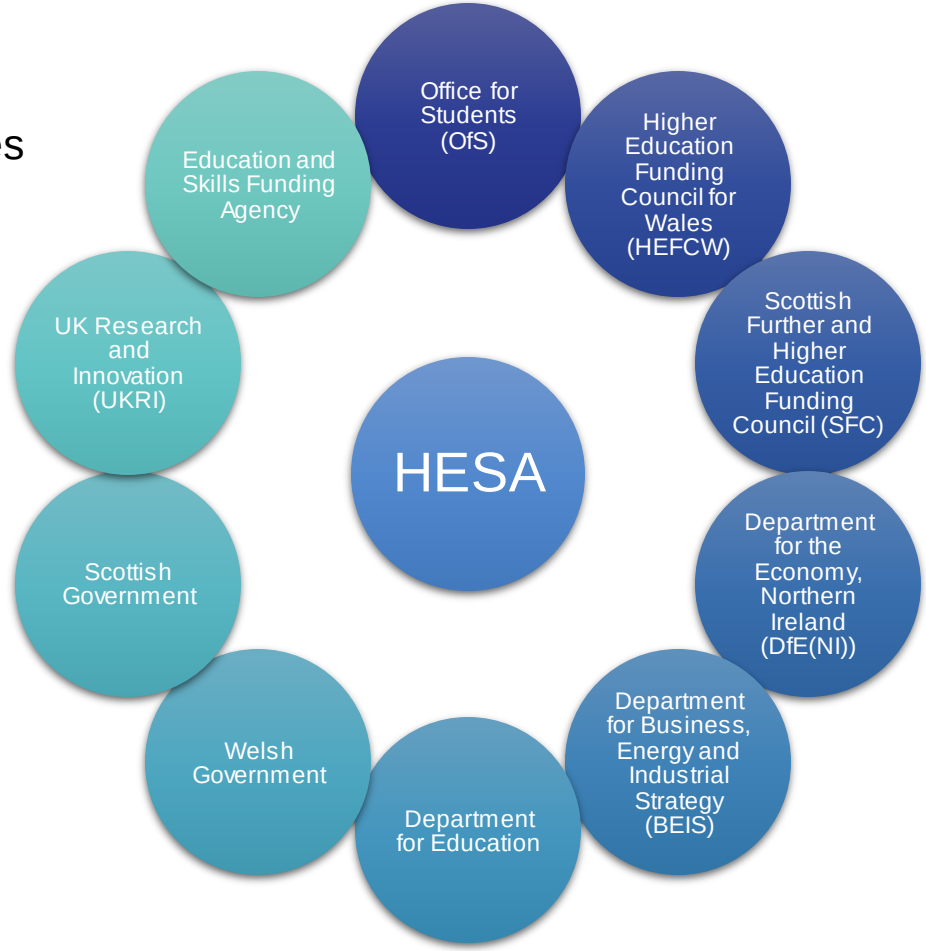
Statutory customers

1. Office for Students (OfS)
2. Higher Education Funding Council for Wales (HEFCW)
3. Scottish Further and Higher Education Funding Council (SFC)
4. Department for the Economy, Northern Ireland (DfE(NI))
5. Department for Business, Energy and Industrial Strategy (BEIS)
6. Department for Education
7. Welsh Government
8. Scottish Government
9. UK Research and Innovation (UKRI)
10. Education and Skills Funding Agency



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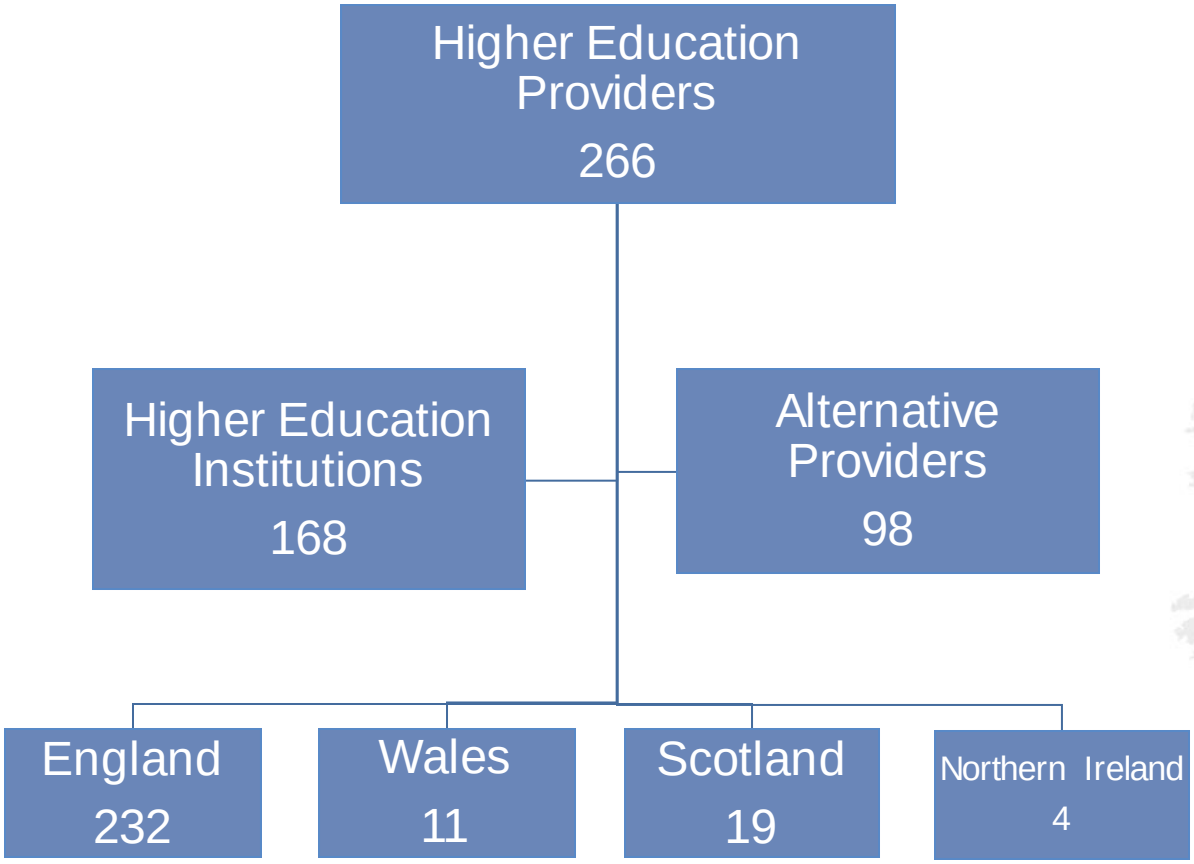
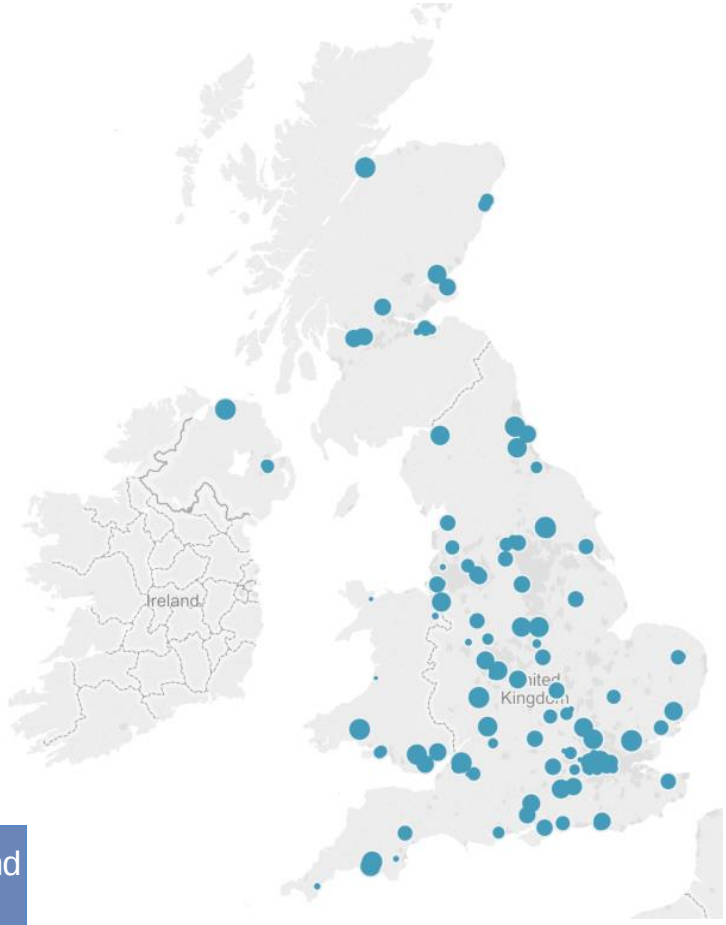
Subscribers 2018/2019





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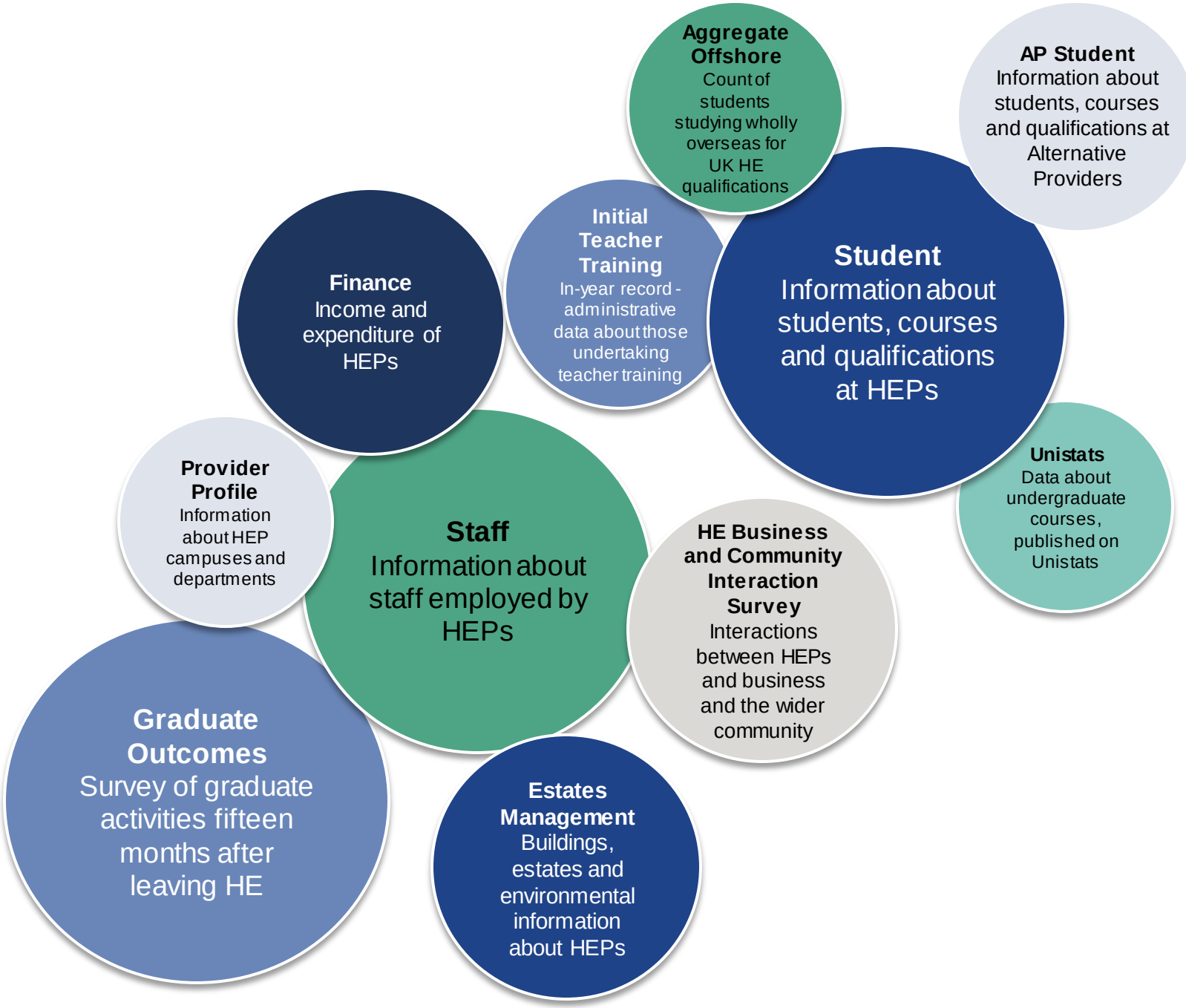
Aggregate Offshore
Count of students studying wholly overseas for UK HE qualifications
AP Student
Information about students, courses and qualifications at Alternative Providers
Finance
Income and expenditure of HEPs
Initial Teacher Training
In-year record - administrative data about those undertaking teacher training
Student
Information about students, courses and qualifications at HEPs
Unistats
Data about undergraduate courses, published on Unistats
Provider Profile
Information about HEP campuses and departments
Staff
Information about staff employed by HEPs
HE Business and Community Interaction Survey
Interactions between HEPs and business and the wider community
Graduate Outcomes
Survey of graduate activities fifteen months after leaving HE
Estates Management
Buildings, estates and environmental information about HEPs

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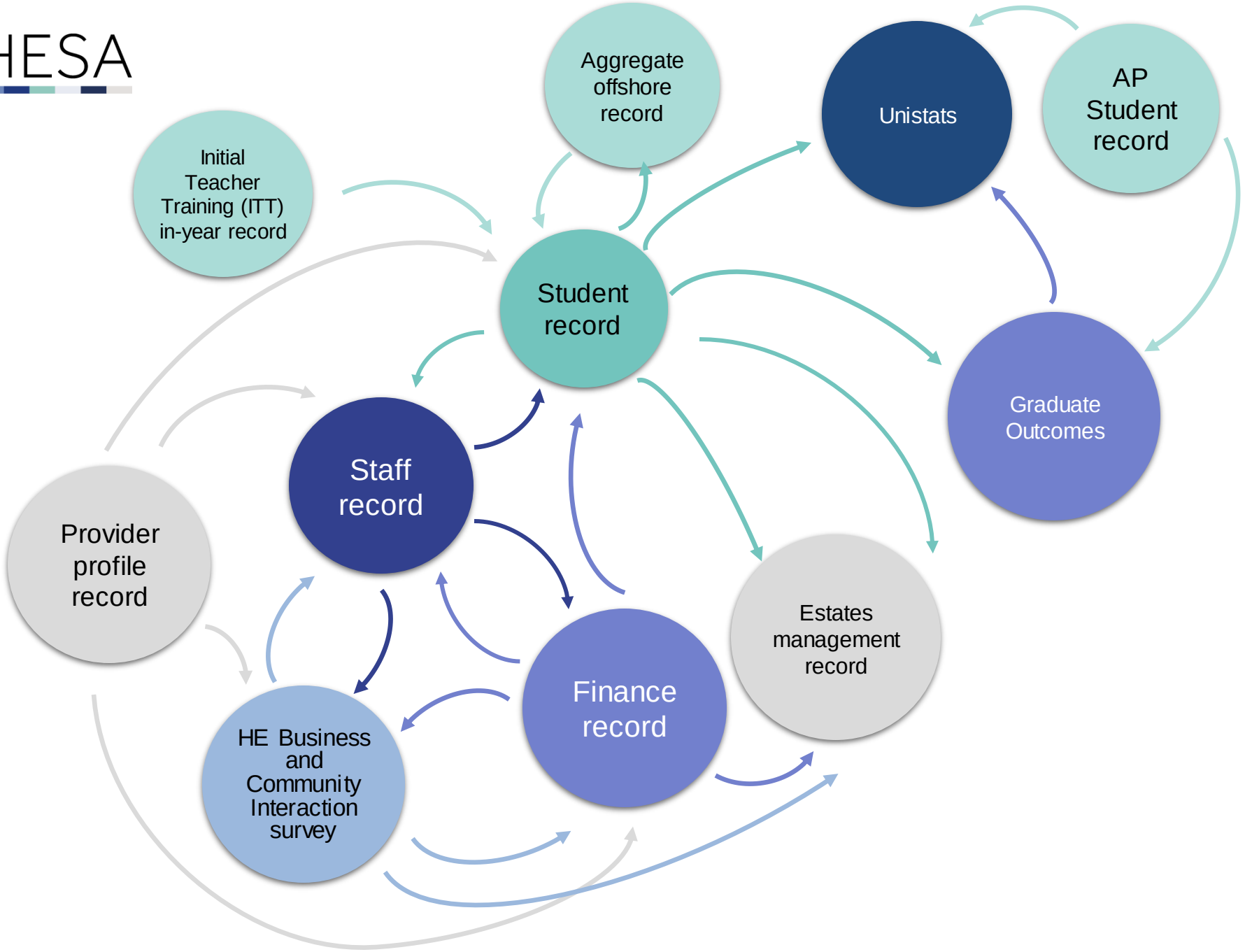
Aggregate offshore record
Unistats
AP Student record
Initial Teacher Training (ITT) in-year record
Student record
Graduate Outcomes
Staff record
Provider profile record
Estates management record
Finance record
HE Business and Community Interaction survey

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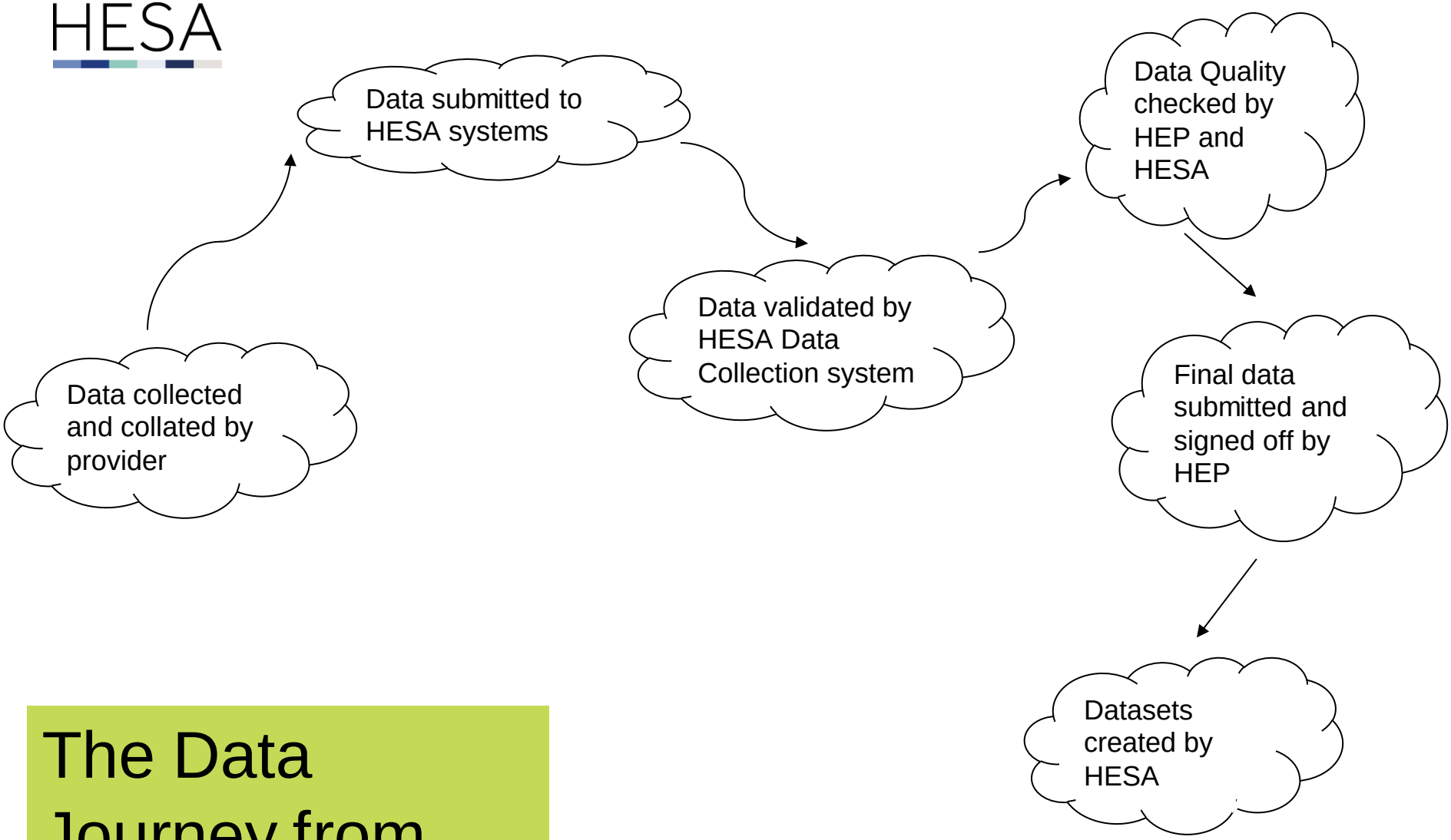

The Data Journey from HEP to HESA…

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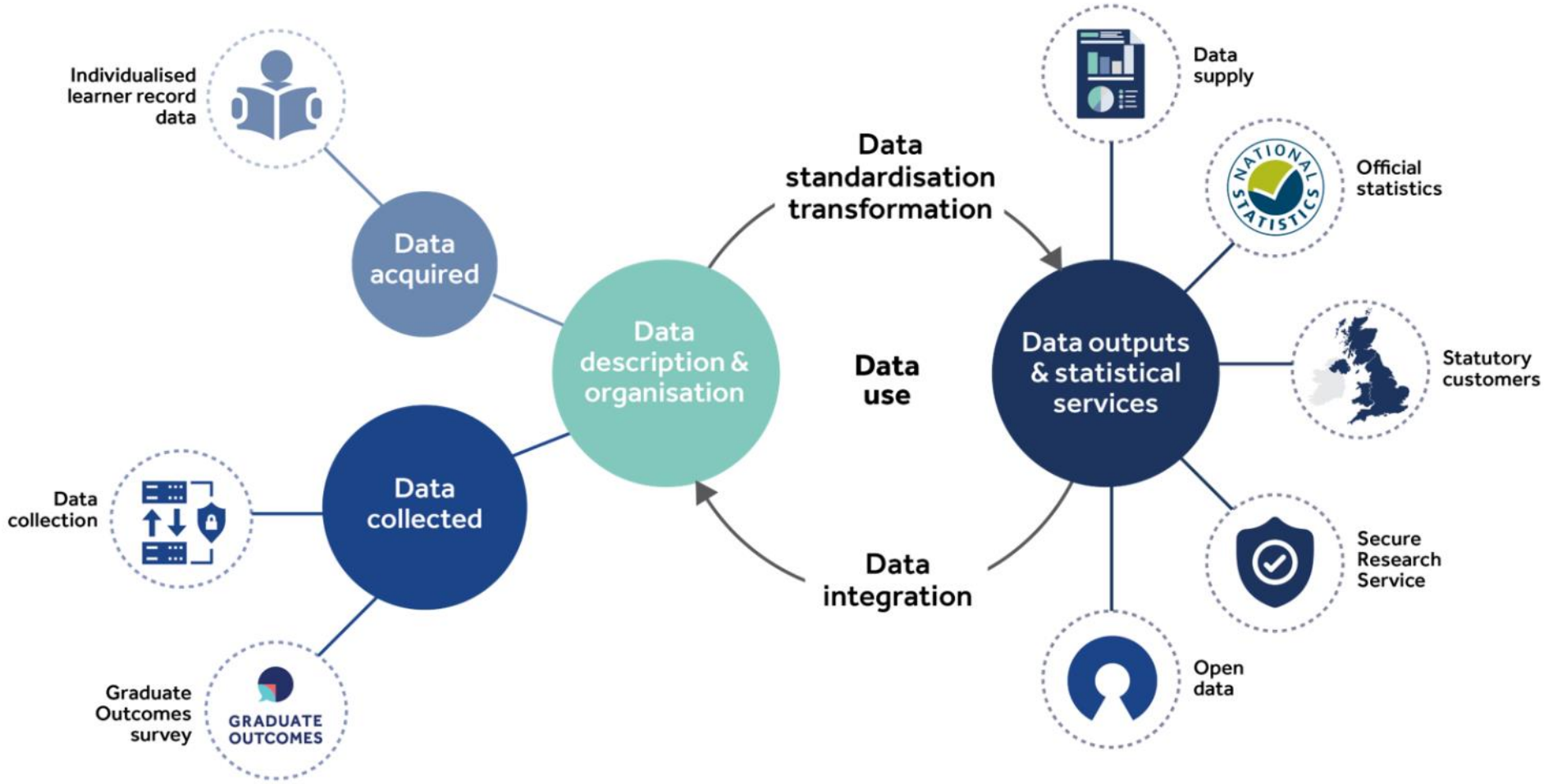
Data journey



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Introduction to the GMC

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GMC and HESA

- The GMC has statutory powers under [section 6] of the Medical Act 1983 to require the provision of information relating to qualifications registerable under that Act
- Under paragraph 9A of Schedule 1 to the Medical Act 1983 to co-operate with public bodies or other persons concerned with particular activities in relation to health and social care services, including the education or training of medical practitioners or other health care professionals and the provision, supervision or management of health services.
- Section 5(1) of the Act provides the GMC with the general function of promoting high standards of medical education and co-ordinating all stages of medical education.

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HESA and the GMC

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HESA and the GMC

- HESA currently provide the GMC with data for the purposes of research, quality assurance and equalities monitoring to enable the GMC to meet it statutory responsibilities.
- Data are collected in the Student record and has been provided to the GMC for all PMQ students from ACYEAR 2002/3 (and is imported into the UKMED).
- HESA includes all the GMC regulated students in the data extract to the GMC.
- **GMC is the data controller for UKMED**

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Assessment data

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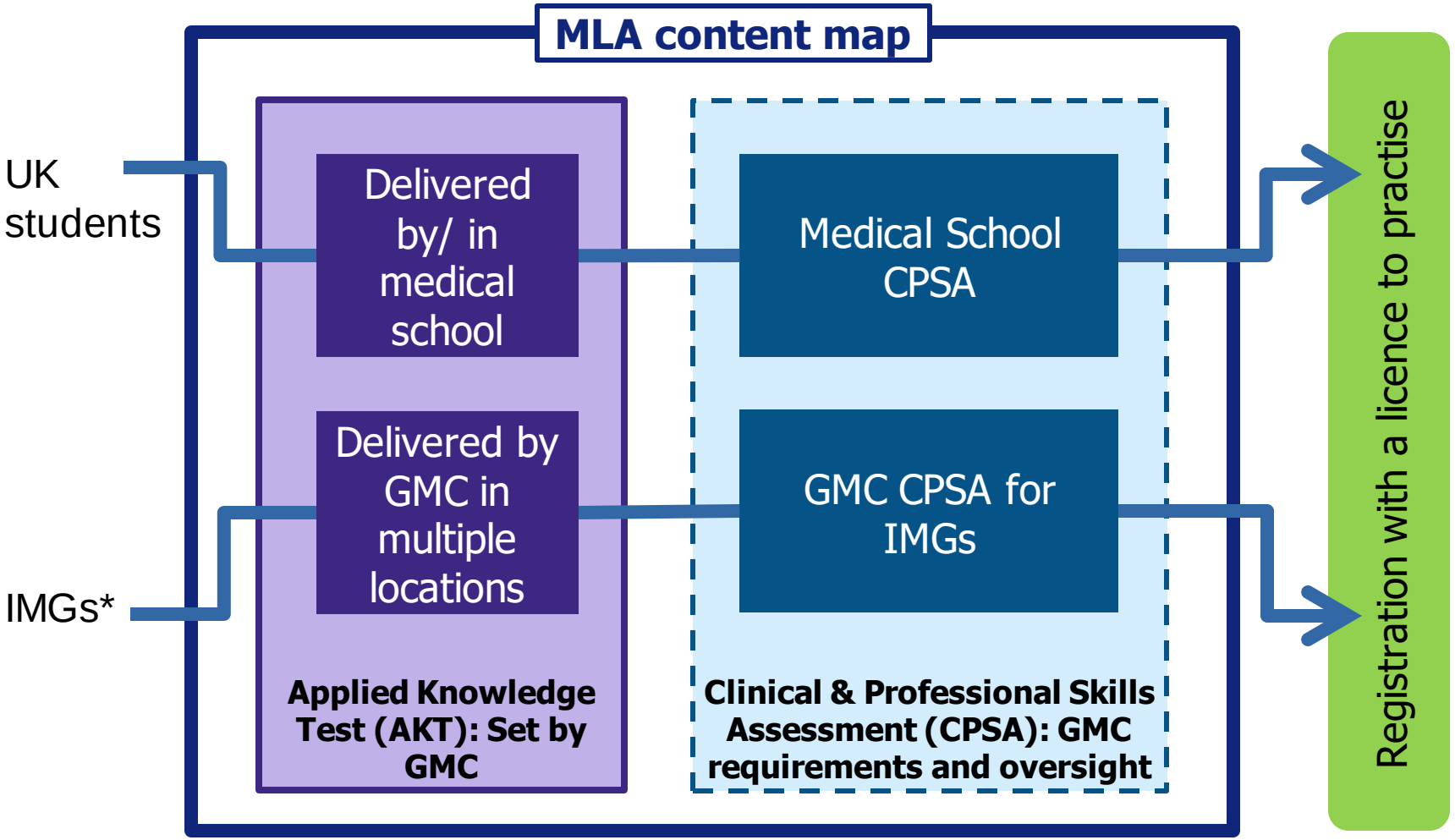
Assessment data - timelines

- 4 workshops – aim to meet with all schools
- Paper summarising discussion to MSC meeting 28th June
- July wider consultation
- Specification agreed August 2019
- Specification confirmed MSC meeting 3rd September
- Data supplied in academic year 2020/21

MLA Purpose

To demonstrate that those who obtain registration with a licence to practise medicine in the UK can **meet a common threshold for safe practice.**

MLA model – agreed by GMC Council (Dec-17)



*Excluding those joining the register via alternative pathways

Assessment data and the MLA

Operational

- AKT results
- Quality assurance evidence for CPSAs

Research and impact evaluation

- Collated assessment data, via HESA?

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Proposal

- We would like assessment data returned for all summative assessments that lead to a Primary Medical Qualification: COURSEAIM = M16, H16, I16.
- For maximum utility we would prefer to capture all summative assessment data from year 0 or year 1 onwards.
- By summative assessments we mean any assessments that are used to determine whether a student is able to progress to their subsequent year of study or an assessment that is used to determine whether a student is awarded a primary medical qualification.
- Assessments for intercalated degrees are not included.

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Benefits for GMC

- Assessment data can then be loaded into UKMED to support the following activities:
  - UKMED research including following up on the successful applicants in the UK Medical Applicant Cohort Study (UKMACS) study.
- All interested parties could have access to the data via a UKMED application for the purposes of evaluating the impact of the MLA.
- A reliable and efficient means of collating school assessment data.

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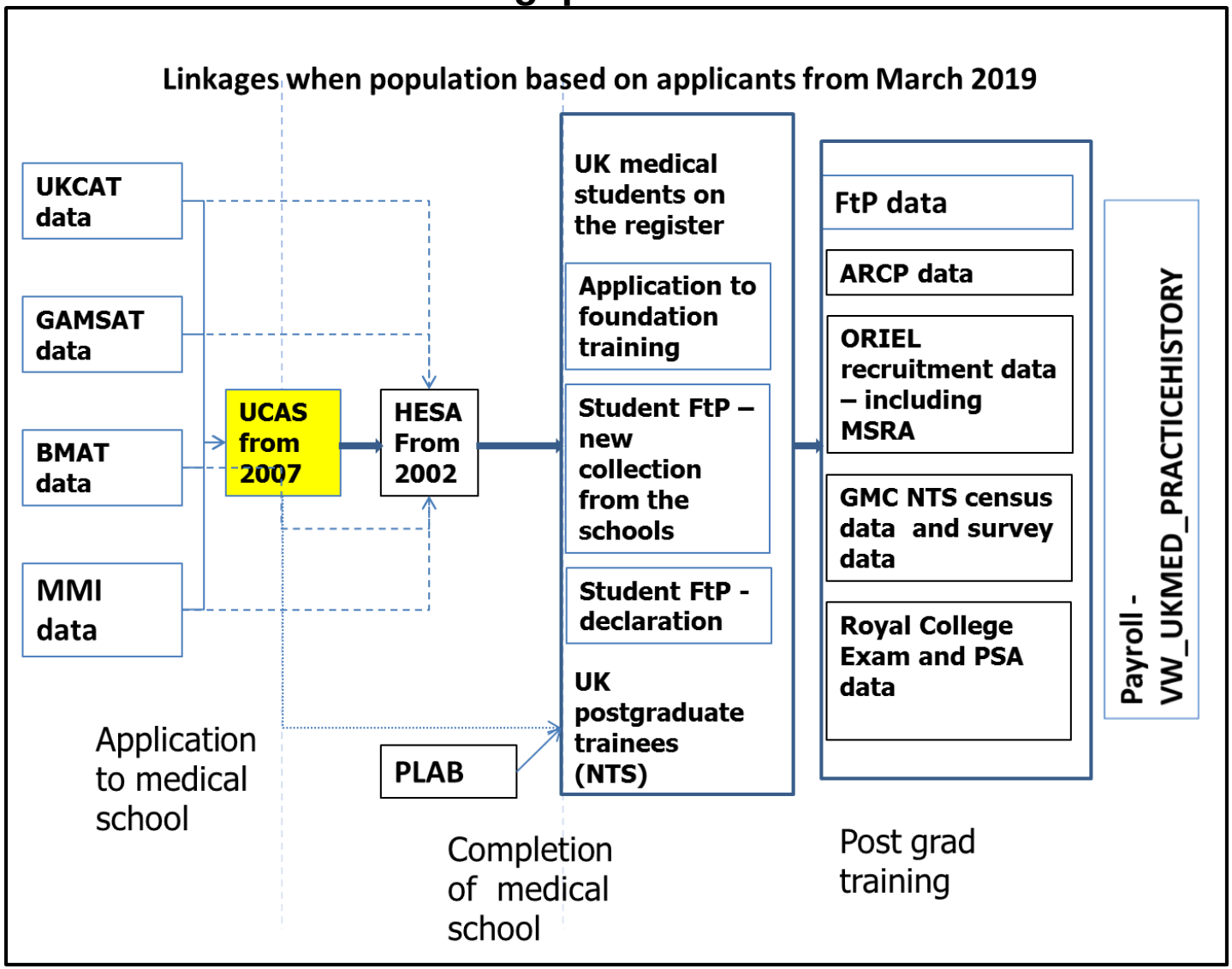
Benefits for GMC – fill the gap in the UKMED



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UKMACS need med school data to analyse the effects of choice & selection on med school outcomes

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029
4 Year course	Apply	Finish degree / Enter Yr1	Finish Yr1/ Enter Yr2	Finish Yr2/ Enter Yr3	Finish Yr3/ Enter Yr4	Grad/ Enter F1	Enter F2/ Apply ST1	F3	Enter ST1		
5 Year course	Apply	A levels/ Enter Yr1	Finish Yr1/ Enter Yr2	Finish Yr2/ Enter Yr3	Finish Yr3/ Enter Yr4	Finish Yr4/ Enter Yr5	Grad/ Enter F1	Enter F2/ Apply ST1	F3	Enter ST1	
6 Year course /5 yrs + iBc	Apply	A levels/ Enter Yr1	Finish Yr1/ Enter Yr2	Finish Yr2/ Enter Yr3	Finish Yr3/ Enter Yr4	Finish Yr4/ Enter Yr5	Finish Yr5/ Enter Yr6	Grad/ Enter F1	Enter F2/ Apply ST1	F3	Enter ST1

UCAT, BMAT, GAMSAT
Pred A levels,
A levels/HESA tariff

First outcome data (EPM/SJT/PSA)
for most of the UKMACS cohort
(exc. gap year, repeating, interruption…)

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Benefits for sector

- A dataset that will allow validation of selection measures on a UK-wide basis.
- Exploration of issues such as differential attainment on a UK-wide basis.
- Collation of the data at a granular level will allow researchers to standardise measures within school using their preferred method and ensure greater consistency of approach across schools.
- The inclusion of these data in UKMED will allow interested parties to apply to access data for research purposes. Currently there are no outcome data for all UKMED cases until the final year of medical school.

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Benefits for schools

- Schools could have access to their assessment data including PG outcomes of their graduates in the Safe Haven without submitting a UKMED proposal to undertake their own analyses.
- The UKMED data includes assessments on entry to medical school such as UCAT and BMAT and subsequent postgraduate data including Royal College membership exams, ARCP and specialty training applications in ORIEL.
- HESA assessment data could be used in place of the theory and skill scores currently collected from some UCAT consortium schools on an annual basis. The return to UCAT from these schools would no longer be required as this proposal would provide more complete coverage and greater granularity.

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Timescales – for 2020/21

- Starting collection in the academic year 2020/21 will ensure the data collection can be tested prior to the MLA commencing in the academic year 2021/22. To register with a licence to practise, students graduating in 2023 onwards will need to have passed a degree that includes the MLA.
- Starting collection in the academic year 2020/21 will ensure outcome data are available for the UKMACS study of medical school applicants.
- Need to agree the specification for this by August 2019.

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UKMED - FAQs

- UKMED is an established project and we have dealt with the information governance issues inherent in collecting data from schools and sharing with researchers
- Please see https://www.ukmed.ac.uk/faq

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Data remit

- The proposal was discussed at MSC on 15 May.
- Schools were asked to consider the feasibility and resources required to provide the data.
- In addition to workshops we will run a consultation so schools can submit written responses – details tba.
- HESA, GMC and MSC will publish FAQs (deal here with legal stuff).
- We will report back to MSC 28th June meeting.

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FAQs

Please submit specific queries to daniel.smith@gmc-uk.org and peter.tang@medschools.ac.uk

HESA, GMC and MSC will publish FAQs.

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Assessment data – data model

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Approaches

- Two models have been suggested for the return of this data in the HESA Student record:

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Assessment data within Data Futures

- Data on the type of assessment and the structure (Assessment, Passmark, Station and Item) would be captured as a type of **curriculum data** (as in not student specific data).
- The student's assessment outcomes (Student Assessment, Student Knowledge Assessment – item and Student Clinical Assessment) would be associated with a **Student Course Session** within the Data Futures model. This would allow an understanding of what assessments student have undertaken, and their performance within the standard reporting schedule of Data Futures.

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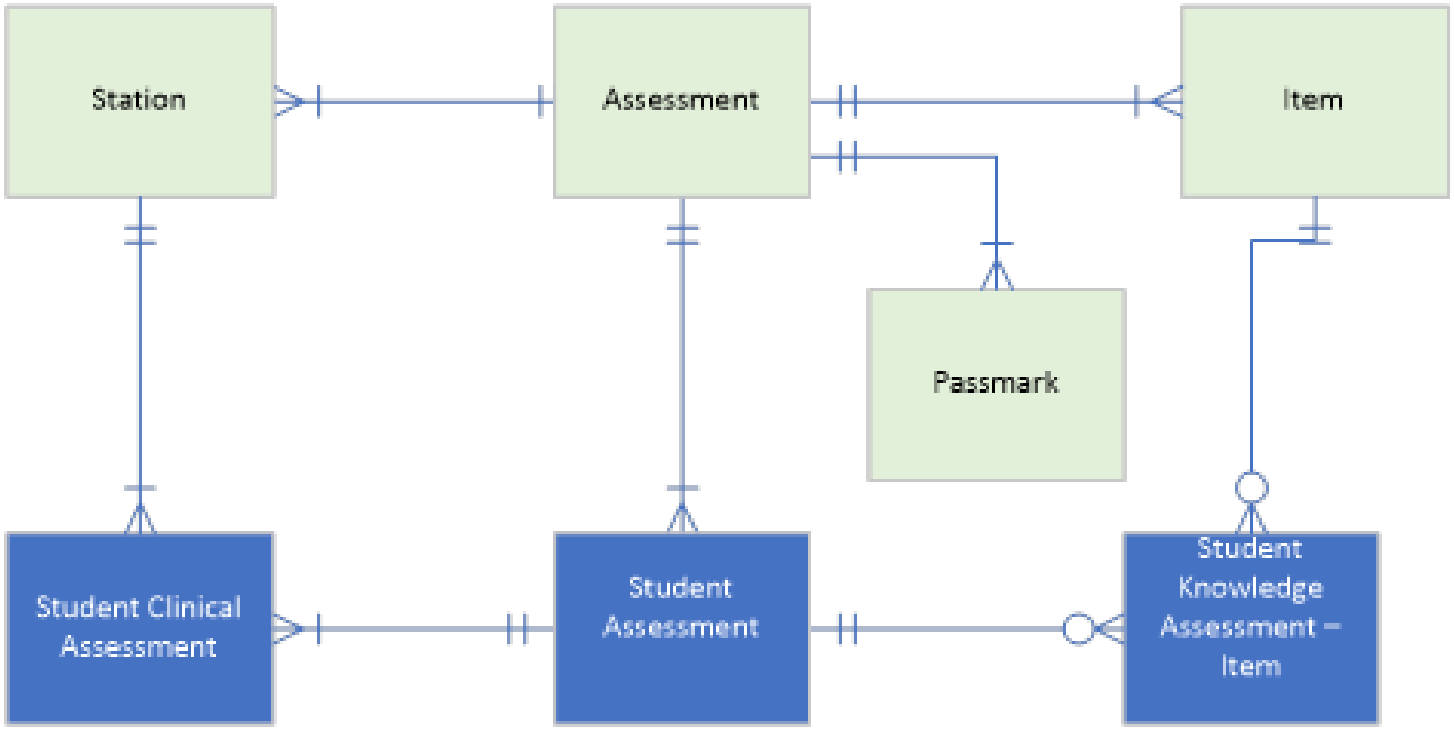
Approach 1 – data model



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Approach 1 cont.

- The precise scope of the AKT component of the MLA has not been finalised. A number of options are being discussed. Some of these would combine MLA content, common to all schools, with some additional school specific content. As a result, we would like to explore the extent to which, and how, it would be possible to obtain item level data.
- Note the model below has not explicitly considered how data for resits and appeals will be processed. Ideally UKMED would only contain final data i.e. for valid attempts post any possible appeal.

Example – UKMED hold details PLAB data

TEST_ID	TEST_DATE	MAX_POSS_SCORE	STATION_ID	STATION_V_NUM	STATION_NAME	STATION_ACT_SCORE	STATION_REQ_SCORE	STATION_RESULT
204522	12/04/2017 07:30:43	216	3446	3	Painful left eye	4	5.43	FAIL
204522	12/04/2017 07:30:43	216	3472	1	Neurological examination of lower limbs	8	5.58	PASS
204522	12/04/2017 07:30:43	216	3514	1	Upper respiratory tract infection	8	4.83	PASS
204522	12/04/2017 07:30:43	216	3516	1	History of tiredness	4	5.2	FAIL
204522	12/04/2017 07:30:43	216	3519	1	Telephone discussion with care home	7	5.7	PASS
204522	12/04/2017 07:30:43	216	3369	3	Post-operative management	6	6.91	FAIL
204522	12/04/2017 07:30:43	216	3376	3	Injured infant	5	5.69	FAIL
204522	12/04/2017 07:30:43	216	3378	4	Urinary complaint	5	5.27	FAIL
204522	12/04/2017 07:30:43	216	3385	3	Talking to patients son	5	4.66	PASS
204522	12/04/2017 07:30:43	216	3389	3	Medical error	4	4.97	FAIL
204522	12/04/2017 07:30:43	216	3397	2	Skin lesion	8	7.06	PASS
204522	12/04/2017 07:30:43	216	3400	3	Immunisation	6	4.68	PASS
204522	12/04/2017 07:30:43	216	3407	3	Pneumonia	5	5.22	FAIL
204522	12/04/2017 07:30:43	216	3408	3	Warfarin treatment	4	5.49	FAIL
204522	12/04/2017 07:30:43	216	3415	2	Asthma	8	6.56	PASS
204522	12/04/2017 07:30:43	216	3416	2	Self-harm	5	5.77	FAIL
204522	12/04/2017 07:30:43	216	3424	1	Contraception	5	5.25	FAIL
204522	12/04/2017 07:30:43	216	3443	1	Trauma - fall	4	6.19	FAIL
204522	12/04/2017 07:30:43	216	3446	3	Painful left eye	4	5.43	FAIL
204522	12/04/2017 07:30:43	216	3472	1	Neurological examination of lower limbs	6	5.58	PASS
204522	12/04/2017 07:30:43	216	3514	1	Upper respiratory tract infection	11	4.83	PASS
204522	12/04/2017 07:30:43	216	3516	1	History of tiredness	6	5.2	PASS
204522	12/04/2017 07:30:43	216	3519	1	Telephone discussion with care home	4	5.7	FAIL
204522	12/04/2017 07:30:43	216	3369	3	Post-operative management	7	6.91	PASS
204522	12/04/2017 07:30:43	216	3376	3	Injured infant	8	5.69	PASS
204522	12/04/2017 07:30:43	216	3378	4	Urinary complaint	5	5.27	FAIL
204522	12/04/2017 07:30:43	216	3385	3	Talking to patients son	6	4.66	PASS
204522	12/04/2017 07:30:43	216	3389	3	Medical error	5	4.97	PASS
204522	12/04/2017 07:30:43	216	3397	2	Skin lesion	9	7.06	PASS

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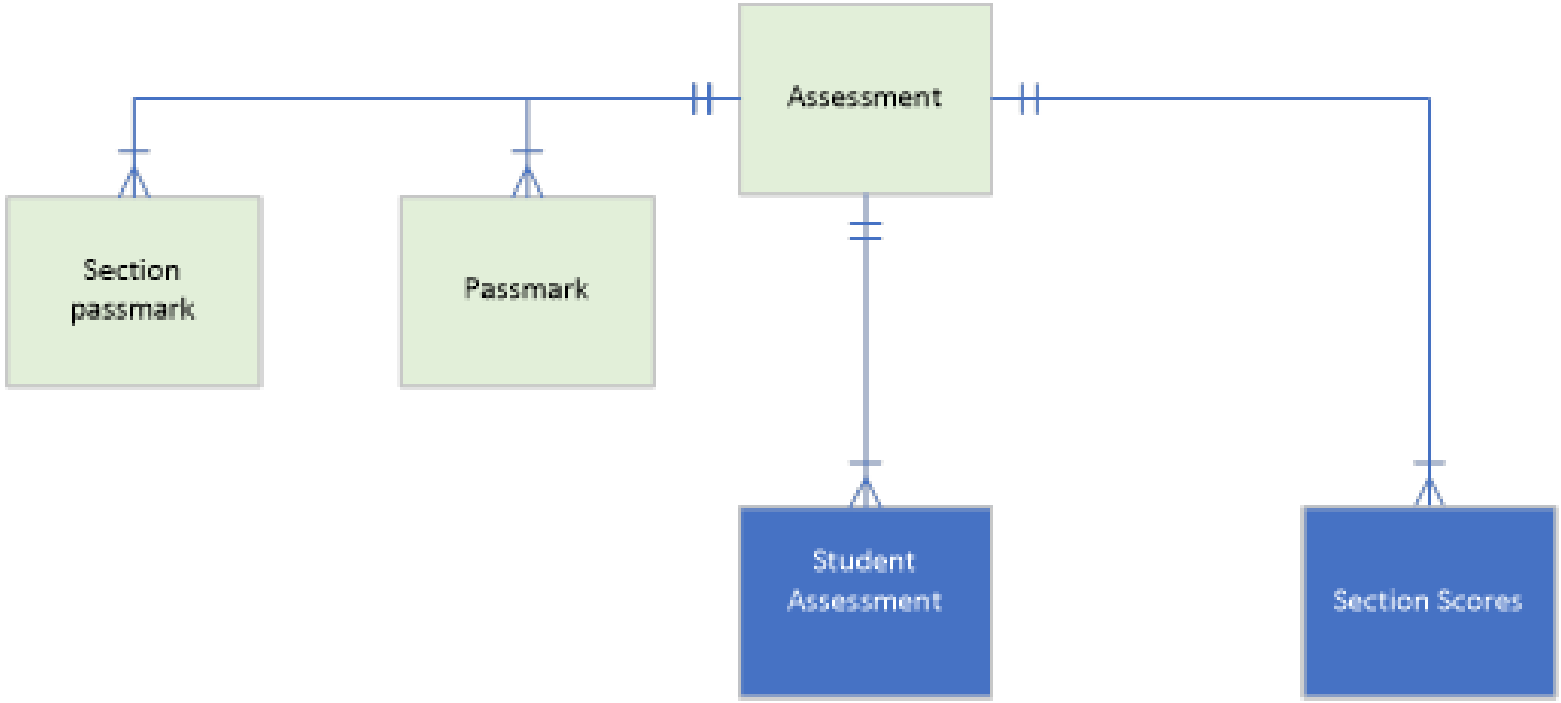
Approach 2 – data model



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Approach 2 cont.

- For Postgraduate exams some Medical Royal Colleges and the Prescribing Safety Assessment (PSA) are able to return these scores to the GMC in our annual exam data collection. For example for the GP AKT exam we receive scores for the following sections: clinical medicine, evidence interpretation and organisational questions. for PSA we receive scores for the following sections: section 1 prescribing, section 2 prescription review, section 3 planning management, section 4 providing information, section 5 calculation skills, section 6 adverse drug reaction, section 7 drug monitoring and section 8 data interpretation.

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Example – Section score – PSA

EXAM_SECTIONSCORE	EXAM_SECTIONNAME	EXAM_ABBREVNAME	EXAM_DATERESULT
35	SCT_1_PRESCRIBING	PSA- B	25/07/2017
16	SCT_2_PRESCRIPTION_REVIEW	PSA- B	25/07/2017
8	SCT_3_PLANNING_MANAGEMENT	PSA- B	25/07/2017
10	SCT_4_PROVIDING_INFORMATION	PSA- B	25/07/2017
10	SCT_5_CALCULATION_SKILLS	PSA- B	25/07/2017
10	SCT_6_ADVERSE_DRUG_REACTION	PSA- B	25/07/2017
10	SCT_7_DRUG_MONITORING	PSA- B	25/07/2017
10	SCT_8_DATA_INTERPRETATION	PSA- B	25/07/2017
51	SCT_1_PRESCRIBING	PSA- C	10/10/2017
24	SCT_2_PRESCRIPTION_REVIEW	PSA- C	10/10/2017
8	SCT_3_PLANNING_MANAGEMENT	PSA- C	10/10/2017
10	SCT_4_PROVIDING_INFORMATION	PSA- C	10/10/2017
4	SCT_5_CALCULATION_SKILLS	PSA- C	10/10/2017
16	SCT_6_ADVERSE_DRUG_REACTION	PSA- C	10/10/2017
12	SCT_7_DRUG_MONITORING	PSA- C	10/10/2017
12	SCT_8_DATA_INTERPRETATION	PSA- C	10/10/2017
52	SCT_1_PRESCRIBING	PSA- B	25/07/2017
21	SCT_2_PRESCRIPTION_REVIEW	PSA- B	25/07/2017
8	SCT_3_PLANNING_MANAGEMENT	PSA- B	25/07/2017
6	SCT_4_PROVIDING_INFORMATION	PSA- B	25/07/2017
0	SCT_5_CALCULATION_SKILLS	PSA- B	25/07/2017
12	SCT_6_ADVERSE_DRUG_REACTION	PSA- B	25/07/2017

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Questions for providers

- Where are your school's assessment data currently held?
- Would you be in a position to be able to return these data in the 2020/21 collection?
- What resources would your school need to collate and return these data e.g. how much staff time?
- Do you have any concerns about the type/level of data being requested?
- Would the school make use of a UKMED school-specific extract in the safe haven for analysis of your own students' outcomes?
- Are there any parts of the data return that would NOT be useful for schools to have in UKMED linked to the other UKMED data such as postgraduate assessments?

ASSESSMENT DATA WORKSHOP

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Student Placement data

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Proposal

- To collect placement data for GMC regulated undergraduate medical students who are studying for their primary medical qualification
- Any placements done as part of their course
- Recorded in the off venue activity entity
- The biggest change would be that these data are currently collected at an aggregate level, but would now be returned against each student. The GMC would really like placements to be identified at an individual student level. HESA and GMC would like to understand if this is possible for providers.

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Benefits

- This is currently collected in Section E of the Medical Schools Annual Return (MSAR) – where students have gone for their placements and for how long. This could be removed from Section E of the MSAR if it is included in the HESA Student record.

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What data items?

HESA field name	What data would be returned for GMC regulated students?	Possible change needed to match with the MSAR collection
OVAID	ID for entity being returned	
ACTDURATION	Time spent by students in this placement at this site	
ACTDURATIONTYPE	Time spent by students in this placement at this site	
ACTENDDATE	Time spent by students in this placement at this site	
ACTSTARTDATE	Time spent by students in this placement at this site	
ACTTYPEID	01 ‘Clinical Placement’	Need to add a new field to collect the speciality.
HOSTID	This could be either the Board or Trust / Site codes.	HESA would need to get an automatic download from NHS digital.
HOSTIDTYPE	04 ‘NHS ID’	
HOSTNAME	This could be either the Board or Trust / Site names.	HESA would need to get an automatic download from NHS digital.
LEADSCHOOL	N/A	
MOBSCHEME	N/A	
MODINSTID	N/A as medical schools are not using module data structure	

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Specialities option 1

- Align with the HSIC Speciality Group codes. These are:

Accident & emergency	Paediatric group
Anaesthetics	Pathology group
Clinical oncology	PHM & CHS group
Dental group	Psychiatry group
General medicine group	Radiology group
General practice	Surgical group
Obstetrics & gynaecology	

- Taken from https://digital.nhs.uk/data-and-information/areas-of-interest/workforce/nhs-occupation-codes:
- https://digital.nhs.uk/binaries/content/assets/website-assets/data-and-information/areas-of-interest/workforce/nhs-occupation-code-manual-version-16_draftv6.xlsx

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Specialities option 2

- Providers are given a choice of the Primary, Secondary and Tertiary codes, so they could return the level of granularity that was most appropriate for them. (primary codes listed below)

Medicine	Psychiatry
Pathology	Occupational Health
Clinical oncology	General Practice
Imaging	Public Health
Dental/Oral	Public Health Medicine
Surgery	General Acute
Obstetrics & Gynaecology	

- These are available on the NHS Digital site here, with some minor suggested amendments to the list.

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Example – from MSAR

School	Name of placement site			Year of placement	Specialty of placement - please see notes above	Sub-specialty of placement (if applicable)	No. of students trained in each year of the programme	Time spent by students in this placement at this site in each year
	Name of Trust/Board	Name of Hospital/GP practice/other	Hospital/GP Practice ODS/ISD Code					
Plymouth	NEW Devon CCG	Abbey Surgery, Tavistock	L83101	2	General Practice		4	6 days
Plymouth	NEW Devon CCG	Beacon Medical Group	L83100	1	General Practice		36	2 hours
Plymouth	NEW Devon CCG	Beacon Medical Group	L83100	2	General Practice		11	6 days
Plymouth	Independent	Boots the Chemist, Mutley Plain		1	Misc Community		30	2 hours
Plymouth	Independent	Boots the Chemist, Drake Circus / Wellbeing		1	Misc Community		26	2 hours

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Questions

- Do you think you would be able to return placement data at an individual student level?
- Do you record which students go where and for how long?
- Which approach to collecting the specialities would you prefer?
- We are aware that it is possible for placements to change at unscheduled times, for example due to a quality issue – how could we accommodate these types of changes?
- Can providers see any problems with this suggested proposal for returning placement data for undergraduate students who are studying for their primary medical qualification?

PLACEMENT DATA WORKSHOP

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End

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Useful contacts

If you would like to discuss anything further about the proposals today, please contact:

Rachel.Wilkes@hesa.ac.uk 01242 211487

Daniel.Smith@gmc-uk.org 020 7189 5373

HESA

Data collection and submission

The Liaison team are there to help with all aspects of the return from local collection of data items through to final submission and sign off

Contact the team

liaison@hesa.ac.uk

01242 211144