General Medical Council

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* and *Assuring readiness for practice: a framework for the MLA*. 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 Buckingham Medical School (UBMS)
Review period	September 2025 – September 2026 (Year 2 of second cycle)

Overview of findings

Overall findings statement
In 2025 we decided that medical schools and postgraduate training organisations that had completed an initial cycle of four self-assessment questionnaires could move to a biennial submission, following an assessment of their previous submissions. As a result of this assessment UBMS has now moved to a biennial model and were not required to submit a self-assessment questionnaire (SAQ) in 2025. The next date of submission will be in October 2026. The quality assurance activities that we have carried out in this annual cycle have provided good opportunities to observe how UBMS meets our standards across all themes in *Promoting excellence* and demonstrates continued compliance with *Assuring readiness for practice: a framework for the MLA* (the 'MLA Framework'). We have set a new requirement where our standards are not being met.

The GMC is a charity registered in England and Wales (1089278) and Scotland (SC037750)

Quality Activity undertaken

	Activity	Date	Summary
1	Online Phase II student and LEP-based educator Q&As	22nd April 2026	During the session, we explored a range of topics relating to the standards across all themes and the delivery of the programme, including induction, curriculum design, clinical placements, supervision, teaching and assessment, professionalism, raising concerns, governance arrangements, student support and feedback mechanisms. Discussion also included students' experiences of placement learning, access to the support services and opportunities to provide feedback on the programme and influence improvements. Students reported positive learning experiences while on placement and valued the opportunity to learn from their Local Education Providers (LEPs). However, many felt constrained by the current allocation system, noting that it left them managing significant challenges with limited support from the school.
2	In-person Phase I student and faculty-based educator Q&As	29th April 2026	Our discussions with faculty educators demonstrated flexibility and strong teamwork in response to operational challenges, ensuring continuity of teaching and support for colleagues. During our Q&A sessions with both Phase I and Phase II students, they reported feeling reluctant to raise concerns about patient safety or bullying and undermining, as they were worried about the potential impact on themselves and on those whom they wished to report. We set a Requirement in response to the concerns raised.

Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisations when they identify that our standards are not being met in an education and training environment. Concerns are managed locally by the responsible organisation until resolution. We also use the QRS to monitor requirements and recommendations set by the GMC.

Activity	Date	Summary

Quality Reporting System (QRS)	Ongoing	UBMS has 11 open items on the QRS. UBMS is engaged with the QRS and continue to provide frequent and detailed updates. We are assured that our thresholds for reporting via the QRS are embedded and adhered to.

Requirements

We set requirements where we have found that our standards are not being met. We will monitor each organisation's response and will expect evidence that progress is being made during the next QA cycle.

	Theme	Requirement	Date set
1	Theme 1 Learning environment and culture (LEC). (R1.1)	The school must have mechanisms in place that allow students to safely raise concerns about the standard of their education, both at the medical school and on placement, without fear of adverse consequences. They must investigate concerns and take appropriate action in response to concerns raised.	14th August 2026

Next Steps

Next steps
The GMC's responses to the information submitted in the SAQ gives feedback on each theme to help UBMS complete the updates to the next SAQ. These include: **Theme one – Learning environment and culture**: • LEC1-01 - Assurance that there are processes and systems in place for students to raise immediate concerns and examples of when the school has received and acted upon any feedback regarding the raising concerns processes. • LEC1-02 - Any feedback expressing the need for students to remind supervisors of their competence level or individual learning agreements, or from supervisors about students failing to ask for consent, or similar. And if so, details of how the school addresses this feedback. • LEC1-03 - How UBMS supports international students to adapting to life in the UK, either via induction or other routes.

- LEC1-05 - Assurance that technology-enhanced and simulation-based learning opportunities are also available to the students in the Crewe campus.
- LEC1-06 - Assurance that there is adequate student representation from the Crewe campus at the relevant board and committee meetings and updates to the development of the smartphone app to streamline the feedback process.
- LEC1-07 - How UBMS continues to monitor and address the disparity between the two campuses
- LEC1-12 - Assurance of how Outcomes for Graduates and Practical Skills and Procedures are mapped back to the curriculum.
- LEC1-13 – Details about whether there is a requirement for students to have been taught about or to have undertaken a simulation of a skill or procedure before completing in a clinical environment. Additionally, details about the ticketing system for signing off on clinical skills and procedures in the e-portfolio, how tickets are assigned to the right individual, and how the school is assured that students remain competent in each skill up until graduation.

Theme two –Educational governance and leadership:

- EGL1-01 - Assurance that Quality Visits will continue to be similarly conducted at Crewe campus until its official closure
- EGL1-02 - Any notable examples of when a risk was identified, escalated, and then resolved through the school's quality management process. Additionally, details about the school's process for deciding when to report ongoing concerns to the GMC.
- EGL2-01 - Updates to the move to the SharePoint portal system.
- EGL2-03 - How the school monitors change and improvement actions at LEPs.
- EGL2-04 - How educators and the public are represented at other governance committees and meetings, including with LEPs.
- EGL2-07 - How UMBS submits agenda items to governance and board meetings at LEPs and ensures they are appropriately discussed and actioned.
- EGL2-08 - How concerns about professionalism and conduct are managed in relation to the FtP process.
- EGL2-09 – Any updates about the approval and roll-out of the new raising concerns guidance and any feedback received from either students or educators. Additionally, how UBMS manages concerns raised anonymously and how outcomes are fed back to the relevant group.
- EGL3-01 - Details about the reporting pathway for students to raise concerns about microaggressions and learning environment and culture. Additionally, how the school ensures fairness in the curriculum, as described in our guidance.

- EGL3-02 – Details about the changes to EDI training, which will be adapted in line with MLA requirements. Additionally, how the school ensures fairness in the undergraduate assessment and selection, as described in our guidance.

Theme three – Supporting learners:

- SUL1-01 - Updates about the buddy system at the Buckingham campus.
- SUL1-02 - Updates about the implementation of the new concerns policy and any feedback about it from both students and educators.
- SUL1-03 - Assurances that UBMS students have a period of shadowing before they enter foundation training.

Theme four – Supporting educators:

- SUE1-01 - How the school is assured that the clinical educators meet their required standards.
- SUE1-02 - Updates about the development of the training calendar and record system.
- SUE1-04 - Details about the escalation process should a concern around time in job plans is raised and how educators are made aware of this process.
- SUE1-05 - Assurance that faculty educators have access to the necessary resources and facilities to deliver the curriculum, including access to funding for development opportunities that support educational delivery.
- SUE1-07 - Details about support available to educators if they have concerns about a student or about the programme.

Theme five – Developing and implementing curricula and assessments:

- DCA1-05 - Details about the types of tasks and experiences a UBMS student would have during their assistantship.
- DCA4-01 - Updates about the curriculum review and the four-year curriculum.

Further to this, based on our findings from the quality activities we have undertaken, in the next SAQ, we would be interested to know more about -

- How students reflect on their performance throughout the *Major Incident Training Day* and the type of feedback they receive from their supervisors. Additionally, we would be interested to know more about the process of gathering feedback from students, staff, and other stakeholders, and how the feedback is used to improve future iterations of the event (Promoting Excellence R3.13; SAQ LEC1-06).
- Any action taken to address inconsistencies across Trusts, in particular relating to how information regarding reasonable adjustments is shared, financial assistance to subsidise the cost of travel, facilities at the Crewe campus and support for educators including induction and appraisal.

- Any changes to the raising concerns process, and communication with students and educators on raising concerns, and regarding the skills and procedures students are cleared to perform and the relevant levels of supervision.

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