General Medical Council

Annual Quality Assurance Summary – City St George's University of London

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	City St George's University of London - Medicine (CSGUL)
Review period	October 2024 – December 2025 (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 CSGUL 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 CSGUL meets our standards in Theme 4 (Supporting educators). We carried out a number of QA activities to explore the impact, if any, of the recent merger between St George's University of London and City University of London.

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

Quality Activities undertaken

	Activity	Date	Summary
1	Educator Q&A	9 October 2024	This meeting took place virtually, using MS Teams. The purpose of the session was to hear feedback from educators regarding their experiences at the school. We also wanted to hear if the school's merger with City University had in anyway impacted the educators. When organising the session, we told the school that we wanted to meet with a mixture of educators (both academic and clinical). During the session, we asked educators to share their experiences at the school. They were asked to give examples of what they enjoyed about being an educator at the school and identify aspects they thought could be improved. Topics discussed included: raising concerns, teaching and facilities, student support, quality management and curriculum development, and Equality, Diversity and Inclusion (EDI). We were told that the educators have overall had a positive experience at the school. We heard that the educators felt supported by their colleagues, and they spoke highly of the culture at the school. We were pleased to hear that the school's merger with City University has had no impact on the educator's roles and overall experience, educational provision, placements, delivery of the MLA or changes to the curriculum. We heard that there had been various communication from the senior management team at the school, regarding the merger. We were pleased to hear the merger be described as a 'seamless transition'.

			However, we did also hear there was some natural anxiety amongst educators regarding the merger as this was a significant change and educators did not know how this would have an impact over the next few years. There was also some concern around the lack of communication regarding future career progression and promotion pathways following the merger, and what this will look like under the new structure.
2	SAQ submission	2 December 2024	The SAQ was submitted on time and covered all five themes of *Promoting excellence*. The submission included a list of planned CSGUL activities that we could observe for quality assurance purposes. We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission.
3	SAQ feedback meeting	13 January 2025	This meeting was held to provide feedback to CSGUL on its 2024/25 SAQ submission, and to seek clarification and additional information on the submission where required. We did not identify areas of risk during the SAQ meeting. Following this meeting, CSGUL was provided with written feedback on the SAQ submission.

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 a training environment. Concerns are managed locally by the responsible organisation until resolution.

Activity	Date	Summary

Quality Reporting System (QRS)	Ongoing	CSGUL have two open items on the QRS. We will continue to work with CSGUL to ensure our thresholds for reporting via the QRS are embedded and adhered to. In addition, CSGUL has two requirements set and it continues to provide frequent and detailed updates and outline improvements.

Requirements

We set requirements where we have found that our standards are not being met.

We have not identified any areas relating to our standards that require new requirements to be set.

Recommendations

We set recommendations where we have found areas for improvement related to our standards. They highlight areas an organisation should address to improve, in line with best practice.

We have not identified any significant gaps or areas for improvement relating to our standards, so no new recommendations have been set.

Next Steps

Next Steps
The GMC's responses to the information submitted in the SAQ give feedback on each theme, and the next steps provided for each QA activity, are listed below to help CSGUL complete the updates to the questionnaire in the next annual cycle. These include: **Theme 1 – Learning environment and culture:** • Plans to improve student feedback reliability and response to student feedback; • IT challenges regarding Pebble Pad and the software to help with placement allocations; • The evaluation and feedback of the timetable delivery app; • The development and use of the Unitu system; • Updates on plans for anatomy teaching; and

- The use of space and how this will be allocated, following the school's merger.

Theme 2 – Educational governance and leadership:

- The establishment of a Patient Liaison Group at UNic; and
- An update on plans for involving patients in leadership and governance.

Theme 3: Supporting learners:

- The creation of an EDI forum;
- The timing of Careers Fairs; and
- The perception that the Reasonable Adjustment process could be more streamlined.

Theme 5: Developing curricula and assessment

- Assessment guidance regarding cut offs for passing the year;
- The capacity for urban and rural settings, given the development of more medical schools;
- Any further plans for the Patients, Population and Society (PPS) module and how the outcomes of this are communicated to students;
- The school's widening participation agenda and workstream; and
- How the school can assess students with regards to neurodiversity.

Organisation response

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

Organisation response
We thank the GMC for this report and welcome their feedback which will guide our SAQ response in the next cycle. We are pleased to hear that our educators feel supported and value the culture at the school. We are aware that the recent merger has brought some natural anxiety and we are working very closely with colleagues across the school to ensure that any adverse impact of the changes is minimised and that all staff are aware of the multiple opportunities for improvements and career progression. We will continue to provide regular updates on the items identified in each theme above in our next SAQ return. As part of the medical school's internal quality assurance process, all programmes undergo regular cyclical reviews and the MBBS programme has recently been reviewed. The final report of the external review panel was submitted to the school's Quality Assurance and Enhancement

Committee in April 2025. The key themes we explored were the curriculum, student voice, assessment, professionalism, resources and 'horizon scanning'. We are happy to share the findings of the final Periodic Review Report with the GMC.