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	Edinburgh Medical School (MBChB and HCP-Med)
Review period	November 2025 – October 2026 (Year two of second four-year 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, Edinburgh Medical School has now moved to a biennial model so did not submit a self-assessment questionnaire (SAQ) in the 2025/2026 cycle. The next date of submission is November 2026. From the clarification of some points during the engagement meeting, we consider that Edinburgh Medical School is meeting the standards set out in the GMC's *Promoting excellence: standards for medical education and training.* We are satisfied that where further information and/or clarification is still required that this can be provided in the next SAQ submission. The QA activities that we have carried out in this annual cycle have provided opportunities to observe how Edinburgh Medical School meets our standards in all themes of *Promoting excellence* and demonstrates continued compliance with *Assuring readiness for practice: a framework for the MLA* (the 'MLA Framework').

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Quality activity undertaken

	Activity	Date	Summary
1	Annual quality engagement meeting	19/01/2026	The annual quality engagement meeting was attended by members of the GMC's education QA team and representatives from the Edinburgh Medical School quality and senior management teams. At this meeting, we discussed updates from the previous SAQ submission; the proactive quality assurance process for the next cycle, including proposed quality activities; the quality reporting system and any significant changes at the organisation.
2	Question and answer (Q&A) sessions	18/03/2026	We undertook an in-person visit to conduct GMC led Q&A sessions with the following groups. – Clinical educators – Academic educators – Early and Honours years students (Years 1, 2 and 3) – Clinical years students (Years 4, 5 and 6) We also held a follow-up meeting with senior staff members of the undergraduate medicine programmes to share themes arising from the Q&As and explore the context within which they were raised. Attendance across all four Q&A sessions was excellent and all the groups we spoke to were enthusiastic and forthcoming when discussing their experiences of education at Edinburgh Medical School. We met with a committed and engaged group of educators, who clearly work hard to support students and provide them with a positive educational experience. We also met with an enthusiastic group of students who were eager to share their experiences and make impactful changes to the quality of education at Edinburgh,

			to improve their own learning experience and that of future cohorts. Full written feedback was provided to the school following the visit, and subsequent discussion with senior staff members of the undergraduate medicine programmes. We set a requirement in relation to this feedback, details of which can be found below. We will continue to work with the senior staff members of the MBChB programme on all the areas raised through the quality reporting system (QRS), future SAQ submissions and quality activities.

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	Edinburgh Medical School has four open items on the QRS. Edinburgh Medical School 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.

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. The following requirement was opened in the last 12-month cycle.

No.	Theme	Requirement	Date set
1	Theme 3: Supporting Learners	Edinburgh Medical School must implement a process for formally recording students undertaking home visits and must ensure appropriate supervision arrangements are in place.	March 2026

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. No recommendations have been opened in the last 12-month cycle.

Next steps

The GMC's written feedback on the SAQ submitted in 2024 lists any areas that we require an update on in the next SAQ submission ,and in addition we also require updates on areas we highlighted in the quality activity feedback forms from this cycle. These include:

Theme one –

- **LEC1-01:** the new report and support process and revised complaints process, including any key changes made and any challenges in implementation.
- **LEC1-02**: visible identifiers to differentiate students by year group when on placement.
- **LEC1-03**: progress made to finalise a Memorandum of Understanding with each health board clarification on how the school ensures students receive timely and accurate information about their clinical placements.
- **LEC1-05**: progress in addressing the issues raised by the HCP med students relating to the VLE.
- **LEC1-06**: the development of the 'Your feedback, Our Actions' site; how the school collects feedback from educators and closes the feedback loop once any issues have been addressed.
- **LEC1-07:** the challenges regarding physical space for whole year class activities and clinical skills facilities and how capacity issues are being managed, both at the school and at placements.
- **LEC1-13**: The ongoing work to ensure supervisors are clear about student requirements at the year four transition point.

Theme two –

- **EGL2-04:** public representation in school governance levels including public input into teaching (e.g. patients as educators), assessment, curriculum (e.g. curriculum reviews) or admissions (e.g. recruitment panels).
- **EGL2-05:** whether recommendations from the report shared following the Widening Participation workshop have been implemented or if any changes have been made to the widening participation strategy as a result of this report.
- **EGL2-08**: how the school manages and monitors progression issues that don't relate to professionalism.

- **EGL2-09:** how educators receive feedback after they have raised a concern about education and training.

Theme three –

- **SUL1-02**: key changes made following the report produced on completion of the project evaluating the impact of part-time work whilst studying; whether the workshop went ahead to create guidance around part-time work when studying, and also an update on any changes made to the school's absence policy.
- **SUL1-03:** Details about the school's processes for sharing information about students with placement providers, including processes around confidentiality.
- **SUL1-04:** the work to improve the quality of academic feedback for students; student feedback following the planned survey of the new approach to OSCE feedback.

Theme four –

- **SUE1-02:** the induction process for new educators.
- **SUE1-04:** the impact of the steps taken to address challenges in ensuring educators have appropriate time in their job plans and an update on plans to introduce a workload model for the medical college.
- **SUE1-05:** Further information about clinical educators' access to Learn, and whether consideration has been given to enabling access to ensure clinical educators have sufficient access to the resources they need, and an update about the rollout of infographics for each specialty for years 4-6 of the programme.
- **SUE1-07:** how the school equips educators to deal with any concerns they may encounter in their roles, including details of any training they receive to help them identify and support students in difficulty.

Theme five –

- **DCA1-02:** any improvements to information sharing between the university and LEPs used for HCP Med.
- **DCA1-03**: the knowledge test question bank review, active bystander training and the development of the inclusive learning toolkit.
- **DCA1-04**: any reflections on student feedback regarding group-based learning sessions and any action taken as a result
- **DCA1-05:** the length of the student assistantship.
- **DCA2-01:** Further information about how the school prepares students for OSCE examinations.
- **DCA2-02:** the introduction of the school's own EDI training for OSCE examiners; appraisal for examiners who aren't NHS clinicians; the selection process for assessors.

Organisation's response

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

Organisation's response