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 Glasgow
Review period	November 2025 – November 2026

Overview of findings

Overall findings statement
From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that University of Glasgow 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 opportunities to observe how University of Glasgow meets our standards in theme two of *Promoting excellence* and demonstrates continued compliance with *Assuring readiness for practice: a framework for the MLA* (the 'MLA Framework'). 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 University of Glasgow has now moved to a biennial model so does not submit a self-assessment questionnaire (SAQ) in 2027. The next date of submission is January 2028.

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

Quality activity undertaken

	Activity	Date	Summary
1	SAQ submission	31/01/2026	The SAQ was submitted on time and covered all five themes of *Promoting excellence.* The submission included a list of planned 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.
2	SAQ feedback meeting	10/03/2026	This meeting was held to provide feedback to University of Glasgow on its 2025/26 SAQ submission, and to seek clarification and additional information on the submission where required. We also discussed potential QA activities we could undertake in this annual cycle. These activities were selected to improve our understanding of University of Glasgow's processes. We did not identify areas of risk during the SAQ meeting. Following this meeting, University of Glasgow was provided with written feedback on the SAQ submission.
3	Observation of a QA follow up meeting	31/08/2026	This activity was listed on the SAQ by University of Glasgow against theme two (Educational Governance and Leadership). The school held the meeting to follow up on a QA visit to a placement provider which took place in February 2026 and was attended by representatives from both the medical school and placement provider. Each of the areas and action points from the February 2026 visit were then discussed, which were induction, the learning environment, supervision, timetabling, IT access, documentation and the Clinical Teaching Fellow

			team. The Director of Medical Education went through each action point and discussed the work that had been undertaken to make improvements in that area. For any areas where there were ongoing challenges, the steps which will be taken to try to alleviate the issues were outlined. The meeting was concluded by the school confirming that a further meeting will not be required, although there will be ongoing communication between the school and the site.

Changes to MLA delivery

Assessment providers must inform us of any planned changes to the design or delivery of their approved MLA model. We have reviewed the changes outlined below and are satisfied that University of Glasgow's delivery of the MLA continues to meet the requirements of the *MLA Framework*.

No.	Change	Detail (including impact on any MLA requirements as appropriate)	Implementation date for change
1	Reduction in number of CPSA stations	Reduction from 16 stations to 12 which affects CPSA R2 – Design and CPSA R6 – Content Sampling.	2026/27 academic year

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	University of Glasgow have seven open items on the QRS. University of Glasgow 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.

Next steps

The GMC's written feedback on the SAQ submitted in January 2026 lists any areas that we require an update on in the next SAQ submission. These include:

Theme one

LEC1-01 - how students are encouraged to learn after something goes wrong and how the school takes learning from mistakes

LEC1-02 - how students are empowered to work within their level of competence when on placement.

LEC1-05 – an update on the Learning Technologist post and new GP simulation model.

LEC1-07 – an update on the refurbishment bid and system to replace VALE, and more information on placement facilitates.

Theme two

EGL2-04 - further information about how educators are represented in different educational governance levels within the school and in the local education providers.

EGL2-09 - how the school feeds back to the educator body about wider concerns that impact them as a group.

EGL3-01 – an update on the curriculum review.

EGL3-02 – an update o0n whether the data analysis of assessment results has identified any attainment gaps, and if so, what action is being taken to address these, and more detail about how fairness in admissions is ensured.

Theme three

SUL1-01 – an update on the recruitment of advisers.

SUL1-04 – an update on feedback avenues for students.

Theme four

SUE1-01 – information on how school based academic educators are selected.

SUE1-02 - further detail induction and training for both academic educators based at the school and clinical educators based at placement sites, and clarification about how the school ensures educators comply with mandatory training.

SUE1-07 – more information about support available for educators

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
N/A