

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	Newcastle University School of Medicine
Review period	March 2025 – March 2026 (Year 1 of the second cycle)

Overview of findings

Overall findings statement

From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Newcastle University Medical School 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 Newcastle University Medical School meets our standards in themes 3 (Supporting learners), and 5 (Developing and implementing curricula and assessment) and meets our standards in 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 Newcastle University Medical School now moved to a biennial model so the next self-assessment questionnaire (SAQ) will be in April 2026. The following SAQ will be due in April 2028.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	11 April 2025	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned Newcastle School of Medicine 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	13 June 2025	This meeting was held to provide summarised feedback to Newcastle School of Medicine on its 2025 SAQ submission, and to seek clarification and additional information on certain responses, which the GMC identified during analysis. The SAQ feedback meeting provided an opportunity to discuss potential QA activities to undertake in this cycle. These QA activities were not selected due to any specific risk from the SAQ submission or meeting. We did not identify areas of risk during the SAQ meeting. Following this meeting, Newcastle University School of Medicine was provided with written feedback on the SAQ submission.
4	In person observation of CPSA MOSLER (MLA activity)	20 January 2026	The activity consisted of an in person visit to James Cook University Hospital, Middlesbrough to observe CPSA MOSLER. Ahead of the observation the school shared relevant documents with us including student and examiner briefings, timetables, MOSLER specification, standard operating procedure for examiner recruitment and additional relevant documentation. The day began with a tour of the facilities, a run through of the timetable for the day and opportunities

			to familiarise ourselves with the facilities and the structure of the day. The CPSA MOSLER exam comprises of a total of eight clinical encounters with four conducted on day one and four conducted on day two, day one of the CPSA MOSLER was observed by the GMC team. The GMC team were able to observe all stations and interact with staff facilitating the circuits to seek any clarifications during the observation. This was a highly informative and engaging day, and it was clear how much planning, organisation, and effort go into ensuring the event runs smoothly. From our observation It was also very evident how committed the team is to delivering a safe, fair, and well-run examination for the students and all those involved.
5	In person observation of Year 2 learning community	6 February 2026	This activity consisted of an in person visit to Newcastle University to observe the Year 2 learning community. The topic we observed was; Coping with Death and Thoughts on Spirituality. The session lasted for 1.5 hours and covered a range of topics to support students to reflect on their experiences and beliefs around death and dying, and to explore their own thoughts on spirituality in preparing for clinical practice. Ahead of the observation the school shared the learning community's session plan, which covered the aims, competencies, resources and timetable for the session. Overall, we think the Year 2 learning community is a positive learning opportunity for students. It is an excellent demonstration of how the school promotes a culture of learning and collaboration when discussing sensitive topics. It also provides assurance that there is a caring and compassionate culture within the school as well as a supportive learning environment for students

Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by organisation 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 from GMC led QA activity.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	Newcastle University School of Medicine have three open items on the QRS, these are all related to the MLA. Newcastle University School of Medicine 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 responses to the information submitted in the SAQ provide feedback on each theme to support Newcastle University School of Medicine in completing updates to the next questionnaire, due in the 2026/27 cycle. These include:

Theme 1 Learning environment and culture

LEC1-03 - An update on the ongoing work and progress made of the EDI committee.

LEC1-04 - An update of the faculty lead's scoping of activity across the programme and any proposals made.

Theme 2 Educational governance and leadership

EGL2-04 - An update on any developments with lay representation at governance level.

EGL3-02 - An update on an update on any developments to data collection to assess attainment gaps.

Theme 3 Supporting learners

SUL1-04 - An update on any development to introduce further active bystander training in year 1.

Theme 4 Supporting educators

SUE1-02 – An update on additional training provided to NuMed staff around appeals and work to make decisions consistent across both sites.

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