General Medical Council

Annual Quality Assurance Summary for new schools and programmes

This summary provides an overview of how an organisation is progressing towards meeting our standards as detailed in *Promoting excellence: standards for medical education and training* and *Assuring readiness for practice: a framework for the MLA*.. It outlines the quality assurance activities we undertook and a summary of our findings.

Organisation	University of Greater Manchester Medical School
Review period	2025/2026

Overview of findings

Overall findings statement

University of Greater Manchester School of Medicine (UGM; the School) is proposing to deliver a 5-year MBChB programme based in Bolton from September 2025.

This summary covers the 2025/2026 cycle that formed the interim period between initial screening phase and rolling quality assurance (QA).

SAQ and document submissions

The cycle started with the school's submission of an updated Self-Assessment Questionnaire (SAQ) and supporting documentation on 04 November 2025. This submission covered various aspects of the school's development since the last cycle. A panel of GMC staff and associates scrutinised the SAQ and relevant documentation, and further documents were requested where additional information was required. These were submitted by the school on 13 February 2026 and reviewed ahead of our visit to the medical school.

Medical school visit

An in-person meeting took place with the school on 09-10 March 2026. This acted as a check-in with the school following the first cohort of students starting. The panel reflected on the progress made towards meeting our standards, areas for focus from the initial screening phase, as well as the priority areas identified across this cycle. We have been able to receive assurance across all

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areas and feel the School is at the required level of assurance for this stage of the new medical school process.

During this cycle we set some recommendations and requirements for the school to update us on in future cycles. These are detailed in the bottom section of this document, and in the next steps section.

Promoting Excellence

	Activity	Date	Summary
1	SAQ submission	04 November 2025	The SAQ was submitted on time and covered all five themes of *Promoting excellence*. It provided a good overview of how the school plans to meet our standards in line with its planned timelines. This was scrutinised by the GMC team including our education associates.
2	Document submissions	04 November 2025 13 February 2026	• Documentation submitted against SAQ. • Additional documentation following SAQ scrutiny ahead of March visit.
3	Visit	09 - 10 March 2026	The focus of the visit was to explore areas identified through the School's Self-Assessment Questionnaire (SAQ) and to gather assurance that the School is progressing towards meeting GMC standards as it develops its medical programme. During the visit, we met with a wide range of stakeholders, including senior leaders, quality management and placement teams, student support staff, academic and clinical educators, students, and representatives from the School's contingency partner. The visit began with a presentation from the School outlining its key achievements, challenges, and progress to date. This included updates on programme development, student and staff recruitment, curriculum implementation, and preparations for future years of delivery. The presentation also highlighted key risks and mitigating actions. Following

			this, we explored the School's progress across the following areas: • Leadership, governance, and strategic oversight. • Staff and student recruitment. • Stakeholder relationships and placement partnerships. • Quality management and governance arrangements. • Curriculum design, delivery, and assessment. • Feedback mechanisms and student progression. • Preparation for the Medical Licensing Assessment (MLA). • Student support, reasonable adjustments, and Fitness to Practise processes. • Faculty development, educator support, and clinical supervision. • Contingency arrangements and partnership working with the contingency school. The visit also included meetings with Year 1 students and student representatives to understand their experiences of the programme, as well as a tour of the School's facilities and learning resources. The visit concluded with a feedback session to the senior management team, where we provided high-level observations and outlined the next steps in the quality assurance process.
4	Initial feedback proforma	17 March 2026	A document outlining the key areas verbally provided at the end of the visit that required an enhanced focus to ensure progression was documented and sent to the school.
5	SAQ written feedback	26 May 2026	The GMC's line-by-line feedback in response to the school's SAQ submission. This details our review of progression against each of our standards and details additional information sought at the next submission inclusive of additional supporting documentary evidence required.

Areas working well

We note areas where we have found that not only our standards are met, but they are well embedded in the organisation.

Number	Theme	Areas working well
1	Learning environment and culture R1.2	The processes for raising low level concerns on campus are well understood by students and staff, and we heard examples of how this is working effectively.
2	Learning environment and culture R1.7	The students were positive about their interaction with staff in general, and in particular the clinical teaching fellows. We could see that the CTFs are critical to the successful delivery of the programme and we note that the school plans to recruit a larger number to deliver teaching for the increased number of students. We look forward to hearing about how recruitment, training and support of CTFs evolves. We look forward to your update next year on recruitment and workload to ensure their contribution remain viable.
3	Learning environment and culture R1.19	The facilities and associated resources that the medical school have are state of the art and very impressive, and have the potential to offer good learning opportunities to students.
4	Learning environment and culture R1.20	We were pleased to hear that the planned delivery of the anatomy teaching is working well. The students and staff were positive about the teaching using fresh the frozen cadavers, within WWL.
5	Educational governance and leadership R2.1	The relationship with the contingency school continues to be very positive and we were assured that the contingency school plays an active role in risk management at a strategic level. We heard examples of academic staff at University Greater Manchester engaging positively with their equivalents in the contingency school in relation to the delivery of the curriculum.
6	Supporting learners R3.2	At present the students can access strong support through multiple routes; for example PATs, CTFs and peer support from Leicester students. Going forward, we are unclear as to if the support from Leicester mentors will continue. The

		plans for support routes on placements appear complicated and we look forward to further updates regarding this.
7	Developing and implementing curricula and assessments R5.4	It was clear from our visit that a lot of thought had gone into the induction and welcome for this cohort of students, and this was very well received and appreciated by the students.

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.

Number	Theme	Requirements
1	Educational governance and leadership R2.2	The school must review their educational governance structures to ensure they are properly understood by staff and students.
2	Educational governance and leadership R2.18	The school must ensure that a suitable fitness to practice policy is finalised and embedded in a timely manner.

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.

Number	Theme	Recommendations
1	Educational governance and leadership R2.17	The school should further explore their processes for the transferring of student information, including reasonable adjustments for placements.
2	Supporting educators R4.6	The school should ensure a comprehensive educator development programme to support all educators.

3	Developing and implementing curricula and assessments R5.7	The school should engage with the contingency school in relation to standard setting and alignment of assessments with the Curriculum.

Next steps

The school has been provided with areas within the line-by-line SAQ feedback that require additional information or focus for the school to continue to progress. In addition, key areas for enhanced focus to ensure progression have been highlighted in this document.

We also expect any relevant updates across all SAQ items or recommendations requirements to be provided. The school should review the feedback provided, and submit the next SAQ no later than November 2026, alongside any supporting documentation.

Once we have received this information, we will work to review this and organise our next quality assurance activity. This will include:

- An in-person visit to the school to meet with stakeholders. We will meet with students, educators and the Senior Management Team at a minimum.
- We may also meet with other staff at the school, e.g., representatives from the student support and quality teams. We hope for this visit to take place in March 2027.

Following this visit, we may decide to undertake additional quality activities in this cycle. Once we have received and reviewed the resubmission of the SAQ and supporting documentation, and undertaken the visit in early 2027, as well as any additional quality activities, we will provide the school with written line-by-line SAQ feedback, as well as an Annual Quality Assurance Summary for the 2026-27 cycle.

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

We are grateful to the GMC for its continuing support and recommendations, which help us progress towards achieving and delivering the highest standards of medical education and our commitment to producing 21st century doctors with compassion and human values. We also welcome the GMC's positive comments on our relationship with our contingency school, a relationship we very much value.