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 Lancashire School of Medicine
Review period	November 2025 – November 2026 (Year 1 of cycle)

Overview of findings

Overall findings statement
The 2025/26 cycle marked the first year of a new declaration period. The cycle began with the submission of an SAQ by the School, which the GMC reviewed. Following this review, the GMC met with the School in December 2025 to allow discussion around several areas of the submission. This allowed us to build knowledge, triangulate information and identify areas for exploration in this and future cycles. We did not identify any concerns from our review, and we considered the School to be meeting the standards set out in the GMC's *Promoting excellence: standards for medical education and training*. Following our meeting with the school, we identified two quality activities that we wanted to conduct during this cycle: an observation of the Year 1 IPE scavenger hunt and observation of an OSCE examiner training day. We observed the Year 1 scavenger hunt in November 2025. The scavenger hunt sees Year 1 Medicine and Nursing students working in mixed teams to solve health-related problems across the Preston campus. Students learn about the campus and their roles in an interactive and innovative way. The event is designed to foster collaboration, communication, and teamwork across disciplines through interactive learning activities. We observed the scavenger hunt to be wide reaching, bringing together approximately 75 medical students, 107 nurses (Adult Nursing,

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Children's Nursing, Mental Health Nursing and Learning Disabilities) and 70 health and social care students.

As part of our annual quality assurance cycle, we must conduct one activity relating to the MLA each year. This year saw us observe an OSCE examiner refresher training day. The school requires their OSCE examiners to attend refresher training every three years. Multiple sessions are delivered each year to maximise attendance. The session we observed was attended by 18 examiners who were from a range of backgrounds including GPs, Advanced Practitioners, teaching fellows, nursing practitioners, consultants, and anaesthetists. They were all experienced OSCE examiners, with 5-6 years of experience. The training consisted of the following sessions: a calibration exercise – marking together; failing to fail, giving good feedback to students, and feedback to examiners. We assessed the training against the following MLA requirements: Requirement 4: Standard Setting, Requirement 11: Exam, Requirement 13: Collaboration between examiners and patients, and Requirement 14: Feedback to examiners and simulated patients. Overall, we found this training to be an area working well for the school. Of note was the feedback provided to examiners during the training. We found this to be supportive and considerate of individual needs and enabled personal development and reflection to take place. We were also pleased to hear about the score breakdown which examiners receive after OSCEs. Examiners we spoke to value this, with multiple attendees feeding back how helpful they find this.

Quality Activity undertaken

	Activity	Date	Summary
1	SAQ submission	November 2025	The SAQ was submitted on time and covered all five themes of *Promoting excellence*. The submission included a list of planned University of Lancashire 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	18 December 2025	This meeting was held to provide feedback to University of Lancashire on its 2025 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 Lancashire processes.

			We did not identify areas of risk during the SAQ meeting. Following this meeting, University of Lancashire was provided with written feedback on the SAQ submission.
3	Year 1 IPE Scavenger Hunt	10 November 2025	The scavenger hunt is run annually for students in Year 1 Medicine and Nursing courses and sees the two cohorts working in mixed teams to solve health-related problems across the Preston campus. Students learn about the campus and their roles in an interactive and innovative way. The event is designed to foster collaboration, communication, and teamwork across disciplines through interactive learning activities. We observed the scavenger hunt to be wide reaching, bringing together approximately 75 medical students, 107 nurses (Adult Nursing, Children's Nursing, Mental Health Nursing and Learning Disabilities) and 70 health and social care students. Overall, we felt the Scavenger Hunt session gave the students the opportunity to work and learn with health and social care professionals and students to support interprofessional multidisciplinary working. We felt the session strongly linked back to the behaviours that support effective collaboration and is a good example of how the school is meeting our standards relating to **R5.4e.**
5	OSCE Examiner Training Day	29 June 2026	As part of our annual quality assurance cycle, we must conduct one activity relating to the MLA each year. This year saw us observe an OSCE examiner refresher training day which examiners are required to attend every three years. We assessed the training against the MLA requirements listed below. For each of these we indicated the level of which each requirement was observed (observed, partly observed, not observed). • Requirement 4: Standard Setting - standard setting method at station and overall assessment level – *partly observed*

			- any additional passing criteria (e.g. minimum number of stations passed) – *not observed* • Requirement 11: Exam - criteria for becoming an examiner – *not observed* - training to support examiners' preparedness – *observed* - details of marking calibration – *observed* - details of equality, diversity and inclusion (ED&I) training - *not observed* • Requirement 13: Collaboration between examiners and patients - describe and demonstrate how the examiner and simulated/real patient for each station are given the opportunity to meet and familiarise themselves with the station content – *not observed* • Requirement 14. Feedback to examiners and simulated patients. - describe and demonstrate what feedback is given to examiners and simulated patients, and how the impact of this feedback is monitored – *observed.* Although the training used a Year 3 station, we were able to understand how examiners are prepared to deliver OSCEs at all levels (including MLA CPSA) because the school applies the same global judgment scale, timings and feedback expectations to Years 3, 4 and 5. We were pleased to hear that the standard of an FY1 and safe practice in training was explicitly mentioned in the training. It was also clear from our pre-meet with attendees that they had a good level of understanding of this before the training commenced.

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.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	University of Lancashire have three open items on the QRS. University of Lancashire 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 provided University of Lancashire with line-by-line feedback on their SAQ earlier in the cycle. This feedback included areas where we would like further information, or an update, in the next SAQ submission. Further information and updates were also identified through completion of quality activities. The below summarises the updates we would like the school to provide in their next SAQ, due to be submitted in November 2027, along with the question areas these relate to. We may also request interim updates at the engagement meeting in November 2026.

Theme one –

- LEC1-01: We would be interested to hear how learning is taken when issues are found or mistakes have been made and if the school provide Duty of Candour training. It was agreed that this should be provided in the next SAQ.
- LEC1-02: We would be interested in receiving further information on what is included in the educator handbooks to ensure supervisors are prepared for arrival of students on placement. it would also be good to understand how students are empowered to work within their level of competence and how the school proactively ensure students aren't being asked to/aren't working beyond their competency levels. It was agreed that this should be provided in the next SAQ.
- LEC1-03: A further update on the school's various inductions and what they entail. It would also be good to hear about how the school ensures placement providers provide induction that is of necessary standard, and how they act when it is not.
- LEC1-04: An update on how joining the School of Veterinary Sciences has gone and have students found working with the school beneficial for learning. It would also be good to hear an update on the findings of the 15 data sets from all IPE sessions delivered within the last an academic year.

- LEC1-05: We would be interested in receiving a further update on the progress of the new pilot projects, as it was agreed that this would be provided in the next SAQ.
- LEC1-06: We would be interested to hear how students find this platform and how raised concerns via the platform are managed. We would also like to hear an update on the 'Open Door' launch and how well it has been received. It was agreed that this should be provided in the next SAQ.
- LEC1-07: We would be interested to hear how the school manages facilities across several campus sites to ensure equity of standards and experience for students. It was agreed that this should be provided in the next SAQ.
- LEC1-13: We would be interested to hear how students are made aware by the school of who is competent and able to sign off. How does the school ensure the students remain competent right up until graduation. It was agreed that this should be provided in the next SAQ.

Theme three –

- EGL1-01: We would be interested to hear what the schools evidence collection process looks like for other LEPs, and it would be good to understand how the school interacts with other organisation such as NHSE, WTE, CQC and MSC to discuss quality issues and does the school use GMC enhanced monitoring reports. It was agreed that this should be provided in the next SAQ.
- EGL2-02: We would be interested to hear how often representatives meet with organisations and is there a two-way sharing of information to support quality improvement as a whole and it was agreed that this should be provided in the next SAQ.
- EGL2-05: We would be interested to learn more about the launch of 'Open Door' and further information on how students have input into curriculum development. It was agreed that this should be provided in the next SAQ.
- EGL2-06: We would be interested in receiving further information on self-assessments and quality management visit at LEPs and how assurance is obtained for smaller LEPs within the next SAQ.
- EGL2-08: We would be interested to hear how low-level professionalism concerns are managed/monitored or what the escalation thresholds are for formal FTP, and it was agreed that this should be provided in the next SAQ.

Theme four –

- SUL1-02: We would be interested to receive further information on what the process for monitoring and addressing concerns looks like and it was agreed that this should be provided in the next SAQ.

- SUL1-03: We would be interested to know more about how learners are supported in their transition from pre-clinical into clinical years as the response provided is very specific to travel arrangements, it was agreed that this should be provided in the next SAQ.
- SUL1-04: It is good to hear the school operates an Event Form system that allows for any member of the public to report any positive or negative feedback or concerns in relation to students. We would be interested to know a bit more about how this works, does this feedback go directly to students or does this come to the school first. It was agreed that this should be provided in the next SAQ.

Theme five –

- SUE1-01: the next SAQ, it would be good to hear if the educational supervisors hired have the appropriate knowledge to perform their role.
- SUE1-02: We would be interested to hear more about formal inductions, training and appraisals for LEP based educators. It was agreed that this should be provided in the next SAQ.
- SUE1-03: We would be interested to hear an update on educator and student support provided to educators when giving feedback on performance and it was agreed that this should be provided in the next SAQ.
- SUE1-05: In the next SAQ, it would be good to understand what types of training materials are provided to staff and what events can they attend to enhance their knowledge and expertise. It would also be good to hear, if educators have access to the right resources such as physical and IT infrastructure to deliver the requirements of the curriculum.
- SUE1-06: In the last SAQ meeting, we did ask for a further update on a potential conference for educators. In the next SAQ, can we receive an update on any plans to consider a conference.
- SUE1-07: We would be interested to hear how the school equips educators to deal with concerns they may encounter in their roles. It was agreed that this should be provided in the next SAQ.
- DCA1-02: We would be interested to receive further information on what specialties the school covers in particularly in clinical years 3 and 4. It was agreed that this should be provided in the next SAQ.
- DCA1-03: We would be interested to receive a further update around how students learn about patients from diverse backgrounds. It was agreed that this should be provided in the next SAQ.
- DCA2-02: We would be interested to understand how assessors receive feedback on their performance, is it face to face or written. How often the refresher training is for assessors. Additionally, the response covers selection for practical assessment, but how are assessors selected for non-practical assessments. It was agreed that this should be provided in the next SAQ.

Further to this, and based on our findings from the quality activity we undertook relating to the MLA, in a future cycle we may explore the following areas:

Requirement 4:

- any additional passing criteria (e.g. minimum number of stations passed)

Requirement 11:

- criteria for becoming an examiner
- details of marking calibration – specifically calibration which is run in parallel between sites
- details of equality, diversity and inclusion (ED&I) training – specifically core training delivered, and reasonable adjustment communications which happen two weeks before and on the day of exams.

Requirement 13:

- describe and demonstrate how the examiner and simulated/real patient for each station are given the opportunity to meet and familiarise themselves with the station content – specifically content shared with examiners and SPs two weeks before the exams on Maxinity.

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 would like to thank the GMC for their report and for their ongoing support throughout the 2025/26 academic year. We value the feedback provided and look forward to continuing to work collaboratively with the GMC during the next cycle. We welcome their ongoing feedback and support as we continue to enhance the quality of our programmes and the student experience.