

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	The University of Warwick (Warwick Medical School)
Review period	June 2025 – July 2026 (Year 3 of cycle)

Overview of findings

Overall findings statement
From the SAQ submission, and the clarification of some points during the SAQ meeting, we consider that Warwick Medical School (WMS) is meeting the standards set out in the GMC's <i>Promoting excellence: standards for medical education and training</i>. The QA activities that we have carried out in this annual cycle have provided opportunities to observe how WMS meets our standards in theme 1 (Learning environment and culture), theme 2 (Educational governance and leadership), theme 3 (Supporting learners), and theme 5 (Developing and implementing curricula and assessments) of <i>Promoting excellence</i> and demonstrates continued compliance with <i>Assuring readiness for practice: a framework for the MLA</i> (the 'MLA Framework'). We have set requirements and recommendations where our standards are not being met and have identified areas working well or of notable practice. Of note, following a student Q&A session, we have identified one area working well against theme 3. We have also identified three recommendations; one has been set against theme 2, one has been set against themes 3 and 5, and one has been set against theme 3 only.

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 WMS has moved to a biennial model so does not submit a self-assessment questionnaire (SAQ) in 2026. The next date of submission is August 2027.

Quality activity undertaken

	Activity	Date	Summary
1	SAQ submission	5 August 2025	The SAQ was submitted on time and covered all five themes of <i>Promoting excellence</i>. The submission included a list of planned WMS 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	20 October 2025	This meeting was held to provide feedback to WMS 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 WMS's processes. We did not identify areas of risk during the SAQ meeting. Following this meeting, WMS was provided with written feedback on the SAQ submission.
3	GMC Led Q&A session with students (virtual)	21 April 2026	Once throughout our 4-year proactive quality assurance cycle we look to meet with a group of students, without the presence of the medical school, to hold an interactive Q&A session. Ahead of the Q&A session, a briefing note was circulated to all attendees to explain our activity, and students were asked by the School to volunteer to take part in the session. A GMC associate was present at this activity. Active

			participation and open discussion were encouraged throughout the Q&A session. Due to low student numbers, we held one Q&A session with three year groups (no year 2 students attended). During the session, we invited students to share their experiences of studying at WMS. We discussed and sought feedback on a range of topics including raising concerns, the curriculum, student support, feedback, Equality, Diversity and Inclusion (EDI) and the Medical Licensing Assessment (MLA). Following this session, we provided WMS with written feedback. We will continue to work with WMS on all areas raised through our QA processes.
--	--	--	---

Quality Reporting System (QRS)

We use the QRS to monitor concerns raised by an 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 set by the GMC.

Activity	Date	Summary
Quality Reporting System (QRS)	Ongoing	WMS have 9 open items on the QRS. WMS 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.

Areas that are 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	Theme 3 (R3.4)	We heard multiple positive examples of reasonable adjustments being implemented effectively. Students described the process as

		well signposted, quick, and responsive. They also reported feeling well supported throughout. This item was identified as part of the proactive quality assurance process during a Q&A session with students.
--	--	---

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.	Theme	Recommendation	Date set
1	Theme 2 (R2.7)	WMS should review its feedback loop processes for concerns raised by students so that feedback is responded to and outcomes are communicated appropriately. This item was identified as part of the proactive quality assurance process during a Q&A session with students.	21 April 2026
2	Themes 3 and 5 (R3.1 and R5.1)	WMS should review students perceived gaps in teaching, particularly in pharmacology and PSA preparation, and the delivery of informal teaching, ensuring there is no reliance on informal teaching groups. This item was identified as part of the proactive quality assurance process during a Q&A session with students.	21 April 2026
3	Theme 3 (R3.7)	WMS should review the timeliness and consistency of communication about course and placement information. This item was identified as part of the proactive quality assurance process during a Q&A session with students.	21 April 2026

Next steps

The GMC's written feedback on the SAQ submitted in August 2025 lists any areas that we require an update on in the next SAQ submission. These include:

Theme two

EGL2-02 - An update on whether the roles and responsibilities for education activities have been agreed and documented. We would also like to hear what has been done, or is currently being done, to improve information sharing.

Theme four

SUE1-04 – An update on the roll out of School level tariffs.

Theme five

DCA1-03 – An update on the pilot and expansion of the pop-up health checks initiative.

In addition to these updates, we also require updates on areas we highlighted in quality activity feedback forms. These include:

- How students are informed about the quality assurance processes of medical education and training across Trust settings.
- Actions the School has taken to address variability in the quality and timeliness of feedback across the programme.
- Reflections on the EDI and bystander training feedback from students and how this may be taken forward.
- Actions the School has taken to address feedback about the MLA, including whether any earlier support sessions have been or are going to be, introduced.

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