General Medical Council

Regulating doctors
Ensuring good medical practice

UK Medical Schools Annual Return 2007/08: QABME

The QABME Annual Return Process

Every year, each medical school must provide a return to the GMC that:

a. Identifies significant changes to curricula, assessments or staffing.
b. Highlights risks or issues of concern, proposed solutions and corrective actions taken.
c. Identifies examples of innovation and good practice.
d. Responds to issues of interest and debate in medical education, including promoting equality and valuing diversity.
e. Identifies progress on any requirements or recommendations arising from the QABME visit process.

The GMC writes to each medical school towards the end of the calendar year to request the specific information required that year. School returns allow the GMC Education Committee to identify:

a. Issues to explore with all medical schools.
b. Examples of good practice that can be shared.
c. Issues to be investigated with individual medical schools.

If we need to explore an issue, for example the introduction of a new curriculum or significant changes to the curriculum or facilities, the school may be requested to submit detailed information for analysis or may be selected for the QABME visit process.

Name of medical school:	Aberdeen

QABME Annual Return Table Templates

Tables 1 to 5 below are part of the GMC's QABME Annual Return Process. They track:

- The steps the schools are taking to address specific requirements and/or recommendations arising out of their QABME review.
- The changes in provision of undergraduate degrees, including risks and innovations resulting from the school's own quality management systems.

What you need to do

Complete Tables 1 to 5 with brief notes. Instructions on what you need to include in each column of the tables are given below.

Tomorrow's doctors area	Requirement/ Recommendation/ Change/ Innovation/ Risk or challenge	Action	Contact	Supporting documents list	Timeline
Identify the most relevant area of Tomorrow's Doctors. This has been pre-populated for each table with general areas. **Please amend, delete or duplicate the rows as appropriate.**	Identify the areas under each category in the individual tables for: ▪ Requirements ▪ Recommendations ▪ Changes ▪ Innovations ▪ Risks or challenges	List the key actions and steps the school plan to take in order to address each: ▪ Requirement ▪ Recommendation ▪ Change ▪ Innovation ▪ Risk or challenge	State the working group/committee/ person that will be taking the lead on the action identified. Include details of the: ▪ Contact name ▪ Email address ▪ Telephone number	List the document names of any committee decisions, management plans or other documents that evidence the actions. Please **do not attach** these documents.	State the timeline for each action stipulated. Include an estimate for the final deadline of when the school expects to be able to fully meet any requirements listed.

A fictional example response is provided in Table 1.

Please note that your responses may be published on the GMC's education website pages.

Please send your completed responses on this template by **Monday 17 December 2007** by email to QABME@gmc-uk.org.

Table 2 – Recommendations
Please list the recommendations from your school's last QABME report. If you have not taken any action on any recommendation(s), please explain why in the action column.

If you do not have any recommendations in your last report or have not yet been reviewed under the QABME process, please check this box ☐

Please note: The only recommendation of our QABME report concerned the Phase 4 OSLER. This recommendation was acted upon immediately and new assessment procedures have been in place since 2005. Other areas for consideration were identified by the Visitors and we have provided details of our response to each of these in the Table below.

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular content and structure	More work in and better signposting of equality and diversity	Teaching on equality & diversity has now been mapped throughout the programme. Further opportunities to develop it are also being considered as part of the curriculum review. In particular Equality and Diversity are being considered in each of the nine Phase III blocks as part of the internal block review process. Examples include a seminar on bereavement in relation to cultural diversity, and using a professional theatre company to present an interactive play exploring aspects of domestic abuse. Grampian Police also contributed to the latter.	Prof S D Heys Professor of Surgical Oncology and Phase III Co-ordinator s.d.heys@abdn.ac.uk	Minutes of the Curriculum Steering Group (CSG): *Teaching of Diversity Document.* Phase III/IV Curriculum Review Group minutes Phase III/IV Away Day. Death and Dying in a Multicultural Society Seminar. Geese Theatre production – drama on Domestic Abuse www.abdn.ac.uk/mediareleases/release.php?id=1102	From 2004/2005 2005/2006 Nov 2006 May 2007 October 2007

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular content and structure	Greater emphasis on the student's understanding of complementary therapies in relation to patient safety.	Lectures on complementary therapy are now included in the 2nd yr Principles of Disease course. This may be further developed as part of the Professional Practice Block in Phase IV (see below). Two of our senior clinical academics are currently surveying 1000 breast cancer patients to establish their knowledge of and attitudes towards complementary therapy. This work will help inform/focus our teaching.	Prof H McKenzie Associate Dean (Undergraduate Medicine) 01224 553786 h.mckenzie@abdn.ac.uk	Learning guide amended Complementary & Alternative Medicine Lecture on MediCAL site.	Autumn 2006 From Autumn 2006
Curricular content and structure	Wider choice and better co-ordination of SSCs	An overall co-ordinator of SSCs has been appointed in Aberdeen and SSC co-ordinators for all Scottish Medical Schools now meet regularly, reporting to the Scottish Deans Medical Education group (SDMEG) and sharing good practice. Wider student choice in the subjects studied has been introduced successfully in year 3 and has begun to be extended as far as possible into other areas of the programme.	Prof Cairns Smith Professor of Public Health w.c.s.smith@abdn.ac.uk	CSG minutes Minutes of the meeting of SSC co-ordinators (internal) Minutes of the meeting of SSC co-ordinators (Scotland) Student handbooks amended	2004/5 First meeting Feb 2005 2006/2007 on-going Autumn 2006
Curricular content and structure	Moving the positioning of the intercalated degree to allow students a wider choice of intercalation	The intercalated degree has been moved as suggested to map on to the academic year. A new co-ordinator has been attempting to increase the research projects offered across the whole of the	Dr Helen Galley Senior Lecturer in Anaesthesia and B Sc Med Sci Co-ordinator h.galley@abdn.ac.uk	Previously noted in GMC annual update Minutes of CSG and School Teaching & Learning Committee	Jan 2007 2006/2007

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
		College and of Life Sciences and Medicine and students may elect to follow a B Sc Honours through the School of Medical Sciences as an alternative to the B Sc Med Sci in the School of Medicine or may go elsewhere, to another Institution. We are currently seeking internal approval for a BSc Med Sci (Medical Humanities) to begin in sessions 08/09.	Dr David Smith Senior Lecturer in the History of Medicine d.f.smith@abdn.ac.uk	Open day student information on the change First cohort commenced re-aligned programme CSG and School Teaching & Learning Committee Pending central University approval	November 2006 August 2007 Approved Nov 2007 Feb 2008
Curricular content and structure	A higher profile for developing multi-professional teamwork and better sigh posting of this aim across the curriculum	Funding from the Scottish Government has allowed a three year project between Aberdeen University and the Robert Gordon University (RGU) on inter-professional learning (see www.ipe.org.uk). Customised tutorials /workshops involving nearly 1000 students across nearly all medical and paramedical disciplines take place in 1st and 2nd yr of the MB ChB. There is further joint learning in the Phase III Diabetes block and a joint prescribing exercise with Pharmacy students in final year. IPE will be encouraged wherever possible as part of the Curriculum Review. In the Medical Humanities Block (currently in final year but moving	Dr Christine Kay Curriculum Manager c.d.kay@abdn.ac.uk	Joint RGU/Medical School IPE steering group minutes Phase I IPE teaching first delivered Student Handbook and learning materials Phase II IPE developed. Medical students included in this from autumn 2007. Student handbook Phase IV pharmacy/medicine teaching first delievered	2004 onwards Feb 2004 From 2004 Autumn 2006 From Autumn 2003

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
		into 3rd yr), students are frequently learning together with students in the College of Arts and Social Sciences.			
Delivering the curriculum	Better signposting of time for self directed learning and that the School build more opportunities for self reflection on issues in society	As part of the Curriculum Review process, we plan to introduce case based learning to shift the emphasis from didactic teaching towards student centred learning. We will also have a thread of Personal and Professional Development which we hope will include exposure of students to film/art/literature which will focus reflection on societal issues.	Dr Alan Denison Senior Lecturer in Radiology alan.denison@abdn.ac.uk	CSG minutes Phase I/II Curriculum Review Group minutes Pilot to introduce film into Phase I Roll out of optional film + discussion evenings	2004/5 onwards From Aug 2005 2006/7 2007/8
Delivering the curriculum	Co-ordinator of Regent System	A co-ordinator for the Regent system has been appointed	Dr Barbara Golden Reader in Child Health b.e.golden@abdn.ac.uk	Regent system training sessions and student information developed annually	From Sept 2006
Assessing student performance and competence	Re-consider whether the final year OSLER should remain as a stand alone assessment in Phase IV	We have abolished the final year OSLER and extended the OSCE over two days to increase the range of topics examined.	Ms Julie Brittenden Senior Lecturer in Surgery and Assessment Co-ordinator j.brittenden@abdn.ac.uk	As previously noted in GMC annual update New assessment in place	Jan 2006 June 2005
Assessing student performance and	Better matches of simulated patients to the scenarios of the OSCE stations	We believe the comment was based on an isolated incident and generally our scenarios and patients are well matched	As above.		

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
competence	Fuller briefing and more training for OSCE examiners	Before each OSCE we have a generic briefing and then a station specific briefing with a lead examiner. We are constantly trying to improve this. We have an overall Assessment Co-ordinator for the MBChB and an Assessment Special Interest Group has been established to further develop and harmonise our assessment. Examiner training will be part of this group's remit.		OSCE de-brief meeting notes Examiner training notes First meeting of Assessment Group	On-going For each exam Jan 2008
Assessing student performance and competence	More explanation to the students about correctly citing the work of others and this should be better signposted	Students receive detailed guidance on correct citation from year 1. This year we are piloting the use of Turnitin UK software as a formative tool in production of the 3rd year SSC project report	Prof Cairns Smith Professor of Public Health w.c.s.smith@abdn.ac.uk	All student handbooks amended 3M learning guide and tutor guidance Updated	Session 2006/7 Autumn 2007