
UK Medical Schools Annual Return 2008/09: 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.

Basic Information

Please complete this table and update details if necessary

Name of Medical School:	QUEEN'S UNIVERSITY BELFAST SCHOOL OF MEDICINE	
Name of Dean/Head of School <i>(please correct if necessary):</i>	PROFESSOR PATRICK JOHNSTON	Contact tel: 028 90972764 Contact email: p.johnston@qub.ac.uk
Name of QABME contact <i>(please correct if necessary) :</i>	PROFESSOR MAURICE SAVAGE	Contact tel: 028 9097 3283 Contact email: m.savage@qub.ac.uk
Number of undergraduate medical students 2008/09 (all programmes)	1,215	
External QA review (e.g. by university)	Date: By: Covering: Date of Next:	
Internal QA review	Date: November 2008 Covering: Academic Year 2007-08 Date of next: October 2009 Pathway Review: November 2008	

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 School is taking to address specific requirements and/or recommendations arising out of the previous 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
<p>Identify the most relevant area of Tomorrow’s Doctors.</p> <p>This has been pre-populated for each table with general areas. Please amend, delete or duplicate the rows as appropriate.</p>	<p>Identify the areas under each category in the individual tables for:</p> <ul style="list-style-type: none"> ▪ Requirements ▪ Recommendations ▪ Changes ▪ Innovations ▪ Risks or challenges 	<p>List the key actions and steps the school plan to take in order to address each:</p> <ul style="list-style-type: none"> ▪ Requirement ▪ Recommendation ▪ Change ▪ Innovation ▪ Risk or challenge 	<p>State the working group/committee/ person that will be taking the lead on the action identified.</p> <p>Include details of the:</p> <ul style="list-style-type: none"> ▪ Contact name ▪ Email address ▪ Telephone number 	<p>List the document names of any committee decisions, management plans or other documents that evidence the actions.</p> <p>Please do not attach these documents.</p>	<p>State the timeline for each action stipulated.</p> <p>Include an estimate for the final deadline of when the school expects to be able to fully meet any requirements listed.</p>

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 **Friday 12 December 2008** by email to QABME@gmc-uk.org.

Table 1 – Requirements

Please list the requirements from the School's last QABME report that have been completed since your last annual return. Please also list those that have not been fully implemented. Please indicate how the requirements have been addressed since your last annual return in 2007/08 (http://www.gmc-uk.org/education/undergraduate/undergraduate_ga/medical_school_reports.asp)

Expand the table as necessary. If you do not have any requirements in your last report please check this box **All change requirements have been satisfied and confirmed by QABME in a letter dated 19 April 2006 (QABME Report Annex C).**

Tomorrow's doctors area	Requirements	Action	Contact	Supporting documents list	Timeline
Example: Assessment procedures	To ensure that students receive clear guidance about what is expected of them in their Year 5 OSCE	<ul style="list-style-type: none"> Review of guidance on the Year 5 OSCE on the student intranet Review guidance on the Year 5 OSCE in the Year 5 Handbook Revise student briefing for Year 5 OSCE 	<ul style="list-style-type: none"> Assessment Working Group Dr Joe Bloggs Dir. of Clinical Studies joebloggs@medschool.ac.uk 01234 567 890 	<ul style="list-style-type: none"> Working group minutes Intranet Revised Year 5 Handbook Briefing notes 	<ul style="list-style-type: none"> Intranet revision completed New handbook due for publication Dec 08 Briefing notes; July 09
Curricular Outcomes					
Curricular content and structure					
Delivering the curriculum					
Assessing student performance and competence					
Student health and conduct					

Table 2 – Recommendations

Please list the recommendations from the School's last QABME report that have been addressed since your last annual return in 2007/08 (expand the table as necessary). If you do not have any recommendations in your last report, please check this box

We responded to changes we had made following QABME recommendations in the 2007-2008 Annual Return. We believe these now satisfy the recommendations, but continue to refine the skills, procedures year on year as indicated below.

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular Outcomes	No recommendation				
Curricular content and structure	No recommendation				
Delivering the curriculum	The School might want to review how it could improve signposting to students of changes resulting from student feedback.	<p>In addition to changes notified in 2007-08, the Annual Pathway Review carried out by the School is now made available to the student body and presented at the Year Joint Staff Student Quality Assurance Committees.</p> <p>In a revision of the Year 1&2 curriculum, specific consultations were carried out with the student body by questionnaire and through focus groups and similar processes have been instituted for other years.</p>	<p><u>Year 1&2:</u> Professor Peter Hall: (peter.hall@qub.ac.uk)</p> <p><u>Year 3:</u> Dr David Craig (david.craig@qub.ac.uk)</p> <p><u>Year 4:</u> Dr Mike Shields: (m.shields@qub.ac.uk)</p> <p><u>Year 5:</u> Dr Margaret Cupples (m.cupples@qub.ac.uk)</p>	PQAC and Teaching Committee Minutes	Current

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
			Director of Education: Professor Maurice Savage (m.savage@qub.ac.uk)		
Assessing student performance and competence	No recommendation				
Student health and conduct	No recommendation				

Table 4 – Innovations & potential good practice

Please identify any innovations the school is piloting or potential good practice that it would like to report.

If you do not have any innovations currently being piloted or planned, please check this box

Tomorrow's doctors area	Innovations/Good practice	Action	Contact	Supporting documents list	Timeline
Curricular Outcomes					
Curricular content and structure	Interprofessional Education	In year 5 a new Interprofessional Medicine Governance workshop was introduced for nursing, medicine and pharmacy students. The programme was delivered using a blended learning approach comprising face to face teaching and on-line learning activities.	Dr Paul Collier p.collier@qub.ac.uk	IPE Overview for Final Year Students	Current
Delivering the curriculum	Use of Audience Response Systems	Several modules throughout the programme use the Audience Response System to provide students with immediate feedback on formative assessment tasks. Students have provided positive feedback about this innovative teaching resource.	Mrs Glynne Carse g.carse@qub.ac.uk		Current
	Appointment of an e-learning technologist to lead the development of e-learning activities.	Development of new and innovative e-learning resources for years one two and three of the programme.	Dr Kieran McGalde k.mcglade@qub.ac.uk		Current

Tomorrow's doctors area	Innovations/Good practice	Action	Contact	Supporting documents list	Timeline
	Student Selected Components designed to give students an opportunity to acquire teaching skills.	Four Student Selected Components offered to year two students offer students an opportunity to acquire teaching skills. Three modules <i>ABC for Life, Teaching Children with Disabilities</i> and <i>Medics in Primary Schools</i> involve medical students working in a classroom with a qualified teacher. The third module <i>Learning to Teach</i> focus on educational theory and practical activities for example microteaching.	Dr Vivienne Crawford v.crawford@qub.ac.uk	SSC Module Choice Booklets	Current
Assessing student performance and competence	Training of all examiners participating in OSCE assessments	All assessors participating OSCE based assessments are required to attend a workshop before joining the panel of examiners	Dr Drew Gilliland a.gilliland@qub.ac.uk		Current
	The School has joined UMAP	Incorporation of UMAP material into QUB exams. Participation in UMAP workshops and question bank quality assurance.	Ms Mairead Boohan m.boohan@qubac.uk		Current
	From September 2008 all newly appointed External Examiners will be invited to attend a training workshop at	Deliver workshop in February 2009	Dr Drew Gilliland a.gilliland@qub.ac.uk		Current

Tomorrow's doctors area	Innovations/Good practice	Action	Contact	Supporting documents list	Timeline
	QUB				
Student health and conduct	Revised admissions policy for students with disabilities.	The school has adopted the recommendations of the Gateways to the Professions so that offers to applicants for admission will be based solely on academic criteria.	Dr Keith Steele k.steele@qub.ac.uk	Draft FTP Document	Current
	Introduction of new Fitness to Practice Guidelines.	New FTP procedures have been agreed with the University in keeping with GMC recommendations. These have not yet been implemented as the institution is consulting with other health care disciplines within the university. It is hoped the guidelines for medicine will be adopted across all the healthcare professions.			
	The school has reviewed the Student Support and Guidance system for students in years one and two. This new system is in keeping with university guidelines for student support and Personal and Professional Development.	The role of portfolio mentor and personal mentor have been combined in keeping with University guidelines for student support and Personal and Professional Development.	Ms Julie Silvestri g.silvestri@qub.ac.uk	Mentor Guidelines	Current