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## 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

<b>Name of Medical School:</b>	LEEDS MEDICAL SCHOOL	
<b>Name of Dean/Head of School</b> <i>(please correct if necessary):</i>	PROFESSOR TRUDIE ROBERTS	Contact tel: 0113 343 1889  Contact email: <a href="mailto:headsom@leeds.ac.uk">headsom@leeds.ac.uk</a>
<b>Name of QABME contact</b> <i>(please correct if necessary) :</i>	ADRIAN IREDALE	Contact tel: 0113 343 1889  Contact email: <a href="mailto:j.a.iredale@leeds.ac.uk">j.a.iredale@leeds.ac.uk</a>
<b>Number of undergraduate medical students 2008/09 (all programmes)</b>	1142 + 10 intercalating	
<b>External QA review (e.g. by university)</b>	<p>Date: 19/20 June 2008</p> <p>By: Internal University Quality Assurance</p> <p>Covering: Student Academic Experience Review</p> <p>Date of Next: Procedure undertaken every 5 years But 30<sup>th</sup> April 2009 we will undergo The University's Quinquennial Development Exercise The Quinquennial Development Exercise (formerly known as Quinquennial Review) is intended to be an evidence-based, holistic, strategic appraisal of a School, with the purpose of enabling the School to reflect on its recent successes and to use this experience to develop its strategy and enhance its potential over the next 5-10 year period</p>	
<b>Internal QA review</b>	<p>Date: April 2008</p> <p>Covering: Annual Health Check – internal faculty review of learning &amp; teaching provision</p> <p>Date of next: May 2009</p>	

# 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. <b>Please amend, delete or duplicate the rows as appropriate.</b></p>	<p>Identify the areas under each category in the individual tables for:</p> <ul style="list-style-type: none"> <li>▪ Requirements</li> <li>▪ Recommendations</li> <li>▪ Changes</li> <li>▪ Innovations</li> <li>▪ Risks or challenges</li> </ul>	<p>List the key actions and steps the school plan to take in order to address each:</p> <ul style="list-style-type: none"> <li>▪ Requirement</li> <li>▪ Recommendation</li> <li>▪ Change</li> <li>▪ Innovation</li> <li>▪ Risk or challenge</li> </ul>	<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"> <li>▪ Contact name</li> <li>▪ Email address</li> <li>▪ Telephone number</li> </ul>	<p>List the document names of any committee decisions, management plans or other documents that evidence the actions.</p> <p>Please <b>do not attach</b> 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](mailto: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\\_qa/medical\\_school\\_reports.asp](http://www.gmc-uk.org/education/undergraduate/undergraduate_qa/medical_school_reports.asp)) Expand the table as necessary. If you do not have any requirements in your last report please check this box

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"> <li>Review of guidance on the Year 5 OSCE on the student intranet</li> <li>Review guidance on the Year 5 OSCE in the Year 5 Handbook</li> <li>Revise student briefing for Year 5 OSCE</li> </ul>	<ul style="list-style-type: none"> <li>Assessment Working Group</li> <li>Dr Joe Bloggs</li> <li>Dir. of Clinical Studies</li> <li><a href="mailto:joebloggs@medschool.ac.uk">joebloggs@medschool.ac.uk</a></li> <li>01234 567 890</li> </ul>	<ul style="list-style-type: none"> <li>Working group minutes</li> <li>Intranet</li> <li>Revised Year 5 Handbook</li> <li>Briefing notes</li> </ul>	<ul style="list-style-type: none"> <li>Intranet revision completed</li> <li>New handbook due for publication Dec 08</li> <li>Briefing notes; July 09</li> </ul>
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

Tomorrow’s doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular Outcomes					
Curricular content and structure					
Delivering the curriculum					
Assessing student performance and competence					
Student health and conduct					

**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
Delivering the curriculum	Patient involvement is well developed in many areas with an actively developed patient group		Penny Morris Jools Symons		
Assessing student performance and competence	Continued refinement	The criterion based assessment and OSCE's are constantly reviewed. There has also been a large research project 'Feedback in the MBChB'	Richard Fuller  Deborah Murdoch - Eaton		
Student health and conduct	Health & Conduct Committee	Undertaking 'Time-Out' to review existing practice & develop training opportunities	Adrian Iredale		