
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:	LIVERPOOL MEDICAL SCHOOL		
Name of Dean/Head of School <i>(please correct if necessary):</i>	PROFESSOR JOHN CALDWELL		Contact tel: 0151 7064261/7942220 Contact email: deanmed@liverpool.ac.uk
Name of QABME contact <i>(please correct if necessary) :</i>	WENDY SKIRROW		Contact tel: Contact email: w.a.skirrow@liverpool.ac.uk
Number of undergraduate medical students 2008/09 (all programmes)	A100 (5 year programme, Liverpool)	1477	Total 1743
	A101 (graduate entry, Liverpool)	119	
	A105 (5 year programme, Lancaster)	147	
External QA review (e.g. by university)	Date:2004 By: University Periodic Review Team Covering: All programmes Date of Next: 2009		
Internal QA review	Date: 2007 Covering: Years 1 and 2, (Liverpool/Lancaster 5 year programmes) Year 1 (4 year programme) Date of next: completion March 2009, years 3 and 4. Completion June 2009, final year		

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

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

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular Outcomes	57. Visitors would like to commend the importance of the availability to staff and students of a curriculum map for all major themes.	The mapping of clinical experiences is almost complete, and we are in the process of integrating and reviewing the maps for all major themes	Dr. MJ Platt Deputy Director (Admissions, Curriculum and Student Support) mjplatt@liv.ac.uk Dr. T. Kennedy Director of Clinical Studies tomdken@liv.ac.uk	Curriculum sub-group minutes	Mapping should be completed by the end of 2008/2009
Curricular content and structure	55. ... the exposure to and assessment in Mental Health gave the Team some concern. We recommend that content be reviewed in the context of the recent revision of Year 3 and that the assessment of Mental Health in the Year 4 exam be reconsidered	<ul style="list-style-type: none"> Year 3 was redesigned to incorporate a six week rotation in "Brain and mind" from academic year 2004/2005 Mental health is assessed in both year 3 and year 4 within OSCE stations, and from 2007/8 it has been assessed as a station within the fourth year LOCAS (Liverpool Objective Clinical Assessment System) 	Dr. MJ Platt Deputy Director (Admissions, Curriculum and Student Support) mjplatt@liv.ac.uk Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk	Year 3 handbook Annual Programme Monitoring report 2004/2005 Year 3 and Year 4 handbooks Annual Programme Monitoring Report 2006/2007 Clinical Sub-Deans minutes	Action completed Action completed
Delivering the curriculum	58. The Visitors noted the dependence of the curriculum on a very small number of senior staff, and suggest the importance of	<ul style="list-style-type: none"> Years 2,3 and 4 now have dual leadership, and we are currently seeking a second director for year one. Since the GMC visit we have 	Dr. JA Smith Director of Medical Studies dms2006@liv.ac.uk	Generic Handbook	We have identified a prospective second director for year 1 and are in the process of negotiations to

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
	identifying more staff to take on organisational roles to aid with good succession planning.	<p>appointed a further Deputy Director, who has taken responsibility for the curriculum sub-group and student support.</p> <ul style="list-style-type: none"> • We have also appointed a Director of Clinical Studies, and a clinical coordinator to aid in communication with the local trusts. • We have appointed Professor David Graham as Head of School 			enable their appointment within academic year 2008/2009
Assessing student performance and competence	<p>55. ... the exposure to and assessment in Mental Health gave the Team some concern. We recommend that content be reviewed in the context of the recent revision of Year 3 and that the assessment of Mental Health in the Year 4 exam be reconsidered.</p> <p>56. a. Quality assurance of RITAs – further development is recommended for the school to ensure</p>	<ul style="list-style-type: none"> • Year 3 was redesigned to incorporate a six week rotation in “Brain and mind” from academic year 2004/2005 • Mental health is assessed in both year 3 and year 4 within OSCE stations, and from 2007/8 it will also be assessed as a station within the fourth year LOCAS (Liverpool Objective Clinical Assessment System) <p>Quality assurance of RITAs (now termed PETAs) has been developed and includes a mid sessional PETA review for all potentially failing students, and a</p>	<p>Dr. MJ Platt Deputy Director (Admissions, Curriculum and Student Support) mjplatt@liv.ac.uk</p> <p>Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk</p> <p>Professor R.D Griffiths (Director of year 5) rdg@liv.ac.uk</p>	<p>Year 3 handbook Annual Programme Monitoring report 2004/2005 Year 3 and Year 4 handbooks</p> <p>Annual Programme Monitoring Report 2006/2007</p> <p>Final Year report and associated external examiners reports.</p>	<p>Action completed</p> <p>Action completed</p> <p>Action completed</p>

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
	<p>consistent standards across the programme.</p> <p>b. The Visitors remain unsure as to how the school has dealt with the issues identified by the external examiners. The School have submitted their responses to the external examiner reports. The Visitors would find it helpful to understand how these issues were processed and whether the course has been changed to improve it.</p> <p>c. On review the Visitors felt that the structure and delivery of RITA was still inconsistent in parts and have suggested that RITAs should be reviewed centrally towards the end of year 5.</p>	<p>sample of other students. The external examiners are involved, as are a team of local clinicians</p> <p>A rigorous process has been implemented, which includes a template for completion indicating the issues raised and those responsible for attending to them, and which committees are responsible. Full details of all issues, and the actions arising are now given in the Annual Programme Monitoring Report, which is considered and commented on by Faculty. The school's responses to the external examiners are discussed and approved by Faculty Academic Standards Committee before being sent.</p> <p>This issue has largely been resolved by the Mid-sessional PETA review process, and successive discussions with our external examiners. Year 5 as a whole is up for review through our School internal processes in academic year 2008/2009</p>	<p>Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk</p> <p>Professor R.D Griffiths (Director of year 5) rdg@liv.ac.uk Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk</p>	<p>Annual Programme Monitoring Report</p> <p>Final Year report and associated external examiners reports. Quality sub-group minutes</p>	<p>Action completed</p> <p>Review of year 5 due for completion during academic year 2008/2009</p>

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
	<p>d. The Visitors felt that further development could be made on the internal and external validity of the marking</p> <p>e. The separation of the mentor/appraiser and assessor role. Some of the clinical sub deans indicated that the portfolio was assessed by a person or panel other than the mentor at their site. It would be worthwhile examining whether this approach could be generalised.</p> <p>60. Year 4 students need to have enough formative assessments during attachments to ensure there are no surprises at the summative assessment.</p>	<p>This occurred through the mid-sessional PETA review process and staff training</p> <p>It is not always practical to assign a second assessor, but in circumstances where there is cause for concern (either from staff or student) a second assessor is always assigned (usually the clinical sub-dean)</p> <p>There are no plans to give formal assessments within the attachments as we are convinced that an integrated examination is the way forward. There is an integrated formative examination during the Spring in preparation for the Summer examinations. Students are also expected to present and be "signed off" a series of cases during their fourth year, and to be signed as competent in both history taking and physical examination in their clinical log books in each of the placements</p>	<p>Professor R.D Griffiths (Director of year 5) rdg@liv.ac.uk</p> <p>Professor R.D Griffiths (Director of year 5) rdg@liv.ac.uk</p> <p>Professor RWI Cooke (Director of year 4) Mc19@liv.ac.uk Dr. TD Kennedy (Director of Clinical Studies) tomdken@liv.ac.uk</p>	<p>Final Year report and associated external examiners reports.</p> <p>Year 4 handbook, Clinical Logbook Clinical Sub-Deans Minutes</p>	<p>Action completed</p> <p>Action completed</p>

Tomorrow's doctors area	Recommendations	Action taken – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Student health and conduct	59. Further development on feedback is suggested, to improve the information flow between the School and the Trusts. Feedback and support should also be improved for students with particular emphasis on students that are struggling with the programme and performing weakly on assessments.	The School uses a "Yellow card" system to identify students who present a cause for concern. This ensures both that the trusts are informed of potential problems, and also that problems identified in the trusts are forwarded to the School office.	The Year Directors and Dr. MJ Platt Deputy Director, (Admissions, Curriculum and Student Support) mjplatt@liv.ac.uk	Generic handbook from 2008/2009 Year Handbooks	Action completed

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 content and structure	We are developing a matrix (curriculum map) which covers the academic themes covered at each stage of the programme, but also the clinical experiences, skills and procedures with which the students are expected to become familiar.	All students and clinical staff will know precisely what is expected of them at the start and end of each rotation. This will allow development of a comprehensive assessment blueprint	Dr. MJ Platt Deputy Director,(Admissions, Curriculum and Student Support) mjplatt@liv.ac.uk Dr. T. Kennedy Director of Clinical Studies tomdken@liv.ac.uk Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk		Mapping should be completed by the end of 2008/2009 Leading to the development of the assessment blueprint by end 209/2010
Assessing student performance and competence	Professionalism portfolio	We are developing the existing personal development planning system to incorporate elements of professionalism	Dr. H O'Sullivan Director of the Centre for Excellence in Professionalism osullih@liv.ac.uk	Board of Studies minutes CETL Operating Group minutes	Should be introduced across the curriculum by end 2009/10
Student health and conduct	Student Doctors in Difficulty Panel	We are developing a student doctors in difficulty panel, to parallel the system in the postgraduate years, chaired by our Head of School who is also the postgraduate dean	Prof. D. Graham Head of School drgraham@liv.ac.uk	Annual Programme Monitoring Report 2007/08 and associated committee papers.	Action completed