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# UK Medical Schools Annual Return 2009/10: QABME

**BSMS**

## 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.

In April 2009 we signalled that we would be requesting an enhanced annual return. It has been expanded to include a request for self-assessment of progress on the implementation of *Tomorrow's Doctors* 2009. This is to ensure a continuing oversight of undergraduate medical education and to begin benchmarking all schools against the revised standards. The full enhanced annual return from Schools will not be published, however we intend to publish a summary report or reports of key issues and challenges and to share practice that might be of use to other schools.

The data returns for Section A on action on requirements and recommendations from previous QABME reports are published on the GMC website.

## Basic Information

<b>Name of Medical School:</b>	Brighton and Sussex (BSMS) Medical School	
<b>Name of Dean/Head of School</b>	Professor Jon Cohen	Contact tel: 01273 877 575  Contact email: <a href="mailto:j.cohen@bsms.ac.uk">j.cohen@bsms.ac.uk</a>
<b>Name of QABME contact</b>	Jo-Ann Corbett	Contact tel: 01273 876752  Contact email: <a href="mailto:j.a.corbett@bsms.ac.uk">j.a.corbett@bsms.ac.uk</a>

## Section A - Response to previous QABME requirements and recommendations

For all schools except those reviewed in 2008/09

Since submission of the School's previous Annual Return at [http://www.gmc-uk.org/education/undergraduate/undergraduate\\_ga/medical\\_school\\_reports.asp](http://www.gmc-uk.org/education/undergraduate/undergraduate_ga/medical_school_reports.asp), please answer the following questions:

1. For any requirements, state those that have been fully completed or not been fully implemented providing an explanation indicating how they have been addressed.

If the School did not have any requirements in its last report or the requirements were fully met and reported in a previous annual return please check the box

Tomorrow's doctors 2003 area	Requirement	Action taken – If none, explain why	Contact	Supporting documents list	Timeline

2. For any recommendations, state those that have been fully completed or not been fully implemented providing an explanation and indicating how they have been addressed.

If the School did not have any recommendations in its last report please check the box

Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	<p>We recommend that the School continue to pursue the recommendations from the 2006/07 report concerning programme development, quality management and sustainability. The School is encouraged to remain attentive to succession planning for the replacement of key staff who manage different parts of the programme. The School should also continue to monitor the workload of hospital Sub-Deans in the marking of portfolios and the assessment of</p>	<p><u>Credit system</u> Discussions have taken place within BSMS and with the parent universities, alongside further clarity being provided about conditional progression. The Medical Education Unit was tasked with exploring the suitability of the credit and modular system further. A full mapping of the BM BS programme with the QAA's new Framework for Higher Education Qualifications will take place as part of the periodic review of the programme in 2010. In addition a section on the challenges of the credit framework for medicine, referencing the current debates on Bologna and medical education will be included in the periodic review documentation.</p> <p><u>Implementation of Assessment Working Party recommendations</u> Changes to the 101/201 portfolio have been introduced from Year 1 cohort in 2009/10.</p> <p>Year 3 Logbooks are under review and some aspects of the logbook will form part of new portfolio that will be introduced for Year 3 in 2011.</p> <p>Some minor improvements have been made or proposed to the Exam Board schedule and consideration of results (e.g. clinical modules 303-306 combined into one Board to include the Year 3 OSCE which has eased the burden on staff and improved consideration of OSCE results). The schedule is reviewed regularly by the Curriculum Support Managers Group to identify further opportunity for improvement in following years. The Curriculum</p>	<p>Dr Inam Haq Jo-Ann Corbett</p>	<p>Curriculum Management Board minutes and papers, Curriculum Development and Strategy Group minutes, Joint Approval and Review Board minutes. Periodic review documentation (will be finalised in May 2010).</p>	<p>Feb 2010 – June 2010</p> <p>Ongoing</p> <p>Ongoing</p>

Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	students (paragraphs 27, 50)	<p>Support Team has been expanded to include a senior Examinations Coordinator for practical exams (1.0FTE) and additional Administrative Assistants (1.0FTE increase). A systematic review of results systems and processes will be undertaken in spring 2010 and discussions are ongoing, through the University of Brighton, with the SITS student records system providers and users of the system In other medical schools to consider ways to improve the system for medical assessments.</p> <p>There has been an increase in access to formative learning via StudentCentral, the medical school's managed learning environment, in addition to the existing online module 503. General Practice and Public Health electronic learning cases are in the process of being made available to 4<sup>th</sup> Year students. In addition there are future plans to make questions relating to Year 4 specialties questions from module 503 available earlier to Year 4 students. The MoMED project (where students in Years 3-5 are provided with digital handheld devices) allows students mobile access to electronic learning resources.</p> <p>Student Selected Components in Phase 1 are now assessed on a pass/fail basis, with a distinction grade available for exceptional performance.</p> <p>Standard setting has been successfully introduced across Phase 1 knowledge tests and OSCEs.</p> <p>Phase 1 OSCE includes integrated stations. These</p>			<p>Ongoing</p> <p>Completed</p> <p>Completed</p> <p>Completed</p> <p>2010/11 academic year and</p>



Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
		<p><u>Implementation of review of mechanisms for embedding professional standards in the course and assessing students' competence in this area</u></p> <p>The Doctors as Professionals Sub-Group is looking at extending professionalism as a vertical theme in the curriculum and in the new portfolio, based on TD 2009 requirements; Professional Review/Conduct Committee is currently being piloted and will start in Sept 2010</p>			
	<p>Review the staffing, timetabling, and integration of the Year 4 primary care teaching module, and monitor the quality of placements (see paragraphs 35–36, 56).</p>	<p>Module Leaders and the Chair in Primary Care and Public Health, Professor Helen Smith continue to actively recruit GPs to act as facilitators and GP placement supervisors.</p> <p>Timetabling for the Year 4 module is reviewed annually and changes have been made to 'front-load' module 403 lectures at the start of the year. More signposting and guidance is now given to students on summative assessments.</p> <p>The introduction of simulated surgeries has been very successful. There is an ongoing programme of visits by core BSMS staff to GP surgeries to monitor quality. All students complete feedback on GP surgery experiences.</p>	<p>Prof Helen Smith</p> <p>Dr S Kumar</p>	<p>Module Review Board minutes</p>	<p>2009/10 and academic year, with further module improvements planned for 2010/11 academic year</p>
	<p>Continue to monitor and review resourcing so that the programme can be optimally delivered particularly in regards to attracting service</p>	<p>Dr Anjum Memon continues to be a link with the PCT and local Public Health clinicians. They continue to provide teaching input into the programme including Year 4 research projects.</p>	<p>Prof Helen Smith</p> <p>Dr Anjum Memon</p>		<p>Ongoing</p>

Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	staff to public health teaching (see paragraph 43).				
	Agree and publish information for students based on the experience of the first graduating cohort about the consequences of progression decisions in Year 5, including the impact of taking up the special study module (SSM) and a Foundation Year 1 post (see paragraph 96).	<p>Information and regulations are in the Year 5 Handbook.</p> <p>For students failing Year 5 assessments, the written information given in results letters is explicit on implications for final qualification / ability to retake assessments. These are followed up verbally in individual meetings between Year 5 students, members of faculty and Student Support Coordinators.</p> <p>Written Regulations are clear, and specific regulations are referred to in Exam Board letters to students.</p>	<p>Dr Nicola Gainsborough</p> <p>Ms Tasmin Wheeler</p> <p>Exam Board Chair (Prof Kevin Davies)</p>		Ongoing

Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	Review the quality of multiple choice questions in Year 5 (see paragraph 82).	<p>A review of the performance of Year 5 EMQ and MCQ questions is ongoing together with the development of a question matrix which includes question content and exam performance data.</p> <p>This matrix will now be used to develop a searchable database for EMQ and MCQs. All those devising questions have been made aware that a wider spread of complexity of questions in Year 5 improves discriminatory power, and these are reviewed at question setting meetings.</p>	Dr Inam Haq		Ongoing

3. Please identify any planned changes or improvements as part of the School's continuous improvement and quality management regarding any aspect of the School's undergraduate degree/s **that are not** part of the School's response to *Tomorrow's Doctors 2009*.

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
	Potential changes to the delivery of OG/Paed in Years 3 and 5	Discussions are underway with academic and clinical colleagues and will form part of the Universities' periodic review of the BM BS programme in June 2010. Such changes will have a major impact on other parts of the curriculum however, and must be managed sensitively. Other minor changes to modules and assessments have been implemented in 2009 or are planned for 2010 as part of continuous quality improvement. Most significant is the change to the portfolio for the clinical practice modules in Phase 1. The new portfolio emphasises formative aspects such as reflection, personal development plans, identification of learning needs as well as documentation of achievements and skills/competencies, aligned with postgraduate training portfolios which students will take with them throughout the programme.		Periodic review self-evaluation document  CMB minutes and papers; Academic Board minutes	Ongoing; June 2010  Oct 2009 (Year 1); Oct 2010 (Year 2)