
UK Medical Schools Annual Return 2009/10: QABME

Cambridge

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 The full enhanced annual return from Schools will not be published, however we intend to publish a summary report or reports of key issues and challenges and to share practice that might be of use to other schools.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

Name of Medical School:	Cambridge School of Clinical Medicine	
Name of Dean/Head of School	Professor J G P (Patrick) Sissons Dr DF (Diana) Wood	Contact tel: 01223 336738 Contact email: regius@medschl.cam.ac.uk Contact tel: 01223 336732 Contact email: clinical.dean@medschl.cam.ac.uk
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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, 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
Assessing student performance and competence	Ensure integration of clinical context with science teaching throughout the preclinical years	Review of pre-clinical MVST course (Years 1&2)	Don MacDonald	1,2,3	Curriculum plan 2010, implement 2011
Assessing student performance and competence	Ensure that it uses appropriate tools for its assessment scheme	See above		1,2,3,4	
Assessing student performance and competence	Move to a formalised method of standard setting to secure robust judgements over all assessments, departments and years.	Implemented Hofstee for pre-clinical 2nd MB exams Implemented Ebel and Borderline Group method for clinical exams	Fiona Russell Diana Wood	5,6	Done
Assessing student performance and competence	Quality control the assessment of student selected components	Yr 3 SSC (Tripos / BA) subject to University QAA New external advisor for clinical SSCs	Alice Benton David Perry	7,8,9	Done Done
Student health and conduct	Ensure the Fitness to Practise Committee structures and procedures are robust	New regulations have been implemented	Diana Wood / Malcolm Edwards	10	Done

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
Curricular content and structure	Expand provision of early clinical contact in the preclinical years	MVST course Review	Don MacDonald	1,2,3	As in q1
Assessing student performance and competence	Make all assessments particularly in the preclinical years much more relevant to clinical context	MVST course Review	Don MacDonald	1,2,3	

Assessing student performance and competence	Review the delivery of the examiner and student briefings to ensure both students and examiners are clear on assessment process.	Examiner training on line; also group sessions. Pre-Clinical students offered mock exam Clinical students receive lecture several weeks in advance of exams by component senior examiners about exam format – includes information sheet about exam structure. Information and mock exams available online for clinical students. Laminated standardised briefings given by same person at beginning of each clinical exam.	Don Macdonald / Diana Wood	11,12,13, 14,15,16,	
Student health and conduct	Develop methods to enhance student perspectives on whistle-blowing	Whistleblowing procedures included in the Clinical Introductory course	Brenda Purkiss / Diana Wood	17,18,	Done

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
	Stage 2	Planning review of Stage 2 Clinical Course	Diana Wood	19,20,21,	Ongoing
	E-Learning	Improving E-learning facilities	Karen Ogilvie	22	Ongoing