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## UK Medical Schools Annual Return 2007/08: 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.

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

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 **Monday 17 December 2007** by email to [QABME@gmc-uk.org](mailto:QABME@gmc-uk.org).

## Table 2 – Recommendations

Please list the recommendations from your school's last QABME report. If you have not taken any action on any recommendation(s), please explain why in the action column.

If you do not have any recommendations in your last report or have not yet been reviewed under the QABME process, please check this box

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular Outcomes					
Curricular content and structure	To ensure closer integration of Year 1 with the later years of the curriculum. Raised at GMC visit in 1999.	Continued introduction of changes recommended by internal curriculum review (reported in 2004). Please see previous annual reports	Curriculum Working group, convenor Prof Gary Mires, Teaching Dean g.j.mires@dundee.ac.uk	Working Group Minutes.  Revised Study Guides for Phase 1 and Phase 2.	New curriculum introduced in year 1 in Sept 2005. Year 3 of the revised programme started in Sept 2007
Delivering the curriculum					
Assessing student performance and competence					
Student health and conduct					

## Table 4 – Innovations

Please identify any innovations the school is piloting or planning to introduce.

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

Tomorrow's doctors area	Innovations	Action	Contact	Supporting documents list	Timeline
Curricular Outcomes	Development of inter-professional clinical skills	Development of interprofessional learning packs	Dr Jean Ker Director Clinical Skills Centre j.s.ker@dundee.ac.uk	Clinical Skills learning packs	Learning packs now available on-line
Curricular content and structure	Safe prescribing workshops in Phase 3	Introduction on a voluntary basis for final year students	Dr Louisa McIlwaine, Lecturer in Medical Education	Schedules for these workshop sessions	In progress, 2006-7
Curricular content and structure	Integration of clinical and communication skills training	Instigated by Clinical Skills and Primary Care	Dr Mairi Scott mairi@mairiscott.com Dr Rob Jarvis, Lecturer in Clinical Skills		2006-7
Curricular content and structure	Need to improve student learning in ambulatory care	Development of simulated outpatients in Urology	Dr Lysa Owen, Lecturer in Clinical Skills	e-learning package	In progress, 2006-7
Curricular content and structure	Continued development of learning opportunities in the ambulatory care setting	Introduction of extended ( 2 or 3 months) SSCs in General Practice: these incorporate experience in a Community Hospital as well as Day case treatment at Stracathro ambulatory diagnostic and therapeutic centre	Mr John Dent j.a.dent@dundee.ac.uk	Study guides for students. Minutes of Curriculum Working Party and Curriculum Management Team	On going. 24 students now involved in these extended SSCs
Delivering the curriculum	New educational building on the	Project Group established. £6m funding identified for	Prof Martin Pippard, Dean of the Medical School	Project plans submitted to the	Planned start late 2008

Tomorrow's doctors area	Innovations	Action	Contact	Supporting documents list	Timeline
	Ninewells Hospital site – to provide flexible additional space for clinical skills and small group teaching.	Phase 1 of the project (NHS Tayside, NES Scotland and University of Dundee are the main partners)	m.j.pippard@dundee.ac.uk	funding partners	
Assessing student performance and competence	Development of progressive approach to OSCE examinations	Working group within Clinical Skills centre: OSCEs to move progressively from short stations dealing with isolated clinical skills (e.g. taking blood pressure to more complex tasks involving patient assessment and management in a simulated ward environment)	Dr Keith Taylor, Teaching Fellow k.taylor@dundee.ac.uk  Dr Jean Ker j.s.ker@dundee.ac.uk	Minutes of Medical School Assessment Committee	To be implemented for end of year examinations in 2008
Student health and conduct	New student support scheme	Led by senior academic	Prof David Levison d.a.levison@dundee.ac.uk	Documentation for students and tutors, and records of meeting of students with tutors (form part of student "Record of Clinical Activity")	Introduced with new curriculum in 2005, the support scheme now involves the first three years of the curriculum