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

## Table 1 – Requirements

Please list the requirements from your school's last QABME report that have not yet been addressed.

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

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>Director 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 May 08</li> <li>Briefing notes; July 08</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 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 X

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					
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					
Curricular content and structure					
Delivering the curriculum					
Assessing student performance and competence	The School continues to improve its OSCE formats through developments in feedback on performance to students, assessors, simulated patients, patients	Series of OSCE Time-Outs held to consider and refine feedback issues together with exploring implications for both assessor and simulated patient training	Professor Trudie Roberts, Head of the School of Medicine <a href="mailto:headsom@leeds.ac.uk">headsom@leeds.ac.uk</a>	MBChB Vision & Philosophy Statement, Timeline document & website	New MBChB curriculum implementation from
Student health and conduct					