
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:	Liverpool University
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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. 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 **Monday 17 December 2007** by email to 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	57. Visitors would like to commend the importance of the availability to staff and students of a curriculum map for all major themes.	We are in the process of developing the curriculum map to incorporate clinical experiences as well as our curriculum themes.	Dr. MJ Platt Deputy Director (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 2007/2008
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	<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 	Dr. MJ Platt Deputy Director (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	Action completed Action completed

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
	reconsidered.	fourth year LOCAS (Liverpool Objective Clinical Assessment System)		minutes	
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 identifying more staff to take on organisational roles to aid with good succession planning.	<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 appointed a further Deputy Director, who has taken responsibility for the curriculum sub-group and student support. We have also appointed a Director of Clinical Studies, and a clinical coordinator to aid in communication with the local trusts. 	Dr. JA Smith Director of Medical Studies dms2006@liv.ac.uk	Generic Handbook	Second director for year 1 to be appointed for start of 2008/2009
Assessing student performance and competence	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	<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 	Dr. MJ Platt Deputy Director (Curriculum and Student Support) mjplatt@liv.ac.uk Dr. DCM Taylor Deputy Director (Quality Assessment and Research)	Year 3 handbook Annual Programme Monitoring report 2004/2005 Year 3 and Year 4 handbooks Annual Programme Monitoring Report 2006/2007	Action completed Action completed

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
	<p>exam be reconsidered.</p> <p>56. a. Quality assurance of RITAs – further development is recommended for the school to ensure 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>as a station within the fourth year LOCAS (Liverpool Objective Clinical Assessment System)</p> <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 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>dcmt@liv.ac.uk</p> <p>Professor R.D Griffiths (Director of year 5, and acting head of school) rdg@liv.ac.uk</p> <p>Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk</p>	<p>Final Year report and associated external examiners reports.</p> <p>Annual Programme Monitoring Report</p>	<p>Action completed</p> <p>Action completed</p>

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	<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>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>Professor R.D Griffiths (Director of year 5, and acting head of school) rdg@liv.ac.uk Dr. DCM Taylor Deputy Director (Quality Assessment and Research) dcmt@liv.ac.uk</p>	<p>Final Year report and associated external examiners reports.</p> <p>Quality sub-group minutes</p>	<p>Review of year 5 due for completion during academic year 2008/2009</p>
	<p>d. The Visitors felt that further development could be made on the internal and external validity of the marking.</p>	<p>This occurred through the mid-sessional PETA review process and staff training</p>	<p>Professor R.D Griffiths (Director of year 5, and acting head of school) rdg@liv.ac.uk</p>	<p>Final Year report and associated external examiners reports.</p>	<p>Action completed</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</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>Professor R.D Griffiths (Director of year 5, and acting head of school) rdg@liv.ac.uk</p>		

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	<p>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>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 RWI Cooke (Director of year 4) Mc19@liv.ac.uk</p> <p>Dr. TD Kennedy (Director of Clinical Studies) tomdken@liv.ac.uk</p>	<p>Year 4 handbook, Clinical Logbook</p> <p>Clinical Sub-Deans Minutes</p>	<p>Action completed</p>
Student health and conduct	<p>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</p>	<p>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.</p>	<p>The Year Directors and Dr. MJ Platt Deputy Director,(Curriculum and Student Support) mjplatt@liv.ac.uk</p>	<p>Generic handbook from 2008/2009 Year Handbooks</p>	<p>Action completed</p>

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	programme and performing weakly on assessments.				

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 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.	Dr. MJ Platt Deputy Director,(Curriculum and Student Support) mjplatt@liv.ac.uk Dr. T. Kennedy Director of Clinical Studies tomdken@liv.ac.uk		Mapping should be completed by the end of 2007/2008
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