
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:	Manchester 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
<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 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

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"> Review of guidance on the Year 5 OSCE on the student intranet Review guidance on the Year 5 OSCE in the Year 5 Handbook Revise student briefing for Year 5 OSCE 	<ul style="list-style-type: none"> Assessment Working Group Dr Joe Bloggs Director of Clinical Studies joebloggs@medschool.ac.uk 01234 567 890 	<ul style="list-style-type: none"> Working group minutes Intranet Revised Year 5 Handbook Briefing notes 	<ul style="list-style-type: none"> Intranet revision completed New handbook due for publication May 08 Briefing notes; July 08
Curricular content and structure	To work with St Andrew's to review the clinical component of the curriculum at St Andrew's and investigate ways in which it could be increased, in order to better prepare students to transfer to Year 3 of the Manchester programme.	Several meetings have taken place with senior representatives of both Schools at Manchester and St. Andrew's (Dec 2006, Feb 2007). As a result of these discussions we have undertaken a mapping exercise to demonstrate the clinical experience of students in St Andrew's in Years 1-3 and in Manchester Years 1-2. This demonstrates with the new St Andrew's Curriculum that there is a similar experience for both cohorts of students.	<p>Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@Manchester.ac.uk</p> <p>Professor Simon Guild Director of Teaching sbg@st-andrews.ac.uk</p>	<ul style="list-style-type: none"> Manchester St Andrews Early Experience Mapping exercise, excel spread sheet 	Mapping exercise completed

Tomorrow's doctors area	Requirements	Action	Contact	Supporting documents list	Timeline
		<p>The curricular discussions between the Schools are ongoing. Our Communications theme Lead is going to St Andrew's to determine how further alignment can take place.</p> <p>We are evaluating the transition from Year 2 to Year 3 for Manchester and for year 3 to Year 4 for St Andrew's students using a validated questionnaire. The results of this exercise will aid further development and also are planned to feed into the St Andrew's QABME review.</p>	<p>Professor Val Wass Val.Wass@Manchester.ac.uk</p> <p>Professor Tim Dornan Tim.Dornan@Manchester.ac.uk</p> <p>Professor Simon Guild Director of Teaching sbg@st-andrews.ac.uk</p>	<p>Year 3 Transition questionnaire</p>	<p>February 2008</p> <p>November 2007</p>

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 content and structure	Hold a joint review of the programme of interactions with St Andrew's in relation to changes to clinical experience in the new curriculum and the continuing links between St Andrew's and Manchester	Please see above. A mapping exercise has been completed assessing the clinical experience for students both at St Andrew's and in Years 1 and 2 in Manchester. Evaluation of the transitions of all students is about to occur. We have also evaluated our module introduction to clinical learning which will provide additional information as to early clinical experience for both sets of students. We propose to consider the results of the evaluation both in Manchester and in St Andrew's. To continue to improve and align student experience.	Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@Manchester.ac.uk Professor Simon Guild Director of Teaching sbg@st-andrews.ac.uk Dr Sarah Smithson Chairman of the Early Experience Committee Sarah.e.Smithson@Manchester.ac.uk	Early experience Mapping documentation Transition Questionnaire Introduction to clinical learning questionnaire Curriculum Committee minutes Early Experience Committee minutes	Ongoing at present. The Curriculum Committee will receive and consider the results of the questionnaires in early 2008

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular content and structure	Review how the teaching of medico-legal issues could be strengthened throughout the curriculum	We have completed the review of medico- legal issues in the programme. A Learning Activity Design and Implementation Group has been set up with the aim to emphasise the Ethics and Law component of the programme and incorporate additional materials as appropriate based on the requirements of “TDs”. The Implementation Group is due to report to the Curriculum Committee in March 2008. We are now in the process of enhancing these topics in the programme and determining an implementation plan for 2008.	Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@M anchester.ac.uk Dr Adrian Sutton Adrian.Sutton@CM MC.nhs.uk	Curriculum Committee minutes	The Curriculum Committee will consider the design and implementation plans for the enhancement of medico-legal aspect of the programme in Spring 2008
Curricular content and structure	Continue to strengthen teaching in public health and raise its profile across all the years of the curriculum, by ensuring adequate resources are available	Additional learning activities and resources have been developed and implemented predominately for the Phase 1 PBL cases. The restructuring of the School of Medicine has impacted on the delivery of the Public Health element of the programme and once the structures are finalised negotiation concerning leadership and delivery of this aspect of the programme can be undertaken.	Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@M anchester.ac.uk	Curriculum Committee minutes	We aim to make appointments, academic and NHS sessional commitments in the field of Public Health during the academic year 2008-9

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Delivering the curriculum	Introduce mandatory training of all teachers and examiners and strengthen the monitoring of training uptake	It is now routine for there to be examiner training briefings for all OSCE examiners at the start of each exam session, morning and afternoon. There has also been an emphasis on examiner training in the staff development programme. The uptake of training by examiners will be an item for evaluation at the joint SHA, University, Trust Sector reviews. Finally, the School has introduced a number of examiner training workshops delivered at the Sectors rather than at a central location as a means of increasing attendance.	Dr Ray McMahon Ray.McMahon@Manchester.ac.uk Chair of the Assessments Committee Dr Don Bradley Don.Bradley@Manchester.ac.uk Manchester Medical School Staff Development Programme Director	Assessment Committee minutes Sector Review Reports Staff development programme	Implemented
Delivering the curriculum	Undertake a review of PBL skills of St Andrew's students in order for any targeted training to take place to ease the transition to the Manchester course	The PBL skills for the St Andrew's and of the Manchester students are being evaluated through a number of approaches. We have introduced a validated PBL questionnaire undertaken by all our students initially in Years 1-3 but this is being extended. We will also consider the outcome of the evaluation of the Introduction to Clinical Learning Module and the Transition questionnaires. Furthermore, PBL is the topic for our Curriculum Committee Away Day on 19/11/7.	Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@Manchester.ac.uk	PBL evaluation results, Curriculum Committee Away Day agenda Curriculum Committee minutes	Ongoing

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Assessing student performance and competence	Consider two alternative courses of action in relation to locating either students or examiners at a base unit other than their own, in connection with the OSCE/OSLER	We have returned to the practise whereby students are rotated to alternate Teaching Hospital sites to undertake their clinical assessments, the OSCE/OSLERs. We continue the practise of using internal external OSCE examiners with members of the Faculty rotating to examine outwith their own clinical site.	Dr Ray McMahon Chair of the Assessments Committee Ray.McMahon@manchnesr.ac.uk	Assessment Committee minutes	Introduced for the assessment diet of 2007-8
Student Support and Guidance?	Investigate how access to central support could be improved for students in Years 3-5, particularly in relation to the role of the Medical Students' Representative Council.	We have utilised the “Students as Partners Office” in discussions as to how to work with the MSRC and they have facilitated discussions between MSRC and MMS to refocus the MSRC to act as a representative organisation.	Dr Jon Shaffer Lead for Student Support and Guidance Jonathan.I.Shaffer@Manchester.ac.uk	Joint MSRC/MMS minutes	Ongoing
		In our redesign of the small group work in Year 5 we are considering the introduction of symposia to be held centrally to increase cohesion of the student body.	Professor Mike Horan Lead for Phase 3 (Year 5) Michael.Horan@Manchester.ac.uk Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@Manchester.ac.uk	Phase 3 Committee Minutes Curriculum Committee Minutes	For implementation the academic year 2008-9

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	Student centred choice learning opportunities for Cancer	We are working jointly with Christie Hospital, Manchester to increase learning in the Cancer specialties in an innovative way. The students will 'sign up' to a set of aligned learning events but we aim to monitor uptake and attendance electronically. This is very much a joint partnership project between Christie and the Manchester Medical School.	Dr Caroline Boggis Associate Director for the Curriculum Caroline.Boggis@Manchester.ac.uk Dr Richard Cowan Undergraduate Tutor for Christie Hospital Richard.Cowan@Christie.nhs.uk	Curriculum Committee Minutes Christie Education Project Minutes	For implementation the academic Year 2008-09.
Student health and conduct	Our Fitness to Practise procedures have been strengthened with the appointment of an Academic Lead for Fitness to Practise at Faculty level, thereby encompassing all Healthcare degrees.	Appointment of a Fitness to Practise Lead for the Faculty of Medical and Human Sciences	Professor Tim David Faculty Lead for Fitness to Practise Tim.David@Manchester.ac.uk	Faculty of Medical and Human Sciences Fitness to Practice Guidelines	In place