
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:	Newcastle 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	Provision of careers guidance in preparation for FP	Careers Working Group has been constituted with membership from the Northern Deanery Foundation School. The group has proved very successful in providing careers guidance to all Stages of students.	Dr Richard Price Degree Programme Director, Accelerated Programme T.R.H.Price@ncl.ac.uk 0191 2224535	Stage Handbooks Working Group minutes	Ongoing
Curricular content and structure	Changes to the teaching schedule for DUQC and discuss with Durham University	MBBS Management Committee which comprises representation from Newcastle and Durham meets three times a year. Durham University have asked staff at DUQC to review their curriculum content to ascertain whether any savings of time can be made on delivery without compromising the learning outcomes	Professor JC McLachlan Associate Dean for Undergraduate Medicine Durham University, Queens Campus j.c.mclachlan@durham.ac.uk 0191 3340323	MBBS Management Committee	Ongoing

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Delivering the curriculum	Ensure consistency of opportunity across all placements in general practice	Professor Spencer and the Senior Medical Tutors meet twice per year to discuss General Practice issues including equity of experience. Students are encouraged via feedback to make SMTs aware of any difficulties they may encounter. However, there are always likely to be some differences in opportunity due to the nature of the profession, and this is explained to students during the course.	Professor JA Spencer Sub-Dean for Primary and Community Care J.A.Spencer@ncl.ac.uk 0191 2225437	Quality Monitoring Meetings Primary Health Care	Ongoing
Delivering the curriculum	Feedback process for students undertaking general practice is clearly communicated	Students are able to provide 'instant' feedback via the Learning Support Environment which is fed back as appropriate. Students are also able to comment via the on-line feedback forms at the end of their placement. These 'vehicles' are clearly communicated to the students.	Professor JA Spencer As above		

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Delivering the curriculum	Review the process by which its SSC supervisors provide guidance in a timely manner	Supervisors receive a copy of the Study Guide each year, and are given clear guidance regarding their role. Supervisors who the students believe are unclear are contacted by the Convenor for SSCs at the earliest opportunity.	Mrs C Emmerson Convenor, Student Selected Components Catherine.Emmerson@chs.nhs.uk 0191 2225670	SSC Study Guide	Ongoing

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
Assessing student performance and competence	Appraisals	Appraisals for Stage 1 and Stage 2 students have been implemented and will be 'rolled' out to Stage 3 in 2008. Feedback from the students has been positive	Dr Richard Price As above	BoMS Minutes	Ongoing
Student health and conduct	Regular meetings with 'disabled' students	Staff met with disabled students for whom adjustments may be necessary. This is especially important for students entering Phase II. The meetings include a representative from Disability Support Unit, Deputy Degree Programme Director, Admin staff, Occupational Health.	Dr SG Ball As above		Ongoing