
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 Oxford: Graduate-Entry Medical Course
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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 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: good clinical care/ working with colleagues	Development of 'Assessment and management of medical emergencies' 1 day programme: requires students to work in multidisciplinary teams in simulated medical emergencies.	All students to be offered this programme through an Anaesthetics and Advanced Clinical Skills module in 2007-8	Dr Tim Lancaster	Annual report years 4-6, 2006/7	2007-8
Curricular content, structure and delivery: clinical, practical and communication skills	Clinical Teaching Associates Programme: training students in communication skills and technical competencies of pelvic examination.	Accomplished	Dr Jane Moore, Dr Brenda Kelly	Obstetrics and Gynaecology course report 2007; Annual report years 4-6, 2006/7	N/A
Delivering the curriculum: clinical and practical skills; learning resources and facilities	Use of simulator training for development of advanced, acute clinical skills as above in medical emergencies programme and in the year 3 emergency medicine course a student-developed programme to enhance ATLS style training using a variety of techniques.	Accomplished	Dr Tim Lancaster	Annual report years 4-6, 2006/7	N/A

Assessing student performance and competence: principles and procedures	Data OSCE: addition to clinical component of final year examination	Implementation in January 2008 examination	Dr Tim Lancaster	Annual report years 4-6, 2006/7; Clinical Education Committee minutes	January 2008
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