
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:	QUEEN'S UNIVERSITY BELFAST
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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



All change requirements satisfied and confirmed by QABME in a letter of 19 April 2006. QABME Report Annex C

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 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

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
Curricular content and structure	The School might consider building in a mechanism to ensure that students cannot do all classroom-based SSCs.	Following this recommendation, the School carried out an analysis of the variety of SSCs taken by students. This revealed that only one student had ever taken all classroom based SSCs. To ensure students take a broad range of SSCs, the majority of science and community-based topics have been moved to years 1 & 2. 3-week blocks of mainly clinical SSCs have been introduced at the start of each semester in a redesigned third year, while each final year student does a clinically-based project. Instructions to achieve the appropriate balance will be included in SSC student guides.	Dr V Crawford v.crawford@qub.ac.uk	Minutes of SSC Management Group	Current
Delivering the curriculum	The School might want to review how it could improve signposting to students of changes that result from student feedback	Procedures have been refined to ensure that all actions resulting from Staff/Student committees are minuted. All minutes, taken by student secretaries, are available on the web to the student body.	Phases 1 &2 Dr K Collins k.collins@qub.ac.uk Phase 3 Dr D Craig d.craig@qub.ac.uk Phase 4, Dr M Shields m.shields@qub.ac.uk Phase 5, Dr M	Phase Quality Assurance Committee Minutes from all Phases are at http://www.qub.ac.uk/schools/SchoolofMedicineandDentistry/	Current

Tomorrow's doctors area	Recommendations	Action – If none taken, please provide your reason for this	Contact	Supporting documents list	Timeline
		<p>Following a recent review by the University of Subject Review and Quality Assurance procedures, the School is currently reviewing its procedures. This issue is included as one of the review items.</p>	<p>Cupples m.cupples@qub.ac.uk</p> <p>University Quality and Partnerships Directorate documentation on procedures for Quality Enhancement.</p>	<p>Education/Medicine Undergraduate/</p>	<p>New procedures pilot 2008 – 9. Full implementation on Sept 2009</p>

Table 3 – Changes

Please identify any planned changes in relation to any aspect of your school's undergraduate degree: curriculum content, structure, placements, schools facilities, committee structures, staffing or student support systems.

If you have no changes planned to your undergraduate degree, please check this box

Tomorrow's doctors area	Changes	Action	Contact	Supporting documents list	Timeline
Curricular content and structure	Review of Years 1 and 2.	<p>Review group redesigning content to reduce factual overload and provide better integration between Basic Science and Clinical Medicine. Rational re-alignment of workload and assessment.</p> <p>The current programme has been in place since 1996. One of our aims is to review the content and structure of the systems based course and develop a new programme designed to introduce core vocabulary, concepts and facts required for clinical practice. As students progress through years one and two there will be increasing emphasis on acquiring core knowledge, skills and attitudes necessary for clinical work. There will be a relaxation of the systems-based approach for the delivery of some key subjects eg therapeutics. These subjects will have a discipline-based structure with integration as appropriate with the systems course.</p>	Professor P Hall peter.hall@qub.ac.uk	Review Group report to the Undergraduate Medical Education Committee.	New first year will be introduced in September 2008. New second year to be introduced in September 2009.

Tomorrow's doctors area	Changes	Action	Contact	Supporting documents list	Timeline
	Redesigned third year course.	Clinically oriented topics in Microbiology, Therapeutics and Clinical Chemistry have been introduced.	Prof. MF McMullin, Phase 3 Co-ordinator m.mcmullin@qub.ac.uk	On-line documents at http://www.qub.ac.uk/cm/gp/ThirdYear/Home.htm https://www.med.qub.ac.uk/Year3/login	Current
Delivering the curriculum	Revised Phase 3 curriculum currently being delivered. New facilities Medical Student Management Committee	The new course is supported by an extensive on-line and e-learning resource which has been specifically developed. (See under Innovation) A suite of new small group teaching rooms are being developed on the Royal site A new building to house the Medical School Administrative Offices, Medical Education Unit and Teaching Accommodation is currently under construction on the Belfast City Hospital campus. A new Committee has been formed between the Department of Health (NI), the newly appointed Directors of Education for each of the 5 new NHS Trusts, the Medical School and the University.	Mr R Carson, Estates and Buildings r.carson@qub.ac.uk Professor P Johnston, Dean of the School p.johnston@qub.ac.uk	Medical Expansion Steering Group Minutes	End of January 2008 Completion Autumn 2009

Tomorrow's doctors area	Changes	Action	Contact	Supporting documents list	Timeline
Assessing student performance and competence	Further development of professionalism in assessment procedures	Fully functioning Progress and Assessment Office introduced to underpin standard setting, blueprinting and administration of assessments.	Dr A Gilliland a.gilliland@qub.ac.uk Ms M Boohan m.boohan@qub.ac.uk	Minutes of the Assessment Group	Current
	Changes in third year assessment procedures	New end of year integrated assessment planned to match the new course. A single combined OSCE examination will now be delivered instead of specialty specific OSCEs. The examinations are co-ordinated by a third year assessment team.	Chair of Third Year Assessment Group, Dr A Bell a.bell@qub.ac.uk		March 2007 until First Phase 3 Integrated OSCE June 2008
	Final MB Clinical Assessment	Final MB clinical examinations have now an OSCE format, including an evaluation of procedural skills in line with the advice in Tomorrow's Doctors.	Dr P Watson p.watson@qub.ac.uk	UMEC Minutes a.stockman@qub.ac.uk) Final Clinical Examinations Implementation Group Minutes e.burns@qub.ac.uk	April 2008
	Portfolio assessment	Portfolio based assessments have been introduced in years 1 and 5 and will be rolled out across the curriculum.	m.boohan@qub.ac.uk	Portfolio Management Group Minutes	2006 – 2010
Student health and conduct	Review of admission selection process.	The School has adopted the use of UKCAT (aptitude testing).	Dr K Steele, Admissions Lead k.steele@qub.ac.uk		Pilot for the September 2008 intake of students.

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	Interprofessional Education	In year 4 a new interprofessional teaching programme has been introduced in collaboration with the School of Nursing and Midwifery. During the Perioperative and Emergency Medicine programme students receive training in emergency care and management using a human patient simulator. Since September 2007 student nurses have participated in this element of the programme. This learning experience offers students from both professions an opportunity to acquire team working and communication skills.	Dr J Murray james.murray@qub.ac.uk	Study Guide for POEM (Year 4)	Current
	Simulation	All students, during the Healthcare of Children module (Phase 4) gain experience of simulated clinical scenarios using the SIMBABY. This follows a pilot study.	Dr N Kennedy n.kennedy@qub.ac.uk Dr M Stewart m.c.stewart@qub.ac.uk	Study Guide for Healthcare of Children (Year 4)	Current
		During the past year the School has introduced an innovative Simulated Patient Programme. This is known as	Dr M McCullough m.mccullough@qub.ac.uk Ms Marie Brooks	Teaching and Learning	

Tomorrow's doctors area	Innovations	Action	Contact	Supporting documents list	Timeline
		"Patients as Partners" and has recruited and trained over 50 members of the public to assist with the delivery and assessment of various elements of the undergraduate programme.	m.brooks@qub.ac.uk	Innovation Fund Report	
Delivering the curriculum	E-learning: Provision of on-line learning resources	The entire third year lecture course has been provided as streamed video lectures and supplementary learning resources. This includes formative self-assessment material, case histories and interactive Kardex's. This is provided to each student in DVD format and can be downloaded as podcasts.	Dr Kieran McGlade k.mcglade@qub.ac.uk	http://www.qub.ac.uk/cm/gp/ThirdYear/Home.htm https://www.med.qub.ac.uk/Year3/login	Current
Assessing student performance and competence	Workplace learning	<p>The third year teaching and assessment programme has been reviewed. A new teaching programme was introduced in September 2007. A new assessment procedure has been developed. This includes an end-of-year OSCE. Students are also required to submit case reports during the academic year. A newly designed case report template is based on the one used by Foundation Doctors.</p> <p>The Third Year Assessment Group is monitoring the new assessment procedures and is keeping the plans to introduce Mini CEX under review.</p>	<p>Dr D Fogarty d.fogarty@qub.ac.uk</p> <p>Dr A Bell a.bell@qub.ac.uk</p>	<p>See websites above.</p> <p>Minutes of Third Year Assessment Group</p>	<p>Current</p> <p>2008 – 9</p>

Tomorrow's doctors area	Innovations	Action	Contact	Supporting documents list	Timeline
		<p>We have moved from traditional assessment methods of long and short cases to more objective and reliable assessment methods (OSCEs) in years three and five.</p> <p>In addition, a Yellow Card system will be piloted as part of the Final MB OSCE in April 2008 to enable Examiners to highlight students about whom they have concerns.</p>	<p>Dr P Watson p.watson@qub.ac.uk</p>	<p>UMEC minutes</p>	
<p>Student health and conduct</p>	<p>Better signposting of career options for students</p> <p>New central student support and guidance centre</p>	<p>The School has improved liaison with Northern Ireland Medical and Dental Training Agency (NIMDTA) and has incorporated careers advice into the introduction to third year. Closer co-operation has been developed between the and newly appointed Careers Staff within the University.</p> <p>The University has opened a new centre, close to the Medical School, dedicated to provide support and guidance and careers advice to all students.</p>	<p>Ms Fidelma Dynan f.dynan@qub.ac.uk</p> <p>Miss A Carragher angela.carragher@nimdta.gov.org</p> <p>www.qub.ac.uk/directorates/sgc/</p>		<p>Current</p>

Table 5 – Risks or Challenges

Please identify any risks or challenges to the high quality delivery of your undergraduate degree. They may be general or relate to specific planned changes listed above.

If you have not identified any risks or challenges, please check this box

Tomorrow's doctors area	Risks/Challenges	Action	Contact	Supporting documents list	Timeline
Delivering the curriculum	<p>Increased student numbers and patient overload</p> <p>Adequate clinical placements and delivery of teaching in the clinical environment.</p> <p>Poor staff student ratio.</p>	<p>Employment of peripheral hospitals and experience in primary healthcare.</p> <p>New NHS medical school liaison utilising Directors of Education recently appointed to NHS Trusts under the Review of Public Administration.</p> <p>Targeted recruitment and utilisation of clinical teaching fellows.</p>			