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# UK Medical Schools Annual Return 2009/10: QABME

## Sheffield

### 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.

In April 2009 we signalled that we would be requesting an enhanced annual return. It has been expanded to include a request for self-assessment of progress on the implementation of *Tomorrow's Doctors* 2009. This is to ensure a continuing oversight of undergraduate medical education and to begin benchmarking all schools against the revised standards. The full enhanced annual return from Schools will not be published, however we intend to publish a summary report or reports of key issues and challenges and to share practice that might be of use to other schools.

The data returns for Section A on action on requirements and recommendations from previous QABME reports are published on the GMC website.

## Basic Information

<b>Name of Medical School:</b>	Sheffield School of Medicine	
<b>Name of Dean/Head of School</b>	Professor Nigel D S Bax	Contact tel: 0114 271 3956  Contact email: <a href="mailto:n.d.s.bax@sheffield.ac.uk">n.d.s.bax@sheffield.ac.uk</a> / <a href="mailto:t.s.woodward@sheffield.ac.uk">t.s.woodward@sheffield.ac.uk</a>
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## Section A - Response to previous QABME requirements and recommendations

For all schools except those reviewed in 2008/09

Since submission of the School's previous Annual Return at [http://www.gmc-uk.org/education/undergraduate/undergraduate\\_ga/medical\\_school\\_reports.asp](http://www.gmc-uk.org/education/undergraduate/undergraduate_ga/medical_school_reports.asp), please answer the following questions:

1. For any requirements, state those that have been fully completed or not been fully implemented providing an explanation indicating how they have been addressed.

If the School did not have any requirements in its last report or the requirements were fully met and reported in a previous annual return please check the box

Tomorrow's doctors 2003 area	Requirement	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
<i>Fully reported in last year's return</i>				Doc: 1.1	Completed

2. For any recommendations, state those that have been fully completed or not been fully implemented providing an explanation and indicating how they have been addressed.

If the School did not have any recommendations in its last report please check the box

Tomorrow's doctors 2003 area	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
Curricular Outcomes (CO)	Continue to develop the curriculum so as to reflect changing patterns of health and healthcare delivery.	Considerable developments have occurred since the last QABME visit and these are described in detail in <b>Document 2.1</b> . Brief notes are provided below.		Doc: 2.1	

CO1		<b>ILA masterclasses</b> provide students with an opportunity to choose from a range of scientific and societal topics which are then studied in detail in small groups with an expert tutor.	Mr Philip Chan	Doc: 2.1 & 2.2	From 2009
CO2		<b>Ethics teaching and learning</b> is now a distinctive vertical theme in the curriculum which allows students to integrate their learning with clinical experiences.	Dr P Vivekananda-Schmidt	Docs 2.1, 2.3, 2.4, 2.5	From 2009-10
CO3		<b>Ambulatory Care</b> Teaching now occurs in a variety of clinical settings that previously were not attended by students.	Dr Caroline Woodley	Docs 2.1, 2.6	From 2009 Further developments 2010
CO4		<b>Patients as Educators</b> This programme has expanded considerably over the last two years and now has over 750 enthusiastic and trained patient educators.	Mr Martin Hague	Doc 2.1, 37.1	Current with ongoing developments

Delivering the curriculum	The development of a learning resources strategy between the University and its NHS partners.	<p><b>The relationships between the School and the Trusts</b> attended by our students have become greatly enhanced over the last two years with close liaison between the two groups.</p> <p>Senior representatives from the Trusts are members of the School's Curriculum Management Committee.</p>		Doc 2.1	
DC1		<p><b>Placements</b> All sites where our students attend for clinical attachments are visited regularly for both developmental purposes and for formal SIFT quality assurance monitoring visits.</p>	Prof Nigel Bax	Doc 2.1 2.7, 2.8, 2.9, 2.10	From 2010

Assessing student performance and competence	Review of assessment procedures.	There has been a major review of all summative assessment procedures over the last year and this is described in detail in Document 2.1.		Doc 2.1	
A1		Review of assessment procedures which has, in particular, enhanced the validity of a number of clinical examinations.	Prof N Bax Prof M Reid Dr D Bee	Doc 2.1 Doc 2.11, 2.12, 2.13	Complete
A2		DOCSS – practical skills assessment in which all clinical skills described in <i>Tomorrow's Doctors</i> (2003) are assessed in advance of students being able to sit the final examinations.	Dr C Woodley	Doc 2.1, 2.14 2.15	Modification of exam in 2010

3. Please identify any planned changes or improvements as part of the School's continuous improvement and quality management regarding any aspect of the School's undergraduate degree/s **that are not** part of the School's response to *Tomorrow's Doctors* 2009.

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
a) Delivering the curriculum - learning resources and	Expansion of space for small group teaching	Seven new rooms have been commissioned for	Prof Nigel Bax	3a.1 Curriculum Committee minutes	Current

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
facilities		small group teaching. This supports the conduct of the tutorials within the integrated learning activities.			
b)	New Clinical Skills facility	A new Clinical Skills facility has been opened in the Royal Hallamshire Hospital. This unit is being developed currently and is due to be expanded over the next 12-18 months.	Prof Nigel Bax	<i>No document available</i>	Current and 2010-11
c) Assessing student performance and competence - assessment procedures	Developments in the Finals examination	The Finals examination which consists of a written paper and a clinical examination has now been decoupled so that all students must show satisfactory performance in both elements of this examination in order to graduate.	Dr Denise Bee	2.12 – Assessment policy	Current and 2010-11
d)	Changes to the method of blueprinting the Finals examination	Examinations throughout the MBChB programme are now blueprinting for the entire programme thus enhancing our ability	Dr Denise Bee	2.12 Assessment Policy p6: <i>Blueprinting and Quality Assurance (QA)</i>	2009 onwards

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		to deliver a spirality of assessment.			
e)	Changes to sites of conduct of Finals clinical examination	The Finals clinical examination is now held in Sheffield, Rotherham, Barnsley and Doncaster. This followed extensive staff training which was delivered in early 2009. The examination was conducted most successfully at seven sites concurrently (four in Sheffield and three outside Sheffield) in May 2009. This has resulted in a very much enhanced engagement of teaching staff throughout the region.	Dr Denise Bee	3e.1 P4 Tech report 3e.2 EE Report Finals 3e.3 CMC mins	2009 onwards
f)	Changes to assessment procedures	A complete review of all summative assessments was undertaken in 2009 which has resulted in a number of enhancements to the	Dr Denise Bee	Docs: 2.1, 2.12, 13.1	2009 onwards

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		assessments throughout the MBChB programme. See narrative in <a href="#">Document 2.1</a> .			
g) Delivering the curriculum - teaching and learning	Additional staff appointments to enhance clinical teaching and learning	<p>Two Clinical Practise Based Tutors have been appointed during 2009 providing students in both the early and late parts of the MBChB programme with personalised and individual support in their learning.</p> <p>This clinical teaching has been delivered in sites such as ambulatory care centres and is supported by senior nursing staff with a successful outcome.</p>	Dr Caroline Woodley	2.6 Practise based tutors	2009 onwards
h) Delivering the curriculum - student support, guidance and feedback	Enhanced feedback to students	Student evaluation of feedback in the National Student Surveys prior to 2009 indicated areas for improvement. The impact of the enhanced feedback now provided has been to considerably	Dr Eddie Hampton	3h.1 Feedback ppt	2009 onwards

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		<p>raise the "overall satisfaction" with the MBChB programme and to lift our rank position in the UK medical schools.</p> <p>Over the last 12-18 months greatly enhanced feedback has been provided for students in each Phase of the course as regards their performance in clinical and written assessments. This is delivered on a one-to-one basis, in groups and also electronically. Students have been central in the design of the nature of the online feedback which has been well received.</p>			
i)	Careers & Advice	<p>Students receive many timetabled talks and lectures that give advice on aspects of the MBChB programme and their future careers. These formal sessions include:</p>	Dr Eddie Hampton Prof Nigel Bax	Electives (3i.1, 3i.2 )	Current

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		<p>Elective advice for 3a and 3b students.</p> <p>Phase 4 SSC is highlighted to students as an opportunity for them to engage with a specialty that may become a career choice and this has been well received.</p> <p>Careers information in the early Phases of the programme, linked to medical science lectures.</p> <p>Advice in Phases 3b and 4 with Postgraduate Deanery involvement and careers fairs.</p> <p>UKFPO guidance and advice on the application process is given throughout Phase 3b.</p> <p>Personal interviews in Phase 4 have both academic and advice elements designed to ensure that students'</p>		<p>SSC Handbook (3i.3)</p> <p>Example from P1 (3i.4)</p> <p>PG ppt (3i.5)</p> <p>3b handbook p13 (3i.6)</p> <p>Interview form (3i.7)</p>	

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		<p>preparations for their final examinations and for subsequent employment are progressing satisfactorily. This interview is in addition to the personal feedback interview all students attend in relation to their performance at the preceding Phase examination.</p>			
j) Delivering the curriculum	Student evaluation of curriculum	<p>An enhanced method of obtaining student evaluation data in relation to their learning and teaching experiences has been piloted and as a result will be modified over 2010. The system allows the provision of feedback to individual tutors on their performance.</p>	Dr Denise Bee	3j.1, 3j.2 PiCES forms (examples)	2009 onwards
k)	Enhanced engagement of students in lectures	<p>During 2009 an audience response system has been introduced in the curriculum. This allows lecturers to interact with their audience in a</p>	Mr Ash Self	3k.1 Guidance re ARS 3k.2 ARS evaln ppt	2009 onwards

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		dynamic and educationally constructive manner. Quizzes can be delivered in the middle of a lecture to test students' learning and understanding.			
l) Curricula content, structure and delivery	Enhanced development of understanding in relation to research	Over the last two years the research attachment SSC has been enhanced with a wider range of opportunities now available to students. This has resulted in an increased number of students subsequently studying for an intercalated degree.	Dr Gerry Wilson	3l.1 Student Guide 3l.2 Staff Guide 3l.3 Res Proposals list	2008 onwards
m)	Introduction of simulated ward rounds	This provides an opportunity for students to consolidate their learning from early clinical experiences and to contextualise the full range of clinical skills in practice and in particular to receive, accept and act on feedback on their	Mr Martin Hague	3m.1	2008 onwards

Tomorrow's doctors 2003 area	Changes	Action	Contact	Supporting documents list	Timeline
		performance from the Patients Educators.			
n)	The Gateway Course	This is a staff development programme in medical education which has proven to be very popular with students who attend the six week course in their own time.	Prof Nigel Bax	3n.1	2008 onwards
o)	Enhanced communication with students	Over the last year a text messaging service has been introduced so that the School is able to alert students to changing events or emergencies speedily.	Mr Ash Self	3o.1, 3o.2	2009 onwards