
UK Medical Schools Annual Return 2009/10: QABME

UCL

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 The full enhanced annual return from Schools will not be published, however we intend to publish a summary report or reports of key issues and challenges and to share practice that might be of use to other schools.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

Name of Medical School:	UCL Medical School	
Name of Dean/Head of School	Professor Jane Dacre	Contact tel: 0207 288 5209 Contact email: j.dacre@medsch.ucl.ac.uk
Name of QABME contact	Ann Glasser	Contact tel: 020 7830 2687 Contact email: a.glasser@medsch.ucl.ac.uk

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, 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
	Changes towards integration of the management	In May 2009 the School of Life and Medical Sciences (SLMS) established an Education Deanery. The new head of SLMS, as of 1 st January 2010, is Professor Sir John Tooke. Professor Sir John is committed to securing optimal integration of the MBBS degree programme and his appointment is very timely in relation to the implementation of our Curriculum Review and TD 2009. SLMS oversees all teaching delivery in the Faculty of Biomedical Sciences (FBS) and the Faculty of Life Sciences (FLS). Education in SLMS will be led by a proposed Education Board. Formal management of the MBBS is now through FBS and its committees. All students are now admitted to FBS under a single UCAS code A100.	Jane Dacre		Ongoing
	Requirement	Action taken – If none, explain why	Contact	Supporting documents list	Timeline

	Review teaching styles in Phase 1 to facilitate transition of students between Phases	<p>As part of implementation stage of the Curriculum Review current plans for integration between Phases 1 and 2 include:</p> <ul style="list-style-type: none"> increased clinical contact in Years 1 & 2 from 2010-11 clinical case studies to accompany teaching sessions in Phase 1 in 2009-10 work to base elements of curriculum around a set of key scientific principles <p>There are a number of continuing challenges to be overcome:</p> <ul style="list-style-type: none"> Overloaded teaching staff (both scientists and clinicians) Funding streams and mechanisms Conflict with research agendas Current curriculum co-ordination across modules, phases and faculties, and between NHS and UCL <p>The School is looking at directing resources to reflect more accurately teaching volume and quality. This would be complemented by a comprehensive review of academics' contribution to teaching and research.</p>	Anita Berlin & Mike Gilbey	http://www.ucl.ac.uk/medicalschoo/staff-students/mbbs-review/	Ongoing with some initiatives to start 2010-11
	Requirement	Action taken – If none, explain why	Contact	Supporting documents list	Timeline

	<p>Further development of Quality Assurance activities including Quality Enhancement</p>	<p>Please see QABME Responses for 2006, 2007 & 2008 for progress on this requirement</p> <p>Major developments since 2004-5 include:</p> <p>Increase in staff in Quality Assurance Unit (QAU) bringing total in January 2010 to 2.5 admin and 0.4 FTE academic staff. Much of the additional resource will be absorbed by:</p> <ul style="list-style-type: none"> • monitoring Phase 1 (the QAU took this over in Sept 2009) • increased regulatory requirements including: <ul style="list-style-type: none"> ○ Internal Quality Review ○ Annual Monitoring ○ Annual Sift Reporting. <p>A range of strategies have been developed since 2005 to ensure better quality enhancement:</p> <ul style="list-style-type: none"> • UCL/NHS UG Liaison Committees • Exception reporting - moving students when teaching quality at risk • Action point review of all Curriculum Committee minutes and site visit reports • Close working with student representatives <p>Established the Excellence in Medical Education Awards in 2006-7, a peer review process, to reward those making an outstanding commitment to students and their education.</p> <p>Currently introducing the Targeted Education Development and Intervention Fund (2009-10) to address significant, educational priorities and advance the MBBS programme in line with best educational practice.</p> <p>Set up a bi-annual, national conference on student evaluation (2007).</p> <p>Ongoing developments include: better summaries of student feedback, quicker responses to poor feedback, closer working with staff development, tying funding to quality and a proposal for a student parliament.</p> <p>In addition we have improved Faculty structures and funding mechanisms so that they facilitate academic responsibility for quality enhancement of teaching and actively focus on managing change.</p>	<p>Anita Berlin</p>	<p>http://www.ucl.ac.uk/medicalschoo/quality/</p>	<p>Ongoing</p>
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	Requirement	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	Adequacy of teaching space following the completion of the move to UCH	The facilities in the new UCH Phase I Development (the Tower) have been improved by the equipping of 12 seminar rooms (each capacity of 15) with computers and data projectors. Phase II of UCH Development (the Elizabeth Garrett Anderson Wing) has two further seminar rooms. A scoping exercise for meeting and teaching room facilities was carried out, and while there remain great pressures on the number of rooms, particularly of larger size (30+ capacity) it is recognised that a robust and efficient room booking system might make better use of what is available currently. UCLH Trust has invested in a state of the art Education Centre providing small group teaching space and a range of simulation opportunities. This facility is used for some MBBS teaching and the School is actively collaborating on further joint projects exploiting this excellent resource.	Jean McEwan	N/A	
	Ensure that all graduates undertake sufficient learning within SSCs (including those that do not intercalate).	Completed: See 2007 School QABME response			Completed 2007
	Mechanisms for feeding back to students on SSCs are improved.	Completed: See 2006 School QABME response			Completed 2006

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
	a. The School is required to introduce standard setting procedures into assessments in Phase 1 of the programme (paragraph 51).	Completed: See 2006 School QABME response			Completed 2006
	b. The School needs to ensure sufficient teaching space and staff is available as the course develops (paragraph 35).	Both remain a significant challenge. UCL is addressing this by introducing a common timetable, but this does not yet support the MBBS programme. With regard to space, it is hoped that a new Director of Estates and Facilities at UCL will help address ongoing concerns which are common through out the College.	Jane Dacre & Jean McEwan	<ul style="list-style-type: none"> Minutes of UCLH/UCL UG Education Liaison Committee QA/SIFT UCLH Site Visit Reports 05-09 	Ongoing
	c. Some clinical staff are involved in teaching of Phase I, but at present, no basic scientists are involved with teaching in the later stages of the course. This is an issue the School wishes to work towards and the visiting team would commend this approach (paragraph 26).	<p>There is an increasing number of examples of scientists teaching in clinical modules, i.e. cardiology, orthopaedics and professional development.</p> <p>These developments are challenging to coordinate and implement, partly due to the lack of science teachers familiar with systems physiology and biochemistry.</p> <p>A new curriculum plan will progressively move towards more science being integrated into the programme around a set of broad principles with increasing exposure to cutting-edge, clinical research scientists as the students work towards qualification.</p>	Mike Gilbey	MMG Minutes	Ongoing
	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline

	d. Sufficient quality assurance resources should be provided to ensure that the required developments are possible (paragraph 28).	Completed: See response to Q1 above			Completed 2010
	e. The recommendations of the SIFT reports across all placements should routinely include comments about the quality of the educational experience (paragraph 27).	Completed: See 2006 School QABME response			Completed 2006
	f. The School should consider providing the results of the Student Satisfaction Surveys back to students (paragraph 43).	<p>All student representatives are given full access to all Student Evaluation Questionnaire (SEQ) data.</p> <p>From 2010, all students have access to numerical data.</p> <p>The QAU contributes a monthly section in the RUMS (students' union) Newsletter with an update of QA activity.</p> <p>The results of the National Student Survey are widely circulated and routinely discussed in the Staff Student Consultative Committee and the Faculty UG Teaching Committee.</p>	Anita Berlin	<ul style="list-style-type: none"> • Minutes SSCC • NSS Summary • SEQ Annual Report 	Ongoing
	g. The School should revisit its policy of using results from the formative assessments in Year 2 for selection purposes (paragraph 52).	Completed: See 2006 School QABME response			Completed 2006

	Recommendation	Action taken – If none, explain why	Contact	Supporting documents list	Timeline
	h. The School should review the opportunities for learning about alternative therapies to ensure that students can meet the requirements of Tomorrow's Doctors, paragraph 18 (paragraph 14).	<p>Completed: Teaching on alternative therapies consists of:</p> <ul style="list-style-type: none"> • Two new PDS sessions • Lectures in the Taught Course in Medicine, Use of Medicines series and a session in the Care of the Elderly Module (Year 3) with critical analysis of alternative therapies and evidence for effectiveness of interventions • Topics covered include: hypnosis, homeopathy and naturopathy • Questions about alternative therapies are included in Phase 1 and Phase 2 assessments • Year 5 SSC "Introduction to Complementary Therapies" at the Royal London Homeopathic Hospital. 	Deborah Gill		Completed 2009
	i. A policy for 'whistleblowing' needs to be developed for the school (paragraph 73).	<p>Completed: See 2006 School QABME response</p> <p>(to be reviewed 2009-10)</p>		http://www.ucl.ac.uk/medicalschool/staff-students/general-information/a-z/#whistleblowing	Completed 2006

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*.

We have been undertaking an on-going curriculum review process into which we are incorporating Tomorrow's Doctors 2009 and therefore have included reference to this in the relevant sections of Annex 1 (even where we have indicated that we are already compliant)