Medical School

THE ABC OF YEAR 1

2018-2019
Assessment

There are 4 types of assessment in Year 1:

- Written Assessment (MB1)
- Medical Independent Learning Exercise (MILE)
- Coursework
- Formative Assessment

The first three forms of assessment listed above are **summative** – to put it simply, you get a grade for them. They are used to make a judgement about your performance on the programme and you will have to pass each of these three forms of assessment in order to progress to Year 2. That is, you need to pass the MB1 written exam, the MILE as well as the Year 1 coursework (2 assignments); there is no compensation between different components of the summative assessment. In addition grades for summative assessment are used in determining "commendations". The results of the **formative** assessment will not be recorded and they will have no influence on your final grades or progression to Year 2. However, this formative assessment is important because it will give you some feedback about your performance.

For more information, see under individual headings.
Assessment timetable

The following table is a guide to the likely timing of the main assessments during Year 1, in chronological order. Many of these are formative. **YOU WILL RECEIVE FURTHER INFORMATION ABOUT EACH ASSESSMENT AT APPROPRIATE TIME.**

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**Attendance & Absence Policy**

Students are required to participate, and should aim for 100% attendance, in all elements of the MBChB programme, including instances where the candidate is permitted to repeat a year.

Class attendance will normally be taken. Where relevant, it is YOUR responsibility to ensure that you sign the register. Under no circumstances should you sign on behalf of anyone else. **Arriving late for any timetabled session could result in you being denied admission.**
If you are unavoidably absent due to **ill-health**, you must follow University absence reporting systems:

http://www.gla.ac.uk/services/senateoffice/policies/studentsupport/absencepolicy/

To be absent for **reasons other than ill-health** (e.g., family weddings), you require permission from **Professor Alastair Gracie**, the Year 1 Director; you should obtain this in advance. In the first instance you should email your request to the Year 1 Secretary, **Ms. Elaine Jamieson** ([Elaine.Jamieson@glasgow.ac.uk](mailto:Elaine.Jamieson@glasgow.ac.uk)). **Absences of more than 2 days are unlikely to be agreed**, unless there are very special circumstances. Note that you also require specific permission to be absent before the end of the published School of Medicine teaching dates. Permitted leave of absence for reasons other than ill-health must also be self-certified through the MyCampus system and you should add a note to indicate when permission was granted.

Please note that your PBL Facilitator or VS Tutor or Adviser of Studies do NOT have the authority to give you permission to be absent.

Attendance is closely monitored by the Medical School. Poor attendance is a reason to be excluded from further study. You are advised to refer to the Attendance Procedures on the **Year 1 Moodle site** for further information.

With regard to **Clinical Skills and Labs**: you should attend the session for which you are timetabled. For reasons of safety and/or optimal staff-student ratios, we cannot have too many students at Lab or Clinical Skills sessions. It would be unfair to students who are timetabled to attend a specific session if they were turned away, or if they had less time given to them due to large student numbers. **Lab Leaders and the Clinical Skills staff will be advised to allow access to those students who are timetabled to attend the class** (according to the registers).
**Blood-borne viruses**

In Year 1 you will undertake **clinical skills** such as venepuncture, using simulated materials and models. In **labs** you may be required to take blood from each other using needles or micro-lancets. Taking blood in these ways is not considered as ‘exposure prone procedures’ (EPPs). However, you must always follow **risk reduction and infection control procedures**. These procedures include sharps disposal and protocols for needle-stick injury. Always follow the instructions of the Clinical Skills Tutors or Lab Leaders.

If in doubt about whether you should be involved in these activities or if you have worries about needles and blood, please speak to a tutor as soon as you can. Students must NOT make any assumptions about fellow students who do not get involved in these lab activities.

**Books and online learning resources**

We aim to strike a balance between giving appropriate guidance on suitable books and online resources, and encouraging you to develop self-directed learning skills, which include identifying and judging the merits of books, websites and other sources of information. In keeping with this, we provide a suggested booklist that offers guidance on textbooks that should be at a suitable level for Year 1 & 2 medical undergraduates (see Moodle). It is **not** intended that you buy all of these, and certainly not at once! John Smith’s, the **University Bookshop**, located in the Fraser Building, will have copies of all books on the booklist available for inspection. They will generally also be available, often in multiple copies, in the **School Library**, as well as in the main **Glasgow University Library**. In addition, specific texts will be available to you as **e-books**; these are indicated on the booklist. Members of the teaching staff may offer additional suggestions during the course of the year.

We recommend you:

- Don’t discard books that you have used for relevant subjects in school or previous education. (One of the keys to the **problem-based learning [PBL]**

component of the curriculum is the ‘activation’ of your existing knowledge and your schoolbooks may come in useful for a while);

- Build up a comprehensive library of personal books *gradually* as you proceed through the curriculum. There is a very wide choice of medical textbooks. It’s difficult for you to know at the start which ones will suit you best;

- Always use the latest edition of any book.
Clinical skills

There is a Clinical Skills Suite on Level 4 of the Wolfson Medical School Building. Mrs. Sam Cameron, the Clinical and Vocational Skills Resource Manager, is based in Room 426, and you will contact her to book clinical skills rooms out of hours. Clinical skills are led by Dr. Jason Long.

The Clinical Skills sessions in Year 1 are expected to include:

- Basic Life Support
- Vital signs
- Use of the NEWS scoring (pulse, BP, pulse oximetry, RR, GCS)
- Cardiopulmonary Resuscitation (CPR)
- Scottish Infection Prevention and Control Education Pathway (SIPCEP)
- Performing and basic interpretation of ECG

In addition, there are weekly clinical teaching of surface and applied anatomy during the Limbs & Back (musculoskeletal) block, during second semester. Please note that you must attend the specific Clinical Skills session for which you are timetabled.

Communication skills

Communication Skills is an important element of Vocational Studies (VS). In Communication Skills sessions, you will learn how to listen to patients and speak with them; how to interpret and use body language; and how to take a history. Communication Skills sessions are often led by your VS Tutor. They sometimes involve the use of role play, lay volunteers, and actors.

Coursework

Coursework is one element of the summative assessment for Year 1 and it relates to the VS component of the course. There are two pieces of coursework. However,
you will do a mock piece of coursework during the first semester, which will familiarise you with our systems for submission of work and with such academic skills as citation and referencing. The first summative coursework task is towards the end of Phase 1 and the second will take place in February. You will have approximately three weeks to complete each of the tasks. You should arrange your time to incorporate working on your coursework, as well as completing the normal weekly timetables.

The criteria on which the coursework tasks are assessed will be outlined along with the specific details of the coursework (to be given out and discussed at lectures, or via the Year 1 website, on an appropriate date). In addition, you will receive written guidance on the layout, referencing style, etc., in the MBChB Student Guide and on the Year 1 Moodle site.

About 4 working weeks after submission, you will receive a provisional grade (Pass = A-D) and some written formative feedback from the examiner. The grade is provisional because the quality and consistency of marking must be verified by the external examiners at the end of the academic year. Your final grades will therefore be ratified after the Exam Board in June. If you provisionally fail a piece of coursework you will be given a second piece immediately after the written examinations in May.

Please note that in line with University regulations, late submissions of coursework will be penalised. Extensions will only be permitted in exceptional circumstances and prior permission must be sought from the Year Director.

**Dress Code and personal presentation**

As soon as you become a medical student, you are representing the profession. You must be conscious of whether your dress is appropriate, particularly if you are making visits to hospitals, hospices or general practices, and if you encounter patients in medical school teaching. You may be sent away from teaching if you are
perceived to be inappropriately dressed. In particular, you should be aware of the wording on T-shirts, inappropriate exposure, and your personal hygiene.

The NHS has strict guidelines on dress in clinical situations. You will not be required to wear a white coat and your arms should be bare below the elbows. This advice will be repeated during introductory sessions.

email

You will have an email account for the duration of your time at Glasgow. Your username is your registration number, followed by the first letter of your surname. E.g., for Katherine Smith, 2300010, the username would be 2300010s. Your initial password is your date of birth in reverse order, without the ‘19’, e.g. for someone born on 01 03 1999, the initial password is 990301. You should change your password the first time you log in. Please get into the habit of checking your university email frequently, since this is one of the main ways in which we communicate with you. Please do not use personal email services to contact staff – you will not get a response.

e-portfolio

All Year 1 students will be expected to engage with ePortfolio for PPD (personal and professional development) and more information will be given by Dr Iain Grom from VS. PPD prepares you for lives in professional practice. The values, attitudes and behaviours of students and doctors alike have a huge influence on our ability to care and on our ability to cope with uncertainty in the practice of medicine. You will hear more about this element of the course at a lecture session during Induction week. During PPD you will develop an electronic portfolio to demonstrate your progress; you will be told more about this in a lecture session. This will allow early familiarity with a system you will encounter throughout your professional career as a doctor post graduation.
Equipment

You should purchase the following items for use in Year 1 and beyond:

- Lab Coat (for use in anatomy and laboratory classes)
- Stethoscope
- Tendon Hammer

Anatomy will advise whether you require to buy a dissection kit

These may be purchased at John Smith’s, the University Bookshop, or via the Med-Chir Society. Note that you will need your lab-coat from the beginning of the first semester.

Note that a clean white lab coat must be worn for all laboratory sessions in the Thomson (Anatomy) Building. This includes classes held in the Anatomy Museum, Dissection Rooms, Cleland Lab and Bryce Lab. Students will not be admitted to classes without a suitable lab coat. These are not available from staff or from the Thomson Building. Likewise, a clean lab coat must be worn in the Boyd Orr labs and any other lab for which you are scheduled.

There are no locker facilities in the Thomson Building. Bags must be placed in the designated area for each class. Personal items (including instruments and books) must not be left in labs, dissection rooms or the Museum. You will be required to have your student ID badge with you at all times when in anatomy sessions and you will not be permitted entry without showing this at beginning of class.

Evaluation

At various points in Year 1, we ask you to evaluate the teaching you receive. Evaluation is about making judgements, which is something you will have to do throughout your career, so it’s a valuable skill to practise! The evaluation you submit helps us to continually develop Year 1 and the MBChB programme as a whole. The Year 1 Deputy, Dr. Genevieve Stapleton, has responsibility for monitoring evaluation of teaching in Year 1.
There are several types of evaluation you will be asked to complete throughout the year. We have weekly “postboxes” on the Moodle site to allow for anonymous feedback and we encourage you to feedback whenever you feel appropriate. We welcome constructive criticism as well as positive comments you may want to share. In some cases, you may be asked for an immediate response within a class (e.g., using the electronic voting system, or ‘clickers’). Sometimes the questions will be set by the Year 1 Team or the Undergraduate Medical School and requested via the university’s EvaSys response questionnaire system. You are also encouraged to give feedback comments to the Student Representatives, who will speak on your behalf at the ‘Staff-Student Liaison Committee’. Early in the academic session, we shall ask for volunteers to represent the class. The contact details for student reps will be posted on the Year 1 Moodle site.

Exams

See ‘Assessment’

Facilitators

Facilitators are members of staff who “guide” you in PBL sessions, but their role is quite different from the traditional one of a lecturer. During the PBL process, their role is indirect and to ensure you are on track. It is not part of their role to tell you what to learn, or to provide you with the “answers”!

Generally, you will have the same facilitator for a period of about 6 weeks, sometimes longer. Your facilitator will carry out a formative assessment of your progress in PBL, at or near the end of this period. Often, this will be in the form of a brief written, feedback sheet. However, close to the end of Phase 1 (semester 1), there will be a timetabled session for verbal ‘1-2-1’ feedback. In addition, if you have any concerns about your role or performance in PBL, ask your facilitator if he or she has time to speak with you informally, at the end of a session.

FAQ Forums
You will be able to post questions to the FAQ Forums on the **Year 1 Moodle site.** This may be to clarify something that came up in a lecture (in which case, an alternative is to email the lecturer directly), or to clarify an issue arising during your PBL enquiry. In the latter case, the FAQ forum is not a substitute for personal research, but a resource for you to use when, for example, core textbooks, scheduled teaching sessions and your fellow PBL group members can’t help you answer specific questions; or when textbooks give contradictory information. When posting questions, please put the specific topic in the ‘subject’ of the message to help others identify whether it’s of interest to them. Before posting questions, please check the site to see if staff have already answered a similar question!! Remember that the response may not be instantaneous, since staff members have many commitments on their time.

**Fitness to Practise**

Since study in the Medical School prepares you to work as a doctor, you are under a different set of regulations than most other students at the University of Glasgow. There are specific regulations regarding Fitness to Practise that are applied by the University to protect present or future patients, and to comply with the requirements of the General Medical Council (GMC).

Fitness to Practise encompasses such areas such as health, substance abuse, honesty and professionalism, misuse of social networking sites, and police warnings and convictions, and is a very serious issue.

Students can be excluded from the University, and may lose their place in medical school, and in some cases, may not be allowed to register with the GMC on graduation. If you have any doubt about previous charges or convictions, or have any concerns about difficulties you might get into, please speak to the medical school administrators as soon as possible.

Details of the **Fitness to Practise regulations** may be found in the University Calendar for MBChB regulations.

[http://www.gla.ac.uk/services/senateoffice/policies/calendar/](http://www.gla.ac.uk/services/senateoffice/policies/calendar/)
Formative Assessment

Formative assessment is designed to give you feedback on your progress, to pinpoint areas of difficulty and to provide encouragement. These assessments will feature in all components of the course in the first year: including the anatomy core, PBL, Vocational Studies and Clinical Skills. Formative assessments will help you gauge your competence in group work and self-directed learning, as well as your knowledge of biomedical sciences, and your grasp of specific learning objectives and skills. This assessment may take any, or all, of the following forms:

- Self Assessment
- Peer Group Assessment
- Tutor Assessment

Examples of self assessment include a mock MILE paper and mock written examination; self-assessment is also a feature of PPD; at Friday feedback sessions during the anatomy core of Phase 1, you may use the electronic voting system to compare your answers with the expected answers to multiple choice questions (MCQs) and you will find Moodle quizzes on the Year 1 website. You will be encouraged to give peer feedback to one another during PBL and VS sessions. Tutor assessment may take the form of feedback from a PBL facilitator or a VS tutor. Additionally, you will sit a formative MCQ (multiple choice question) test, close to the end of Phase 1, which will provide feedback on your acquisition and application of knowledge from Phase 1.

No official records will be kept of formative assessments. Instead, you should keep records of the results of the assessments and of the feedback given to you from facilitators, tutors and your peers. In keeping with the global objectives of the course it is your responsibility to manage your own learning, and you are therefore encouraged to monitor your own progress and direct your learning accordingly.
General Office

If you have any “general enquiries” these should be directed to staff in the general office which is located at reception within the school library.

Hepatitis

It is important that all personnel involved in patient care are aware of their hepatitis B status and that they are immunised against hepatitis B. You should have received a letter telling you when to attend for your hepatitis B blood test (if you have not received this, contact Ms. Shahn Deegan. At the appointed time, you should go to the Clinical Skills Room on Level 4 of the Wolfson Medical School Building.

This is YOUR responsibility. Failure to respond to emails and thus to follow procedures may result in referral to Fitness to Practise and failure to progress to the next stage of your studies.

Identification

All staff and students are required to wear identification. For students, this will be your student ID card, and you will be issued with a holder at the start of the course. You will need to use this card for access to the School Library. This is also used to scan attendance at lectures, anatomy etc. so must be brought to all teaching sessions.

Intended Learning Outcomes (ILOs)

ILOs are statements in which we express what knowledge we expect you to acquire, what skills we expect you to develop, and what behaviours we expect you to demonstrate. ILOs range from broad statements relating to the whole 5-year medical curriculum, to quite specific statements relating to individual teaching sessions (for lectures, labs and VS). On Integration Day, you will be presented with general ILOs for Year 1. ILOs are intended to guide learning rather than being held as the absolute
expected endpoint for any particular teaching sessions. We expect students, in their own time, to use independent learning to enhance classroom delivered material.

**IT**

The University of Glasgow offers a variety of IT resources and training. The *GetIT@Glasgow* booklet is a guide to what's on offer and is available at: [http://www.gla.ac.uk/it/files/itts/publications/GetIT@Glasgow.pdf](http://www.gla.ac.uk/it/files/itts/publications/GetIT@Glasgow.pdf). For the most part, we leave it to you to determine your IT learning needs and access the University’s training. However, if you would like advice, please talk to us! The **Year 1 Moodle site** has information about accessing and evaluating electronic resources (websites and databases), which may help in your PBL research and in the MILE. Further information will be provided during Integration Week, by Dr Aileen Linn, our e-Learning Development Officer.

**Labs**

These may be 'wet labs', dissections or anatomy demonstrations. As with all other components of your course, you are must attend Labs and attendance will generally be taken. **You must attend the specific session for which you are timetabled** (see entry on ‘**Attendance & Absence Policy**’).

In many sessions the wearing of a lab coat is compulsory. Where provided, you should read the Lab notes before each session, as there are often specific instructions or reading requirements.

**Lectures**

These are teaching/administrative sessions for the whole year-group. They are generally on biomedical or clinical topics and delivered by subject experts; or they may be an opportunity for us to give you information about the course, exams, etc. Often, PowerPoint presentations will be made available on the **Year 1 Moodle site**, but this may not always be the case (e.g., for lecturers from out-with the University) and they may not be available until after the lecture. It is advisable always to take notes at the time of the lecture and review them soon afterwards, to identify gaps and
details to be checked. If you have difficulty with note-taking, consider contacting the College’s Effective-Learning Adviser:

Dr. Scott Ramsay (scott.ramsay.2@glasgow.ac.uk), for advice.

MCQs (SBA)

MCQs are multiple choice questions with a single best answer. We have introduced this type of assessment as a component of the summative end-of-year exam, and to give you practice in this type of question, as well as to give you formative feedback on your acquisition and application of knowledge, you will have a formative MCQ test towards the end of Phase 1.

MILE

This is the Medical Independent Learning Exercise and it is a summative exam designed to assess your competence in managing your own independent learning. In part, it assesses those skills developed as part of the PBL process, such as identifying, using and critiquing resources.

The MILE takes place in second semester. You will be given a written problem to investigate. You are then given time to investigate the problem and submit a brief report electronically. Full instructions will be given later but generally marks are awarded for the learning objectives you set; the appropriateness and range of resources you use; your critical evaluation and your reflection on, e.g., unresolved issues. Please note that in line with University regulations, late submission of your MILE script will be penalised. MILE scripts will be reviewed by the external examiners, so it will take some time before provisional grades are given.

At the end of Phase 1 you will be issued with a Mock MILE (a sample problem; a marking scheme; and the descriptors used for marking the exam). You will have time to attempt this; general advice and feedback will then be given.
Mock Exams

It is School policy not to release the more recent ‘past papers’. However older ones are downloadable from the Year 1 Moodle website and also from the GU Library website. However, it’s a mistake to rely too heavily on past papers, especially since the Year 1 curriculum undergoes constant revision. In any case, we find the biggest problem students face is with exam technique, because our exams are quite different from those you will likely have encountered before. Therefore we offer you mock exams, one of which is held under exam conditions; plus a formative MCQ test. You will also undertake a mock clinical skills exam. See below for further details and ‘Assessment’ for a table of approximate timings.

You will also receive a Mock MILE exam paper (a sample problem; a marking scheme; and the descriptors used for marking the exam). You will have about a week to attempt this in your own time; general advice will be given at a feedback lecture.

Late in Phase 1 you will sit a formative MCQ test online. Your graded answer sheet will be distributed and generic feedback given at a timetabled session in the final week of Phase 1.

During Phase 2 (depending on availability of suitable accommodation), you will sit a Mock Written Assessment under exam conditions. This gives you practice in timing your answers. Your scripts will be collected and a random sample read by the Year Director & Deputy. At a feedback lecture, all scripts will be returned, and you will be given marking schemes and general advice. Additionally we do prepare an exemplar exam paper giving an example of what the exam paper will be like and what a possible answer for each question might be.

We are often asked why all the written Mock Exams are not marked by internal examiners; the answer is lack of staff time – most staff are heavily committed to teaching throughout the year. However, you should use the marking scheme to self-assess your answers, or you may like to swap answers with a friend and try peer-assessment.
Modified Essay Questions

See ‘written assessment’

Moodle

Moodle is the University’s VLE (virtual learning environment). Until recently, the Medical School used an alternative system, called VALE, and you may hear staff referring to this, because it is still used for administrative functions. However, Moodle is the forum on which you will find lecture presentations, links to online resources, podcasts, quizzes and information related to various aspects of Year 1. It is also one of the main mechanisms by which we will communicate with you. Dr. Aileen Sherry, the e-learning Development Officer, will be able to answer queries about Moodle, as should other members of the Year 1 team.

MyCampus

MyCampus is the University of Glasgow's new student information system. You must use MyCampus to register (academically and financially) and enroll. You should also use MyCampus to view and update your student record, including notification of absences (see ‘Attendance and Absence Policy’).

PBL Objectives

In most parts of the course, staff specify the intended learning outcomes (ILOs), but in PBL, each group sets its own learning objectives. This is because one purpose of PBL is to help you develop your self-directed learning skills, which include taking the responsibility for deciding what, or how much you need to know. Students find this quite challenging at first, so to provide you with some reassurance, we issue Medical School PBL objectives. These are intended as a guide, to reinforce what you and your PBL group have decided is appropriate. PBL objectives will be issued after the debrief step for each PBL scenario.
Phase 1

Phase 1 is of 13 weeks duration and is intended to be an introduction, to human biology at a relatively basic level. The teaching is organised round an ‘anatomy core’, in which you take a broad-brush look at the various systems of the body, with other biomedical teaching woven round this.

In the first 3 weeks, you will learn about basic organisation of tissues, and be introduced to cell biology, immunology, molecular biology and metabolic processes. In weeks 4-12, you will follow an ‘anatomy core’, with an anatomy lab each week, a Moodle-based workbook to complete in your own time, and weekly interactive feedback sessions.

A PBL component runs throughout weeks 1-12 of Phase 1, with two x 1-hour sessions per week (on Monday and Thursday mornings). PBL objectives overlap with ILOs from other components of the Phase 1 curriculum and all aspects are examinable.

Towards the end of Phase 1 you will hand in your first piece of summative coursework: The Life History Project.

In week 13 of Phase 1, the focus will be on feedback and revision, although you will still have some scheduled classes. You will undertake the formative MCQ test and receive feedback on your performance this.
Phase 2

Phase 2 begins after the Christmas break. It is a systems-based course which runs till the end of Year 1 and right through Year 2. There will be three teaching blocks in the Year 1 component of Phase 2, as follows:

**Limbs & Back 07/01/18 – 15/02/19**

A 6-week block where you will learn about the musculoskeletal system. There is a heavy focus on anatomy, with each week being themed around an aspect of the axial skeleton, with relevant physiology (e.g., proprioception), immunology (inflammation in arthritis), etc. You will have a new PBL group for this block. You will continue to do VS and clinical skills.

**Cardio-Respiratory 18/02/18 – 22/03/18**

A 5-week block where you will learn about the cardiovascular and respiratory systems. Anatomy, physiology, biochemistry and other relevant disciplines will be delivered via labs, lectures and PBL. You will switch PBL group again and will remain in this group for the rest of Year 1. During this Block you will undertake your second summative coursework assignment.

**Keeping People Healthy – the Importance of a Good Start 15/04/18 – 10/05/18**

This 4-week block is not systems-based but is instead designed around the ‘life course’ of the individual, integrating human growth and development with public health. Relevant disciplines include embryology, genetics, child health and population health. Teaching is delivered via PBL, lectures, labs and workshops. This block is followed by a revision week, with the final written exams taking place in the following week.
Problem-based learning

Problem-based learning (PBL) is a form of adult learning in which knowledge is actively sought by students to explain what they do not understand about a 'problem'. In medicine, the problem is usually a clinical situation, described in a paper-based scenario or as a video clip.

You will work in a PBL group of 9-10 students, meeting twice a week, during which you will work through a series of steps designed to help you identify your own learning objectives. You will individually try to answer your PBL objectives between sessions, then reconvene to pool and test your new knowledge and understanding.

The group will be helped to stay ‘on track’ by a Facilitator (see separate entry). Facilitators help students to find out for themselves! They help create a positive learning environment; they encourage you to stick to the PBL process (called ‘The Glasgow Steps); they use subtle prompts to guide you towards specific issues; and they encourage you to explain your ideas or to recognise conflicting information.

PBL should help you to integrate relevant knowledge from different disciplines (e.g., anatomy, physiology, pharmacology) and/or to integrate biomedical and clinical knowledge. PBL also gives you the opportunity to test your personal understanding of course material, by talking about it; and to help improve one another’s understanding through discussion. PBL is consistent with deep learning, which is what we ask of degree-level students. This means learning so that you understand things; not simply memorising, or scratching the surface of a subject.

PBL should help you to develop team-working and communication skills that will be valuable in your professional life. Additionally, there is emphasis on you taking responsibility for your own learning (self-directed learning). It takes time to get used to the fact that no-one tells you precisely what to learn, or which pages of a book to read. But taking responsibility for your own learning is an essential part of your professional development and one that you will need throughout your medical career, after graduation.

Students tell us that PBL is fun, but also that it can be very challenging. In response to student feedback about the difficulty in making the transition to PBL, we have
placed slightly less emphasis on this method of learning in **Phase 1**. Nevertheless, we regard PBL as an integral component of the Year 1 curriculum.

You will meet your first **PBL group** on Integration day. You will remain with this group throughout Phase 1. You will then move to a different group for the first teaching block of Phase 2 (6 weeks) and finally you will be allocated to a third PBL group for the remaining 2 blocks.

During Integration Week you will be introduced to the ‘**Glasgow Steps**’ and about the roles of the **Chair**, **Scribe**, and other **Group members**. You will also receive further information on PBL be given practical advice about how to get the most from this component of the course.

**Problems?**

Sometimes, it can be difficult to find your feet in first year at University. Students sometimes get into difficulties and there can be many reasons for this – sometimes these are ‘academic’ (related to studying – e.g., problems with making notes and revising, problems with specific aspects of the course) and sometimes they are ‘pastoral’ (related to your private life and personal welfare – including family, friends, financial matters). In general, for pastoral matters your first port of call should be your **Adviser of Studies**. For academic matters, you can speak to a relevant member of teaching staff (e.g., to your PBL facilitator for issues relating to PBL) – or to the Year 1 Director, **Professor Alastair Gracie**. Sometimes, academic and pastoral problems become intertwined and you may be unsure of where to seek help. In that situation, the important thing is to at least speak to someone! Whoever you speak to will either be able to help you, or will be able to point you towards someone who can.

**Resits**

Hopefully, most of you won’t need this information, but some students inevitably have to resit the exams. The **resit of the written assessment** takes place about mid-August. If you need to resit this exam, you will be interviewed by the Year Director or Deputy, who will give you general advice and you will have the opportunity to attend a **Year 1 Resit Workshop**, as well as University-run Study Skills classes.
Coursework resits are sometimes required and these too happen after teaching finishes.

Rubella

The Chief Medical Officer in Scotland has highlighted the risk to a fetus posed by rubella (German measles) infection in pregnancy. To minimise the chance of transmitting rubella to pregnant women, the Department of Health has recommended that all health service staff, both male and female, should be screened, and those found to be at risk of developing rubella should be immunised.

The School of Medicine have resolved that this recommendation should be extended to medical students and with this in mind you should contact your General Practitioner to obtain confirmation of your rubella immunisation, or to arrange for the appropriate screening and, if required, immunisation to take place. *This does not require to be completed before you start the course but should be completed in the first semester.*

Staff-student Liaison Committees (SSLC)

The *Year 1 SSLC Committee* meets three times in the year – at a convenient time in December, March and May. *Student Representatives* canvas the views of their classmates and act on their behalf to raise issues and give feedback to staff.

One or two members of the Year 1 SSLC will be invited to sit on the *School SSLC* twice a year, whose membership includes Student Reps from all year groups.

Student Reps are also present on many other Medical School committees (Evaluation Working Group, MBChB Admissions Committee, Hospital Sub Deans’ Group) and all Representatives will be contacted should places become available.
**Student Advisory system/welfare**

You will be assigned a Student Advisor. This person will be a member of staff who will be a point of contact and a source of advice, usually for the entire duration of your 5 years at Glasgow. The Adviser’s role is largely pastoral, and he/she can point you in the direction of other people who may give you help and information. Advisers work closely with our Student Welfare Administrators. The Advisory System and Welfare Team is headed by Dr Angela Cogan, who will speak to the year group early during the session regarding the advisory system. It is administered by Mr Ed Harris (Edmond.Harris@glasgow.ac.uk).

**Student Disability Service**

The **Student Disability Service (SDS)** is located at 65 Southpark Avenue (E12 on campus maps). The SDS also has accessible accommodation in the McMillan Reading Room and Library.

The SDS offers a range of provisions and specialist support to any student (or potential student) with a disability, including pre-entry advice; information about campus accessibility, assistive technology, dyslexia screening and assessments, exam support, referral to support agencies, etc.

Please note that if you suffer from dyslexia you will need to be assessed by the University – do not assume that arrangements for examinations etc that applied in school will apply at University.

When you register on **MyCampus**, you will see a checkbox for you to register that you may have a disability. If you select this, you will receive an email from SDS, who may organise a ‘needs assessment’. Any recommendations that arise from this will be communicated to the Medical School via MyCampus.

You will find further information about the SDS on the University website, at [http://www.gla.ac.uk/services/disability/](http://www.gla.ac.uk/services/disability/). Alternatively, email: [disability@glasgow.ac.uk](mailto:disability@glasgow.ac.uk) or phone 0141-330-5497.
Students’ Representative Council

The Students’ Representative Council, or SRC, is based in the John McIntyre Building on University Avenue. As well as representing students on University Committees, it offers many services and facilities free of charge, to registered students. These include:

- a free minibus service from campus to halls of residence
- a second hand bookshop
- an advice service
- student led media (including the production of the Glasgow Guardian, GUM, Subcity Radio and GUST Television).
- student volunteering opportunities
- a confidential listening and information service (Nightline: 0141 353 1050)
- a service which links student with part time job opportunities (Jobshop)
- grants and administrative support to Clubs and Societies.
- a variety of Campus wide events, such as Freshers’ Week

For further information, see:  http://www.glasgowstudent.net/
School Library

The School Library (SL) is accessed from Level 3 of the Wolfson Medical School Building and is itself on 3 levels. You will probably spend a lot of time in here, since it’s where you will find copies of suitable texts, as well as computers where you may access your email, the Year 1 Moodle site, and the internet.

Access to the SL is currently 24/7. You must use your registration card to access the SL at all times (you also need it to enter the Wolfson Medical School Building out-with normal working hours – i.e., out-with 9am to 5pm). From time to time, your access to certain levels of the SL may be restricted, to allow those levels to be used by year groups with exams approaching.

Remember that the School Library is a study area and not a place for chatting to your friends. Be considerate! Please also treat the books and facilities with respect. Please adhere to regulations contained within the School Library Handbook. The Medical School takes very seriously any breach of these regulations. If you have any concerns or queries about the SL, in the first instance, speak to one of the staff manning the reception desk.

Study skills

The University has a Learning Service & Academic Development Service (LEADS) with Effective Learning Advisers attached to particular Schools. The ELA for the School of Medicine is Dr. Scott Ramsay (Scott.Ramsay2@glasgow.ac.uk). He organises drop-in sessions, and can give one-to-one advice. You will find his email address, as well as information about the SLS, at the following site: http://www.gla.ac.uk/myglasgow/leads/students/

Vocational studies

The Vocational Studies (VS) component of the course is directed by Dr Lindsey Pope. The philosophy of the VS component is that you can only acquire many of the necessary skills and attributes of a doctor by practising these skills and by having experience of the problems and situations that you will meet in clinical practice.
VS begin at the start of Year 1 and you will have one half-day VS session per week during most of the first three years of the curriculum. The sessions are run by a **VS Tutor**. You will be assigned to a VS Group of about 8-10 students. To provide continuity and allow some aspects of learning to develop over a period of time, your VS Group and Tutor will remain constant throughout Year 1.

In year one, Vocational Studies will introduce you to a variety of clinical settings, *ideally* including an **Accident and Emergency Department**, a **hospital ward**, a **General Practice** and a **hospice**. You will have early contact with patients in their own homes, attending outpatient clinics or as hospital inpatients. It is not intended that you approach these experiences in the role of young doctors with clinical responsibilities. Rather, we want you to acquire a **better understanding** of people, patients and the communities in which they live.

You will have the opportunities to acquire **communication skills**, and skills in **first aid** and **clinical examination**. You will acquire some **basic computing skills** and experience of collecting, recording, analysing and using information.

Other themes in VS include: **evidence-based medicine**, **finding out**, **working with others** and **personal and professional development**.

Last, but certainly not least, throughout that part of VS we call the ‘**right thing to do**’, you will be encouraged to identify and discuss the values that underpin medical practice, to consider your own values and to recognise and value the views of others. Of course, frequently in medicine it is not clear what the right thing to do **is**. Much of medicine is concerned with **taking decisions in situations of uncertainty**. The VS course will give you experience of exploring and discussing the moral, ethical, legal and professional aspects of such dilemmas.

**VS Tutors**

VS Tutors teach you in the **Vocational Studies** component of the course. All VS tutors are clinicians, but none would claim to be an expert in all of the areas addressed in VS. Their job is to work with you; only occasionally to be experts, and
more often to be role models. We hope that the sessions will be quite informal and that learning will be fun.

**Written assessment**

The *written assessment* in Year 1 is an unseen examination (2 papers) that follows the end of teaching, towards the end of May. Each paper is two hours long and comprised of a combination of short answer style questions and MCQs.

**Year 1 team**

Last but not least! You will come across many members of academic and NHS staff during your first year, but there are particular individuals who are responsible for various aspects of the teaching & administration. Their names and main areas of responsibility are given below.
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<tr>
<th>YEAR 1</th>
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<tbody>
<tr>
<td>Year Director</td>
<td>Professor Alastair Gracie</td>
<td><a href="mailto:Alastair.Gracie@glasgow.ac.uk">Alastair.Gracie@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Year Deputy</td>
<td>Dr. Genevieve Stapleton</td>
<td><a href="mailto:genevieve.stapleton@glasgow.ac.uk">genevieve.stapleton@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Year Secretary</td>
<td>Ms. Elaine Jamieson</td>
<td><a href="mailto:Elaine.Jamieson@glasgow.ac.uk">Elaine.Jamieson@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>VS Director</td>
<td>Dr Lindsey Pope</td>
<td><a href="mailto:Lyndsey.Pope@glasgow.ac.uk">Lyndsey.Pope@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Clinical Skills technician</td>
<td>Mrs. Sam Cameron</td>
<td><a href="mailto:Sophia.Cameron@glasgow.ac.uk">Sophia.Cameron@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>e-learning Development Officer</td>
<td>Dr. Aileen Sherry</td>
<td><a href="mailto:Aileen.Sherry@glasgow.ac.uk">Aileen.Sherry@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Assessment Lead</td>
<td>Dr. Carol Ditchfield</td>
<td><a href="mailto:Carol.Ditchfield@glasgow.ac.uk">Carol.Ditchfield@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Anatomy &amp; Imaging Leads</td>
<td>Prof Fabio Quondamatteo &amp; Dr Cindy Chew</td>
<td><a href="mailto:Fabio.quondamatteo@glasgow.ac.uk">Fabio.quondamatteo@glasgow.ac.uk</a></td>
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<td><a href="mailto:Cindy.chew@glasgow.ac.uk">Cindy.chew@glasgow.ac.uk</a></td>
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<td>PHASE 1</td>
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<tr>
<td>Phase 1 Lead</td>
<td>Dr Genevieve Stapleton</td>
<td><a href="mailto:Genevieve.stapleton@glasgow.ac.uk">Genevieve.stapleton@glasgow.ac.uk</a></td>
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<tr>
<td>Phase 1 Coordinator</td>
<td>Dr Aileen Linn</td>
<td><a href="mailto:Aileen.linn@glasgow.ac.uk">Aileen.linn@glasgow.ac.uk</a></td>
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<td>Limbs &amp; Back Block Lead</td>
<td>Dr. Janet Gardner-Medwin</td>
<td><a href="mailto:Janet.Gardner-Medwin@glasgow.ac.uk">Janet.Gardner-Medwin@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Limbs &amp; Back Block Coordinator</td>
<td>Dr. Waqar Ahmed</td>
<td><a href="mailto:Waqar.Ahmed@glasgow.ac.uk">Waqar.Ahmed@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Cardio-Respiratory Block Lead</td>
<td>Mr Ian Colquhoun</td>
<td><a href="mailto:ian.colquhoun@glasgow.ac.uk">ian.colquhoun@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>CV-Respiratory Block Coordinator</td>
<td>Dr Louise Miller</td>
<td><a href="mailto:Louise.miller@glasgow.ac.uk">Louise.miller@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Keeping people healthy Block Leads</td>
<td>Dr Cathy Johnman &amp; Dr Jimmy Paton</td>
<td><a href="mailto:Cathy.Johnman@glasgow.ac.uk">Cathy.Johnman@glasgow.ac.uk</a></td>
</tr>
<tr>
<td>Keeping People Healthy Block Coordinators</td>
<td>Dr Leah Marks &amp; Dr Jacqueline Reilly</td>
<td><a href="mailto:Leah.Marks@glasgow.ac.uk">Leah.Marks@glasgow.ac.uk</a></td>
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