



1. Programme Title(s) and Code(s):

| <i>Programme Title</i> | <i>UCAS Code</i> | <i>GU Code</i> |
|---|------------------|----------------|
| Bachelor of Medicine and Bachelor of Surgery | A100 | A100-2100 |
| Bachelor of Medicine and Bachelor of Surgery(Clinical Medicine) | A300-2100 | |

2. Academic Session:

2018-19

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

11

4. Credits:

600

5. Entrance Requirements:

Applicants should possess one of the following or the equivalent to be achieved at the first attempt and within the last five years of the entry date: (see <http://www.gla.ac.uk/undergraduate/degrees/medicine/>)

Highers

- Standard academic entry requirements: AAAAA or AAAABB by the end of S5 AND must achieve at least Grades A and B in two Advanced Highers.
- Other mandatory requirements: Applicants are not considered for entry to Medicine from S5. S5 grades must include Chemistry and Biology, and either Maths or Physics. It is acceptable to take Biology, Chemistry, Maths or Physics as crash Highers in S6, provided Grades AAAAA or AAAABB are achieved by S5. A minimum Grade B would be required in any crash Higher subject studied in S6. Biology and Human Biology are considered equal subjects. Applicants must have English at either Standard Grade (Grade 2), or an Intermediate 2. All applicants must complete the UKCAT.

International Baccalaureate

- Standard academic entry requirements: 38 points.
- Other mandatory requirements: Must include Chemistry HL6 and Biology HL6 and either Mathematics or Physics at HL (if it is not possible to sit Mathematics or Physics at HL, then SL will be considered at 6 points). Mathematics Studies is not deemed equivalent to Mathematics and is not accepted. A minimum of 6 points in English at Standard Level is also required. All applicants must complete the UKCAT.

¹ This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Graduate entry

•Applications to Medicine will be considered from graduates provided they have a minimum of 2.1 Honours Degree in a relevant science degree, obtained within five years of the entry date. Applicants whose degree was obtained more than five years from the date of entry, or graduated in a non-science degree will be required to have A-level/Scottish Higher Chemistry and A-level/AS Level/Scottish Higher Biology to be sat within five years of entry (minimum grades AB, or AA with AS Level Biology). Graduates with a minimum of 2.1 Honours Degree obtained more than five years ago plus a Masters or PhD in a relevant field (obtained within five years of the entry date) may compensate for not having Higher/A-level Chemistry and Biology. All applicants must complete the UKCAT.

Mature Entry Requirements

Same as that of high school leavers and graduates.

Widening Access

Information on widening participation programmes are available at on the University website at <http://www.gla.ac.uk/about/wideningparticipation/> .

Applicants may be interviewed before an offer is made. Meeting minimum entry requirements does not guarantee an interview or an offer of a place.

All applicants wishing to apply for Medicine must complete the UK Clinical Aptitude Test (www.ukcat.ac.uk).

Applicants are advised that no more than four choices from the possible five available should be used for medical courses. The remaining choice may be used for an alternative course without prejudice to the applicant's commitment to medicine. Due to the competition for places in Medical Schools, we recommend that applicants consider using all five choices on their UCAS application.

There are no age restrictions for undergraduate medicine.

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Full Time

8. Programme Aims:

Purpose of strategy

The strategy for Glasgow's curriculum from the planning, development, delivery, and assessment to the evaluation is to match the expectations of students and faculty (directly-employed academic staff and NHS colleagues who teach). This document sets out the strategy to achieve **TD4G – Tomorrow's Doctors for Glasgow**.

Vision of TD4G

The vision is to produce able and talented doctors to serve individuals and communities through the highest levels of service, and through the application and development of research.

The overlying principles of the undergraduate programme are:

- To provide excellent learning experiences whether in classroom or clinical settings
- To ensure excellent teaching experiences for academic and NHS staff
- To value achievement and excellence in learning and teaching
- To foster inquiring minds
- To provide the highest levels of service to patients
- To foster excellence in clinical and educational research

- To optimise the opportunities that learning in Glasgow affords

Programme aims

The principal aim is to train doctors of the future. The other aims of the programme are:

- To provide learning and teaching opportunities to ensure that students have the competencies and knowledge necessary to begin independent, effective and safe practice on graduation
- To provide learning and teaching opportunities to ensure that students develop skills, professional and ethical values, and attitudes necessary to work as doctors

9. Intended Learning Outcomes of Programme:

These are set out in Tomorrow's Doctors 3 and The Scottish Doctor, and cover a range of knowledge and skills of the doctor as scientist, scholar, practitioner, and professional.

Knowledge and Understanding

By the end of the programme students will have developed knowledge and understanding of and be able to describe, explain and evaluate:

- Biomedical, psychosocial, behavioural and clinical sciences that underpin clinical practice
- The normal life cycle from conception, through birth, childhood, adolescence, adulthood and the ageing process
- Disease processes including inflammation, neoplasm, degeneration, immunological disturbances, metabolic disorders, genetic abnormalities, and trauma
- Social and environmental determinants of disease and well-being
- The range of problems caused by acute and chronic disease
- Social, cultural, and economic and political contexts that determine the response to illness and disease at individual, family, community and health service levels
- Ethical and legal aspects of medical practice

Intellectual skills

By the end of the programme students will have developed intellectual skills and should be able to:

- Interpret findings from clinical examination, history-taking, laboratory, imaging and other common tests
- Analyse information and formulate management plans.
- Access primary and secondary sources of information and critically appraise findings from research

Practical skills

By the end of the programme students will have developed practical skills and should be able to:

- Obtain, record and summarise a comprehensive clinical history from patients of all ages
- Perform and record a complete clinical examination from patients of all ages including, where appropriate, a mental state examination
- Carry out a defined range of practical clinical procedures safely
- Provide immediate care in emergencies
- Prescribe safely and cost-effectively
- Communicate effectively and efficiently in speaking and writing with patients, carers and colleagues in the healthcare team

Personal Qualities (transferable skills, professional values, attitudes and behaviours)

By the end of the programme students should be able to:

- Describe the contribution of teamwork and good leadership in the safe practice of patient care
- Describe patients' rights to confidentiality and informed consent
- Approach moral and ethical dilemmas with an understanding of the judgements needed
- Describe their responsibility as teachers of students, peers, colleagues, patients and their families
- Demonstrate safe practice in all situations
- Demonstrate respect for patients and colleagues irrespective of race, gender, age, sexuality, disability, belief or lifestyle
- Recognise responsibility to advance knowledge and understanding of clinical practice when an opportunity arises

The Intended Learning Outcomes listed above must be viewed in the context of the **integrated** and

progressive nature of the curriculum. Thus the actual detail regarding what is assessable at the end of each academic year is always a sub-set of the over-arching ILOs.

10. Typical Learning and Teaching Approaches:

Teaching and learning methods

Learning environment

Students have 24-hour access to the medical school library. Teaching and learning will take place in the medical school building, school library, small group teaching rooms, lecture theatres and laboratories, and in community and secondary care settings.

Methods and approaches

- Large group teaching: didactic lectures run through all five years of the curriculum. The size of the group depends on the context and may range from one-third of the year to the whole cohort. Each lecturer will make clear the intended learning outcomes for the lecture and will make sense of where it fits into the phase of the curriculum. The lecturer will present core knowledge and provide clinical context and application. The lectures will provide examples to aid learning and student engagement.
- Glasgow Case-Based Learning (CBL) will be supported by fully briefed clinical teachers. CBL takes a 'guided inquiry' approach to learning. CBL is in many ways like bedside teaching and can usefully mirror the dynamism of learning in context. CBL may help students make more sense of the transition from PBL to traditional bedside teaching that takes place during Year 3 of Glasgow's curriculum.
- Small group teaching: PBL sessions using non-expert facilitators; Vocational and Professional Studies facilitated by clinical tutors who meet with the same student group every week of the academic years 1 and 2; 'bedside' teaching in hospital and community settings; communication skills sessions - including role-play - with the school's expanding programme of Volunteer Patients. Students will be encouraged to develop skills in chairing, summarising, leading, and facilitating. Furthermore they will be encouraged to articulate arguments, express uncertainties and formulate learning needs as well as to find ways to address these needs.
- Apprenticeship in clinical attachments including the student assistantship: Students have a named Educational Supervisor, and in addition - as student assistants - have a named coach and mentor. All Educational supervisors will be trained and briefed and will be committed to producing safe and skilled doctors. They will strive to ensure that students receive constructive feedback with guidance on how to develop the necessary skills, attitudes and behaviours in a given timescale.
- Laboratory learning events and clinical and practical skills events: These are held in the anatomy dissecting room, the College's Life Sciences laboratories and the school's clinical skills facilities. Additional skills teaching takes place in NHS facilities.
- Self-directed study: Students are expected to learn how to learn. Support for learning is provided through an effective learning advisor. The school library has a range of resources and fixed computers as well as space for students to use their own laptops. There are also bookable rooms to small group learning. Exposure to a range of different styles of teaching within the programme aims to students developing and understanding of how they and others learn.
- E-learning resources: The school has appointed an e-learning development officer. The student website will be the repository for information using VALE and Moodle as platforms. All communications are through the student website. Students will have Personal Development Portfolios.
- Peer learning: There is an active programme of peer-assisted learning. There are an increasing number of student-run special interest societies that offer specialised teaching.
- Feedback: Students will receive timely feedback on what they do, say and write. Formative feedback will be given verbally by small group teachers and written feedback is given by designated markers. Students also receive formal feedback following summative assessments which allows them to see how they perform. We aim to ensure feedback comments are constructive and useful for students to be able to develop and enhance their approach to assessed work over time.

11. Typical Assessment Methods:

Assessment principles

Assessment is coordinated and policy is overseen by a senior member of academic staff who chairs the Assessment Working Group. The principles of assessment will be:

- Fair - assessing material that is taught. Example assessment material and information on standard-setting methods will be publically available. All assessors will be trained and briefed, and will receive feedback, where relevant, on their performance.
- Regular - planned and at as many transition points in the course as possible while being mindful of the assessment load for students
- Progressive - using a range of assessment methods and ongoing scrutiny of standard-setting methods.
- Comprehensive - covering the range of Intended Learning Outcomes
- Developmental - reflecting the increasing complexity of skills required of students training to be doctors. Assessments will be selected that test knowledge and competence. Assessments will highlight those students who are unlikely to become doctors and should do this at as early a stage as possible.
- Always linked to feedback - all assessments will have an associated strategy for feedback that will be

| Domain | Knowledge and Application | Critical Analysis and Writing Skills | Clinical and Communication Skills | Professional Behaviour |
|---------------|---------------------------|--------------------------------------|-----------------------------------|------------------------|
| Phase 1 (Yr1) | MCQ test (F) | Mock Coursework (F) | | |

made available within timescales set out in current University guidance.

The medical school have recently appointed a Programme External Examiner to review the whole programme of assessments through the five years of the MBChB course. The programme external examiner will work with the internal examiner and year-specific external examiners to review the integrity of all assessments. We have proposals to spread the assessment load in line with student feedback and will explore the introduction of these for 2013/14 with our newly appointed Programme External Examiner.

| | | | | |
|--------------------------|--|---|--|----------------------------------|
| Phase 2 (Yr1) | MBChB1 Written Examination (S) | Life History Coursework (S) Community Diagnosis Coursework (S) MILE (S) | OSCE (F) | OSCE (F) |
| Phase 2 (Yr2) | MBChB2 Written Examination (S) SSC1 (S) | Critical Analysis Coursework (S) SSC1 (S) | OSCE 2 (S) | OSCE 2 (S) Family Project (S) |
| Phase 3 (Yr3) | MBChB3 Written Examination (S) | Longitudinal Portfolio (part1) (S) | | |
| Phase 4 (Yr3) | SSC2 (S) | Longitudinal Portfolio (part2) (S) SSC2 (S) | OSCE 3 (S) | OSCE 3 (S) |
| Phase 4 (Yr4) | MBChB4 Written Examination (S) SSC3 (S) | Portfolio cases (F-informs S) SSC3 (S) | Mini CEX/CBD (F-informs S) | End of Block (S) |
| Phase 4 (Yr5) | MBChB Finals Written Examination (S) | Portfolio cases (F-informs S) | Mini CEX/CBD (F-informs S) OSCE 5 (S) | End of Block (S) |

S= Summative

F= Formative

Summary of Summative Assessments

MBChB Written Examinations - Years 1, 2, 3, 4 and 5

Medical Independent Learning Examination (MILE) -Year 1

Objective Structured Clinical Examination (OSCE) – Years 2, 3 and 5

Coursework – Years 1, 2 and 3

Student Selected Components (SSC) – Years 2, 3 and 4

End of Block Assessments – Years 3, 4 and 5

Feedback

The school is committed to providing feedback to students. By nature this is formal and informal, and is formative and summative in design. Summative feedback typically follows coursework, written examinations, and Objective Structured Clinical Examinations (OSCE).

12. Programme Structure and Features:

Content and Structure

The content is determined by professional regulation and will always be science and clinical. The core content integrates biomedical, behavioural, and clinical sciences and clinical practice. The core curriculum will be evidence-based and regularly updated, will reflect the demographic of the population in the west of Scotland and the UK, and will be made explicit to students and tutors.

The core content is complemented at 3 stages by student selected components and at two stages by elective periods of study

The four phases of the curriculum span five academic years:

- Phase 1: Year 1 semester 1
- Phase 2: Year 1 semester 2 and all of Year 2
- Phase 3: Year 3 semester 1
- Phase 4: Year 3 semester 2 to the end of preparation for practice.

There is a gradual transition between the scientific basis of clinical medicine and the clinical application of the

science across the four phases which is driven by vertical themes. These themes are:

- Anatomy and imaging
- Clinical Pharmacology and Prescribing
- Physiology, Pathophysiology and Pathology
- Biomedical Sciences and Molecular Medicine
- Vocational and Professional Studies
- Clinical and Communication Skills
- Public Health

At the end of Year 3, opportunities are made for students to intercalate in a field of inquiry that interests them.

13. Programme Accredited By:

General Medical Council

14. Location(s):

Glasgow

15. College:

College of Medical Veterinary and Life Sciences

16. Lead School/Institute:

Medicine Dentistry and Nursing [REG20200000]

17. Is this programme collaborative with another institution:

Yes

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

Not applicable

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](#)) and Other External or Internal Reference Points:

The GMC publication "Promoting Excellence" And "Outcomes for Graduates"
<http://www.gmc-uk.org/education/standards.asp>

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as LEADS (www.gla.ac.uk/myglasgow/leads/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

Support and development for students

- The University provides support for students that include effective learning, careers and interviews, counselling, and financial advice. The Student Disability Service offers tailored and comprehensive packages for students. The Effective Learning Advisor is a hugely important resource within the College and many students consult this service.
- Small group work tutors, especially Vocational Studies tutors, offer support and advice for students. This is usually informal support and advice normally includes sign-posting to appropriate student services. It is not normally expected that small group tutors will provide regular ongoing support for students.
- Educational supervisors provide support for students who may be struggling with family, social and personal circumstances while on placement. The need for such support would normally be communicated with a senior officer at the school.
- Student welfare and Advisers of Studies: every student has a named pastoral adviser and is invited to meet with their adviser once in each of the first 2 years in the school. The advisers are trained in student services and provide an important first point of contact for students experiencing difficulties whether personal or financial. The Student Welfare Service in the school works closely with advisers and manages students whose study is being affected by circumstances outside their control.
- Medic families: students entering the school in Year 1 are allocated to a pair of senior students in Year 3.
- The School has a Fitness to Practice procedure. It also has an established academic Progress Committee chaired by a senior academic member of staff. The School is introducing advisory panels to review students whose behaviour is called into question by peers, colleagues, faculty and external agencies.
- Communications to students will be regular and on a need-to-know basis. The emails sent by student groups are moderated by the MedChir Society. The University regulations and guidance, and the school's own guidance on conduct is communicated to students in the handbook at the start of each academic year, and where relevant e.g. plagiarism guidance is re-issued with every piece of coursework.
- Induction and transition is planned by teams of academic and administrative staff.

Attendance

Students are required to participate in all elements of the course.

Absence

Persistent absence will normally result in a report to the Progress Committee.

Personal and Professional Development (PPD) Portfolio

Students are required to keep a Personal and Professional Development (PPD) Portfolio. All doctors have to complete an annual appraisal for which they produce evidence. In the future doctors will be required to achieve revalidation of their GMC registration. Preparing a PPD portfolio helps students monitor progress, provides evidence that they are meeting learning targets and prepares students for that process.

Adviser of Studies

Each student has an Adviser of Studies who provides support, advice and guidance on a welfare basis. Students are advised to meet with the Adviser of Studies on a regular basis. In addition, there is a Chief Adviser who is supported by a Medical School Administrator.

Staff/Student Committees

There is an active Staff/Student Committee structure in place, and student representatives attend School of Medicine Committees.

School Library Area

The Walton Foundation Library and Resource Area (known as the School Library Area (SLA)) offers a wealth of learning resources in a custom built environment occupying three levels of the Wolfson Medical School Building. The SLA is accessible to medical students during term time on a 24hr/7 day a week basis. Undergraduate medical students can gain access to the SLA after 5.00 pm by purchasing a refundable swipe card.

Within the SLA, students have access to 120 computers all with flat screen displays and DVD drives. The student can use these to access a wide range of computer based learning resources in addition to being able to access other support packages for word processing, spreadsheets, databases, internet access, email, statistical processing and bibliographical databases. More than 75 CDROM and PC based teaching aids are available, with other internet resources being provided through the undergraduate student portal. In addition to these facilities, there are 15 televisions and video players available for viewing the suite of clinical skills videos (there are currently more than 50 titles available).

As well as the computer carrels (booths), there are a further 120 study carrels and students have access to a reference library of over 3000 titles including multiple copies of core texts and access to a wide range of clinical guidelines. This is in addition to the journals and textbooks available from the main University Library. There are also 6 project rooms, which can be booked for group work or individual study. Other resources available within the School library include printing facilities (colour or black and white) and photocopying. Some of the computers also have scanners attached.

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Effective Learning Adviser located in the Student Learning Service (<http://www.gla.ac.uk/services/tls/sls/>), the University Health Service (<http://www.gla.ac.uk/services/health/>), the Student Counselling and Advisory Service (<http://www.gla.ac.uk/services/counselling/>), the Student Disability Service (<http://www.gla.ac.uk/services/studentdisability/>) and the Careers Service (<http://www.gla.ac.uk/services/careers/>).

24. Online Learning:

No

25. Date of approval:

15/09/2017