Introduction to the Edinburgh MBChB

9 October 2017

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Theme Head Clinical Communication
Simulated Patient Coordinator

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Fellow in Medical Education
(Psychometrics and Assessment)
Learning objectives

By the end of this session we hope you will be able to:

- Describe how students are taught, assessed and supported within the Edinburgh MBChB

- Explain where you and your learners are positioned within this bigger picture
What are your questions?
These were mine!

- What is the curriculum?
- What is ‘Learn’?
- What do students do in each year of study?
- What are ‘Learning Outcomes’?
- What are ‘Programme Themes’?
- How are students assessed and how do they get feedback?
- What is the student experience?
- How are students supported?
What really matters is where YOU and your students fit in.
Over to you...

For **3 minutes** in pairs:

Reflect on your own undergraduate training and share your experiences.

What form did your training take?

What did you enjoy most and least? Why?
What do we mean by ‘curriculum’?
The curriculum is...

“a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual student’s learning style, personal timetable and programme of work.”

Harden, R.M. (2001)
The Edinburgh MBChB

Draws on GMC:

“Tomorrow’s Doctors”
“Promoting Excellence”

Outcomes based curriculum
Overall degree outcome

Edinburgh medical graduates will be caring, competent, ethical and reflective doctors who make the care of their patients their first concern. They will be excellent communicators, able to work well with others, prepared for increasingly complex and uncertain situations, equipped for ongoing personal development, and trained for high professional achievement and leadership.
# 12 Programme Themes

<table>
<thead>
<tr>
<th>01</th>
<th>Biomedical Sciences</th>
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<tbody>
<tr>
<td>02</td>
<td>Psychological Aspects of Medicine</td>
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<td>03</td>
<td>Social Sciences and Public Health</td>
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<td>04</td>
<td>Evidence-based Medicine and Research</td>
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<td>05</td>
<td>The Consultation</td>
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<td>06</td>
<td>Presentation, Diagnosis and Management</td>
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<td>07</td>
<td>Clinical Communication</td>
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<td>08</td>
<td>Emergency Care, Clinical and Resuscitation Skills</td>
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<td>09</td>
<td>Clinical Pharmacology and Therapeutics</td>
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<td>10</td>
<td>Medical Informatics</td>
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<td>11</td>
<td>Medical Ethics, Legal and Professional Responsibilities</td>
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<td>12</td>
<td>Personal Professional Development</td>
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</table>

**Doctor as a scholar and scientist**

**Doctor as a practitioner**

**Doctor as a professional**

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**deliver**

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**Programme Outcomes**
Programme Themes: how do they fit in?

- Intertwine with structure of MBChB
- Provide direction for students
- Help students demonstrate meeting TD 2009 criteria
- Are foundation for assessments
So, where do you fit in?
Over to you...

Work in pairs (of the same specialty if you like):

Log in to Learn. Find a module you teach on. Look at its ‘core content’ and ‘learning outcomes’. Determine which aspects of these your teaching is aligned with.

Time: 10 minutes
Let’s take a quick fly through the six years ...
Student Selected Component (SSC)

Throughout programme (20%)

Critical thinking, appraisal, team working, time management

Research methods, medical ethics, data analysis, informatics

Diverse and creative

Includes ‘Elective’

simon.riley@ed.ac.uk
Year 1

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td></td>
<td>Fundamentals of Medicine</td>
<td>Cardiovascular</td>
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<tr>
<td>Health Ethics and Society 1</td>
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<td>Respiratory</td>
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<td>Health Ethics and Society 2</td>
<td>Locomotor</td>
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<td>Student Selected Component 1</td>
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<td>Year 1 Programme Theme Teaching</td>
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<td>Problem Based Learning</td>
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### Year 2

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<tr>
<th>YEAR 2</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td></td>
<td>Neuroscience</td>
<td>Clinical Genetics</td>
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<td></td>
<td>GI &amp; Liver</td>
<td>Renal &amp; Urology</td>
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<td>Science to Clinical Practice</td>
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<td>Endo &amp; Diabetes</td>
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<td>Science to Clinical Practice</td>
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<tr>
<td>Introduction to Clinical Practice</td>
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<tr>
<td>Student Selected Component 2a</td>
<td>Student Selected Component 2b</td>
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<td>Year 1 Programme Theme Teaching</td>
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<td>Problem Based Learning</td>
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**Year Director:** Ingo Johannessen  
**Year Co-ordinator:** Olga Paterson
Year 3: ‘The Research Year’

Year Director: Jeremy Hughes
Year Co-ordinator: Kate McAndrew
# Year 4

<table>
<thead>
<tr>
<th></th>
<th>Cardiovascular</th>
<th>GP + Psychiatry</th>
<th>Endocrinology + Diabetes Rheumatology</th>
<th>GI + Liver</th>
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<tbody>
<tr>
<td>Respiratory</td>
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<td>Neurology</td>
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<tr>
<td>Orthopaedics</td>
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<td>Infection / Team</td>
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**Year 4 Programme Theme Teaching**

**Year Director:** Karen Fairhurst  
**Year Co-ordinator:** Linda Pollock
Year 5

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<thead>
<tr>
<th>YEAR 5</th>
<th>SSD 5a, 5b / Haematology / Oncology / Palliative Care / Breast</th>
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<tbody>
<tr>
<td>Obstetrics + Gynaecology, GUM</td>
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<tr>
<td>Psychiatry</td>
<td>SSD 5a, 5b / Renal / Urology</td>
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<tr>
<td>Neurosciences / General Practice</td>
<td>SSD 5a, 5b / Dermatology / ENT / Ophthalmology</td>
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<td>Year 5 Programme Theme Teaching</td>
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Year Director: Colin Duncan
Year Co-ordinator: Judi Bryce
Year 6

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<thead>
<tr>
<th>YEAR 6</th>
<th>Surgery</th>
<th>Medicine</th>
<th>FINALS: Knowledge (MCQ) Clinical Exam Portfolio</th>
<th>Assistantship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency Med / Anaes / Critical Care / Child Life &amp; Health</td>
<td>GP Medicine of Elderly</td>
<td></td>
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<td>SSC 6 (Elective)</td>
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Year 6 Programme Theme Teaching

Year Director: Alan Jaap
Year Co-ordinator: Abbi Jenkins
So, what really drives learning?
Assessment

Formative or summative, assessment is stressful. Must have purpose and measure exactly what it needs to.
How are students assessed?

“Medical Schools must have appropriate methods for setting standards in assessments to decide whether students have achieved the outcomes for graduates”

TD 2009, 117

Students need to demonstrate competence in all the outcomes.
Assessment and feedback

OSCE  
mini CEX  
skills examinations  
history taking  
MCQ  
single best answer
portfolio  
essay writing  
SSCs  

reflection  
attendance  
peer and tutor feedback  
problem based learning  
e-calc  
online exams  
case presentations  
anatomy practical exam  
viva  
oral presentations  
continuous assessment...
What is the student experience?
How do they think we’re doing?

YOU SAID .. WE DID

Edinburgh MBChB Key Student Feedback Issues & Response from the Medical School

http://unistats.direct.gov.uk
Over to you

Work together again.

Use Learn to find some student feedback for your module or year. You have 3 minutes.

We will share our thoughts with the group.
National Student Survey: trends

Edinburgh Medical School NSS scores

- Response %
- Teaching
- Assessment and feedback
- Academic support
- Organisation/management
- Learning resources
- Overall Satisfaction

How do we support our students?
Support network

Not just for those who are a ‘cause for concern’

- Personal Tutors (PTs)
- Clinical Tutor Associates (CTAs)
- **Student Support Group**
- Student Support Officer
- Year Co-ordinators
Student Support Group

Room SU218, 2nd floor Chancellors Building

MBChBStudentSupport@ed.ac.uk

0131 242 6509
“Inform students, and those delivering medical education, of their responsibility to raise concerns if they identify risks to patient safety, and provide ways to do this.”

TD, 2009, 28 (e)
Complaints

The University of Edinburgh is committed to enhancing the experience of students. The University aims to ensure that teaching, support services and student union activities provide positive experiences and opportunities for students. The Student Complaints procedure is the mechanism for ensuring that student concerns and complaints are dealt with appropriately. Information on the procedure is available on the EUSA website at:

http://www.eusa.ed.ac.uk/adviceplace/academic/complaints/

In the first instance, please contact Nicola Crowley, Head of Medical Teaching Organisation Administration (nicola.crowley@ed.ac.uk), who will direct your complaint to the relevant person.

Resources

- EUSA: Complaints Procedure

Voicing Concerns
Summary and key points

- Learning outcomes and programme themes key
- Assessments written, clinical and portfolio
- Student feedback and support important
- Get to know your Year Director, Year Coordinator, Module Organiser, Theme Head
- Get to know Learn
Learning objectives

Do you think you could now ...?

- Describe how students are taught, assessed and supported within the Edinburgh MBChB

- Explain where you and your learners are positioned within this bigger picture
Take home messages

What has made most impact on you?
Introduction to the Edinburgh MBChB

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