1. The study of Medicine, as a professional discipline, places specific requirements on medical students and medical schools in that the GMC requires that the School measures student achievement, conduct, health, knowledge, skills and attitudes.

2. In many cases health, welfare, professionalism and academic progress are linked or overlap. This policy deals with Health, Welfare and Professionalism. Regulations and guidance on academic progress and academic concerns are dealt with in other policies but they are included in the models for completeness.

3. This document describes how the School:
   a. Promotes and encourages professionalism and positive behaviour.
   b. Provides support to students who require it.
   c. Sets and communicates standards.
   d. Addresses concerns as they arise.

**PROMOTING PROFESSIONALISM AND GOOD MEDICAL PRACTICE**

4. The GMC mandates that the School promotes Professionalism and the University sets a policy on Good Academic Practice. Both are cascaded to medical students. Additionally, the School promotes positive health and welfare practices.

**SUPPORTIVE MEASURES**

5. The School supports students who have health, welfare and academic needs with a range of 1st line support structures; Personal Tutors, Module Controllers, Year leads, Generalist Clinical Mentors (GCMS), the Disability Officer, ScoGEM Student Support Leads, the Pro Dean and other staff with a Health, Welfare and Professionalism role. Additional support may be obtained from Occupational Health (via the Pro Dean), Peer Assisted learning Scheme (PALS) (BSc only), CAPOD, Student Services, and School organised remediation solutions.

**STANDARDS**

6. The School sets out the desired standards of health, professionalism and academic practice via the BSc (Hons) Medicine Professionalism Agreement/ MB ChB ScoGEM Student Contract. This document draws attention to the GMC’s direction on good professionalism and focuses students on the minimum expected standards of behaviour. There are a number of means of indicating that a student’s behaviour has become a low level concern; attendance and the Yellow Card system being the most common.

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1 As described in the GMC publication; ‘Achieving good medical practice: guidance for medical students’
2 Pro Dean’s role is to listen, advise, support and ensure appropriate onward referral to Occupational Health or Student Services. The Pro Deans work closely with Student Services but they do not offer medical advice or opinion to students. They provide advice and guidance to personal tutors.

Version 27/05/2019 / kh230
7. Students identified as having a low level health, welfare, professionalism or academic concern will receive advice, additional support and / or these concerns may be addressed by one of these three groups:

8. **Academic Misconduct Officer (AMO).** The School AMO will ensure that the University policy is applied when students have breached the code of Good Academic Practice. The AMO will also consider students who fail to participate in the Good Academic Practice system. The AMO may refer a case to the School Board of Adjudication or the University Board of Adjudication.

9. **Academic Progress Committee.** The committee is chaired by the Director of Teaching, the committee members are the relevant module controllers. The committee is advised by the Pro Deans as required. This committee is responsible for:
   
a. Students displaying significant poor academic performance.
   
b. Applications to S-Code an assessment.
   
c. Deferred assessments.
   
d. Attendance / absence.
   
e. Conditional and automatic entry to Honours.

10. **Professionalism and Welfare Committee.** This committee considers professionalism, welfare and health concerns related to; conduct, non-academic professionalism, criminal activity or University level discipline, and health or welfare matters. The Committee Chair will normally be a clinical academic appointed by the Head of School. Committee members are normally co-opted members of school staff and/or a co-opted staff member from another school with a background in student affairs. The School’s Disability Officer, Registry Student Support Officer, and the Medicine Pro Dean may be called upon to advise as required.
   
a. This committee will normally review students if they:
      
i. Fail to comply with the required standards of professionalism.
      
ii. Have health or welfare issues that require School-level intervention.
      
iii. Have been reported for breaches of the law or professionalism more generally.
      
iv. Behave in a way that causes concern on placements.
      
v. Request non-routine or extended leave of absence for health or welfare reasons.
   
b. In relation to Yellow Cards the PWC will; conduct an annual review of the yellow card system, oversee staff training, compliance and consistency with the system and take an oversight for ensuring student education.
SIGNIFICANT CONCERNS

11. The University employs a range of FtP, Academic misconduct and Academic Progress processes and sanctions for students demonstrating significant concerns.

12. **Faculty FtP Committee.** This committee comprises the Dean of Medicine, the Pro Dean of Medicine, the Chair of the P&WC and the School's Executive Administrator. Their remit is to:
   
a. Engage in UK FtP network and adopt best practice.
   
b. Publish school policies.
   
c. Prepare panel members and investigators.
   
d. Consider cases referred by P&WC or any other avenue and then:
      
i. Instruct an investigation, and / or;
      
ii. Act of advice from the P&WC on patient safety matters;
      
iii. Review the investigation report and:
          
(a) Dismiss the case.

(b) Produce a written warning.

(c) Commission a FtP Panel including Principal’s Office representation when appropriate.

13. **Cross-Faculty Executive Committee.** Deals with Academic Progress appeals and sanctions out-with normal progression. See separate Ts of R.

14. **Summary of Outcomes.** The following outcomes are available to the School:

<table>
<thead>
<tr>
<th>Support</th>
<th>Refer student to Personal Tutors, Module Controllers, GCMs, Year Leads, other teaching staff, CAPOD or PALS for support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Refer student to Health, Welfare and Professionalism staff for support</td>
</tr>
<tr>
<td></td>
<td>Refer student to Student Services or Occupational Health</td>
</tr>
<tr>
<td>Academic concerns</td>
<td>Permit or refuse a student to defer exams</td>
</tr>
<tr>
<td></td>
<td>Permit or refuse a student to S Code a module</td>
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<tr>
<td></td>
<td>Permit or refuse a student conditional entry to Honours modules</td>
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<tr>
<td></td>
<td>Withdraw Permission to Proceed</td>
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<tr>
<td></td>
<td>Sanctions to course work or award of a 0Z for poor attendance or engagement</td>
</tr>
<tr>
<td>Professionalism concerns</td>
<td>Issue a “formal guidance regarding future behaviour”</td>
</tr>
<tr>
<td></td>
<td>Issue a formal warning</td>
</tr>
<tr>
<td></td>
<td>Establish remediation actions or set undertakings</td>
</tr>
<tr>
<td></td>
<td>Refer significant concerns to the School FtP committee</td>
</tr>
</tbody>
</table>
15. The model demonstrates the supporting measures and methods for dealing with low-level and significant concerns.

The Medical School Agreement defines the minimum standards. The Yellow card system signals deviation from these standards.

16. **Warnings.** There are two levels of warnings; level 1 and level 2 (see the diagram above):

   a. **Level 1.** This will be termed a ‘Formal Guidance regarding future behaviour’. This may be issued by the HoS on advice from the P&W committee in two cases:

      i. in event of a single lapse of professionalism of a significant nature (beyond yellow card concerns) but in itself not enough to trigger a referral to the FtP committee and:
(a) There is a background of previous very good or excellent behaviour as evidenced by no / minimal yellow cards, good attendance and engagement with the portfolio.

(b) The student shows insight into the concerns raised by the behaviour and has a plan of action to ameliorate any consequences of the behaviour and prevent the behaviour occurring again.

ii. If the P& W committee consider ill health was a component leading to the professionalism concerns but this is now either resolved or health has been optimised and there is an expectation that the student can meet the standards of professionalism required. Points ‘a’ and ‘b’ outlined above should also be met.

A Level 1 Formal Guidance regarding future behaviour will be communicated by letter to the student and may be reinforced verbally. The student will be advised that they must record this on any and all Tol forms, that the letter will be copied to the partner medical school, that Student Services will be informed and that this need not be declared to the GMC.

b. Level 2. This will be a formal FtP warning. It will be issued either by the HoS, normally on advice from the P&W Committee, or by a FtP Panel. The student will be advised in writing that they must record this on all Tol forms, that the letter will be copied to partner medical school, that Student Services will be informed and that this must be declared to the GMC. Students will also be advised that they can appeal this decision and given advice on the appeal process.

17. Process, recording and reporting. The administrative and record keeping duties fall to the Secretary to the Pro Deans (Professionalism and Welfare Committee) and Secretary to the Academic Progress Committee. In every case a record of a meeting or decision should be made and retained. If the outcome is informal and non-contentious then handwritten notes are acceptable however a decision which may have a negative outcome should result in typed minutes\(^3\). Any resultant letter or email to the student which describes an outcome should be retained. Any outcome for which a student may appeal should contain advice about how an appeal should be made.

18. Fairness. The school demonstrates that there is no bias in the decision making process by:

a. Appointing committee members by role.

b. Ensuring that committees are at least three strong.

c. Providing an appeal process to a higher authority for any decision.

d. Anonymising the student except when the student is present.

19. Advocacy. In all case the Personal Tutors may be involved to act as the students advocate. Other Advocates are also available.

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\(^3\) The minutes should list; who was present and in what capacity, the student’s view (if applicable), the decision and the rationale for that decision.
20. **Appeals against Academic Decisions.** Using the University appeal process. Appeals against termination of Studies or permission to proceed will be heard by an Appeal Committee which should contain at least one Pro Dean from another faculty and in the case of ScotGEM a representative from the University of Dundee.

21. **Links to other policies.** The School handbook lists the policies related to academic progress, FtP, academic misconduct and student health.