

# ScotGEM

Scottish Graduate Entry Medicine

## Year 1 Guide

2023-24

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## Welcome to Year 1

I am thrilled to finally welcome you to ScotGEM. After months of planning we are excited to have you here with us. Many people have been working hard to prepare for your arrival and we are excited to help you on your journey to becoming a doctor.

There are lots of exciting things about ScotGEM. The programme is bespoke and innovative. It employs educational techniques that are designed to make the most of the skills you already have. We have designed ScotGEM to enable you to excel, and ultimately to transform lives by improving healthcare in our regional communities. These aspirations are reflected in the breadth and strength of the partnership between NHS Scotland, University of Dundee, University of St Andrews and University of the Highlands & Islands.

This guide is intended to provide an overview of Year 1 and signpost you to other resources and documents that you might find useful. While I hope that it can answer your questions, I'm sure that it will not cover everything. If you need additional information about the Year, please feel free to email me directly ([Year1@scotgem.ac.uk](mailto:Year1@scotgem.ac.uk)) or drop by my office (Room 301, Third Floor, School of Medicine).

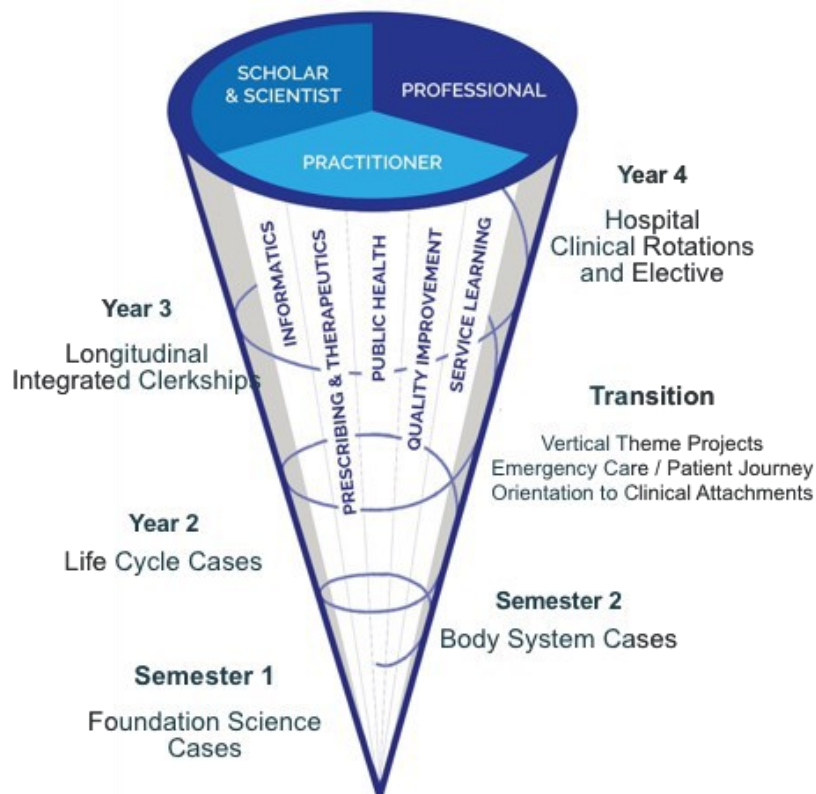
**Dr Andrew O'Malley Deputy Programme Director (Year 1 and 2) and Dr Zoe Redshaw Year 1 module controller**

## Case-based Learning

Learning in Year 1 is anchored around 30 clinical cases in a format known as Case-Based Learning (CBL). This is a long-established pedagogical method where social and clinical sciences are studied in relation to a series of clinical scenarios. Skills and knowledge are integrated with clinical presentations and conditions from the outset. This approach promotes real-life learning.

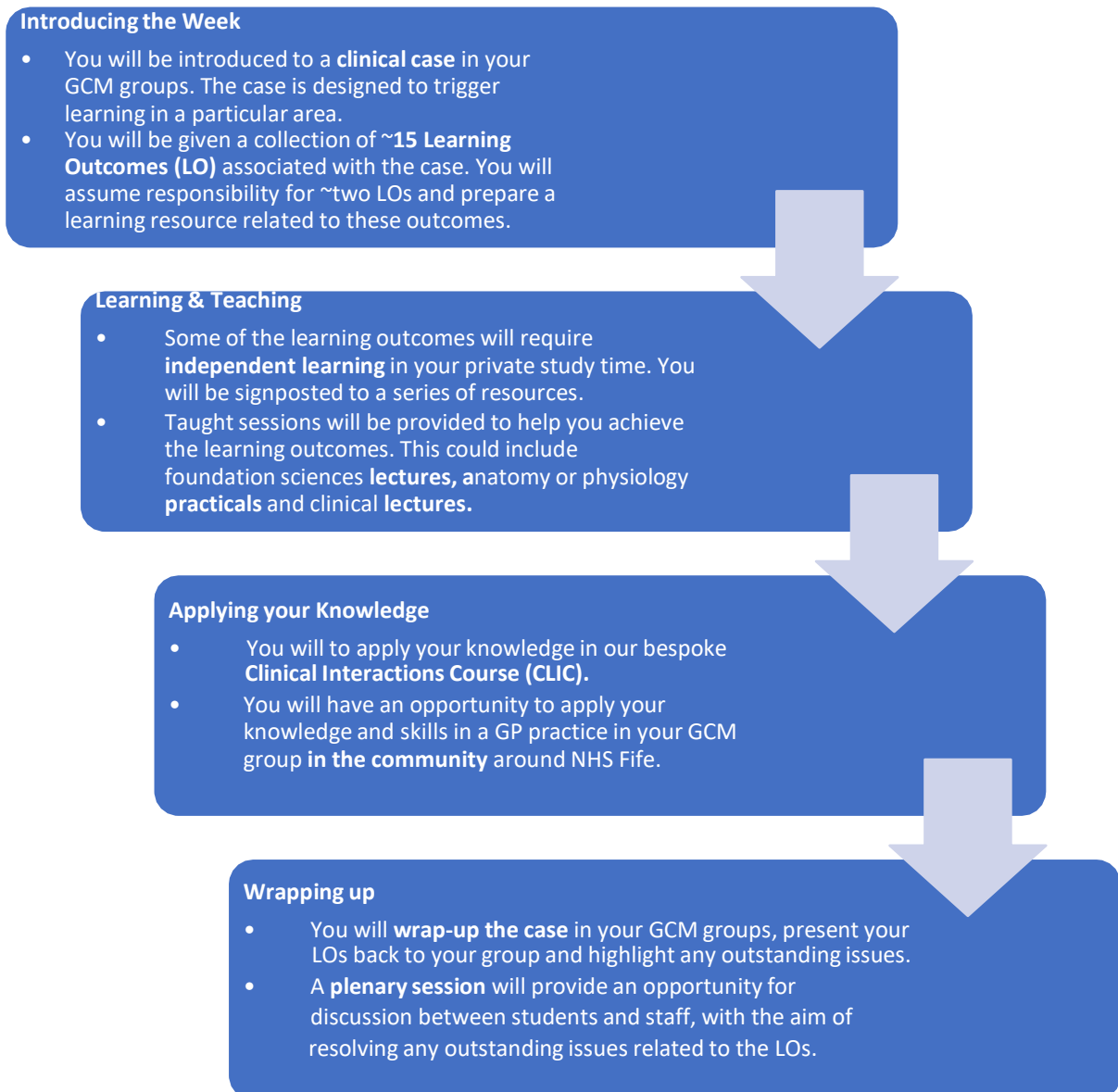
The CBL cases are supported by some specific courses such as anatomy and the Clinical Interactions Course (CLIC) with select focused lectures (approximately six per week). The cases act as a scaffold with content revisited within the spiral curriculum rather than being presented as specific subjects or specialities.

Case-based learning has been chosen as an educational approach because it has been found to work particularly well with graduate learners. The increased autonomy it offers appears to be valued and the evidence base shows it is comparable with or superior to more traditional approaches. This, however, means attention must be paid to the learning outcomes; specific bite sized topics or skills you are guided to study at a progressively more complex level:



## Weekly Format

This graphic represents a standard week of Case-based Learning:



## Lectures & Practicals

Each week a series of lectures and practicals will be arranged to help you achieve the weekly Learning Outcomes (LOs). These will range from the molecular and genetic basis of disease, through functional anatomy and physiology to high-level concepts involving sociology and public health.

These teaching sessions will be delivered by experts in their field, from NHS Fife, University of St Andrews, University of Dundee and beyond. Lecture recording technology is available, so sessions can be reviewed later.

Resources related to these sessions will be provided via Solas.

## Clinical Anatomy

On Monday mornings you will have access to the Anatomy Lab to view anatomical specimens through a clinical lens. Each session will begin with a demonstration or mini-lecture, followed by a series of workshop-style stations with activities to work through.

## Clinical Interactions Course (CLIC)

On a Tuesday morning you will begin to apply your knowledge in our bespoke Clinical Interactions Course (CLIC). CLIC session guides will be available on Solas. A separate study guide for CLIC has been prepared by the CLIC coordinator and is available on [medhandbook](#).

## GCM Day

On Thursdays you will learn in your Graduate Groups in GP practices around East Fife. These days are designed for you to consolidate what you have learned during the week. Your days in practice are also fantastic opportunities to learn skills and attitudes from your GCM.

A session plan will be provided each week on Solas. Our lead GCM will brief you on the ethos behind GCMs during Welcome Week.

## Plenary Session

The purpose of the Plenary Session, usually scheduled each week on a Friday, is to provide you with an opportunity to address any outstanding clinical issues you may have with the case. These will normally be attended by a clinician who is an expert in the relevant field.

## Agents of Change

The ambition of ScotGEM is to produce a cohort of high quality, adaptable and compassionate clinical leaders who will contribute to local communities and the health service whilst training through supported 'Agents of Change' projects in all four years.

Agents of Change goes beyond the core required by the GMC. It will enable ScotGEM students to learn and attempt to bring about real change in health care delivery. This aspect of the course is based on five themes that will run throughout the course:

- Informatics
- Quality improvement
- Prescribing and therapeutics
- Public health
- Community engagement

Agents of Change will help you understand, develop and practise the skills required to generate change in complex systems. It will involve taught materials, visiting speakers and related project work to help students develop their expertise. For example, students might work within a group of general practices to research and analyse prescribing patterns before helping to implement improvements. Agents of Change represents the majority of the 'student selected' element of the programme and is also a key opportunity to develop related scholarly outputs.

## Accessing Learning Resources

### Solas

'Solas' (Gaelic for light) is a web-based curriculum management system (CMS), designed and managed by the University of St Andrews School of Medicine Learning Technology team.

Solas is a bespoke CMS developed specifically for ScotGEM. Its principle is to offer a 'one stop shop' for all aspects of the curriculum, providing a comprehensive delivery platform, timetable and individual student experience record. This record and the related documents will be available to you as you progress to the clinical years.

Solas acts as a personal timetable and information point to access lecture and teaching handouts, videos and any other resources associated with the lectures or classes to be attended. Any required work will be submitted via Solas.

The timetable supports iCal, so your Solas timetable can be imported to your Outlook diary or calendar apps.

You will be given access to Solas the week prior to Orientation Week.

You can log in to Solas here:

<http://solas.scotgem.ac.uk>

If you need technical support related to Solas, please contact the Learning Technology team here:

[medhelpdesk@st-andrews.ac.uk](mailto:medhelpdesk@st-andrews.ac.uk)

### KuraCloud

The actual cases are hosted on an eLearning platform called KuraCloud. Each week there will be links from Solas to the relevant case in KuraCloud.



## Electronic Resources

Teaching staff will routinely signpost you to a range of learning resources. Sometimes these will be in the form of lectures, documents or eLearning packages that are available directly via Solas. Other times resources such as journal articles and eBooks will be hosted on publishers' platforms and will require you to login.

Access to electronic resources is not available via your scotgem.ac.uk email address. You will be able to access resources using either your University of Dundee or University of St Andrews logins.

Similarly, if you wish to access electronic resources that we have not directly signposted, for example for your independent study or Agents of Change projects, you should use either your University of St Andrews or University of Dundee logins. As a ScotGEM student you will be supported by both Universities' libraries and IT teams.



University of  
St Andrews

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For reading related to years 1 – 3 of the  
programme:

**Reading  
List**

<https://libguides.st-andrews.ac.uk/medicine/ebooks>

<https://resourcelists.dundee.ac.uk/leganto/readinglist/searchlists?auth=SAML>

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**Library  
Website**

<https://www.st-andrews.ac.uk/library/>

<https://www.dundee.ac.uk/library/>

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**IT Support**

Email: [medhelpdesk@st-andrews.ac.uk](mailto:medhelpdesk@st-andrews.ac.uk)

<https://www.dundee.ac.uk/help4u/>

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**Your login**

username@st-andrews.ac.uk

username@dundee.ac.uk

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## Year 1 – Directory of People



### **Dr Andrew O'Malley**

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ScotGEM Deputy Programme Director (Year 1 and 2)

*Responsible for design, content and academic delivery of Year 1 in conjunction with those below.*

Room 301

[Year1@st-andrews.ac.uk](mailto:Year1@st-andrews.ac.uk)



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### **Dr Angela Flynn**

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### **Dr Andrew Brown**

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### **Dr Siobhan Lynch**

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Your first point of contact for all administrative matters is: [Scotgem-admin@st-andrews.ac.uk](mailto:Scotgem-admin@st-andrews.ac.uk)

A full list of staff for the School of Medicine can be accessed at: [School of Medicine Staff](#)

## Facilities & Sites

Most of your learning will happen at University of St Andrews in the School of Medicine. Occasionally you will study elsewhere at University of St Andrews or at University of Dundee.

You may find these resources useful:

- [Campus map - St Andrews](#)
- [Campus map - Dundee](#)

Once a week you will be based in your GCM practice in East Fife.

You will complete a Voluntary Sector placement as part of your Agents of Change course.

### Getting to/from activities outside St Andrews

Some activities will take place outside University of St Andrews. For example, your GCM days will be hosted in GP Practices throughout NHS Fife. There is also an Agents of Change placement after the Christmas break. The ScotGEM travel and expenses policy is available on [medhandbook](#).

## Assessment

All assessment in ScotGEM is divided in three domains: Knowledge, Skills and Professionalism. These are assessed in all years of the programme. Assessments is designed to sample the breadth and depth of learning in the programme but are not intended to test absolutely every element of learning. Assessment will always be aligned to learning outcomes.

Formative assessment and feedback will be provided through the year. This is designed to help you prepare for exams and identify ways of improving.

### Summative Assessment

There are two diets of summative assessment in Year 1 of ScotGEM: the mid-year exams in December and the end of year exams in June. All knowledge and skills exams are standard-set each year. Questions are scrutinised by multiple internal assessors and our external examiners. Portfolio assessment is moderated for constancy and fairness in marking.

The ScotGEM assessment policy, which applies to all years of the programme is available on [medhandbook](#).

### Knowledge

Knowledge is assessed in December, by a single combined paper with both **short written answer (SWA)** questions and **single best answer (SBA)** questions. The paper is 100-marks in total, which is comprised of 50 SBA questions and 50-marks of SWA questions. This paper lasts 110 minutes.

This will be supplemented by additional exams in June. These include a 75-mark SBA paper, a 100-mark SWA paper and a 50-mark **integrated anatomy practical paper (IAPP)**.

### Skills – OSCE

Your communication, procedural and clinical skills will be assessed an **objective structured clinical examination (OSCE)** in June.

### Professionalism – Portfolio

Portfolios have been used in medical education for more than twenty years and are used to gather evidence and show progression in learning and professional attributes. You will have a set number of tasks to complete and upload to your portfolio. These will range from reflective pieces of work to examples of clinical and procedural skills, feedback from patients and the GCMs, and larger pieces of work undertaken during your Agents of Change course work.

### Overall Grade

Your overall grade for the year is calculated by weighting your grade for each element, i.e. knowledge (40%), skills (40%) and professionalism (20%).

### Formative Assessment & Feedback

You will be provided with a formative knowledge examination in Week 5. This is purely to help you prepare for the summative examinations. In addition to this there are formative feedback opportunities built into the cases on KuraCloud.

A formative IAPP will be provided during the mid-year exams in December and a 4 station OSCE will be provided ~March.

You will receive ongoing feedback regarding your portfolio throughout the year.

## Summary of Formative & Summative Assessment

The following table summarises summative and formative examinations:

ScotGEM Y1				
Knowledge (40%)			Skills (40%)	Professionalism (20%)
Short Written Answer	Single Best Answer	Integrated Anatomy Practical Paper	OSCE	Portfolio
Numerically standard set, compensation allowed			Numerically standard set	Fixed pass mark
Mid-Year Assessment - December				
<b>Paper 1A</b> 50 marks 50 mins	<b>Paper 1B</b> 50 marks 60 mins	Formative	Formative (~March)	
End of Year Assessment - June				
<b>Paper 2</b> 50 marks 50 mins	<b>Paper 3</b> 75 marks 90 mins	<b>Paper 4</b> 50 marks 36.25 mins	OSCE exam in June	Ongoing <b>portfolio</b> reported to exam board in June

## Progression to Y2

Students must pass all domains (knowledge, skills and professionalism) to progress. Students who fail a domain (e.g., knowledge) will have to re-sit **all assessment elements** of that domain (e.g., SWA, SBA & IAPP) at the next opportunity.

Resit takes place in July and also represent the only deferral opportunity for the June exams. Students who sit and fail their July exams as their first attempt will receive a second attempt at the next opportunity, which will be during the next academic year.

The ScotGEM programme regulations can be found in [medhandbook](#).