

TEACHING METHODS

1. **Learning Outcomes** The learning outcomes emphasise key points and form the basis of the assessment blueprint. A list of learning outcomes can be found associated with each timetabled element including guided study/non-timetabled elements. Students must focus their studies to achieve a full understanding of these learning outcomes.

The School expects students to study at least 40 hours a week, consisting of 16 hours of taught classes, 6 hours of guided study and approximately 20 hours of personal study time, during which students should complete any reading assignments and consolidate the learning outcomes associated with the teaching elements they have covered that week.

2. **Guided Study/non-timetabled elements** In the BSc programme, approximately 6 additional hours per week are set aside for 'guided study'. Guided study elements are integral components of the module which can be assessed and therefore must be completed to achieve the learning outcomes of the modules.

3. **Lectures** Students are strongly advised to attend all lectures. Lectures are organised learning opportunities that create a framework for learning and provide the knowledge base of the course. Evidence from previous cohorts indicates that those who attend lectures are likely to perform better in assessments. The time immediately following a lecture is often an excellent opportunity to approach the lecturer about issues relating to the material covered in lectures. If students wish to record lectures and / or tutorials, they must request permission from the relevant academic member of staff prior to the lecture taking place. Further information is [here](#).

4. **Plenaries** Plenary sessions are dynamic, whole-group interactions that provide students with the opportunity to engage in discussions about their learning with clinical experts. Although they are typically conducted in lecture-like settings, they are distinctly more interactive than traditional lectures. They encourage active student participation through discussions on patient cases, clinical reasoning, and the navigation of complex problems. Attendance at plenary sessions is monitored. Students who are unable to attend are required to report their absence following standard procedures. While plenary sessions are generally recorded to allow students to revisit the material post-session, there may be exceptions. Recording might not always be feasible, especially in sessions that employ particularly innovative formats (such as unique technological tools) or when patients are involved in the session.

5. **Panopto recordings.** Lectures are captured in Panopto recordings. These allow students to revisit the lecture and replay the lecture, or parts of the lecture, to enhance their learning. Lecture recordings are designed to supplement and support live lectures and should not be used as a replacement to attending lectures. Additionally, students should not rely on recordings always being available as sometimes technical glitches happen. Panopto recordings are also used for non-timetabled elements for students to watch in their own time, for example as part of a guided study.

6. **Practicals, Workshops and Tutorials** These classes will be held in a variety of locations. Each year group is divided into small groups for these, and students will be advised of their group before the start of the academic year. These groups, or combinations of these groups, meet for all practical classes, community medicine sessions, workshops and tutorials. Students may NOT change groups. We believe that practicals and small group activities are powerful learning

opportunities where students can tap the knowledge and experience of both staff and colleagues. It is for this reason that attendance at practicals, community medicine sessions, workshops and tutorials is compulsory, and registers of attendance will be taken. To make the most of these opportunities, it is essential to prepare in advance, either by using practical workbooks or schedules that are available from Galen and / or Solas. Recordings are not permitted in teaching sessions with a clinical element due to confidentiality.

7. Placements Students in both BSc and ScotGEM programme will spend time on clinical placements in a variety of settings. For the BSc course, this will vary depending on year of study, and may additionally include virtual placements. For the ScotGEM course, students in Years 1 and 2 will be attached to a primary care practice which they will attend each week, supervised by a Generalist Clinical Mentor (GCM). In ScotGEM Year 2 students also attend secondary care placements.

8. Student questions. Students are positively encouraged to ask questions to staff delivering teaching in order to enhance their own understanding and learning. This might be in 'real time', for example at the end of a lecture or during a clinical skills session. After a teaching event has occurred, or for guided studies, students should direct any teaching related question to the element owner. This includes any questions that may arise during revision periods. As per the [Communication](#) policy, staff are expected to respond in a timely manner, noting that staff may not read emails over the weekend or after office hours and may be away on business or holiday and unable to respond immediately.

9. Portfolio. Medical professionals are required to be life-long learners. Evidence of continuing professional development normally forms the core of a Personal Development Portfolio (PDP) which records evidence of both skills acquisition and appropriate attitudes and standards expected of a doctor in training. A PDP will be required for audit, appraisal and professional revalidation at later stages of a medical career. Students need to develop professional attitudes at a very early stage of their career, which also includes taking responsibility for personal learning. Students will be required to maintain and develop an ePortfolio to record and reflect upon their learning and document evidence of personal achievement. The portfolio will record:

- a. Achievement of personal learning outcomes and self-evaluation.
- b. Reflections on learning experiences and how they relate to expectations in [Outcomes for Graduates](#)
- c. Evidence to support claims of competency in clinical skills.
- d. Evidence of achievement.

10. Library For information on use of the University [Library](#) please see website.

11. School computing facilities The Medical School building has wireless connectivity (Wi-Fi) for students using their own laptop.

University of St Andrews - School of Medicine Handbook

Author:	Executive Administrator (DCM)	Approval Committee:	
Consultees:	DoT, UG programme leads		
Location/s (Med Handbook):	UG Teaching>Teaching Methods>Teaching Methods UG Teaching>Management of Teaching		
Location of source file:	http://medhandbook.st-andrews.ac.uk/wp-content/uploads/2017/07/UG-teaching_teaching-methods_teaching-methods.pdf		
Access Level: (Public/University/School Staff)	Public		
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Version Control Record *(expand table as required)*

Date	Revision Description	Major Changes
20/07/2017	Published version	
06/08/2019	Updated links	
16/11/22	Update panopto and recordings	
02/02/24	Added section on placements Added section on plenaries Added section on student questions 'Learning objectives' changed to 'Learning Outcomes'	