

Scottish Graduate Entry Medicine (ScotGEM)
MBChB(A101) Programme Guide



Contents

Summary	4
Overview	5
The ScotGEM MBChB Programme	5
Elements of the Programme	6
Case Based Learning (CBL)	7
Agents of Change (AoC)	8
Clinical Interaction Course (CLIC)	9
Staffing and delivery	9
Key Programme staff	10
NHS Board Contacts	11
Assessment and Progression	12
Practical Matters	13
1. Dual Matriculation	13
The Working Week	13
Placements	13
Learning Groups	13
Student Support	13
Physical Facilities	14
Emails and accounts	14
Programme Governance, Administration and Information	15
1. Programme Regulations	15
The ScotGEM Student Contract	15
The School of Medicine Handbook (The School Handbook), University of St Andrews	16

This guide contains information relating to the requirements and expectation of students on the ScotGEM programme. It should be read by all students and in conjunction with the Programme Regulations and relevant policies of both the University of St Andrews and University of Dundee.

Policies relating to the programme can be found in the [Handbook](#) in St Andrews or on [Moodle](#) in Dundee.

Disclaimer

The information in this Guide is given in good faith and is correct at the time of publication. Note that all details regarding Regulations are subject to information provided by the respective institution of primary matriculation which is the arbiter in such matters.

Summary

This Programme Guide provides an overview of the ScotGEM MBChB (the Programme) to orientate you. It will be supported by four separate, year specific Programme Guides as listed below and includes links to key documents offering more detailed information.

The ScotGEM mission is to:

Produce top quality, adaptable, compassionate, generalist doctors who will help drive change in the delivery of healthcare across Scotland.

The Programme capitalises on the existing strengths of medical teaching in the Universities of St Andrews and Dundee along with our other partners to offer you a truly distinctive course. The Programme offers training that is ideal for those interested in a career as a rural generalist practitioner and so includes extended opportunities to train in rural areas. It has been tailored to the specific needs of graduates, taking account of the experience and skills acquired during their initial degree.

Structure of the Programme

ScotGEM is a shared programme with an MBChB awarded on a joint basis by the Universities of St Andrews and Dundee. Delivery is shared between the partner Universities and Health Boards. Year 1 is based in Fife but components of the course in Years 2, 3 and 4 will include periods of living and studying in other regions of Scotland.

Overview

The Programme is a four-year long MBChB programme run by the Universities of St Andrews and Dundee in collaboration with NHS Scotland, specifically with NHS Fife, Tayside, Highland and Dumfries and Galloway, as well as the University of Highlands and Islands.

ScotGEM will address all core MBChB requirements as stipulated by the General Medical Council (GMC) and will prepare you for any branch of medicine via the normal postgraduate training routes. However, the Programme is specifically designed to enthuse graduates to become generalist practitioners, with experience in rural health care.

The Programme will include innovative features representing some of the cutting-edge developments in medical education internationally. Described in more detail below, these include:

- The use of Case Based Learning (CBL) to anchor learning in a more realistic context.
- Exposure to community based medical practice from the start, utilising a dedicated group of Generalist Clinical Mentors (GCMs). These are GP teachers able to access expert patients and a broad range of learning experiences relevant to the CBL scenarios.
- A Clinical Interactions Course (CLIC) which has been developed as a combined programme of consultation, examination and procedural skills integrated with real patient contact.
- A Longitudinal Integrated Clerkship (LIC) for the first predominantly clinical year (Year 3) in which you will be based in a GP practice, learn to participate in care delivery and follow key patients through their hospital and specialist treatment experiences.
- An 'Agents of Change' (AoC) strand in which you will contribute to local communities whilst you train through healthcare improvement projects and other activities.

ScotGEM is an intensive graduate entry programme and you are expected to study and work long terms (around 40 weeks per year). From year two around half of placements will be in Inverness or Dumfries, and most Year 3 practices are in rural areas. Year 4 will include periods of study in Dundee as well as opportunities elsewhere. You must be prepared to live and study in this context so you can benefit from studying within our broad partnership and take advantage of the best elements of two neighbouring medical schools and a wide range of other organisations.

The ScotGEM MBChB Programme

The Programme is the first specifically commissioned generalist focused undergraduate medical course in the UK and has a remit to help address the rural workforce challenges of the NHS in Scotland. It is not a typical medical undergraduate course, something emphasised in both the promotional materials and throughout the selection process.

The Programme has at its heart the aims expressed in the summary section above and students joining the Programme are expected to align with these aims and share its aspirations and ethos. This does not mean that all graduates are obliged to become general practitioners or generalists, or indeed work in rural Scotland, however, the aspiration is that many will and the programme is orientated towards that objective.

There is immense interest and enthusiasm for the ScotGEM Programme amongst partners in the collaboration as well as the broader medical education community and NHS in Scotland and beyond. Hence, you and your peers are part of a small cohort of pioneers and have significant expectations upon you.

Joining the ScotGEM community will be a unique experience as a learner, one that we anticipate will be both enjoyable and intellectually challenging. The Programme has introduced some exciting innovations and technologies, amidst a dispersed, community facing course. ScotGEM Programme staff are similarly enthusiastic and focused upon providing an exciting and engaging training programme to you. It is our goal to work closely with you all as a '*community of learners*' to achieve this.

As graduate entrants and adult learners, the Programme will be offering you a more active role in the care of patients from the outset. You will also have an influence on healthcare delivery through Agents of Change.

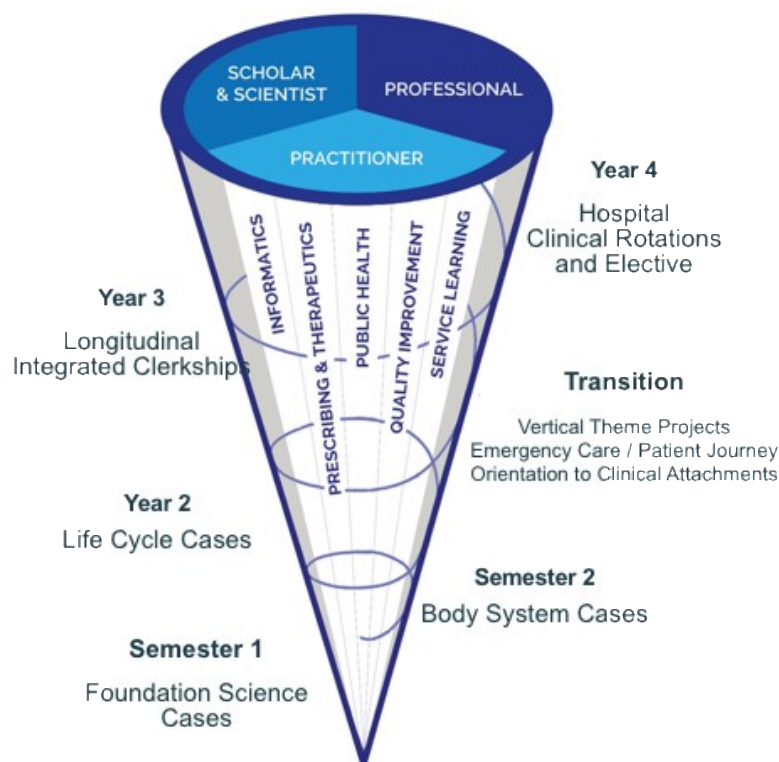
As a high degree of autonomy will be present from the outset a commensurate level of professionalism also will be expected. Hence, in accordance with current GMC policy, all medical students are asked, from the outset, to think of themselves as professionals and doctors in training. This means that as of now you are expected to maintain the highest personal and academic standards at all times.

Elements of the Programme

Students entering the ScotGEM Programme may come from any academic background. Such diversity is a recognised strength of clinical courses subsequently undertaken by graduates.

Educationally a '*constructivist approach*' is being employed; one that encourages you to actively manage your learning to address your own needs in the context of your personal previous training and experience. Hence, you will be expected to take responsibility for your learning within the framework of the Programme, which aims to support all students within a collaborative community of learners, including the ability to support and assist each other as colleagues and peers.

The Programme will provide an appropriate range of learning opportunities and expects you to be responsible for effective engagement with these. In the early years weekly learning outcomes are used to guide your focus with independent learning time available to consolidate lectures, practical and group sessions. It should be noted that, for group sessions such as Case Based learning (CBL) and other tutorials, attendance and active participations is required and is considered a marker of professional development.



Case Based Learning (CBL)

In the CBL element of the course 49 carefully selected case scenarios will be presented between September of Year 1 and February of Year 2. This is a long-established pedagogical method where basic social and clinical sciences are studied in relation to a series of case scenarios. Skills and knowledge are integrated with clinical presentations and conditions from the outset. This approach promotes real life learning.

The learning you will be asked to do around these scenarios has been structured to ensure a wide range of relevant material is covered.

The Learning Outcomes associated with CBL have been derived from:

- The General Medical Council Outcomes for Graduates - [GMC Outcomes](#)) and the GMC Medical Licensing Assessment blueprint. See [GMC website for current information](#)
- a systematic analysis of the 'common' presentations and the GMC UK Medical Licensing Assessment blueprint.
- a review of published subject and speciality society undergraduate medicine learning outcomes.

Each week you are expected to study and achieve each of the specified outcomes and will also be required to focus on 1-2 of these in more depth. You will report on these to your peers and prepare a revision note as a summary learning resource. Assessments are also blueprinted to these same CBL outcomes.

The CBL scenarios 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 (as depicted in the spiral curriculum diagram above).

Agents of Change (AoC)

“We have two jobs: our job, and the job of improving our job”

Professor Don Berwick

The ScotGEM Programme will require and help you to study and attempt to bring about changes in health care delivery. You will be asked to become an actual ‘Agent of Change’ (AoC).

AoC takes a wide view to the challenge of ‘improving our job’ and encompasses five Vertical Themes. The Vertical Themes will run throughout the four years of ScotGEM and will involve taught materials, inspiring visiting speakers and related project work. These Themes are:

- Informatics
- Quality improvement
- Prescribing and therapeutics
- Public Health
- Service Learning

AoC offers a novel focus on helping learners understand, develop and practise the skills required to generate change in complex systems.

This represents the majority of the ‘student selected’ element of the Programme and includes a mix of taught sessions and project work. Typically, each year will involve one individual and one team-based project. These contribute to the end of year grade via the Portfolio.

These learning activities will enable you to see healthcare from a variety of perspectives, to have a toolkit to tackle the quality and safety challenges you observe, and to contribute to local communities whilst training. This contribution will be made principally through healthcare improvement projects but also via voluntary sector placements and outreach activities (such as talks on medical school life to school pupils).

AoC also represents a key opportunity for the you to create scholarly outputs. It is expected that meaningful improvements in service delivery as a result of your collective efforts can be showcased as examples of how students can both learn and contribute effectively.

Clinical Interaction Course (CLIC)

The CLIC course is a bespoke programme of integrated consultation/communication, examination and procedural and clinical reasoning skills aligned with the CBL scenarios. The CLIC course will primarily run across Years 1 and 2 of the Programme but with some more complex areas introduced in later years, preparing you to complete a portfolio 'Skills Passport' by graduation.

CLIC sessions will be delivered in controlled clinical skills lab environments offering the opportunity to learn and practise safely. The course will generally be delivered by your GCMs who will then help you to bridge the gap between academic and real-life contexts, enabling you to develop your skills through real patient encounters. In Year 2 activities will build to include secondary care tasks such as 'clerking' patients in a hospital context and attending specialist clinics. In the later years, more advanced skills will be developed in pre-hospital care, acute care, ward management simulation and prescribing exercises.

Staffing and delivery

The ScotGEM partnership brings access to a wide range of university and NHS staff. In Year 1 the staff involved will primarily be based in St Andrews University or NHS Fife. Thereafter an increasing mix of staff from other NHS boards and Dundee University will participate.

The ScotGEM partner health boards have appointed staff as ScotGEM NHS educators, to facilitate and deliver secondary care teaching within their regions. These teams will each have a local lead, the Director or Associate Director of Medical Education, to ensure that the learning opportunities required are provided and that the ScotGEM ethos is supported.

Generalist Clinical Mentors (GCMs)

The Generalist Clinical Mentors (GCMs) are the backbone of the Programme and one feature that makes ScotGEM unique. They are experienced GPs with an educational focus who have been employed in a combined clinical/teaching role to act as anchors throughout the Programme.

In Years 1 and 2 these GPs will be the access route into the realities of primary care, including arranging expert patients for you to meet, rehearsing skills learned within CLIC and experiencing other elements of care, such as diabetic review clinics or visiting patients at home.

GCM's in all years will also be working as GPs, generally within ScotGEM teaching practices.

In Year 3, during the Longitudinal Integrated Clerkship (LIC) attachment, in addition to a GP practice tutor, groups of students will be supported by a GCM who will run tutorials and ensure clinical learning is appropriately balanced, including accessing relevant hospital-based experiences.

In Year 4 experienced GCMs will be available for more general professional development, career guidance and mentorship.

Key Programme staff

Programme Director: Dr Fiona Graham

(fgraham001@dundee.ac.uk)

Responsible for overall design and direction of ScotGEM in conjunction with students, staff and external partners. Point of contact for concerns or related to Programme design or policy.

Deputy Programme Director & Year 1/2 Lead: Dr Andrew O'Malley

(aso2@st-andrews.ac.uk)

Responsible for design, content and academic leadership of Years 1 & 2. Point of contact for Years 1 and 2 in general.

Year 1 Module Lead: Dr Zoe Redshaw

(year1@scotgem.ac.uk)

Responsible for design, content and academic delivery of Year 2 in conjunction with those below. Point of contact for Y1 Case Based Learning scenarios.

Year 2 Module Lead: Dr John Winpenny

(year2@scotgem.ac.uk)

Responsible for design, content and academic delivery of Year 2 in conjunction with those below. Point of contact for Y2 Case Based Learning scenarios.

Deputy Programme Director and Year 3-4 Lead: Dr Lloyd Thompson (l.thompson@dundee.ac.uk)

Responsible for academic leadership of Years 3 and 4. Point of contact for Transition Block, LIC and Year 4 in general.

Year 3 LIC Lead: Vacant

Responsible for design, content and academic delivery of the Year 3 LIC.

Year 4 Tayside Lead: Vacant

Responsible for academic delivery of the Year 4 in Tayside.

Year 4 Fife Lead: Dr Catriona Semple

(catriona.semple1@nhs.scot)

Responsible for academic delivery of the Year 4 in Fife.

Year 4 Dumfries and Galloway Lead Dr Thalakunte Muniraju

(Thalakunte.Muniraju@nhs.scot)

Responsible for academic delivery of the Year 4 in Dumfries and Galloway.

Highland Lead Dr Catherine Todd

(catherine.todd@nhs.scot)

Responsible for delivery of Year 2-4 in Highland.

Interim Lead GCM: Dr Andrew Brown

(ab441@st-andrews.ac.uk)

Responsible for the Generalist Clinical Mentor team, ScotGEM Y1/2 teaching practices and Patient Journey/Urgent Care.

Agents of Change Lead: Angela Flynn

(af238@st-andrews.ac.uk)

Responsible for design, content and academic delivery of Agents of Change in conjunction with Vertical Theme Leads.

Professionalism and Portfolio Lead: Dr Siobhan Lynch (sml22@st-andrews.ac.uk)

Responsible for design, content and delivery of Professionalism and Portfolio across years 1-4.

Interim PJUC Lead Dr Mairi Crawford (mc477@st-andrews.ac.uk)

Responsible for design, content and delivery of the 'Patient Journey Urgent Care' block in Y2.

CLIC and OSCE leads - *responsible for design, content and academic delivery of Clinical Interactions Course in conjunction with Dr Andrew Brown and the GCM team.*

CLIC Y1 Dr Helen Faulding-Bird

CLIC Y2 Dr Richard Voysey

OSCE Drs Farhana Badshah and Dr Lloyd Thompson

Student Support - medsupport@scotgem.ac.uk

St Andrews Pro-Dean for student Support: Dr Kerri Greene

Dundee Head of Student Support: Audrey Gregory

ScotGEM student support (Dundee) Dr David Davies

Jointly oversee the provision of pastoral support throughout the Programme.

Programme Administration:

scotgem-admin@st-andrews.ac.uk - *first point of contact for all administrative matters Y 1 & 2*

scotgem-placements@st-andrews.ac.uk - *first point of contact for all placement related matters Y 1 & 2*

ScotGEM@dundee.ac.uk - *first point of contact for all administrative and placement related matters Y 3 & 4*

A full list of St Andrews School of Medicine staff can be found at [School of Medicine Staff](#)

A full list of Dundee Medical School staff can be found at [School of Medicine Staff](#)

NHS Board Contacts

NHS Highland ScotGEM Regional Coordinator nhshighland.medicaleducation@nhs.scot

First point of contact for all NHS Highland administrative matters.

NHS Fife ScotGEM Regional Coordinator fife.scotgem@nhs.scot

First point of contact for all NHS Fife administrative matters

NHS Dumfries and Galloway ScotGEM Regional Coordinator dg.scotgem@nhs.scot

First point of contact for all NHS D+G administrative matters

NHS Tayside ScotGEM Administration TAY.medical-education@nhs.scot

Assessment and Progression

All ScotGEM students will be required to demonstrate the knowledge, skills, attitudes, and behaviours required for GMC accreditation. ScotGEM students graduating in 2024 will be the first cohort of UK students to sit the [GMC Medical Licensing Assessment](#).

Summative Assessment

The results of Summative Assessments contribute to module grades and progression. Summative Assessments are based around specified learning outcomes that are associated with the course. There will be three domains to Summative Assessments in each year:

- Knowledge and application of knowledge - Written assessments using single best answer, short written answer and an Integrated Anatomy Practical Paper. Year 3 utilises the Applied Knowledge Test of the national Medical Licencing Assessment. There is no knowledge assessment at the end of Year 4.
- Skills – Objective Structured Clinical Examinations (OSCE) which will include not only examination skills but also procedural, consultation and clinical reasoning skills.
- Professional development - Portfolio of course work and record of behaviours including attendance and engagement markers. See below for more detail.

Each year will require you to separately pass each assessment domain; an excellent result in one does not compensate for not meeting the pass grade in another.

Medical professionals are required to become life-long learners and, once qualified, this is supported by an online portfolio. Students need to develop and evidence professional attitudes and behaviours at the early stages of their medical career.

As such you will be required to maintain an electronic portfolio (the Portfolio) containing evidence of such professional attitudes and behaviours as well as reflecting on significant learning experiences and skills acquisition. This will be hosted on Solas. The Portfolio will include measures of engagement, such as attendance at compulsory sessions and completion of key tasks by the deadlines set. It will also be the platform for logging project work or case reports to be marked.

Appeals, Reasonable Adjustments, Academic Adjustments and Deferred Assessments

There is a system by which you can, if relevant, apply for adjustment to be made or assessments deferred. There is also a system for appeals on grounds of exam process. The details of these can be found in the [Programme Regulations](#).

Practical Matters

1. Dual Matriculation

ScotGEM students are required to matriculate with both universities throughout. In Years 1 and 2 the University of St Andrews will be the Institution of Primary Matriculation. In Years 3 and 4 the University of Dundee will fulfil this role. This enables you to access facilities offered by each institution, from accommodation to libraries and student societies. Note that you will require the relevant details or email and password for the respective university, they will not recognise your @scotGEM details.

The Working Week

On average students should expect around 22 hours of timetabled activities per week in Year 1 and 2. It is suggested that, in addition, students will need to spend at least 15 hours per week engaged in independent learning. This means that, at a minimum, students should aim to work approximately a 40-hour academic week. **Students are strongly advised that you not engage in more than 8 hours of additional paid or voluntary work per week.**

Placements

The ScotGEM Programme is designed to promote generalist medical practise in a rural context and includes multiple opportunities to live and study in the rural health boards: Highland, and Dumfries and Galloway. All students will be expected to rotate through such placements. Student choice will be accommodated as practical within the capacity available but cannot be guaranteed. Details of the placement allocation system and funds available to support travel and accommodation can be found in the year guides.

Learning Groups

In Years 1 and 2 much of student's learning will be as a "GCM Group" of around 6-8 students. Students will be allocated to groups but these will change during the ScotGEM academic year to enable you to work with a range of peers and gain from being taught multiple GCMs.

As learning to work effectively in a healthcare team is itself a key GMC learning outcome changing group on an individual basis will not typically be allowed. Group sizes may transiently increase if a GCM or another member of staff is absent.

Student Support

Student Support within ScotGEM will utilise a combination of a traditional Personal Tutor system alongside an 'asset based' approach that seeks to help learners develop insight and skills that enhance professional development, including resilience and wellbeing. This will integrate with other aspects of professionalism, largely through your personal portfolio.

In the first year two years, Personal Tutors will each support a small group of students. Their prime remit is for pastoral care and some elements of administration to support academic progress. The first point of contact for students with a pastoral problem should be their Personal Tutor.

Information held by the central disabilities team in St Andrews is not shared at the end of Y2 with the University of Dundee. Internal information held by the MedSupport team is shared to support the transition between institutions.

Student Services

The Universities each have established services which are readily accessible to students, and Student Support staff work closely with both medical schools.

Student Services offer a comprehensive range of support including advice on:

- Accommodation
- Finance
- Personal and relationship issues
- International student issues
- Sexual and other health issues

Physical Facilities

Whilst based in St Andrews, ScotGEM students will spend most of their teaching time within the School of Medicine, North Haugh and NHS Fife premises.

As you progress through ScotGEM you will encounter an increasing range of university and NHS facilities through the ScotGEM partnership. For each facility students will be given relevant introductory materials as appropriate.

Emails and accounts

It is expected that all students will own and maintain a mobile device suitable to access necessary learning resources including the curriculum management system, Solas. If this is a problem please contact either your Personal Tutor or Student Support staff.

Email and communications regarding the course will be via University of St Andrews and University of Dundee email addresses which will be required to access each university's resources. In later years an NHS email will be provided for any patient related communications.

Students will be given clear guidance as to the arrangements in place during Orientation Week each year.

Programme Governance, Administration and Information

1. Programme Regulations

The Programme is governed by the Scottish Graduate Entry Medicine Programme Regulations.

The Programme Regulations contain detail unique to the ScotGEM Programme, and covers important regulatory information such as:

- Governance (including the cross-institutional boards and committees that oversee the programme)
- Administrative processes (e.g. admissions and registration, definitions of primary matriculation, tuition fees, location of study)
- Information and communication (e.g. data protection and information sharing)
- Quality assurance (e.g. how we monitor and review the programme)
- Academic progression (e.g. programme requirements, assessments/reassessments, deferred assessments, academic adjustments, leave of absence)
- Non-academic requirements (e.g. protection of vulnerable group screening, occupational health, professionalism and Fitness to Practise)
- Academic awards (e.g. degree classification, exit awards, credit transfer, educational performance measure)

Students are also expected to familiarise themselves with the relevant regulations and policies applicable to all students at each institution and ensure they follow the appropriate requirements. These can be accessed via:

- The main University of St Andrews Website -<https://www.st-andrews.ac.uk> policies, current students.
- The student information pages of the University of Dundee website <https://www.dundee.ac.uk/students/>

The ScotGEM Student Contract

The ScotGEM Student Contract applies to all years of the Programme. It is based on the 4 domains of professionalism outlined in the GMC/Medical Schools Council publication, [Achieving good medical practice: guidance for medical students](#).

The contract forms the basis of expected behaviour for medical students and must be signed by entrants to the Programme. This will be done with your tutor early in Semester one and is required yearly thereafter. It can be found [here](#).

The Dundee Student Charter can be found [here](#):

Students should note the policy links in the contract to other relevant policies detailed in the St Andrews School of Medicine handbook which are relevant to ScotGEM students, specifically:

- Incidental findings
- Patient safety
- Data information for students
- Dissecting room code of practice.

The School of Medicine Handbook (The School Handbook), University of St Andrews

The St Andrews School of Medicine Handbook is the handbook for school staff and all current students. It is the online repository of school policy advice and information and you can find the Programme regulations and other related policies/information in the ScotGEM MBChB section.

The St Andrews School of Medicine Handbook also provides comprehensive information and guidance on the following:

- School organisation (e.g. management and staff structures, personnel policies, finance, minutes/reports), Academic issues (e.g. appeals, management of students, teaching support, quality assurance of teaching).
- Advice for Undergraduate Students which includes:
 - ScotGEM student journey
 - Student societies
 - Health
 - Welfare
 - Professionalism and standards – including good medical practice, Outcomes for Graduates, promoting excellence, professionalism, good academic practice and dress code with links to relevant university policies, notably [Good Academic Practice](#)
 - Fitness to Practise
 - Disclosure
 - Communication for Medical students
 - Student Finance and Project opportunities.

The handbooks can be accessed online via the School of Medicine [website](#)