![University of Glasgow logo]

Periodic Subject Review (PSR)

Review of School of Undergraduate Medicine: 21 and 22 March 2012

Report Summary

The following is a brief summary of the full report of the review carried out in the School of Undergraduate Medicine. *Periodic Subject Review* is an internal subject review focused on the quality of provision as experienced by students. The review looks at the range of programmes, course content, the teaching methods employed, assessment, facilities and much more.

The full report of the review is available publicly at:

http://www.gla.ac.uk/media/media_239523_en.pdf

Further information about the PSR process can be found at:

http://www.gla.ac.uk/services/senateoffice/qea/psr/

Italicised words are explained in a glossary below.

Conclusions

The Review Panel was very impressed by the range of provision by the highly reputable Undergraduate School of Medicine with the programmes offered by the School remaining current and valid in light of developing knowledge in the discipline, and practice in its application. The Undergraduate School of Medicine provided an excellent learning environment offering students a unique range of access to specialist hospital and community services within the NHS.

Key Strengths (Commendations) [1]

1. **Student support**

   - Support provided by fellow students, such as the Medic families in which Year 1 students were allocated to a pair of Year 3 students. In addition, a student-led mentorship scheme had been introduced in 2012 as part of a revised careers strategy where Year 3 and 4 students were matched to Foundation Year doctors who gave advice on careers, training opportunities and how to prepare for speciality training *[paragraph 3.6.5]*

   - Students who did not meet the requirements to progress automatically were invited to meet with the Progress Committee for advice and support. The Progress Committee membership included Year and Course Directors (UGMed) *[paragraph 3.6.1]*

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[1] Numbers refer to the paragraphs in the full report that contain the relevant discussion.

2. Assessment

- Piloting of a national e-Portfolio for Year 3 students which would be a useful tool to prepare students for the transition to the Foundation Years and for professional development *[paragraph 5.3]*

- The use of *blueprinting* that mapped *Intended Learning Outcomes (ILOs)* against methods of assessment *[paragraph 3.3.1]*

3. Learning and Teaching Resources

- The facilities, in particularly, the purpose-built Wolfson Medical School building, with a 24-hour access dedicated medical library and specialised Problem Based Learning tutorial rooms *[paragraph 3.8.9]*

4. Quality Assurance/Enhancement

- The appointment of a Programme *External Examiner* to oversee the totality of assessment throughout the 5-year programme *[paragraph 4.2]*

Areas to be improved or enhanced

1. Assessment

- Consideration be given to introducing final *summative clinical assessments* at the end of Year 4 in order for Year 5 to be devoted to preparation for foundation training and portfolio-based assessment *[paragraph 3.3.3]*

2. Feedback

- Clinical staff to be given guidance on the provision of appropriate feedback to students *[paragraph 3.3.4]*

- Develop a more responsive feedback process and ensure closure of feedback loops *[paragraph 3.3.8]*

3. Curriculum Design, Development and Content

The Panel recognised that the revised programme was envisaged to re-engage clinical staff by increasing their contribution and ensuring that all staff had ownership of the curriculum. To ensure its success, the Panel recommended the following:

- Greater emphasis placed on student support from Years 3 to 5, offering some level of supervision, ensuring that students aware of whom to contact, if additional support was required and/or if a problem arose *[paragraph 3.6.6]*. The Panel supported the College's consideration of placing administrative support within hospitals *[paragraph 3.8.6]*

- Operational procedures to be established to resolve issues arising during placements as early as possible *[paragraph 3.6.8]*

- Clearly highlight expectations from students on placement, emphasising student responsibility to be pro-active *[paragraph 3.6.8]*

- Action is taken to ensure that any possible gaps in knowledge that arise, as a consequence of the reorganisation of the curriculum, are rectified *[paragraph 3.4.11]*

- NHS staff are fully briefed on content, level of provision, appropriate student feedback and be given guidance on adequate student support, such as the availability of power point presentations to students *[paragraph 3.6.7]*

- Undertake a review of *Problem Based Learning* (PBL) provision to ensure uniformity of depth of content and to ensure that proper controls are put in place to prevent the educational benefits of PBL being undermined by inappropriate practices *[paragraph 3.4.15]*

- A more consistent approach to the provision of course material on *Moodle* to ensure its usefulness as a tool for communication *[paragraph 5.6]*

- Videos and podcasts are made available to provide guidance and support clinical skills and that accessibility is improved *[paragraph 3.3.2]*

- More use of on-line provision and the provision of quick links to useful information to make Handbooks more user-friendly *[paragraph 3.6.3]*

- The introduction on an appropriate *induction* and mentoring programme for all students entering the programme in Year 3 *[paragraph 3.6.9]*

- Highlighting aims and intended learning outcomes more directly to students *[paragraph 3.1.1]*

- Seek agreement with the NHS in Greater Glasgow and Clyde to ensure that adequate facilities and support would be provided for the revised curriculum *[paragraph 3.4.7]*

- Seek confirmation from the NHS that the revision of contracts would include *contractual teaching obligation [paragraph 3.8.2]*

- Establish joint standardised *service level agreements* with each hospital. Service level agreements should identify expectations in relation to teaching, mentoring, feedback and assessment *[paragraph 3.8.3]*

- Further investment in strengthening operational procedures to ensure robust lines of communication are established and maintained with key contacts in the NHS *[paragraph 3.4.8]*

- The vision for the curriculum should be shared with key NHS contacts to ensure that they are fully engaged with developments *[paragraph 3.4.9]*

- Regular review of the guidance given to Problem Based Learning (PBL) tutors and facilitators and regular meetings established to provide additional support *[paragraph 3.4.15] (Also see Recommendation 23)*

- Invite clinicians to the School to present guest lecture or seminars on a regular basis *[paragraph 3.8.4]*

4. **Learning and Teaching Resources**

- Introduce *peer observation* for Problem Based Learning (PBL) tutors and facilitators and introduce PBL facilitator briefings at the start of each case to minimise variation in facilitator practice and PBL group experience *[paragraph 3.8.7]*

- Ensure that all University staff, especially clinical academics, are aware of obligatory teaching responsibilities *[paragraph 3.8.5]*

- University Teachers are appropriately supported, particularly those based in Research Institutes *[paragraph 3.8.8]*

5. Recruitment

- Review Selection Process to ensure that students are selected based on skills aligned to the revised curriculum *[paragraph 3.5]*

Glossary of terms/acronyms used

Contractual teaching obligation
Teaching duties identified as part of job remit.

Blueprinting
Scottish Deans meet regularly and share a database that maps all GMC learning outcomes to '*The Scottish Doctor'* allowing each school to map these onto their own curriculum.

External Examiner
External Examiners are appointed by the University Court on the recommendation of Senate based on advice from the relevant School. The role of External Examiner is a very important part of quality enhancement and assurance to maintain academic standards at the appropriate level and to ensure that student performance is properly judged.

Induction
Induction is a series of events planned by the University, Colleges, Schools, Subjects and the Student's Representative Council to welcome new students and provide them with information to prepare them for their studies and the forthcoming year at University. Events usually take place during the first week of the academic year.

Intended Learning Outcomes (ILOs)
Intended Learning Outcomes or ILOs describe what all students should be able to do or demonstrate, in terms of particular knowledge and understanding, qualities, skills and other attributes when they successfully complete the course or programme that the ILOs relate to.

Moodle
Moodle is the University's supported Virtual Learning Environment (VLE).

Peer Observation
Colleagues observe fellow peers in order to identify different types of activity and provide feedback and support as necessary.

Problem Based Learning
Student-centred pedagogy in which student learns about a subject in a context of complex, multifaceted and realistic problems. It helps to develop flexible knowledge, effective problem solving skills, self-directed learning and effective collaboration of skills. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is that of facilitator of learning who provides appropriate support of the process, modelling of the process, and monitor learning. The tutor's role is to build student

confidence to take on the problem, encourage the student, while also stretching their understanding.

Service level agreements
A service-level agreement is a contract where the level of service is formally defined.

Summative assessment
Summative assessment refers to assessed work that contributes to the final grade for the course/programme. Summative assessments may include an element of formative assessment.