

Teaching University of Aberdeen medical students: An educator's guide

1495 UNIVERSITY OF ABERDEEN

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For the latest version of the handbook, scan the QR code or visit: www.northscene.org/faculty-development.

URLs mentioned in the handbook are also accompanied by corresponding QR codes for easy access.

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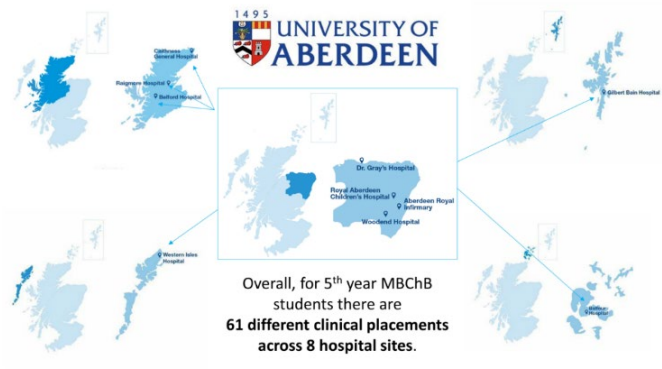
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Introduction

This guide is intended for NHS staff working in the North of Scotland who work with and supervise University of Aberdeen medical students. As one of Europe's largest health campuses, we strive to create a multicultural and inclusive learning environment.

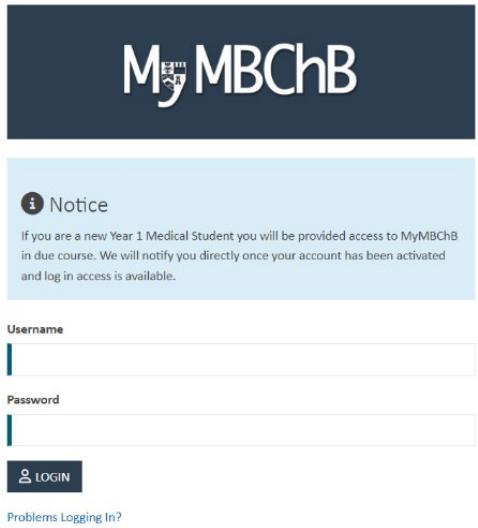


Undergraduate placements in the remote and rural areas of Northern Scotland provide our students with fantastic and unique opportunities to experience healthcare delivery.

How teaching is delivered

The MBChB programme employs various teaching methods to ensure comprehensive learning. This includes lectures (online and face-to-face), small group tutorials, simulation, case-based learning and bedside teaching on clinical placements. Learning resources can be accessed by all students on a bespoke virtual learning platform called MyMBChB.

My MBChB: MyMBChB- University of Aberdeen



The bespoke Virtual Learning Environment designed specifically for University of Aberdeen medical students, where they can access core information and teaching materials. On MyMBChB, students have access to information and learning resources, including:

- Their own personal timetable.
- Personalised examination feedback.
- Access to Course Feedback reports.
- Lectures, Learning Guides, eLearning, online quizzes, podcasts, and videos.
- Detailed information on the MBChB curriculum.
- Forums for announcements and discussions.
- Curriculum information including Handbook.

How to access MyMBChB

To access MyMBChB a University of Aberdeen username is required. This can be done via an Honorary contract.



QR code for the MyMBChB login page.

Service and support for MyMBChB is offered by the Learning Technologies Unit:

medi-cal@abdn.ac.uk

Support for all other University of Aberdeen IT problems is offered by the IT Service Desk: servicedesk@abdn.ac.uk or Tel: 01224 273636

A "typical" student on clinical placement

Most students entering the 5-year MBChB programme are direct entry UK students (from secondary school), with a smaller proportion of international students. We are also committed to supporting students from a wide range of backgrounds through our 1-year pre-med Widening Access programme and in other selected cases (for example, female medical students from Afghanistan). In addition, students who have started their medical degree at another University transfer directly into Year 3; typically, University of St Andrews (UK) and the International Medical University (Malaysia).

All medical students on clinical placement are expected to wear their University of Aberdeen medical student uniform (black scrubs). A detailed dress code policy which provides guidance on acceptable modifications as part of religious observance can be found on the MyMBChB website under the Policies section.



Students are expected to change into green theatre scrubs for environments where this is appropriate – they will not have their own theatre shoes and should be shown where to borrow these.

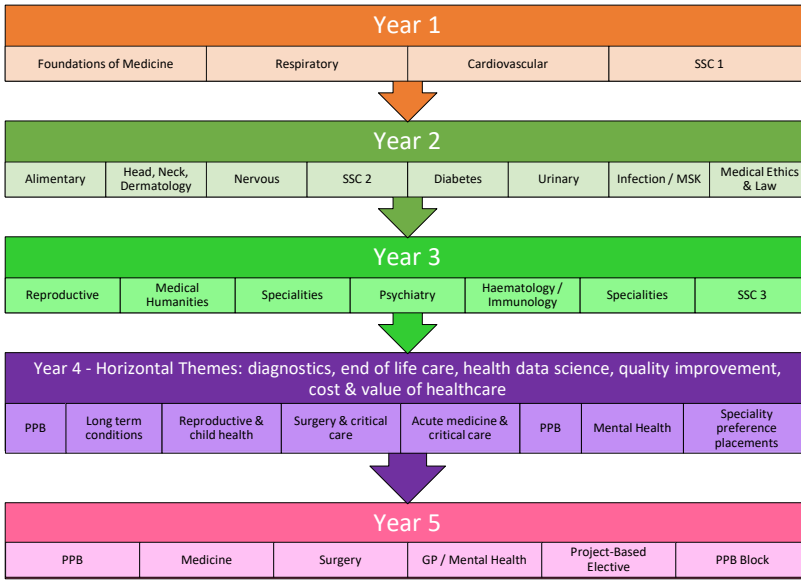
Please be aware that the Physician Associate students also wear the same black scrubs – however it will be clearly embroidered on the right-hand side of the chest whether the student is a “medical student” or a “physician associate student”.

All students should have their NHS ID badge displayed on them at all times and should adhere to the same guidelines for hair and jewellery as clinical staff.

Students are expected to always behave in a professional manner befitting that of a trusted healthcare professional. This includes respecting patient confidentiality within the healthcare setting, during travel to and from clinical placements and in the digital space. They all sign a Professional Ethical Code of Conduct this can be found on the MyMBChB website under the Policies section.

4th and 5th year students will have their own university iPad to get Workplace Based Assessments (WBAs) signed off. This can be found on the MyMBChB website under the Policies section.

Overview of the MBChB programme



Clinical placements

Overview of clinical placements by year group

We have a fantastic Clinical Placements team (Nurse Educators) who co-ordinate and support all our students when on placement. The team are involved in ensuring student welfare as well as helping to troubleshoot any issues which may arise. They can also signpost relevant information or guidance from the University. If you have a query, or a concern, about a student on placement you can also contact the team via email at clinical.attachments@abdn.ac.uk.

Year 1

In Term 1, students shadow our Year 5 students and in Term 2, they come to the ward to talk with a patient in pairs. This is their first

exposure to the ward environment. Which is co-ordinated by our Clinical Placements Team.

NHS Educator involvement: No formal teaching is required. However, you may be asked to identify suitable patients for the students to speak to. The students are not required to present to a member of the clinical team.

Year 2

The clinical attachments focus on developing knowledge and understanding of the wider multi- disciplinary team (MDT). Students are allocated to a wide variety of hospital and community placements for 2 hours each week, usually Thursday morning. The focus is on the roles of allied and other healthcare professionals.

NHS Educator involvement: No formal teaching or active input from medical staff required.

Year 3

Students come to the wards in small groups for a few hours every week to practice history taking and clinical examinations. There is one 6-week block in Term 1 and one 6-week block in Term 2.

NHS Educator involvement: You are expected to provide regular small group beside teaching during these sessions. Suitable patients should be identified for students to take a history from and/or examine, observe their performance and provide verbal feedback. You may wish to include other team members to support this, for example, resident doctors (Foundation Years, Core trainees) which can be a valuable opportunity for them to engage and gain evidence of teaching.

Year 4

Students spend the majority of their time on clinical placements. The aim is to consolidate diagnostic and clinical skills learnt in the first three years of the programme, as well as expand their specialty knowledge. This aims to prepare them for the first part of their Medical Licensing Assessment (MLA) which all students in the UK

need to pass in order to graduate with a license to practice. Our students sit the written part of the MLA (the Applied Knowledge Test) at the end of their 4th year. They also have an OSCE (practical/clinical skills) exam. Students are encouraged to maximise learning opportunities in a wide range of clinical settings.

NHS Educator involvement: You should consider ways to involve students in daily activities (ward rounds, clinics, theatres etc) as well as support them to undertake a range of clinical tasks and provide both informal and formal feedback. Bedside or small group teaching can also help them to gain a more in-depth understanding of individual specialties. More information is available on the MyMBChB website under the Curriculum Resources section.

Year 5

This is designated as an "apprenticeship year" where students are expected to embed themselves within the clinical team. The aim is to prepare them for the competent, safe and effective professional practice of medicine as a doctor in the foundation training programme. At the end of 5th year, our students sit the second part of their Medical Licencing Exam which is a Clinical and Professional Skills Assessment (CPSA).

During the medicine and surgery blocks, there are several taught sessions including Immediate Life Support (ILS), Patient Safety, Care of the Critically Ill, Radiology and Simulation sessions.

NHS Educator involvement: Each student will have a designated Educational Supervisor within the department who will meet with the student to determine their personal learning needs and goals. You can support this by providing one-to-one bedside teaching, supervising practice of clinical examinations or practical procedures, and undertaking assessments. More information is available on the MyMBChB website under the Curriculum Resources section.

Key contacts

Director of the Institute of Education in Healthcare Medical Science
Prof Colin Lumsden Email: colin.lumsden@abdn.ac.uk

MBChB Lead
Prof Wendy Watson Email: w.a.watson@abdn.ac.uk
Director of Teaching (Highland), Deputy MBChB Lead
Dr Morven Wilson Email: morven.wilson@abdn.ac.uk
Deputy MBChB Lead and Lead for GP
Dr John McKeown Email: john.mckeown@abdn.ac.uk
Deputy MBChB Lead for Year 4 & 5
Jonathan Whitfield Email: jonathan.whitfield@abdn.ac.uk

Deputy MBChB Lead for Year 1-3 and Lead for Year 1
Dr Alison Jack Email: a.jack@abdn.ac.uk
Admin Year 1– Miranda Sametz Email: mbchb1@abdn.ac.uk

Lead for Year 2
Dr Pietro Marini Email: p.marini@abdn.ac.uk
Admin Year 2 – Elinor Sutherland Email: mbchb2@abdn.ac.uk

Lead for Year 3
Dr Jeremy Morse Email: jerry.morse@abdn.ac.uk
Admin Year 3 – Ryan Watson Email: mbchb3@abdn.ac.uk

Lead for Year 4
Dr Moira Blyth Email: moira.blyth@abdn.ac.uk
Admin Year 4– Roberta Paris Email: mbchb4@abdn.ac.uk

Lead for Year 5
Dr Owen Dempsey Email: owendempsey@abdn.ac.uk
Admin Year 5 - Dianne Gerrie Email: mbchb5@abdn.ac.uk

Student Support Lead
Dr Wendy Lowe Email: wendy.lowe@abdn.ac.uk

Assessments

Summative and formative assessment

Assessments can be divided into formative and summative assessments. Formative assessment is intended to provide feedback on students' performance. Completion (although not passing) of specified formative assessments may be required to achieve a class

certificate (pre-requisites, such as attendance and engagement which entitles students' admission to degree examinations in the academic year for which it is awarded). Summative assessments (i.e., degree exams) are intended to determine if a student has reached the standard required to progress to the next stage of their studies.

Clinical skills logbook in years 4 and 5

Students are required to achieve competency sign off for a total of 22 mandatory clinical procedures shown below. Each of the procedures requires 3 attempts plus a final competency sign off. This totals 60 sign offs in year 4 and 28 in year 5. Please help students identify which procedural sign offs can be achieved while on placement, and who can assist.

- Arterial Blood Gases (ABGs–drawing a radial sample)
- Blood Glucose (Machine usage & obtaining a sample)
- ECG Recording (3- and 12-lead)
- Injection - Intradermal (ID)
- Injection - Intramuscular (IM)
- Injection - Subcutaneous (SC)
- Intravenous Bolus (via an IV Cannula)
- IV Cannulation (Peripheral Venous Catheter)
- Medication - Preparation of (Reconstitution and/or further Dilution)
- Year 5 - Naso-gastric Tube (Insertion & Confirmation of correct position)
- Performs a Urine Pregnancy Test
- Phlebotomy – Blood collection needle
- Phlebotomy – Blood Cultures
- Phlebotomy – Winged Blood Collection Needle
- Respiratory - Nebulisers (Administration of)
- Respiratory - Oxygen Therapy (Nasal Cannula, Simple Mask, Reservoir Mask)
- Respiratory Function - Peak Flow
- Scrubbing and Gowning
- Suturing (Simple Interrupted Sutures)
- Urinalysis
- Urinary Catheterisation
- Venous Blood Gases

Student Support

Reporting concerns

If you have a query, or a concern, about a student on placement you can contact the team via email nurse.educators@abdn.ac.uk (who will signpost as appropriate). These include health concerns, expected and unexpected absences, or professionalism issues.

Monitoring attendance

The University operates a monitoring system throughout the academic year to identify students who may be experiencing difficulties with their studies and to ensure that they remain on track for their degree. Therefore, if a student does not attend their clinical placement, please contact nurse.educators@abdn.ac.uk

More information is available on the University of Aberdeen Student Monitoring page at:

https://www.abdn.ac.uk/staffnet/teaching/student-monitoring-6115.php

Or this QR code:

SMMSN Student Support Lead

The Student Support Lead has a wealth of experience in dealing with students' problems, ranging from worries about leaving home, family difficulties, financial issues, to problems with health and poor performance at university. Therefore, if you have any concerns about a student, please discuss this with them, and/or refer them to

Student Support (smmsn.support@abdn.ac.uk). If the Student Support Lead cannot help solve the problem, they will source the appropriate help and if necessary, initiate the first contact. New students meet the Student Support Lead during allocated lectures with details of how to get in touch with them should the need arise.

Further resources as a medical educator

Case based learning

You can access a guide on how to write cases, accessing existing resources, templates and contacts by accessing the Case Based Learning webpage. An eLearning module is also available to guide you through the process of writing cases.

For queries about formatting slides, question styles, where your case is in the queue, any other IT issues then please contact medical@abdn.ac.uk.

Faculty Development

Our faculty development resources are hosted on Turas to support educators in delivering excellent undergraduate teaching and to provide CPD aligned with recognised professional standards, offering materials mapped to the domains required for trainer recognition.

Accessible at: https://learn.nes.nhs.scot/61704/faculty-development-at-the-university-of-aberdeen

Or this QR code:

NorthSCENE (https://northscene.org/) is a new platform connecting clinical educators across the North of Scotland by sharing curriculum information, educational innovations, and development resources to support collaboration and trainer certification.

OSCE examining

We are always looking for clinical NHS staff who would be willing to act as examiners for any of the OSCE exams, with exams dates each year between December and August.

If you would like more information, or to volunteer as an OSCE examiner, please email osceadmin@abdn.ac.uk

Invigilating and Multiple Mini Interviews (MMIs)

If you would like to get involved in invigilating or interviewing in MMIs please email – medadm@abdn.ac.uk

Regent Scheme (personal tutor)

The University of Aberdeen operates a personal tutor system known as the Regent Scheme.

Each healthcare student is assigned to a senior member of University or NHS staff who will meet with them regularly and be available to provide support and guidance on any personal problems that the student may have during their course. These staff members will have

a good understanding of work in the clinical situation and issues arising from that.

The Regent can also act as a mentor to support the student's professional development e.g. identifying strengths and weaknesses, career advice, research and preparing a CV.

Regents are supported with guidance and resources and can access advice from the student support team.

For more information on becoming a regent, email: wendy.lowe@abdn.ac.uk

Appendix

By the end of their fourth year, Aberdeen MBChB students are expected to have covered all the content within Outcomes for Graduates (https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomes-for-graduates)



The GMC requirements for the management and delivery of undergraduate and postgraduate medical education and training can be found in Promoting excellence: standards for medical education and training (https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence).



Postgraduate qualification in Clinical Education

The University of Aberdeen has a popular postgraduate programme in Clinical Education. It is designed for healthcare educators who want to increase their knowledge of the breadth of literature, but is focussed on its practical application. It has been undertaken by many local NHS staff over more than a decade. Courses are run by experts in clinical education from a range of disciplines. It is a part-time online programme which is designed to fit around work commitments. The PGCert is a single year, with additional options for a PGDip and Masters years following from this. Some individual courses are also available as stand-alone offerings which can either be for CPD or can be credit-bearing (allowing you to use them against future qualifications).

The PGCert is accredited by the Academy of Medical Educators (AoME).

Discounts and ACT funding may be available to certain staff group.

For further information, please contact clined@abdn.ac.uk or look at our website https://on.abdn.ac.uk/degrees/clinical-education/



Overview of clinical skills taught by year group

At the University of Aberdeen, there is a comprehensive programme of clinical skills simulation which builds foundations for clinical practice throughout the curriculum. Table 1 presents an overview of when key clinical skills and procedures are taught in simulation – students are then encouraged to seek opportunities for supervised practice when on placements.

Procedure	**Year**
Wound Care	1
Sterile field, sterile gloves, wounds, wound dressing, wound swab	1
Blood Glucose monitoring	2
Injections (IM, SC, ID)	2
Urinalysis	2
IV Administration of medications/fluids	3
IV Infusion Devices	3
Phlebotomy	3
Moving & Handling	3
Suturing	4
Urinary Catheterization	4
ABGs & VBGs	4
IV Cannulation	4
Naso-gastric tube insertion & x-ray interpretation of placement	5
Safe Prescribing	2, 3, 4, 5

Table 1 - Overview of when key clinical skills and procedures are taught in simulation

The next tables (Table 2 to Table 6) provide a more detailed summary of some key clinical skills and level of competency that students are expected to attain by the end of each year.

Know = student has seen or can describe

Sim = student can demonstrate basic competency in a simulated environment

Direct supervision = student will have a supervisor with them, observing their practice as they perform the procedure and giving them feedback as appropriate.

Indirect supervision = student can perform under indirect supervision (only after reaching competency with direct supervision). This means the student is able to access support to perform the procedure if they need to – for example, by locating the supervising clinician who has delegated this task.

Patient care					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Perform surgical scrub up			Sim	Direct supervision	Direct supervision
Setting up an infusion			Sim	Direct supervision	Direct supervision
Awareness of different infusion equipment and devices			Know	Sim	Sim
Use correct technique for moving and handling, including patients who are frail	Know	Know	Sim	Indirect supervision	Indirect supervision

Table 2

Diagnostic procedures					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Take blood cultures			Sim	Direct supervision	Indirect supervision
Carry out arterial blood gas and acid base sampling from the radial artery in adults		Sim	Direct supervision	Sim/ Direct supervision	Indirect supervision
Carry out venepuncture			Sim	Indirect supervision	Indirect supervision
Measure capillary blood glucose		Sim	Sim	Indirect supervision	Indirect supervision
Carry out urine multi dipstick text		Sim	Direct supervision	Indirect supervision	Indirect supervision
Carry out 3- and 12- lead ECG	Sim	Sim	Sim	Direct supervision	Indirect supervision
Explain to patient how to collect a Mid-Stream Urine (MSU)		Know	Sim	Direct supervision	Indirect supervision
Perform a pregnancy test			Sim	Indirect supervision	Indirect supervision
Take and/or instruct patients how to take a nose, throat and skin swab			Sim	Direct supervision	Indirect supervision

Table 3

Assessment of patient needs					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Take baseline observations and record appropriately (temperature, respiratory rate, pulse rate, blood pressure, oxygen saturations and urine output)	Sim	Sim	Direct supervision	Indirect supervision	Indirect supervision
Carry out Peak flow respiratory function test		Sim	Direct supervision	Indirect supervision	Indirect supervision
Perform direct ophthalmoscopy		Sim	Sim	Direct supervision	Indirect supervision
Perform otoscopy		Sim	Sim	Direct supervision	Indirect supervision

Table 4

Prescribing					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Instruct patient in the use of devices for inhaled medication	Sim	Sim	Sim	Direct supervision	Indirect supervision
Prescribe and administer oxygen	Know	Know	Know	Direct supervision	Direct supervision
Prepare and administer injectable drugs (IM, SC, IV)**		Sim	Sim	Direct supervision	Direct supervision

Table 5

** Please note that students are only able to pre-prescribe in Year 5 (supervised and countersigned)

Therapeutic procedures					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Carry out intravenous cannulation				Sim/Direct supervision	Indirect supervision
Carry out safe and appropriate blood transfusion				Sim	Direct supervision
Carry out male and female urinary catheterisation				Sim/Direct supervision	Direct supervision
Carry out wound care, basic wound closure and dressing				Sim	Direct supervision
Carry out NG placement and know how to ensure correct placement				Know	Sim / Direct supervision
Use local anaesthetics (injectable and topical)				Sim	Direct supervision

Table 6

