What programmes are offered?

The school offers the MBChB, BDS, BSc and MA (Health Sciences), and Diploma in Physician Assistant Studies.

Feedback and the MBChB

The MBChB is a 5 year degree programme which prepares graduates for a career in medicine. The curriculum was radically changed in 2009 to take advantage of the relocation of the early teaching from Marischal College to new accommodation on the Foresterhill Health Campus.

In the first three years, teaching contact is centred at the Foresterhill Health Campus, with a blend of lectures, tutorials, and practical teaching in clinical method. There are regular placements in clinical areas. Teaching and learning in the final two years is centred in clinical placements and rotations, both in Grampian and in four other Health Boards in Scotland. Student selected components occur throughout the curriculum and are as varied as they are diverse.

Feedback is fundamental to the quality management of the MBChB programme. Formative feedback is provided in electronic, written and face-to-face form, depending on the nature of the assessment and the needs of the individual student. Where students perform below expectations in formative testing, they are invited for a detailed diagnostic interview, and remedial measures agreed (if appropriate) in advance of summative assessments. We have a common approach to the design and use of documentation of feedback so that staff and students can expect a consistent approach. Feedback on summative assessments has a similar approach. We seek, value and respond to comments from our panel of external examiners.

Central to our feedback mechanisms is MyMBChB, a bespoke VLE created by the Medi-CAL unit. In addition to its role as the hub for the timetable and learning resources, it hosts and processes SCEFs, allows students to “star rate” teaching events, and provide very detailed feedback on formative and summative assessments. Typically, students receive a personalised document detailing their own scores in comparison to the whole class, including their own result, the pass mark and a histogram showing class performance.

Students feed back to course organisers through a variety of routes. This can include staff-student liaison committees, SCEFs, direct contact with course tutors or teachers and through the class representative system. A robust mechanism ensures that feedback is cascaded to the appropriate teachers. Course leaders are accountable operationally to the Curriculum Steering Group and the Teaching and Learning Committee.

Feedback from teachers in clinical areas and the classroom is sought proactively both in operational curricular groups and in annual reviews of course aims, objectives and teaching
resources. Several disciplines have in addition their own teaching review fora, which inform operational and strategic curricular developments.

Feedback from the postgraduate and clinical environments is organised through the committee TUTELAGE and in regular meetings with NHS Education for Scotland.

The regulator of UK undergraduate medical education, the General Medical Council, provides a further opportunity to receive and provide feedback. We adhere to the Quality Improvement Framework (GMC, 2009).

Feedback and the BDS

The BDS programme also uses a bespoke VLE designed by the Medi-CAL unit through which the feedback mechanisms are run as well as this being the main source of course, teaching and timetable information for the students. SCEF reports are run via the MyBDS platform annually to coincide with the completion of teaching to allow students to provide detailed feedback in relation to their experiences over the year. The MyBDS platform is also used to distribute assessment results; these are released to individual students showing their own performance and where this is in relation to the rest of the class.

There are also individual feedback sessions timetabled to coincide with the release of assessment results where each student is able to discuss their own performance with the Year Co-ordinator.

The Dental School runs an open door policy and all students are encouraged to raise queries with individual members of staff as they arise.

There are a number of forums for teaching staff to raise any feedback or discussions in relation to the teaching. The Dental School staff meet either monthly or bi-monthly, with the Curriculum Group meeting also either monthly or bi-monthly with each of these providing a platform for staff to meet and discuss matters.

The Dental School is currently inspected annually by the General Dental Council (GDC) who provide detailed feedback as to the BDS programme, teaching activity and clinical experiences for the students.

Feedback and the BSc(Health Sciences) and MA (Health Sciences)

Personalised tailored written feedback is provided to every student and on all formative assignments. This is possible because of small class sizes and staff commitment.

All assignments from 3\textsuperscript{rd} year are double marked and the markers agree the mark and combine their feedback for each student. In addition, one of the markers can write comments on the piece of work they are marking and the student gets this copy returned to them. The other copy is not written on and it is available for the External Examiner.

Individual feedback on summative exam scripts is given by the course coordinators if requested by a student.