Task-based learning with over 100 core clinical problems

Spiral curriculum with three phases

Assessment-to-a-standard approach

The Dundee Medical School Curriculum

Delivery of the curriculum is supported by:

Study Guides

Handbooks

Virtual Learning Environment

Additional information
School of Medicine, Ninewells Hospital and Medical School, Dundee DD1 9SY, UK
http://www.dundee.ac.uk/medicalschool/
A competent and reflective practitioner

An overview of the educational strategies
Dundee has an exciting and innovative undergraduate medical curriculum. This leaflet introduces the educational strategies used in the curriculum.

The 12 learning outcomes

**What the doctor is able to do**

1. Clinical skills
2. Practical procedures
3. Investigating a patient
4. Patient management
5. Health promotion & disease prevention
6. Communication
7. Handling & retrieval of information

**How the doctor approaches practice**

8. With understanding of basic & clinical sciences and underlying principles
9. With appropriate attitudes, ethical stance and legal responsibilities
10. With appropriate decision making, clinical reasoning and judgement

**The doctor as a professional**

11. An understanding of the doctor’s role in the health service
12. An aptitude for personal development

Examples of tasks/core clinical problems

- Abdominal pain
- Breast lump
- Change in bowel habit
- Chest pain
- Child abuse
- Deafness
- Family planning
- Hoarseness
- Incontinence of urine
- Leg/foot ulcer
- Painful red eyes
- Palpitations
- Psychosis
- Screening
- Sudden death

Semester 1

- Task-based learning (clinical attachments)
- System-based learning (normal & abnormal structure, function and behaviour)

Semesters 2-5

- System-based learning
- Four SSC blocks

Semesters 6-10

- Clinical practice
- Rotation of clinical attachments both within Dundee and outblocks
- Clinical, theme and General Practice SSCs
- Six-week elective
- Foundation preparation

Semester 6

- Foundations of medical practice
- Introduction to outcomes
- Principles to practise:
  - Psychosocial
  - Disease mechanisms
  - Anatomical
  - Safe practice
  - Biomedical
- Basic emergency care

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Assessment

- Students are required to achieve the required standard in each phase of the curriculum and may vary in the time taken to do so – assessment-to-a-standard
- A range of methods is used – written/online exams, Objective Structured Clinical Examinations (OSCEs) and portfolios