



THE UNIVERSITY OF  
**BUCKINGHAM**

SCHOOL OF  
UNDERGRADUATE  
MEDICINE

# **Standards for Phase 1 Workbooks**

## School of Medicine

Faculty of Medicine and Health Sciences

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## Introduction

The purpose of this document is to help unit, and theme leads present workbooks for Phase 1 units in a consistent way that enables students to navigate effectively through the course materials and ensures a clear coherence between the way material is presented and the overarching educational philosophy of the course.

The standards guide is not intended to limit the educational creativity of teachers, but just make sure that whatever innovative approaches we use are presented in a consistent way and are obviously congruent with our clearly stated educational philosophy.

We already use a WORD template to ensure consistent use of formatting, such as fonts, headings etc. This **template must be used**, and these standards extend to the order and format of components of the workbook.

All workbooks must have the following main sections:

1. A title page, in the standard format
2. An introductory section that describes the features of the whole unit
3. One section for each session within the unit

Each of these sections must be presented in a consistent way, with the sub-sections within it in a consistent order and format.

The workbook must be **written to the individual student reader**. That is, wherever possible, use the word 'you' rather than 'the student' or 'students'.

Separate documents exist for the curriculum philosophy and for the specific details of group work activities which will be released in a timely manner to students but just conform to the broader style guidelines discussed here.

The following sections of this guide consider each section in turn.



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## Workbook Structure

### The title page

This must be presented in the template which is already in place

- The title of the unit must be exactly as that in the course diagram on Moodle and Teams
- There must be one master version of each workbook with the title page layout as follows:  
(*Unit title as per course diagram*), Term (*number*), Workbook

### The Introductory Section

The purpose of this part of the workbook is to lay out clearly the educational purpose of the unit and how it is designed to achieve that, and signpost clearly how the student should work within the unit.

It must consist of a series of sub-sections which must be in the following order:

- Aim of the unit
- Specific Learning Outcomes
- Resources for the Unit
- Unit Lead

Do **not add sub-sections** to the introduction, and specifically **there must not be a 'unit timetable'** in the introduction. This will be handled through the Moodle sub-sections within each session section. The special case of the Clinical Skills Foundation Course will be considered separately.

These sections should use the 'level 2' heading format of the template but **must not be numbered**. The following subsections provide standards for each introductory section sub-section.

#### Aim of the Unit

This must be a concise statement (usually one paragraph) which is written to the individual student reader. It must begin with the words "**The aim of this unit is that you should understand** (put here what the student should be able to understand and apply) and **be able to apply your understanding to your clinical practice in the future**."

An example of the middle part for a typical 'systems unit' might be:

"... the structure and function of the X system, the common conditions that affect that system and how in principle they may be diagnosed and managed ..."

This is just a suggestion, and each unit will wish to formulate its own precise wording.

### GMC Outcomes

#### Specific Learning Outcomes

This section is designed to identify, at unit level, outcomes at a higher level of granularity than the GMC outcomes which will help the student to identify what they should have achieved by the end of the unit. Notwithstanding the occasionally unfortunate language of the GMC outcomes, **these**

**outcomes must be properly expressed using action words according to Bloom's Hierarchy** (or possibly in the case of CSFC Millers' Pyramid).

There is a great deal of guidance about this on-line, but in general terms use the following action words in a hierarchy of increasing intellectual sophistication:

**List** – for simple factual knowledge

**Describe** – for relationships between elements of knowledge

**Explain** – where the student is expected to be able to demonstrate understanding of a concept by application to problem solving.

**Apply** – where the student must demonstrate application of concepts to clinical practice (a more specific use of the term than in the general hierarchy of Bloom).

**Analyse** – where the student must demonstrate understanding of the complex relationships between concepts.

**Synthesise** – where the student must form complex concepts into new mental structures of their own.

**Evaluate** – where the student must weigh up evidence from a variety of sources to form a judgement of their own about a concept or series of concepts.

The unit level outcomes **must include a mix of outcome levels up to and including 'Apply'**. It is essential that outcomes at that level refer specifically to some of the list of 'clinical presentations' that are used for contextualising the summative assessment of the course, to ensure maximum constructive alignment between the course structure and the assessments. **Each unit must include two outcomes of the form:**

*"Apply, in particular, understanding of the concepts in this unit to the diagnosis and management of patients who present with: - a sub-bullet list of up to 10 of the presentations from the 'key presentations' list."*

*"Apply understanding of the concepts in this unit, where relevant, to the remaining key presentations on the list defined in the 'Code of Practice for Assessment'."*

The purpose of this second outcome is to avoid a student perception that the unit material will only be assessed in the context of the specific presentations identified.

We should put in place a process to ensure that specific consideration of the 'key presentations' is spread across the phase 1 units so that each is considered somewhere, and the more common are considered in more than one unit. This will have implications for the design of the unit which will need to ensure that each of those presentations is specifically flagged in lectures, and especially group work questions.

Some units may be able to specify some outcomes at higher levels than 'apply' and that is to be encouraged where possible.

Typically, a unit should expect to define 10-15 specific outcomes in this section. The outcome section must begin with the words: **By the end of this unit, you should be able to:**

## Resources for the Unit

This section must include a list of suitable textbooks, including both the standard ‘recommended texts’ that apply to the whole Phase 1 course, and if appropriate a small number of texts that are specific to that unit. Unit leads must ensure that the library is informed of these lists so that the books may be made available to students.

Links to electronic resources should not normally be included in this section but be provided through the ‘resources’ heading in the Moodle entry for the unit.

This section should also include a description of the range of activities across the unit that will enable students to monitor their own progress towards the outcomes. This may be formative tests on Moodle, tasks that spread across sessions or other resources that may support student directed learning. This is also the place to describe any special features of the organisation of the unit.

## Unit Lead and Deputy Unit Lead

This section must identify the unit lead and deputy unit lead and provide email contact details and site location. It must not identify any other staff associated with the unit, as these may change during delivery.

## Sections for each session in the unit

These sections must each start with a numbered ‘level 1’ heading.

It must be of the form: “Session Number – topic of the session”

For example: *Session Six: Asthma*

This must be followed by a series of sub-sections with headings at level 2, which must be in the following order:

1. Aim of the session
2. Learning Outcomes for the Session
3. Structure of the Session
4. Then, one section for each activity in the session **in the temporal order they will take place**

Within each sub-section there may be sub-sub sections, using headings at level 3. Headings at level 4 and 5 must be reserved for the identification of questions in group or other work. The following sections describe in more detail the standards for each sub-section.

### Aim of the session

The unit must be designed so that each session has a coherent educational aim, and each activity in that session is directed to that aim. **Units must not fragment material so that activities in sessions are unrelated to one another.** It is recognised that often activities will relate to more than one session (for example a second lecture in a session or group work may relate to the following session or a broader theme), but this must be clearly explained in the aim.

It is essential for the educational philosophy of the course that each session is designed as a whole, coherent event and that should be reflected in the aim.

This sub-section must begin with the words: The **aim** of this session is that you...

## Learning Outcomes for the Session

This section must include appropriately expressed learning outcomes (see section above) that apply to the whole session, at a level of granularity appropriate for a single session. **Outcomes must be defined for the whole session, not for individual activities within it.** These outcomes must relate to the outcomes defined for the whole unit.

They must be presented in two sections:

### Specific unit outcomes addressed by the session

This must repeat exactly those unit-level outcomes that are related to the session in order to reinforce the integration of material across the unit. All unit outcomes should be reflected in at least two sessions. Most sessions should address no more than two-unit outcomes.

### Detailed outcomes for the session

These outcomes must be expressed at a level of granularity which is higher than that for the unit outcomes and will often be very specific. Students will use these outcomes extensively.

An example might be:

“Explain the use of the flow-volume loop to test lung function”

Sessions should have 5-10 detailed learning outcomes.

## Structure of the Session

This should be in a standard format and indicate the events during the session. Breaks between activities should not be reflected.

## Activities in the Session

Each activity in the session must have a separate sub-section with a level 2 heading. There **must always be a mix of different educational activities** in a session. There **must not be more than two lectures** in a session.

### Lectures: (title)

Each lecture should have a synopsis. This may vary in length but should be designed to complement the power-point presentation which must be provided separately to students through Moodle. The workbook must not include power-point presentations. The synopsis will be useful to present diagrams and other material in a coherent form that the students may use for other work, but different units may use the synopses in different ways.

### Group Work: (title)

All sessions **must include some work in groups**. This should involve students working in their standard groups in their standard rooms. The workbook must include guidance for the type of activity, but full details should not be released until the group work starts.

## Self-directed study

This sub-section must be labelled 'self-directed study' not 'private study' or 'student-directed study'.

It must include a definition of tasks for students to complete in their own time. This should be additional questions or topics to research, and may include the preparation of presentations, posters or other materials. It is permissible for this section to specify that the self-directed study is completion of tasks in the 'group work' section above, but this must be stated explicitly under the heading of self-directed study.

Mostly, students will be considering written questions related to the topic of the session. In this case the questions must be of a variety of types. They should include wherever possible questions that are similar to those used in summative assessments and **related to vignettes** that are linked to the 'key presentations' identified for the block (see section above). Overall, **the unit must present at least 25% of the questions in this 'summative assessment' format** explicitly linked to key presentations, so that students may appreciate that working in groups is a specific preparation for summative assessments, and that the feedback that they get on that work is feedback that will help them prepare for summative assessments.

There are two categories of questions, general questions to test understanding of concepts and questions that relate to a specific case study. Each question or sub-question must have a **unique identifier in the form of a heading at level 4 for concept testing questions or level 5 for questions relating to a case study**. These heading levels should be reserved exclusively for questions. The plan is to evolve IT solutions that will enable linking of questions to outcomes and themes across the course.

It may be possible to start this linking to major themes soon, especially topics like anatomy, infection pathology and pharmacology which spread across units.

Unit leads must ensure that 'answers' are provided for each question, typed into the space provided for the student answers. Where selected response question types are used the correct response must be identified by typing its identifier in a space below the question, not by highlighting or labelling the correct option, as this will interfere with the conversion of the facilitator workbook to the student workbook in the office.

**All answers must be typed in green text**, so that they may be identified and removed for the student version. The removal of the green text will be undertaken by the Curriculum Administrator and student workbooks will be returned to Unit Leads for approval prior to upload to Moodle.

Question formatting must be as follows:

*Questions to test your understanding of concepts: (subheading)*

(heading 3 as above)

*1. (question number) (Question 1)*

(heading 4 as above)

**Answer in green**

*2. (question number) (Question 1)*

(heading 4 as above)



Answer in green

*Questions to test your understanding of concepts: (Subheading 2)*

(heading 3 as above)

1. (Question)

(heading 4 as above) - Sequential from previous subheading

Answer in green

### Case Studies

(Heading 3 not numbered as above)

Case Study 1.1 – **Name of presentation** (Heading 3)

a. Question 1 (Heading 5)

Answer in green

b. Question 2 (Heading 5)

Answer in green

Case Study 1.2 – **Name of presentation** (Heading 3)

a. (right click number, restart at a) Question 2 (Heading 5)

Answer in green

b. Question 2 (Heading 5)

Answer in green

### General Guidance

We plan to hold further discussions to consider defining expectations and standards for the content of group work and related activities, and these standards will be modified in future to reflect the conclusions of those workshops.

### Peer Review and Input of Themes

We will need to put in place a process for the peer review of draft workbooks against these standards. This will help unit leads and assist in the development of coherence across the course. Even before peer review, unit leads must work with the theme leads for themes such as Anatomy, Pathology, Infection, & Public Health and Pharmacology to ensure that these themes are represented coherently, and in consistent ways across all units.

### Responsibilities

The responsibility for these style standards belongs to the Phase leads and Programme management team.

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