

Study guide

Bachelor's Degree Programme in Medicine

2026-2027



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Introduction

Dear student,

Welcome to the Bachelor's Degree Programme in Medicine at the University of Groningen (RUG), the first phase in becoming a doctor. This phase of your training provides the foundation for both the knowledge and the competencies you will need as a future medical doctor.

Our programme is a problem-based curriculum in which both patient and student play a central role. The courses Causes of Diseases and Knowledge Development are aimed at acquiring medical knowledge. The courses Competency Development focus on acquiring competencies, which are necessary to perform well as a doctor. It may seem as if there is a separation between these two courses, but in reality knowledge and competencies continuously overlap.

Competency Development takes place within a Learning Community. The Learning Community is a year cohort in which you collaborate on assignments, participate in communication training, and actively engage with your learning process and professional development.

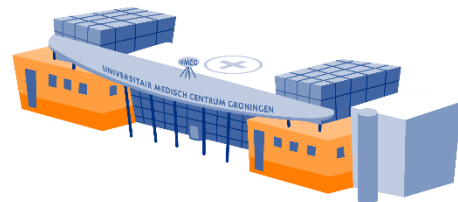
In this study guide you will find all the information you need to successfully complete the Bachelor's Degree Programme in Medicine. We hope you can find your way through this easily and would like to hear from you if anything is missing.

We wish you success during the first years of your medical training!

Kind regards,

Dr. Friso Muntinghe
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Bachelor's Degree Programme in Medicine

The aim of the G2020 Bachelor's degree programme in Medicine is based on the 2020 Framework for Undergraduate Medical Education. The learning outcomes for the healthcare professional are formulated as competencies in different domains based on the CanMEDS framework. The purpose of the Bachelor's degree programme is the acquisition of the Framework competencies at Bachelor level.

In G2020, in accordance with the Framework, the following competency domains are used:

1. Medical expertise
2. Communication
3. Collaboration
4. Scientific Training
5. Leadership
6. Management in Social Context
7. Professionalism

Organisation

The G2020 Bachelor's degree programme consists of the following courses:

- Causes of Diseases (CoD)
- Competency Development
- Knowledge Development (interfaculty progress test)

Year 1	CoD 1.1 (5)	CoD 1.2 (7)	CoD 1.3 (6)		CoD 1.4 (5)	CoD 1.5 (5)	CoD 1.6 (7)	BSA 45/60
	Competency Development 1.1 (10)				Competency Development 1.2 (11)			
	Progress test (4)							
Year 2	CoD 2.1 (5)	CoD 2.2 (6)	CoD 2.3 (7)		CoD 2.4 (5)	CoD 2.5 (5)	CoD 2.6 (8)	
	Competency Development 2.1 (10)				Competency Development 2.2 (10)			
	Progress test (4)							
Year 3	CoD 3.1 (6)	CoD 3.2 (6)	CoD 3.3 (6)		CoD 3.4 (4)	CoD 3.5 (4)	Competency Development 3.2:	BSc 180
	Competency Development 3.1 (10)				Bachelor Project (20)			
	Progress test(4)							

Figure 1 Bachelor's Degree Programme in Medicine.

Each academic year is divided into two semesters including two or three courses Causes of Diseases and one course Competency Development per semester. The course Knowledge Development takes place the entire academic year and exists of four progress tests per year.

Figure 1 provides an overview of the current Bachelor's Degree Programme in Medicine including European Credits (ECTS) per course in brackets. Please be aware of the binding study advice (BSA) in the first year, which means that first-year students must earn at least 45 ECTS to continue to the second year. In addition, you can only start the third year after having completed the entire first year (60 ECTS). Upon earning 180 credits after three years of study, you will receive the Bachelor of Science (BSc) diploma.

Causes of Diseases

Causes of Diseases is the educational program where the pathophysiology of various syndromes is studied. Symptoms are clustered into themes of several weeks in order to prevent fragmentation and to provide structure. The program is thus not composed of separate subjects, but is thematic and integrated. At the end of each course, the acquired knowledge is examined.

Each course consists of several weeks, and every week is organized according to a set cycle (see Figure 2) based on the principle of Problem-Based Learning (PBL). The advantage of this way of working is that, together with your tutor group, you will actively work with the subject matter rather than just passively listening to lectures. Several fixed contact hours are held during the week to support the process of PBL.



Figure 2. Cycle of learning activities within Causes of Diseases.

In this way, you build a solid and broad foundation of knowledge over the three years. The integration of both basic and clinical subjects ensures a holistic approach to medical knowledge, preparing you well for your future career in healthcare.

Weekly schedule in short

Introduction lecture	Introduction to the theme and learning outcomes of the week, important basic concepts and link to the patient case.
Patient lecture	Physician and students interview a patient to clarify the patient problem.
Tutor group 1	Students explore the patient problem together: what does the group already know about the problem, and what has to be studied further?
Tutor group 2	Mutual feedback on the results of research into the questions asked during the first tutor group meeting.
Analytical reasoning	Interactive seminar, in which the theme of the week is applied to a new case.

Introduction lecture

We will start the week with an introduction lecture to discuss the general aim and the most important learning outcomes of the week, and sometimes also to explain certain basic concepts in more detail. The relationship to the patient problem will also be explained during this seminar.

Patient lecture

The introduction lecture is followed by the patient lecture, in which patients are interviewed about their medical problem. The interview has several aims, of which one is to clarify the patient problem, which will form the starting point for the discussion in the subsequent tutor group meeting. In addition, patient interviews will teach you a lot of other things too, for example how to extract information from patients, how to deal with patients in the most appropriate way, and which questions are (or are not) useful for understanding the problem. You will learn how to discreetly handle information, including very sensitive information, as a physician.

The patient and the physician should not be the only two people talking during the patient interview: students will be expected to actively participate by asking questions. It is okay if you don't know something; the idea is that you will learn to ask the right questions in order to find out more.

How can I prepare myself for the patient lecture?

It is important to prepare for the patient lecture by studying the disease that will be discussed, and by preparing questions for a patient with such a condition.

Tutor group meetings

Tutor education is based on the principle of Problem Based Learning (PBL). Students are stimulated to actively acquire knowledge, related to a medical problem introduced during the patient lecture. The tutor group meetings assist you in acquiring medical knowledge. Two heads are better than one. You learn from and with each other.

A tutor group consists of 10-12 students and as tutor, a senior Medicine student who will supervise the process.

In the first tutor group meeting, you will discuss the patient problem that was just presented. The aim of this first tutor group meeting is to brainstorm about what you as a group already know about the patient problem. Knowing what you (jointly) know makes it easier to find out what you don't know and thus to determine what you should study that week together. Over the next few days, you will get to work together with a few other students from your tutor group to find out as much as possible about this week's patient problem. In the first year this mainly involves gaining an understanding of the cause of the illness. The focus is on pathophysiology, on understanding the disease. This requires theoretical knowledge from textbooks. Year 2 and 3 will focus on drawing up possible diagnoses based on symptoms, also known as the differential diagnosis. Gathering as much as information as possible will eventually lead to the most probable diagnosis.

During the second tutor group meeting, you will report back on each other what you've learned about this week's problem. The major aim is to help everyone understand and agree on what the problem is that the patient suffers from. If you and your tutor group run into problems that you are unable to solve, you can always post a question on the discussion forum (Brightspace) to resolve any remaining issues. Tutor group meetings take place in the evenings (Year 1: Monday/Wednesday; Year 2: Tuesday/Thursday). You should take this into account when planning activities outside your studies, as attendance is mandatory

In year 3, there are no tutor group meeting as described above for Years 1 and 2. Instead, there are Clinical Reasoning workgroups. These workgroups support you in developing the ability to collect and interpret patient information, as well as to make well-founded decisions regarding diagnosis and treatment. In the courses Causes of Disease 3.1, 3.2, and 3.3, there are three sessions each time: two with your coach group and one with the entire Learning Community. The workgroups fall under Competency Development and are assessed separately with an exam at the end of the semester.

How can I prepare myself for the tutor group meetings?

To make optimal use of the learning process in the first tutor group meeting, it is essential that you are present at the patient lecture that week. Afterwards, an active contribution during the tutor group meetings is expected.

Analytical reasoning

The Analytical Reasoning lecture aims to enable you to apply everything you've learned during the week to a new patient problem. The lecturer(s) in an interactive seminar, in which the lecturer will ask lots of questions to the students, which you will gradually answer together. This method is a very good exercise to learn how to deal with open-book questions in the exams. A new case is often presented here as well, and you are expected to use your books to provide a well-considered answer.

How can I prepare myself for the lectures analytical reasoning? We recommended to prepare for this lecture as well, and to read the study material for the specific week.

Additional lectures, seminars, and practicals

Depending on the topic, various additional educational activities are organized throughout the week. These can be so called seminars, in which you actively discuss part of the subject matter with the lecturer, or lectures in which experts discuss a certain topic in more detail, or practicals in which you get to practice with what you've learned (e.g., anatomy, histology, physiology and microbiology). **Please note: these activities help you to understand the material even better and therefore improve your performance on the exam.**

More information about the courses Causes of Diseases can be found at [Brightspace](#).

Competency Development

In the Competency Development courses, you learn to apply your (medical) knowledge, skills, and professional attitude in internships, assignments and training sessions (see Figure 3). You do this within the context of a Learning Community (Sustainable Care, Intramural Care, Innovative Healthcare, or Global Health). The Learning Community is a year cohort in which you collaborate on assignments, participate in communication training, and actively engage with your learning process and professional development. Since the entire year group is divided into four LCs, you collaborate more frequently with the same students and become familiar with the programme more quickly. You work together in coach groups and work groups of 10-12 students.

WHAT DOES MY COMPETENCY DEVELOPMENT EDUCATION LOOK LIKE?

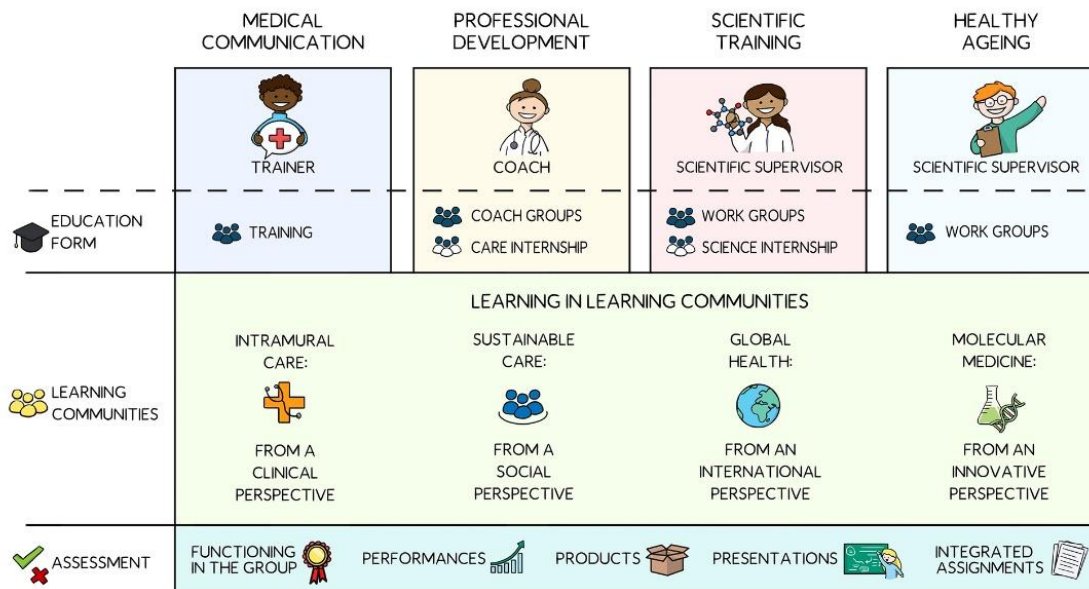


Figure 3. Competency Development Bachelor's degree programme in Medicine

In Competency Development, we work with learning pathways that span from year 1 to year 3. The following four learning pathways together form the foundation for competency-based education:

- Learning pathway Professional Development
- Learning pathway Medical Consultation
- Learning pathway Healthy Ageing
- Learning pathway Scientific Training

In the Medical Consultation learning pathway, you will develop communication skills you will need as a future physician. Being able to communicate effectively with patients as well as other professionals, both within and outside healthcare, is of essential importance.

As a future physician, you will face complex decisions, teamwork, and high (societal) expectations. The Professional Development learning pathway prepares you for this through internships and interviews, work on self-awareness, practice giving and receiving feedback, and reflect on professional and societal dilemmas in the medical field. Reflection is central: you learn to consciously consider your actions a future physician in order to further develop professionally.

As a physician, it is important that you are able to think scientifically and critically, and make well-founded decisions. In the Scientific Training learning pathway, you develop an academic mindset, learn how science contributes to quality care, and acquire the skills to conduct scientific research yourself.

Healthcare is increasingly focused on promoting health rather than treating illness. In the Healthy Ageing learning pathway, you learn how, as a physician, you can contribute to enhancing health and well-being—both at the individual and population level. You develop the Management in Social Context, but you also learn about prevention and interprofessional collaboration.

More information about the courses Competency Development can be found at [Brightspace](#).

Knowledge Development (progress test)

In the Knowledge Development courses, knowledge development is assessed using the Interfaculty Progress Test. Each course Knowledge Development consists of four progress tests per academic year. This test is administered among all medical students from all eight medical faculties. The progress test is an objective instrument to measure students' knowledge and development in knowledge. It is not the curriculum that is tested, but rather what students learn during the study of Medicine. The progress test is about applying acquired knowledge. The difference in knowledge level is reflected in the difference in test results. All students, from year 1 through year 6, an adaptive multiple-choice test.

What does this mean?

While taking the test, it is automatically adjusted to your individual level of knowledge. The computer continuously selects new questions based on your answers to previous questions. It is expected that an individual student will achieve a higher score on each test than on previous tests as a result of knowledge acquired in the teaching programme. Most likely, an individual student will achieve a higher score on each test than on previous tests as a result of knowledge acquired in the teaching programme.

More information about the courses Knowledge Development can be found at [Brightspace](#).

How do I learn/study?

We know from experience that the transition from secondary school to university is not equally easy for everyone. First-year students often have to re-learn 'how to learn,' and everyone learns in a different way. You will therefore have to find your own path in this.

Below are a few tips:

- Ask your tutor how they approached learning;
- Start studying early: learn week by week, not just per course;
- Don't wait until the deadline day to submit assignments;
- Prepare for classes – all materials and learning objectives are available in advance in the courses on Brightspace;
- Attend all scheduled classes, including lectures

Please note: Active participation in education helps knowledge remain in your memory and makes it easier to access later in your studies when you need it.

! A good preparation, attendance, and study planning will help prevent stress when deadlines for assignments and/or exams approach !

Bachelor's degree year 1

Causes of Diseases

During the development of the curriculum, learning objectives have been formulated for each course Causes of Disease and the learning material has been determined in advance (derived from the Framework). All information about the courses can be found in the relevant course at Brightspace.

Please note: you will only have access to the course after you have registered for the course in Ocasys.

1.1 Development and metabolic diseases

This course focuses on development. Disorders in early development, sometimes caused by a genetic defect, have significant consequences for normal development. The following topics are addressed: chromosomal abnormalities as well as (abnormalities in) embryonic development, protein metabolism, and energy metabolism.

This course lasts five weeks and the following disciplines will be covered:

- Anatomy
- Cell biology
- Pharmacology
- Physiology
- Histology
- Clinical genetics
- Paediatrics/paediatric neurology
- Social medicine

1.2 Endocrine regulation, blood and neoplasms

This course focuses on how (neuro)endocrine signals regulate physiological processes in the body. Additionally, several hematological disorders will be addressed, and an introduction to oncology will be provided using breast cancer as an example.

This course lasts seven weeks and the following disciplines will be covered:

- Anatomy
- Cell biology
- Endocrinology
- Ethics
- Physiology
- Genetics

- Haematology
- Oncology
- Pathology
- Radiology
- Social medicine

1.3 Infection and immune system

This course focuses on infection and immunity. The various sources of infection, such as bacteria and viruses, will be addressed, and simultaneously, it will be explained how the immune system can defend itself against these infections. Additionally, some issues with the immune system will be addressed, including autoimmune diseases and allergies

This course lasts six weeks and the following disciplines will be covered:

- Allergology
- Bacteriology
- Histology
- (clinical) Immunology
- Infectious disease
- Microbiology
- Virology
- Social medicine

1.4 Ischemia

This course focuses on ischemia. This is defined as a shortage of blood in organs and tissues, leading to insufficient delivery of oxygen and nutrients and inadequate removal of waste products. The oxygen supply of the blood is a crucial part of respiration, and situations where this becomes more challenging than usual (shortness of breath) will be discussed. Additionally, arrhythmias and abnormalities of both heart valves and peripheral vessels will be addressed as manifestations of problems with blood supply

This course lasts three weeks and the following disciplines will be covered:

- Anatomy
- Cardiology
- Physiology
- Histology
- Pulmonology

1.5 Trauma (ABCDE)

This course focuses on a systematic approach to life-threatening conditions according to the ABCDE principle will be central. To understand what to look for in this context, knowledge of respiration, the cardiovascular system, and renal regulatory mechanisms is required. The underlying anatomy and physiology will also be addressed in detail.

This course lasts four weeks and the following disciplines will be covered:

- Anatomy
- Pharmacology
- Physiology
- GP medicine
- Intensive Care
- Radiology
- Trauma surgery

1.6 Degeneration, vulnerability and disease

This course focuses on the process of aging, with attention to questions such as: Is old age inherently associated with vulnerability? Or, if not, how do you accurately assess vulnerability? This topic will build on the (neuro)physiological, anatomical, and histological knowledge covered so far. Additionally, the relationship with the patient will be explored through the discussion of various conditions such as osteoarthritis and osteoporosis, addressing aspects like stress, the experience of illness, and coping.

This course lasts seven weeks and the following disciplines will be covered:

- Anatomy
- Pharmacology
- Physiology
- Geriatrics
- Medical history
- Histology
- Gastro-enterology and liver diseases (MDL in Dutch)
- Medical psychology
- Orthopedic surgery
- Medical law
- Rehabilitation medicine
- Social medicine

Practical sessions

The practicals are an in-depth addition within Causes of Diseases and aid to enhance your medical knowledge, and apply them in practice. **Preparation is essential.** For this purpose, [e-learning modules](#) are an addition to the content of your lectures. You should register in advance for each practical session, and afterwards it is mandatory to participate. This is to ensure the preparation and ordering of necessary materials as well as arranging for simulation patients. More information about the practical sessions can be found at [Brightspace](#).

Assessment

Each course Causes of Diseases is concluded with a single (digital) knowledge exam. If you fail the exam, for each course there is one resit in the same academic year. Timing of the exams is included in the faculty's annual schedule and in the [timetable](#).

All exams are entirely multiple-choice and consist of closed and open-book questions. During the closed-book part books are not allowed, but during the open-book part they are. Each year, the book list is established anew; you can find it [here](#). For most books, a digital version is available, but unfortunately not for all. So please carefully check which physical books you need to purchase.

Note: *You can only participate in the exam if you are enrolled for the course.*

Exam completed, how is the grade determination carried out?

The procedure below is used to create the best possible test, ensuring that those who pass truly should pass, and vice versa. However, this procedure also introduces emotions, especially among students who failed the final test by just one or two questions. These emotions can be influenced by extrapolating the fail/pass cut-off score, also known in Dutch as the “cesuur”, of the final test and thinking, “I actually passed the test, but I ended up failing because questions I answered correctly were removed.” This is understandable, however incorrect. The cut-off score only applies to the test questions on which it is based. That said, it is understandable that it feels unfair when questions you got right are eliminated. Hopefully, the explanation below will help provide a better understanding of the assessment process within Causes of Disease.

Step 1: Test questions are submitted to the examiner by experts (e.g. healthcare professionals). The examiner reviews the format of the questions and makes necessary adjustments. If the examiner also has subject matter expertise, they can use that knowledge to improve the questions where needed.

Step 2: Next, these test questions are reviewed by the Toetsbeoordelingspanel (TBP; English: Test Review Panel). The goal of the TBP is to optimize the format of the questions, and to advise

the examiner about their findings. TBP members do not evaluate the content, because they are not necessarily aware of the study material from the textbooks or the content of the lectures. Occasionally, they do offer a helpful suggestion regarding the content.

Step 3: The examiner creates a provisional exam from the reviewed test questions.

Step 4: If necessary, the provisional exam is translated and the translation is reviewed. This exam is then converted again to enable digital assessment.

Step 5: You (students) complete the provisional exam and receive a preliminary score. However, no final grade is calculated based on this score because the exam is not yet finalized.

Step 6: Your feedback and the exam statistics are shared with the examiner to review certain test questions. There may be issues with the answer key, the question format, and/or the. The exam statistics and feedback are important, because this information provides the examiner with insight whether the submitted questions performed effectively. This information is the basis for the post-exam discussion with the examination committee members of the Year Representative (YR). If, during that discussion, there is doubt about a test question (regarding the answer key, study material, or construction of the answers), the examiner contacts the teacher who created the question. The examiner then decides what to do with the specific question and shares this reasoning with the YR members.

Step 7: The final exam is created after Step 6, and this is the exam you must pass. The cut-off score (NL: cesuur) for this exam is set at a knowledge percentage of 60%. The calculation based on this percentage works as follows (hypothetical example): suppose the exam consists of 90 multiple-choice questions (A-B-C format). The probability of guessing a correct answer is 33%. Should you guess all answers, as a result you would have approximately 30 questions correct. These 30 questions are subtracted from the total of 90. You must answer 60% of the remaining 60 questions correctly to pass, which corresponds with 36 questions. These 36 questions are then added to the 30 questions from the guessing probability, resulting in a passing threshold of 66 questions that should be answered correctly. This means that if you answer 66 or more questions correctly on the exam, you will have passed.

Step 8: The cut-off score (NL: cesuur) is adjusted based on an estimation of the exam's difficulty. This is done by analysing the top-performing 1% of students. If their scores are relatively low, the cut-off score is lowered (and vice versa). By including their performance, the final cut-off score is determined. It is not easy to predict either the top-performing students or the removal of exam questions. Removing a question can actually raise the cut-off score. This can happen if the top-performing students also answered that question incorrectly, and by removing it, their overall scores increase.

Step 9: The final cut-off score is applied to the individual scores, and by doing so, a final grade is determined. This grade is published after the exam protocol has been signed by the examiner and the examination board.

Step 10: The examiner posts an announcement on Brightspace indicating which questions have been removed. Optionally, the examiner may clarify why specific questions were removed and/or provide an explanation of certain exam questions.

Want to know more? Then visit the lecture about assessment (Sept 22, 2026 at 3PM)

Competency Development

Lecturers

You will have several lecturers within the Competency Development courses. They provide feedback, assess your performance on the assignments, collaboration skills and functioning within the group. During the sessions, you will be guided by the following lecturers:

- **Coach:** guide the coach group sessions within the Professional Development learning pathway, and supports you in your professional development towards becoming a physician. You will have progress and evaluation meetings with your coach, and he/she/they will. Coaches work as doctor most of the time.
- **MC-trainer:** a medical educator who guides the training sessions within the MCV learning pathway. MC-trainer works as doctor most of the time.
- **Scientific lecturer:** facilitates the seminars of the Scientific Training (WV) and Healthy Ageing (HA) learning pathways. A science supervisor is often an academic staff member/ researcher.

Learning pathway Professional Development

The education in this learning pathway consists of lectures, assignments, and coach group meetings. Additionally, you will spend a (part of the) day in practice with your coach, and participate in a two-week healthcare clerkship. Additionally, you will have individual coaching sessions focused on your personal and professional development.

Healthcare clerkship

The healthcare clerkship is an introduction to patient care and institutional healthcare. You will work for two weeks alongside the nursing or care staff of a department in a hospital, nursing home, or home care setting at the level of a nursing student in an orientating clerkship. We would like you to get to know the patient's position in healthcare as well as understanding the organization of that care. Central during this clerkship is the care provided to patients by nurses.

Learning pathway Medical Consultation

During the first year, you develop the conversation skills in this learning track that are important for active and empathic listening. You also learn basic communication techniques for speaking with a patient. Each semester, there are four mandatory training sessions and an exam.

Learning pathway Healthy Ageing

In this learning track you will learn about health-oriented care by completing various assignments including *Resilience and Vulnerability* on the themes of prevention, lifestyle, and Healthy Ageing. You will also make a neighbourhood walk to learn more about people's living environments and how these can influence health.

Learning pathway Scientific Training

Within this learning pathway, you will learn some basic skills of evidence-based medicine (EBM): reading, interpreting, assessing and presenting scientific literature. Also, you will acquire knowledge of the most important epidemiological and statistical concepts that you encounter in medical-scientific literature.

Statistics

In the first semester, the statistics and epidemiology education starts. The lectures and compulsory statistics practicals are essential for the scientific assignment in the second semester. The statistics component is tested separately by means of an exam with multiple-choice questions.

Scientific assignment

During the two-week scientific assignment, you go through the process that underlies all research: formulating the research question, collecting data, analyzing data, and subsequently reporting and presenting your findings. You do this, together with a fellow student, during a literature study where you apply the principles of a systematic review. You will also become acquainted with the research of a scientific supervisor, and discuss ethics and the core qualities of good scientists.

Assessment

The assessment within Competency Development education is different from that used for Causes of Diseases. You gather feedback on assignments, training sessions, collaboration, and functioning within the group from your coach, MC trainer, and scientific supervisor. This feedback is intended for your learning. In addition, these teachers assess the final products of various assignments and assessments, grading the corresponding competencies. The statistics exam is also graded. The different grades and feedback are collected in a portfolio. On this basis, the examiner determines the total final grade for the Competency Development course.

Note: *Tutors also provide feedback on your performance in the tutor group. This feedback is in principle formative (not graded). If there is doubt about the final grade for Competency Development, the examiner may take this tutor feedback into account in the final assessment.*

Vaccination programme

Through your study activities, you may soon come into contact with (human materials from) patients and fellow students. You are therefore at risk of exposure to bacteria and viruses; to catch or spread an infectious disease. Healthcare institutions have also established infection prevention policies and if a student does not comply, the student is not welcome and cannot attend education. To prevent this, you are vaccinated early in your studies. More information can be found on the [Vaccinations medical bachelors course](#).

Binding Study Advice (BSA)

For students of the University of Groningen, the Faculty BSA regulation applies to Bachelor students. Within the Faculty of Medical Sciences, the Faculty BSA Committee handles this regulation. The BSA committee administers the binding study advice (BSA).

All students receive a Binding Study Advice (BSA) after the first year. The minimum requirement for the BSA is 45 ECTS in the first year of enrollment. To participate in the second year of study, you must have obtained at least 45 ECTS credits after one year. If you do not have enough credits, you will receive a negative BSA. Consequently, you have to discontinue your studies for a minimum period of two years.

If you are facing exceptional circumstances that hinder your academic progress, you can apply for a deferred Binding Study Advice (BSA) with the help of the study advisor. The BSA committee will determine whether you qualify. If you experience any such personal circumstances, please notify your study advisor *ASAP* and/or contact us via bsa@umcg.nl.

What is the 1 March scheme?

If there is a real chance that you will not meet the BSA standard, you can deregister via Studielink before March 1. If a first-year student withdraws from the medical program via Studielink before March 1st, no BSA will be issued, and the student is allowed to start the program again the following year. In that case, it is not necessary to participate in the selection or lottery again. Previously achieved study results will remain valid. After withdrawal, tuition fees will be refunded for the months in which the student is no longer registered as an RUG student; from March through August. More information can be found [here](#).

What is the 1 February scheme?

If someone wants to permanently stop studying in higher education, the 1 February scheme of DUO applies. This means that utilized DUO provisions (e.g. public transport product and grant) will be converted into a gift if you withdraw via Studielink before February 1st. Normally, such provisions are granted after obtaining a diploma. Since those who stop without a diploma are unable to meet this requirement, the 1 February scheme offers a financial solution with DUO. After withdrawal, the RUG refunds the tuition fees for the period from February to August of the enrolled year. More information can be found [here](#).

How do you use these two schemes?

Very simple: you deregister as a medical student before the above dates via Studielink. Let the degree programme know that you are going to stop (temporarily) as well. So, tell your tutor and/or coach and/or academic supervisor and send your decision by email to g2020-basic1@umcg.nl and g2020-comp1@umcg.nl

Bachelor's degree year 2

Causes of Diseases

During the development of the curriculum, learning objectives have been formulated for each course Causes of Disease and the learning material has been determined in advance (derived from the Framework). All information about the courses can be found in the relevant course at Brightspace.

Please note: you will only have access to the course after you have registered for the course in Ocasys.

2.1 Systemic diseases

In this course, systemic disorders are central. These are usually autoimmune diseases in which organs and tissues are affected. In such cases, the immune system attacks the body's own tissues and/or there is overactivity of the immune response. Within this course, systemic disorders of the skin, joints, kidneys, and accompanying kidney insufficiency are discussed in detail. In addition, related diseases and infections with systemic involvement are also addressed.

This course lasts five weeks and the following disciplines will be covered:

- Dermatology
- Pharmacology
- Physiology
- Medical history
- Histology
- (clinical) Immunology
- Internal medicine
- Medical Microbiology (MMB in Dutch)
- Nephrology
- Pathology
- Rheumatology
- Social medicine

2.2 Dyspnea and fatigue

This course can be separated into two parts. On one hand, heart failure, shortness of breath (in chronic lung conditions), and lung cancer will be covered. On the other hand, breast cancer, leukemia, and lymphomas will be addressed. Additionally, a comprehensive focus will be given to various aspects surrounding death, including both the cellular biological (basic) principles and the psychosocial impact.

This course lasts seven weeks and the following disciplines will be covered:

- Cardiology/cardiogenetics
- Cell biology
- Surgery
- Pharmacotherapy
- Social medicine
- Physiology
- Medial history
- Haematology
- GP medicine
- Pulmonology
- Oncology
- Palliative care
- Pathology
- Radiology
- Radiotherapy
- Social medicine

2.3 Digestive tract and neoplasms

This course focuses on (malignant conditions of) the digestive tract. The topics addressed include: swallowing difficulties, acid reflux, jaundice, and blood in the stool. The entire digestive tract will be reviewed along with associated disease conditions. Additionally, attention will be given to skin cancer, prostate cancer, and bone tumors.

This course lasts seven weeks and the following disciplines will be covered:

- Anatomy
- Surgery
- Dermatology
- Epidemiology
- Pharmacotherapy
- Physiology
- Histology
- GP medicine
- ENT
- Gastro-enterology and liver diseases (MDL in Dutch)
- Oncology
- Orthopaedic surgery
- Pathology
- Radiology
- Rehabilitation medicine

- Social medicine
- Urology

2.4 Endocrinology and reproduction

This course focuses on hormones. Hormones are signaling molecules that transmit messages within and between cells. Many processes in the body are regulated by these hormones. Topics addressed include endocrinology (e.g., diabetes) as well as the hormonal menstrual cycle, contraception, and subfertility/infertility.

This course lasts five weeks and the following disciplines will be covered:

- Anatomy
- Endocrinology
- Pharmacology
- Pharmacotherapy
- Physiology
- Gynaecology
- GP medicine
- Oncology
- Social medicine

2.5 Women and child's health

This course focuses on pregnancy/giving birth as well as fetal development. Topics addressed include: (un-)complicated pregnancy, birth (including cesarean sections), and fetal growth/development. Additionally, attention will be given to the pelvic area, including issues such as incontinence and prolapse, as well as some gynecological malignancies.

This course lasts five weeks and the following disciplines will be covered:

- Abdominal surgery
- Anatomy/embryology
- Physiology
- Gynaecology
- Oncology
- Psychiatry
- Social medicine
- Obstetrics

2.6 Growth and development

This course focuses on the child. Both growth and development as well as some common childhood conditions will be addressed. This includes among other delayed growth, abnormal gait, slow development, and behavioral problems. Additionally, we will focus on healthy development, a process that begins even before birth. The conditions covered include jaundice in infants, cyanotic conditions, fever in children, and respiratory distress in children

This course lasts nine weeks and the following disciplines will be covered:

- Anatomy/embryology
- Cardiology
- Dermatology
- Pharmacology
- (medical) Physiology
- GP medicine
- Paediatrics/paediatric cardiology/paediatric surgery/paediatric pulmonology- and allergology/paediatric orthopaedic surgery/paediatric-gastro-enterology and liver diseases/peadiatric neurology/paediatric urology
- Child and adolescent psychiatry
- Clinical genetics
- Neonatology
- Social medicine

Practical sessions

More information about practical sessions can be found in chapter [Bachelor's degree year 1](#).

Assessment

More information about assessment can be found in chapter [Bachelor's degree year 1](#).

Competency development

Lecturers

Within the second year, you will be guided by the following lecturers:

- **Coach:** guide the coach group sessions within the Professional Development learning pathway, and supports you in your professional development towards becoming a physician. You will have progress and evaluation meetings with your coach, and he/she/they will. Coaches work as doctor most of the time.
- **MC-trainer:** a medical educator who guides the training sessions within the MCV learning pathway. MC-trainer works as doctor most of the time.

Please note: within year 2, students do *not* have a separate academic for the Healthy Ageing sessions.

Learning pathway Professional Development

In the second year of the Bachelor's degree programme, Professional Development focuses on the relationship between physicians and society. Through various topics and concepts, you learn how the role of the physician evolves alongside society, and acquire knowledge and skills needed to navigate this dynamic. You will also participate in Profile Education twice. Furthermore, you will again accompany your coach in practice and have individual meetings at the end of each semester.

Profile education

Profiling education is part of the elective curriculum and aims to assist students in identifying and shaping their individual professional profile within the diverse roles available to physicians. The faculty offers profile projects in different formats. Ideally, you will take advantage of a customized option in the form of an individual profiling project, where you create your own plan that you can follow after approval. If that's not possible, there are ready-made courses and projects available for which you can register as an alternative.

At [Brightspace](#) you will find the manual with general information. In addition, there is a syllabus available that lists the various courses and projects you can register for. For questions, you can email profilering.geneeskunde@umcg.nl.

Learning pathway Medical Consultation

In the second year, each semester consists of three training sessions and an assessment within this learning pathway. In the first semester, you learn to apply these basic communication skills in the initial phase of a medical consultation, specifically during the anamnesis. By doing so, you learn to establish a connection with the patient while simultaneously initiating the process

of clinical reasoning. In the second semester, you focus on the final phases of the medical consultation: the diagnostic and treatment conversation.

Learning pathways Healthy Ageing en Scientific Training

In the second year, scientific skills are integrated into the assignments from the Healthy Ageing pathway. There are four assignments: 'Lifestyle and health', 'Advanced Care Plan', 'Reproductive Health', and 'The first 1000 days'.

You work out a health problem in the form of a PICO research question (Patient-Intervention-Comparison-Outcome), and write an 'Advanced Care Plan' a care plan for a patient in the palliative phase. You justify choices made, based on scientific sources.

Additionally, you will study a specific question about reproduction following the principles of Evidence-Based Medicine, and searches the literature using a PICO-CAT (Patient Intervention Comparison Outcome - Critically Appraised Topic). You will explore health issues during this period, and translate one of these issues into a proposal for a fictional scientific study.

Statistics

This year as well, the learning pathway scientific training includes statistics education so that you can apply it when writing the research proposal for the Bachelor's project (semester 3.2). The course consists of four mandatory statistics practicals and again concludes with a (graded) exam as part of the scientific training competency.

Assessment

More information about assessment can be found in chapter [Bachelor's degree year 1](#).

Bachelor's degree year 3

Causes of Disease

During the development of the curriculum, learning objectives have been formulated for each course Causes of Disease and the learning material has been determined in advance (derived from the Framework). All information about the courses can be found in the relevant course at Brightspace.

Please note: you will only have access to the course after you have registered for the course in Ocasys.

3.1 Sensation and react

This course focuses on both the peripheral nervous system and senses. Nerves are involved in both muscle control (output) and sensation (input). In addition to the nervous system, attention will be given to muscle weakness, loss of sensation, dizziness (and/or hearing loss), and eye diseases. All topics include a significant clinical focus while still covering the foundational subjects. Finally, there will be a broad discussion on pain (and related complaints).

This course lasts five weeks and the following disciplines will be covered:

- Anatomy
- Anesthesiology
- Pharmacology
- Physiology
- GP medicine
- ENT
- Neurology
- Ophthalmology
- Rehabilitation medicine
- Social medicine

3.2 Brain and cognition

This course focuses on frequent issues within neurology. Topics covered include: headaches, unilateral paralysis, movement disorders, consciousness/coma, fainting, forgetfulness (dementia), and delirium.

This course lasts seven weeks and the following disciplines will be covered:

- Anatomy
- Cardiology

- Pharmacology
- Physiology
- Genetics
- Geriatrics
- Medical history
- Medical law
- GP medicine
- Neurosurgery
- Neurology
- Neuropsychology
- Psychiatry
- Radiology
- Rehabilitation medicine
- Social medicine

3.3 Psychiatric health and disease

This course focuses on psychiatry. Acute psychiatry will be addressed through case studies involving confused individuals (in public spaces). Attention is given to mood disorders, anxiety disorders, and psychotic disorders. Additionally, issues of addiction, personality disorders, and developmental problems will be addressed. Finally, Persistent Somatic Symptoms (ALK in Dutch) is addressed during this course.

This course lasts seven weeks and the following disciplines will be covered:

- Ethics
- Pharmacology
- GP medicine
- Medical law
- Development psychology
- Children's and youth's psychiatry
- Neurobiology
- Neurology
- Psychiatry
- SEH
- Social medicine

3.4 Acute medicine I

This course focuses on making (well-supported) decisions based on alarm symptoms and decision rules according to the principles of ATLS (Advanced Trauma Life Support) for patients

with potentially life-threatening conditions. The following topics will be addressed: multiple injuries (polytrauma), prolonged loss of consciousness and injury, infections, and wounds.

This course lasts three weeks and the following disciplines will be covered:

- Surgery
- Neurology
- Orthopaedic surgery
- Emergency medicine
- Trauma surgery

3.5 Acute medicine II

This course focuses on making (well-supported) decisions based on alarm symptoms and decision rules according to the principles of ATLS (Advanced Trauma Life Support) for patients with potentially life-threatening conditions. The following topics will be addressed: acute abdominal emergencies (e.g., peritonitis and bowel obstruction), acute vascular emergencies (e.g., aneurysm), acute pulmonary emergencies (e.g., exacerbations), and acute cardiogenic emergencies (e.g., coronary artery disease).

This course lasts five weeks and the following disciplines will be covered:

- Abdominal surgery
- Anatomy
- Radiology
- Cardiology
- Gynaecology
- IC-physiology
- Pulmonology
- Thorax surgery
- Vascular surgery

Practical sessions

More information about practical sessions can be found in chapter [Bachelor's degree year 1](#).

Assessment

More information about assessment can be found in chapter [Bachelor's degree year 1](#).

Competency Development semester 3.1

Lecturers

Within the third year, you will be guided by the following lecturers:

- **Coach:** guide the coach group sessions within the Professional Development learning pathway, and supports you in your professional development towards becoming a physician. You will have progress and evaluation meetings with your coach, and he/she/they will. Coaches work as doctor most of the time.
- **MC-trainer:** a medical educator who guides the training sessions within the MCV learning pathway. MC-trainer works as doctor most of the time.
- **Supervisor Bachelor's project:** supervises the Bachelor's Project team and assess the final products.

Learning pathway Professional Development

In the third year of the program, the theme of Setting Boundaries is addressed during the session. The first semester concludes with an individual final meeting with your coach.

Learning pathway Medical Consultation

In the third year, you will practice motivational interviewing in a medical context within this learning pathway. The theory of motivational interviewing is covered, and a connection is made with to how you apply this in the medical context. There are three training sessions and an assessment in which you will apply your consultation skills in a session with a training's actor. The Clinical Reasoning workgroups are also part of the Medical Consultation Skills learning pathways; for more information about this workgroup, see earlier in this study guide

Learning pathway Healthy Ageing

During this learning pathway in the third year, you will complete two assignments: 'Planetary Health' and 'Mental Health and the Social Network'. You will analyse a health-related issue and develop a proposal for a SMART-formulated intervention, which you will present during the poster presentation with the students from your Learning Community. In addition, you will write an advisory report to a fictitious target group (physicians, administrators, their institution/organization or others) on how communication with the relatives of people with (risks of) a specific mental health problem can be improved.

Learning pathway Scientific Training

In this third year, statistics from previous year will be repeated, and you will practice with sample size calculations. In preparation for the statistics used in the Bachelor's project, all these

techniques will be practiced (again).

Assessment 3.1

More information about assessment can be found in chapter [Bachelor's degree year 1](#).

Competency Development semester 3.2: the Bachelor's Project

Bachelor's Project

During the [Bachelorproject \(BP\)](#) you will independently design and carry out a research project. You will work in teams of 3 to 5 students and also develop individual competencies in the areas of scientific practice, communication, professionalism, and collaboration. The Bachelor's project thus integrates the four competency learning pathways.

Note: *Preparation for the Bachelor's Project (BP) already begins in semester 3.1. If you do not participate in Competency Development 3.1, you will miss the preparation for the research proposal and will not be allowed to start the BP.*

During the second semester of year 2, the first information about the Bachelor's Project is provided. If you wish to go abroad, this is also the moment to indicate your interest. In the Brightspace course Competency Development 2.2, you will find a list of locations where you are allowed to do a Bachelor's Project abroad. If you choose this option and are able to secure a placement, you are required to follow supplementary education and complete an additional assignment to properly prepare for your stay and collaboration abroad.

On [OnStage](#), you will find Bachelor's Project opportunities offered by departments, organizations, and individual supervisors. You may also choose your own project and/or supervisor within the UMCG, as long as it meets the criteria. These criteria are stated in the Brightspace course under BP Phase I.

During semester 3.1, you will further develop your research proposal. It must be approved before you can start the Bachelor's Project in semester 3.2.

If you are allowed to start the BP, you will conduct the research with your group in semester 3.2. You will write a thesis and a reflection on the study process and give a final presentation. At the end of the BP, an Academic Theatre is organized and prizes are awarded for the best thesis and pitch/final presentation.

More information about both the research proposal and the Bachelor's Project can be found in the course Competence Development 3.2 on [Brightspace](#).

Professional Development

In addition, during this semester there are assignments within the Professional Development learning pathway. Together with your team, you will attend a workshop 'collaboration' and, based on this, create a plan for the BP. You will also interview someone in a leadership role (for example, a department head or a researcher) and write a report about the interview. Finally, you will conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats), which you will present individually to your coach. You will also prepare a pitch about your Bachelor's project, which will be evaluated and receive feedback from your coach and fellow students.

Assessment 3.2

- The Bachelor's project team gives a go/no-go decision on the research proposal.
- The supervisor of the Bachelor's project assesses the thesis, the final presentation, and the reflection on the learning process.
- The coach for Professional Development evaluates the pitch, the interview report, and the SWOT analysis.

Based on these assessments, the final grade for the course Competency Development 3.2 is determined.

Information for recidivists

This document is intended for medical students who have to repeat all or some of their first year. In most cases, this concerns three groups of students:

1. 1 February- and 1 March-stoppers;
2. Students with a deferred [Binding Study Advice \(BSA\)](#);
3. Student who previously received a negative BSA and reregistered for Bachelor's degree year 1.

What is a negative BSA?

A student who does not obtain at least 45 (out of 60) credits (ECTS) in their first year of registration will receive a negative BSA (Binding Study Advice) and may not study Medicine for two years. After this period, they may register again for the Medical Degree programme.

What is a deferred BSA?

If special circumstances impede study progress, a student can apply for a deferred BSA or adjusted BSA with the help of a study advisor. This means that the BSA will be issued one year later. Therefore, as a student you will have an extra year to obtain your BSA.

How do I reregister as medical student?

As always, this is done via Studielink. Note: do not select registration as a first-year student, but select higher-year registration (as this will be your second year of registration as a medical student at the University of Groningen).

Frequently Asked Questions about restarts

1. Do I have to redo all courses from Bachelor's degree year 1?

No, only the courses have not yet passed. Please check the flow charts below.

2. Can I take Bachelor's degree year 2 if I have not yet obtained 45 ECTS?

To be allowed to take courses in the second year of the Bachelor's program, you must have obtained at least 45 ECTS in the first year. If you have received a postponed BSA, you may take courses from the second year, provided that - after consultation with the study advisor - a study plan has been drawn up and approved, which must be different from the plan made for the application submitted to the BSA committee.

3. What about the progress test?

If you have passed the course Knowledge Development B1, you may not take progress tests again until you have been officially admitted to year 2. If you have not yet passed Knowledge Development B1, you will continue to take progress tests until you have.

4. I only have to retake Causes of Diseases 1.4, 1.5 and 1.6. What do I do in the first semester?

This means you cannot follow classes temporarily, including a minor. To do that you must have completed the propaedeutic phase of your degree programme. Officially, the Bachelor's degree programme has only one registration date, which is 1 September, but because you are not allowed to follow classes in the first semester, it is advisable to register for a start on 1 February. Always pass this on to a study advisor. They will then prepare an 'Admission letter outside starting dates' for you before 1 February and send it to the university. By doing so, you do not have to pay the full tuition fee. Of course, you are also welcome to be enrolled for the entire academic year if you prefer.

5. I stopped before 1 March and did not complete the Hepatitis B-vaccination. What now?

You bought a vaccination card in your first year and already received two vaccinations in semester 1. In that case, you may complete the vaccination programme after your restart. It is free of charge. However, you must be able to show the previously purchased card at the vaccination location. If you have lost this, please let the staff member on site know. The structure is the same, so you will only receive your third jab in the second semester.

6. Enrolment

Please be aware you have to enroll by yourself for all courses via Ocasys.

7. Exceptions?

If you do not agree with above explained rules, please check the Teaching and Examination Regulations for information on how to appeal.

JSM and Honours

The Junior Scientific Masterclass (JSM) and Honours College are intended for students who want to get more out of themselves and their time as a student. JSM is specifically for medical students, Honours College is available for all students.

Junior Scientific Masterclass

If you would like to further improve your scientific knowledge, explore clinical research, and connect with like-minded students and established (clinical) scientists, the Junior Scientific Masterclass (JSM) is the place to be. This is a unique scientific education program in the Netherlands that runs alongside the regular medical degree and for which you do not need to apply. The JSM aims to actively involve interested students in (clinical) scientific research at the UMCG from their first year onward. The goal is to stimulate students' enthusiasm for science and enable them to acquire the basic skills early in their studies that might allow for a possible future career as a physician-scientist. In principle, any student can participate in the JSM program. Please don't hesitate to contact JSM at j.s.masterclass@umcg.nl.

Honours college

Another option for an additional program alongside the regular study of Medicine is the Honours College. This program is not specific for medical students, but offers the opportunity to further develop your talents through interdisciplinary teamwork with students from various faculties of the university. Admission to the programme is based on selection, since the number of places in the Honours Programme is limited. If you meet the requirements and are motivated to follow this programme, please apply for a place within [Honours College](#).

Continuation with Master's degree in Medicine

Admission

You have to finish your Bachelor's degree in Medicine if you would like to start with the Master's degree in Medicine. More information about the Bachelor diploma or if you want to postpone your graduation can be found [here](#). You can enroll for the Master's programme if you have met all admission requirements. Please check the [Teaching and Examination Regulations](#).

More information can be found in the Study guide Master's degree programme in Medicine at [Study Info](#).

Language education

For students who have completed a non-Dutch secondary education, an additional requirement for admission to the Master's program in Medicine is possession of the Medical Dutch C1 certificate. The Dutch language development program is offered extracurricular throughout the entire Bachelor's program and is scheduled alongside the regular Bachelor's curriculum. Students with a non-Dutch diploma will be informed about the educational program through a [Brightspace](#) course. More information can be found in the [Teaching and Examination Regulations](#).

Practical information

Contact information

Information about who to mail when, can be found in the course *General information Bachelor (G2020)* at [Brightspace](#). This course also includes contact information from among others study advisors and confidential advisors.

Enrolment

Please be aware you have to enroll yourself for all courses via [Ocasys](#). Compulsory order of examinations can be found in the [Teaching and Examination Regulations](#). Read this information carefully before you enroll yourself. Your enrollment is only valid if you meet participation requirements. After enrolling for the courses, access to relevant course information at [Brightspace](#) will be granted automatically.

More information can be found in the course *General information Bachelor (G2020)* at [Brightspace](#).

Timetable

Timetable with date, time, and location of alle course meetings can be found [here](#). Tip: Always check the schedule for any changes before a meeting. The information provided here is definitive.

Within the Bachelor's Degree Programme in Medicine, we strive to minimize timetable changes. Much of the education is provided by physicians from the UMCG who have other duties and responsibilities within the hospital. Therefore, whose availability for teaching is requested at an early stage.

If the instructor is still unable to attend, they are responsible for finding a replacement or the class will be canceled. If there is a timetable change on short notice, this will be communicated by the producent via e-mail, [Brightspace](#) en/of het [rooster](#).

If scheduling issues arise with a coach, tutor, or instructor, students should initially contact the coordinator. The coordinator will discuss the matter with the course director or year coordinator.

Book list

The book list is determined for each cohort (i.e. starting year of the study) for each academic year. These book lists can be found in the course *General information Bachelor (G2020)* at [Brightspace](#).

Many study books can be found as ebook [here](#).

Brightspace

[Brightspace](#) is the digital learning environment from the University of Groningen (RUG). Information about relevant courses can be found in related Brightspace courses.

While your studies continues, you will be enrolled in multiple Brightspace courses.

Naarmate je verder in je studie bent, zit je in steeds meer Brightspace cursussen. This is useful if you want to look something up at a later time. However, you might receive many irrelevant emails every time a new announcement is posted in a course. Here is a step-by-step guide to adjust your email settings for each course:

1. Click on your name in the top right corner in Brightspace
2. Click on 'Notifications'
3. Here you can adjust your preferences

Scorion

During the Bachelor program, Scorion is used to submit your written (test) products and to compile your portfolio. You are responsible for completing your portfolio yourself. Instructions on adding logbook/file and how to send assessment forms can be found in [this video](#). More information about how to use Scorion can be found in the courses *Competency Development* at [Brightspace](#).

Ocasys

[Ocasys](#) provides an overview of the different courses and study programmes. Use this system to register for the classes you want to attend.

OnStage

[OnStage](#) is used for submitting among others your research proposal, thesis, and final product during the Bachelor's Project. More information about how to use OnStage can be found in the course *Competency Development Year 3* at [Brightspace](#).

Progress

[Progress](#) is the student- and study information system (SIS) of the RUG. This system includes, among other things, recorded results.

Video registration lectures

Information about video registration can be found in the faculty guideline video registration.

Study guidance

Study advisors are available for 1001 questions regarding your studying schedule, studying methods, possible study delay and the Binding Study Advice (BSA). They can also help you with questions about studying with a disability and personal circumstances that might influence your studies negatively. We also answer questions about what is (and isn't) possible regarding additional options within or outside your degree programme, such as additional subjects and Minors. Don't hesitate to ask your questions by email at the [study advisor](#). Or take a look at [our website](#).

Students who are entitled to extra exam time for written tests will receive an additional 10 minutes per exam hour. Use [this form](#) to submit a request for additional time. If you believe you need more exam time, you can indicate this through a motivated request to the [RUG studentdeans](#). Consequently, use this advice to contact one of the study advisors from the study of Medicine.

Student well-being and support

Information about student well-being can be found at the [student well-begin portal](#). This portal includes an overview of all contact points, resources, and initiatives related to student well-being. If you have experienced (or are experiencing) inappropriate behavior, more information can be found [here](#). Next to this, please feel free to contact the [study advisor](#) as well as the confidential advisors from both UMCG and/or RUG. The app #zouikwatzeggen provides tips for dealing with inappropriate behavior from a UMCG employee.

Evaluation of education

Involvement of medical students is valuable in improving the quality of education. The Quality Assurance Task Group for Medicine is engaged in evaluating the program throughout the year. Various ways are used for this aim, including questionnaires for students. You will be informed via [Brightspace](#) or e-mail to evaluate (recently completed) courses. We hope that you too will

express your opinion and by doing so, contribute to improving the quality of our education programme.

Student representation

Progressief Medicijnen (ProMed) represents all medical students from both RUG and UMCG. During ProMed meetings, student representatives from several committees come together to discuss relevant aspects. An overview of all educational committees involved with medical education can be found at the [website of ProMed](#).

Year representatives of all three bachelor's degrees years (YR1/2/3) are committees from the Medical Faculty Association Panacea, the medical faculty association in Groningen. They represent the students and are involved in, among other things, the evaluation of the education programme.

Pricing policy on study costs

With the Pricing policy on study costs, the University of Groningen aims to limit study-related costs and safeguard the accessibility of education for students. The Pricing policy on study costs assumes a cap amount for the required educational resources related to the mandatory curriculum. The required educational resources must arise from a degree programme's learning objectives. The standard annual cap amount per academic year can be found at [the UG website](#). If this cap amount is exceeded, a refund scheme applies where students are able to claim half the extra costs that exceed the cap amount from the faculty boards, provided they submit valid proof of purchase.

Basic rules for the use of AI in teaching

The possibilities offered by Artificial Intelligence (AI) tools present students and lecturers with new opportunities to work faster and in different ways. At the same time, this also raises questions about when you may and may not use AI tools. The University of Groningen (RUG) has therefore established a guideline with a set of 10 basic rules, which can be found [here](#).

Please note: be aware that it is not permitted to use (identifiable) patient data in AI tools.

Useful websites

Instructions about how to use among others Brightspace, IT (WiFi, printing, Google apps), timetable, Career Services and Progress) can be found at the website of [Edusupport](#).

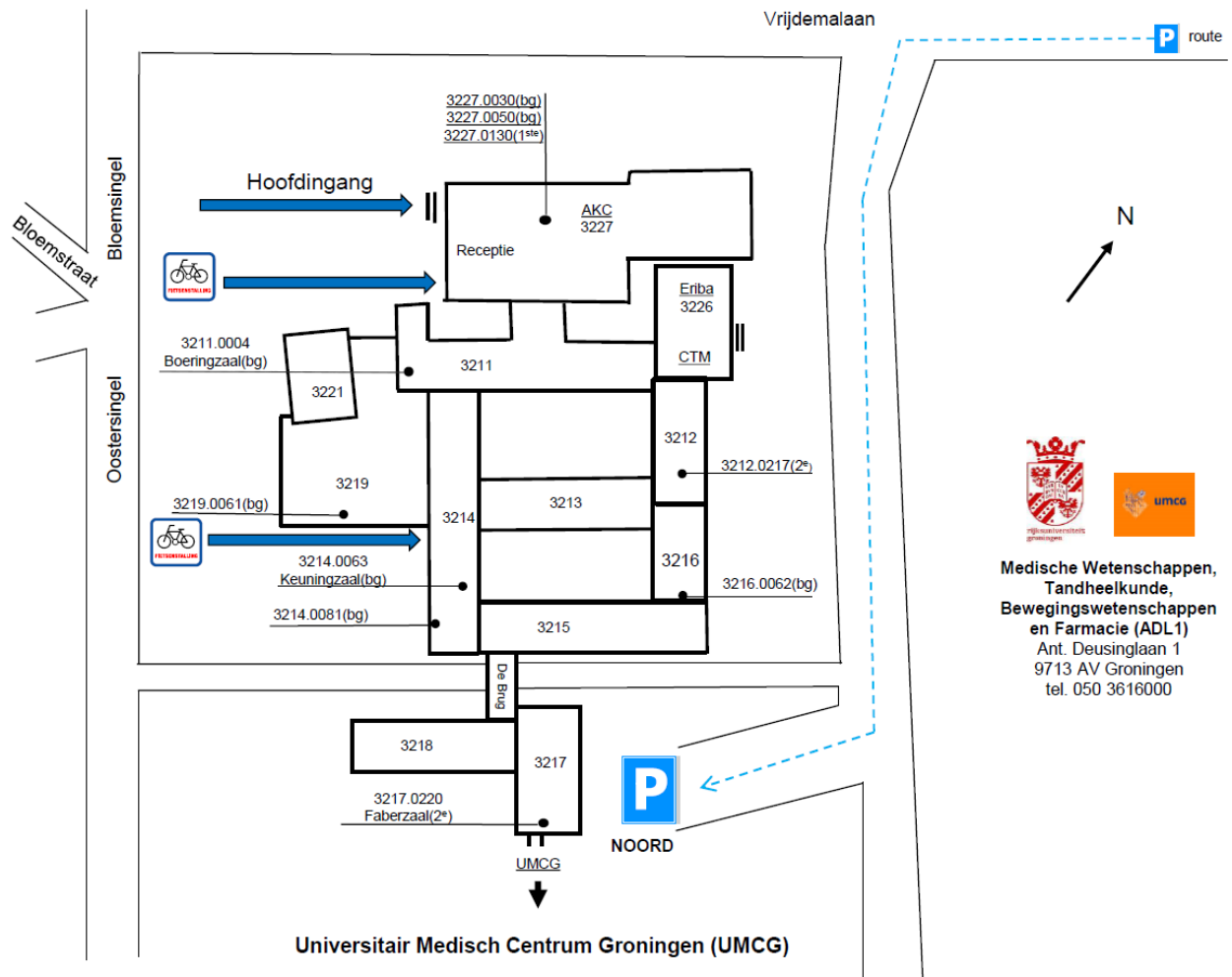
An overview of e-learning modules for both Causes of Diseases as well as Competency Development can be found [here](#) (platform: aNewSpring).

Use this RUG [overview](#) to find information, a person or a tool.

Use this [application form](#) to request a meeting room and audiovisual equipment.

Map

Healthy Ageing Campus



Or easily find your way in almost all RUG buildings with the help of [RUG maps](#).

Important documents

Framework for Undergraduate Medical Education 2020

The Framework for Undergraduate Medical Education 2020 be found [here](#). This document contains the learning outcomes which apply to each medical student.

Student Charter

The [Student Charter](#) provides an overview of the rights and obligations of both students and the University. It is based on national legislation, particularly the Higher Education and Research Act (WHW, hereinafter also referred to as 'the Act'), supplemented by regulations that are specific to the University of Groningen.

TER, Assessment plan, Rules&Regulations en Examination Requirements

Each programme has a legal obligation to have Teaching and Examination Regulations, or TER for short (OER in Dutch). The TER describes the rights and obligations of each student: the TER defines the purpose and content of the programme. The TER also indicates the order in which courses should be followed. Finally, the TER contains the rules for taking an exam.

The assessment plan is an appendix of the TER, and contains the precise description of tests, assessments, and exams. Moreover, it describes the learning outcomes of the programme.

The Board of Examiners defines Rules and regulations as well as Examination Requirements for the examination procedures. These documents contain for example information about procedures in case of insufficient result for a specific course.

The documents mentioned above can be found at [Study Info](#). The TER is an important document: we encourage students to read the TER of their programme. All information applies unless the Board of Examiners Dentistry and Medicine (ECTG) decides otherwise.