

Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	MBBS (Bachelor of Medicine, Bachelor of Surgery)
Name of Interim Award(s)	Not applicable
Duration of Study / Period of Registration	4 years
QM Programme Code / UCAS Code(s)	A101
QAA Benchmark Group	Medicine
FHEQ Level of Award	Level 6
Programme Accredited by	General Medical Council (GMC)
Date Programme Specification Approved	1 Mar 2012
Responsible School / Institute	Barts and The London School of Medicine and Dentistry

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme

NHS Trusts affiliated with the Medical School

Programme Outline

The MBBS programme is studied full-time over 4 years. Much of it is University-based, but a significant proportion is work-based in hospitals and community settings. Study is nominally undertaken at three Levels, but in greater breadth than for a conventional 3-year science degree programme.

The Curriculum Framework is structured into: Medical Knowledge; Patient Care; Communication; and Professionalism. Those domains are further divided into sub-domains, linked in turn to relevant learning outcomes that reflect index clinical conditions. The course material is divided into Systems or other subject-specific modules, which comprise the 'core curriculum', Student-Selected Components (SSCs) and other elements make up the non-core programme, which constitutes up to 25% of the total course.

Aims of the Programme

To offer an innovative, accelerated undergraduate medical course which builds on the prior attainment of the graduate entrants, and which satisfies the educational and professional requirements of the General Medical Council (GMC).

Distinctive features of the outcomes-based programme include: early exposure to patients (both within the university setting and in the community); problem-based learning; and an emphasis on clinical and communication skills (including medical ethics).

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What Will You Be Expected to Achieve?

Intended learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and appropriate attitudes, in the following areas:

Academic Content:

A 1	Physical, biomedical and social science concepts, principles, processes and mechanisms underpinning a systems-based approach to the body in health and disease
A 2	Health and illness in the context of the whole individual and his/her place in the family and community
A 3	Patients' and carers' experience of ill-health and medical care in a multi-cultural society
A 4	Disease prevention and health promotion in relation to public health medicine

Disciplinary Skills - able to:

B 1	Recognise normal and abnormal function of body systems
B 2	Use effectively the various strands of knowledge and understanding in the context of treating patients
B 3	Apply problem-solving skills to the diagnosis and management of patients' clinical conditions
B 4	Proficiency in a stipulated range of clinical and communication skills in Medicine (consistent with the GMC's recommendations)
B 5	Ability to work independently and as part of a team, including with other healthcare professionals
B 6	Appropriate modes of interaction with patients and others involved in healthcare
B 7	Communicate effectively with a wide variety of individuals and groups, by using a variety of means
B 8	Record and evaluate his/her own academic, professional and clinical performance
B 9	Apply problem-solving and numerical skills in a range of theoretical and practical settings
B 10	Manage change and uncertainty effectively, and respond to changing demands
B 11	Take responsibility for continuing personal and professional learning and development (CPD)

B 12	Manage time, prioritise workloads, and recognise and manage personal emotions and stress
B 13	Apply appropriate information management skills (e.g. IT skills)
B 14	Develop basic skills in teaching, and knowledge of effective educational practice

Attributes:	
C 1	Caring and ethical attitudes towards the practice of Medicine
C 2	Attitude of independence towards planning and directing one's own learning, with capacity for self-assessment

How Will You Learn?

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated:
 Lectures; problem-based learning; tutor-facilitated tutorials; practicals; formative assessment workshops; clinical demonstrations; multi-media presentations (Learning Centre); community placements; ward rounds; clinical skills simulator; multi-professional training ward; structured interactions with (simulated) patients. In addition, Student-Selected Components (SSCs, formerly known as SSMs); study skills; personal portfolio.
 Assessment: coursework; written unseen examinations (MCQs, EMQs, SBAs, SAQs); Objective Structured Clinical Examinations (OSCEs).

How Will You Be Assessed?

Students should consult the Academic Regulations website for general rules concerning conduct of assessment at QMUL: <http://www.studentadmin.qmul.ac.uk/QA/academicregulations.pdf>
 Assessment rules, Distinction/Merit classification
 Pass mark is 50% for all assessments in Medicine.
 Overview of assessment processes is provided in the MBBS Curriculum Overview, with full details in the module/System student guides.
 'Merit' is awarded at end-of-year examinations to those students who typically comprise the top quartile of the cohort.
 'Distinction' is awarded in Clinical Science and in Clinical Practice, and is typically awarded to those students in the top decile of the cohort.
 All SSCs in any one year must be passed before a student can progress to the next year.
 Summary of grades, marks and their interpretation
 GRADE MARK INTERPRETATION
 A 70% and above Excellent performance
 B 60 – 69% Good performance
 C 50 – 59% Satisfactory performance
 D 45 – 49% Marginal fail
 E 44% and below Poor performance
 Role of External (Visiting) Examiners
 External Examiners are appointed by the College, with (typically) 4 Examiners for each Part of the MBBS degree (two for GEP Part 1). Their role is that of moderator, in line with QAA guidelines, to:
 -approve all examination questions, and review coursework and examination scripts;
 -comment on the academic and professional standards achieved by students;
 -attend meetings of Examination sub-Board (for that Part of the MBBS degree)

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How is the Programme Structured?

Stage 1 (National Levels 4 + 5)
 Module/System: Systems in Health and Disease (Brain & Behaviour plus Locomotor, CardioRespiratory, Metabolism, Human Development) (This has been expanded below)

Stage 2 (Level 6)
 Module/System: Integrated Clinical Studies – with a focus on the CardioRespiratory System and Metabolism System; Personal & Professional Development; non-core assignments (options)

Stage 3 (Level 6)
 Module/System: Systems (Specialities) – with a focus on Locomotor, Brain & Behaviour, Human Development; non-core assignments (options); inter-professional training ward

Stage 4 (Level 6)
 Module/System: Preparation for Clinical Practice; SSC / options

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
GEP Parts 1 and 2, Section A: Continuous Assessment	GMD51A1	120	5	Core	1	
GEP Parts 1 and 2, Section Bi: Key Knowledge and its Application	GMD51B1	120	5	Core	1	
GEP Parts 1 and 2, Section Bii: Systems in Health; a Clinical Perspective	GMD51B2	120	5	Core	1	
GEP Parts 1 and 2, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	GMD51C1	120	5	Core	1	
GEP Parts 1 and 2, Section D: Examination in Clinical, Communication and Practical Skills	GMD51D1	120	5	Compulsory	1	

What Are the Entry Requirements?

Candidates require a good Honours degree (first or upper second class) in science or a health-related subject. The course is only open to students who qualify for NHS-funded support. (Graduates from universities outside the UK should contact the Admissions Office of the Medical School to check whether they are eligible to apply.) The admissions process includes interview selection via UKCAT score, and an Assessment Centre-style selection process.

Additional requirements:

-All students will be offered screening (e.g. hepatitis B status) to assess their fitness to undertake certain clinical components of the degree, but a programme free of exposure-prone procedures is also available.

-Declaration of disclosure of any criminal convictions, including those outstanding (police check)

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

- One-week induction programme for orientation and introducing study skills
- Student handbooks providing an overview of the curriculum and student support, module/System student guides, virtual learning environment (Blackboard)
- Extensive library facilities, with electronic access from distant sites
- Staff-student ratio for teaching of about 1:4
- Clinical skills laboratory, with whole-body simulator and dedicated teaching staff
- Close collaboration between the Medical School and the hospital clinical sites
- Each student is allocated a Mentor as part of a programme of pastoral support and academic guidance over the 4 years
- Access to QMUL services: Counselling & Welfare Services and Disability & Dyslexia
- Dedicated IT laboratories and multi-media anatomy Learning Centre
- Pathology Museums with unique and extensive collections
- Active Student-Staff Committees

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need

- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Careers advice sessions are held at regular intervals throughout the 4 years, supported by the personal portfolio. Whilst on clinical placement during the MBBS course, students are exposed to the working environment within the NHS, both in district general hospitals and with general practitioners. The Elective period provides another opportunity to experience working with potential employers. The FY1 shadowing assignment immediately after graduation prepares the new doctor for his/her first post. The Foundation Programme, organised by the London Deanery in collaboration with the Medical School, provides new graduates with a structured clinical education in the local region.

Programme Specification Approval

Person completing Programme Specification

Dr Cathy Baker

Person responsible for management of programme

Date Programme Specification produced/amended by School Learning and Teaching Committee

19 Mar 2012

Date Programme Specification approved by Taught Programmes Board

1 Mar 2012