

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)	CertHE, DipHE and BSc Medical Sciences
Duration of Study / Period of Registration	4 years
QM Programme Code / UCAS Code(s)	A101
QAA Benchmark Group	Medicine
FHEQ Level of Award	Level 7
Programme Accredited by	General Medical Council (GMC)
Date Programme Specification Approved	1 Mar 2012
Responsible School / Institute	Faculty of Medicine and Dentistry

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

Queen Mary Malta

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

NHS Trusts affiliated with the Medical School & GP Placement providers

Programme Outline

MBBS (A101) is a four-year graduate entry degree programme. GEP is predominantly taught on University campuses in the first year, and in workplace-based (primary and secondary care) settings in the later years. In this first year some of the content will be delivered with asynchronous and synchronous online content in the blended format. Study is undertaken at three FHEQ Level (5,6,7), with greater breadth and depth of study in comparison to a traditional 3-year bachelor of science undergraduate degree programme.

The curriculum comprises learning outcomes organised into professional knowledge, skills and behaviours, with particular subject-domain emphasis on patient-centred care, clinical competencies involving consultation and communication skill and developing medical professionalism across the whole programme. These domains are further divided into sub-domains across which learning outcomes are linked to index clinical conditions. The course material is systems-based and presented alongside other subject-specific modules, all of which comprise the 'core curriculum' - 80% of the total course. Student-selected components (SSCs) and other components make up the non-core curriculum, which constitutes the remaining 20% of the total course.

Aims of the Programme

To offer an innovative, accelerated undergraduate medical degree programme which builds on the prior attainment of the graduate entrants, and which meets as well as exceeds the educational and professional requirements of the General Medical Council (GMC).

To provide early exposure to patients across campus- and workplace-based (primary and secondary care) settings with emphasis on developing effective clinical, consultation and consultation skills using a variety of evidence-based and theory-driven educational approaches such as problem-based learning.

What Will You Be Expected to Achieve?

The MBBS (A101) programme provides opportunities for students to develop and demonstrate their professional knowledge, skills and behaviours 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 their place in the family and community.
A 3	Patients' and carers' experience of ill-health and medical care in a diverse 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	Apply medical knowledge and understanding effectively in the context of treating patients.
B 3	Applying problem-solving skills to the diagnosis and management of patients presenting for medical attention.
B 4	Apply problem-solving and numerical skills across a range of theoretical and practical settings.
B 5	Proficiency across a range of clinical, consultation and communication skills consistent with the GMC's Outcomes for Graduates.
B 6	Work independently as part of a team, including with other healthcare professionals.
B 7	Communicate and interact effectively with patients and other healthcare professionals in the delivery of healthcare.
B 8	Self-appraise and self-evaluate one's own academic, professional and clinical performance.

B 9	Manage change and uncertainty effectively, responding to changing demands across campus- or workplace-based (primary and secondary care) settings.
B 10	Take ownership and responsibility for continuing personal and professional development.
B 11	Manage time, prioritise workload, and recognise and manage personal emotions and stress.
B 12	Demonstrate information management and literacy for learning and working in a digital world.
B 13	Demonstrate knowledge of effective educational practice and apply teaching skills across different campus- and workplace-based (primary and secondary care) settings.

Attributes:	
C 1	Caring and ethical attitudes and professional behaviours in the practice of medicine across healthcare settings to deliver better healthcare for all.
C 2	Attitude of independence, capacity for self-assessment and demonstration of professional behaviours appropriate for self-directed learning.

How Will You Learn?

The following teaching, learning and assessment methods will be used to enable students achieve the intended learning outcomes:

- Lectures
- Problem-based learning
- Tutorials
- Practicals
- Formative assessment
- Clinical demonstrations
- Multimedia presentations
- Placement-based learning
- Ward rounds
- Simulation
- Simulated patients
- Multi-professional training

In addition, student-selected components (SSCs); study skills support and personal learning portfolio. Enhanced blended learning will be incorporated in the Year 1 curriculum, adopting digital pedagogies.

Assessment

- Coursework (e.g. portfolios, essays, abstracts, presentations, case write-ups, workplace based assessments, dissertations, research projects, audits, reflections, peer assessments)
- Unseen written examinations of applied knowledge and data interpretation (Multiple choice questions (MCQs); Extended matching questions (EMQs); Single-best answers (SBAs), Very short-answer questions (VSAQs)
- Objective structured clinical examinations (OSCEs)

How Will You Be Assessed?

General regulations concerning conduct of assessment at QMUL can be found here: <https://arcs.qmul.ac.uk/policy/>

Each year (Part) of the MBBS is a 120 credit module normally consisting of 5 Sections of assessment:

- Section A: continuous in-course assessment
- Section B: end of year applied knowledge assessment
- Section C: end of year data interpretation assessment

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- Section D: end of year objective structured clinical examination (OSCE)
- Section E: student selected components (not available in Year 1 of GEP)

The assessment for each Part is led by a Principal Internal Examiner. The assessment for each Section is led by a Senior Internal Examiner. Their responsibilities ensure the timely creation and quality assurance of all assessment material.

Each Section must be passed independently – no compensation between Sections is permitted. The pass mark is 50% for all assessments. End of year assessments use competency based standards to set the pass marks and therefore scores for end of year assessments are adjusted based on the competency based standards.

The overview of assessment processes and scheme for assessment is provided in the MBBS Assessment & Progression Handbook (published yearly), with full details in the module/system student guides.

The overall classification of the degree is pass or fail only. However, "Distinction" or "Merit" is awarded for each Part of the programme to students who pass each Section at the first attempt. "Distinction" is awarded at the end of the year, and is typically awarded to those students in the top 10% of the cohort from all Sections of assessment. "Merit" is awarded at end of the year to those students who typically comprise the next 15% of the cohort from all Sections of assessment.

External Examiners are appointed by the University, with (typically) 2 Examiners for each Part of the MBBS degree. 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 Board (for that Part of the MBBS degree).

How is the Programme Structured?

Part 1 (National Levels 4 + 5, this is expanded in next section)

Module/System: Systems in Health and Disease (Movement & Posture, Brain & Behaviour, Carriage of Oxygen, Digestions, Metabolism & Growth, Infection & Immunity, Human sciences & Public Health).

Part 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)

Part 3 (Level 7)

Module/System: Systems (Specialities) – with a focus on Locomotor, Brain & Behaviour, Human Development; non-core assignments (options)

Part 4 (Level 7)

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	1	5	Core	1	1-3
GEP Parts 1 and 2, Section B: Applied Knowledge Examination	GMD51B3	1	5	Core	1	1-3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
GEP Parts 1 and 2, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	GMD51C1	1	5	Core	1	1-3
GEP Parts 1 and 2, Section D: Examination in Clinical, Communication and Practical Skills	GMD51D1	1	5	Core	1	1-3

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 3, Section A: Continuous Assessment	MED63A1	1	6	Core	2	1-3
Part 3, Section Bi: Key Knowledge and its Application	MED63B1	1	6	Core	2	1-3
Part 3, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	MED63C1	1	6	Core	2	1-3
Part 3, Section D: Examination in Clinical, Communication and Practical Skills	MED63D1	1	6	Core	2	1-3
Part 3, Section E: Annual Hurdle for Completion of Student Selected Components	MED63E1	1	6	Core	2	1-3

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 4, Section A: Continuous Assessment	MED74A1	1	7	Core	3	1-3
Part 4, Section B: Examination - Specialities I	MED74B1	1	7	Core	3	1-3
Part 4, Section C: Examination - Specialities II	MED74C1	1	7	Core	3	1-3

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 4, Section D: Examination in Clinical, Communication and Practical Skills	MED74D1	1	7	Core	3	1-3
Part 4, Section E: Annual Hurdle for Completion of Student Selected Components	MED74E1	1	7	Core	3	1-3

Academic Year of Study 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 5, Section A: Continuous Assessment	MED75A1	1	7	Core	4	1-3
Part 5, Section B: Examination - Integrated Clinical Practice.	MED75B1	1	7	Core	4	1-3
Part 5, Section C: Prescribing Safety Assessment (PSA)	MED75C1	1	7	Core	4	1-3
Part 5, Section D: Examination in Clinical, Communication and Practical skills	MED75D1	1	7	Core	4	1-3
Part 5, Section E: Student Selected Component	MED75E1	1	7	Core	4	1-3

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.

Additional requirements:

- Applicants are made an offer conditional on being cleared by Occupational Health and any other relevant University bodies as fit for placement.
- Satisfactory completion of a Disclosure Barring Service check.

Please see the full entrance requirements here: <https://www.qmul.ac.uk/fmd/study/undergraduate/courses/a101/entry-requirements/>

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 Institute Director of Education 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 in first year.
- Student handbooks providing an overview of the curriculum and student support, module/System student guides, virtual learning environment
- Extensive library facilities, with electronic access from distant sites. The Academic Skills service is based within the Library and can provide one to one support, workshops around revision technique and effective study planning.
- Staff-student ratio for teaching is good.
- 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 MedPro supervisor to nurture the development of personal and professional attitudes and values in years 1, 3 and 4.
- Pastoral support is available via Student Support Officers, and students are able to access academic Senior Tutors where they require additional academic monitoring and support.
- Access to central QMUL Wellbeing Services: Wellbeing Advisors, Mental Health Advisors, Counselling, Visa Advice, Financial Support and Disability & Dyslexia support.
- Dedicated IT laboratories and multi-media anatomy Learning Centre
- Pathology Museums with unique and extensive collections
- Active Student-Staff Committees
- Resit remediation support over summer.
- Ad hoc workshops and wellbeing events, run by a combination of SSOs and academic staff.
- Mindfulness and meditation skills with VR headset project.

Programme-specific Rules and Facts

The MBBS programme has specific regulations regarding progression and number of attempts. Please see the QMUL Academic Regulations, <https://arcs.qmul.ac.uk/policy/>

Students on the MBBS programme are also subject to the QMUL Professional Capability & Fitness to Practise regulations (<https://arcs.qmul.ac.uk/policy/>) and to various standards set by the General Medical Council.

Students are eligible for the following exit awards:

Certificate in Higher Education in Medical Sciences following the successful completion of GEP Year 1,
Diploma in Higher Education in Medical Sciences following the successful completion of MBBS Year 3,
BSc in Medical Sciences following the successful completion of MBBS Year 4.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities or specific learning differences. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. Mental Health Advice is provided by the Advice and Counselling Service at QMUL.

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

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- Finding out if you have a specific learning difference 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
- Offering access to course materials in alternative formats
- 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 provides new graduates with a structured clinical education in the local region.

Programme Specification Approval

Person completing Programme Specification

Dr Shahrar Ali & Dan Burke

Person responsible for management of programme

Prof Kristin Braun, Prof Rakesh Patel

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

22 Feb 2023

Date Programme Specification approved by Taught Programmes Board

1 Mar 2012