

Programme Title: iBSc in Global Medical Humanities



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Intercalated BSc in Global Medical Humanities
Name of interim award(s):	
Duration of study / period of registration:	1 academic year
QMUL programme code / UCAS code(s):	
QAA Benchmark Group:	Languages, Cultures and Societies
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of Languages, Linguistics & Film

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

School of Languages, Linguistics & Film

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

What is illness? How does Western medicine define disease and wellness? Are these definitions universal? What happens when different cultural understandings of life, health, wellbeing and death come into conflict with one another? How are medicine and healthcare shaped by different social, historical, and cultural contexts? Global Medical Humanities examines these questions critically, and illuminates the assumptions, cultural norms, and political judgments inherent within medicine and healthcare.

Housed within the Department of Comparative Literature and Culture, our iBSc will give you a global perspective on key debates in medicine and healthcare (e.g., COVID-19, transplants, disasters, mental health, disability) across a range of cultural contexts. Our Global Medical Humanities programme explores global literary and cultural objects (including fiction and non-fiction, film, visual art) and urges us to rethink our understanding of care, health, risk and vulnerability. You will be challenged to reflect on the complex relationship between medicine and healthcare and social inequalities, human rights, environmental and humanitarian crises, and questions of ethics.

Our programme will provide you with a critical introduction to key issues in the medical humanities, raising questions that can help you shape your medical practice. You will get the chance to explore modules on themes such as Madness Past and Present, Film and Disability, World Literature and Ethics, and Language and Communication. Weekly seminars will encourage discussion and in-depth reflection, helping you to develop a self-reflexive medical practice. You will also have the opportunity to pursue

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independent research on a topic of your choice, guided by a supervisor. Overall, the programme will give you a rigorous and comprehensive introduction to Global Medical Humanities while giving you the opportunity to pursue your specialized interests in a stimulating and supporting academic environment.

Our programme is unique because:

- It offers a truly global perspective (including the Caribbean; South Asia, East Asia, Africa, Eastern and Western Europe).
- It covers not just literature, but other forms of culture (film, the visual arts, social media, popular culture)
- It provides an insight into several overlapping fields in the humanities (literary and cultural studies, environmental humanities; postcolonial studies; disability studies; communication studies).

Aims of the programme

This programme aims to

- develop well-rounded medical students and future practitioners, as per the Health Education England/BMA recommendations on intercalated degrees;
- prepare students to work in culturally diverse settings by studying texts from across the world;
- foster students' self-reflexivity in academic and professional settings by looking at key medical issues from a humanities perspective;
- encourage the pursuit of independent study in the field of medical humanities by preparing for seminar discussions and by completing the independent research project;
- strengthen students' analytical and communication skills through seminar discussions, team-work, presentations, essay assignments, and the independent research project.

The programme will attract medical students who:

- are interested in widening the space of 'the medical' to look beyond the clinical encounter;
- are curious about medical practice and responses to Western biomedicine outside the global north;
- want to explore how the arts, humanities and social sciences are entangled with medicine and its cultures of practice.

The programme's graduates will leave with:

- a greater understanding of what role the humanities might play in reflective medical practice;
- a grasp of how medicine exceeds the space and the moment of the clinical encounter;
- a commitment to interdisciplinary thinking and the ability to analyse complex issues from a range of perspectives ;
- an in-depth awareness of the historical and cultural contexts of health and illness;
- advanced level of written and oral communication skills, as expressed in a range of forms (e.g., written; class discussion; presentations).

What will you be expected to achieve?

iBSc Global Medical Humanities students will be able to demonstrate the following graduate skills and attributes as specified by QAA Medicine Subject Benchmark Statements (2002):

Generic Skills (from section 6.1):

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-adopt the principles of reflective practice and lifelong learning;
-present information clearly in written, electronic and oral forms, and communicate ideas and arguments effectively;
effectively manage time and resources and set priorities;
-study topics in depth;
-work effectively within a team.

Professional attributes and competence (from section 7):

-identify the importance and therapeutic potential of the patient/doctor relationship;
-adopt an empathic and holistic approach to patients and the problems they present;
-demonstrate knowledge and respect for different cultures, values, views and beliefs;
-adopt a non-judgemental attitude in all aspects of their work, and avoid stigmatising any category of patient;
-collaborate in a manner that promotes effective inter-professional activity, including shared learning;
-apply self-awareness and reflection - evaluating their performance and personal capability, and recognising the limits of their competence;
-possess the ability to manage their learning with respect to continuing professional development.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	To introduce students to the field of global medical humanities
A 2	To develop an in-depth understanding of the range culturally-specific issues that arise in medicine and healthcare
A 3	To examine how studying cultural texts impacts and enriches medical practice

Disciplinary Skills - able to:

B 1	To develop an ability to analyse complex cultural and critical texts from around the world
B 2	To communicate, orally and in writing, in a clear, effective and succinct manner

B 3	To synthesise and evaluate the relationship between medicine and the humanities
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Attributes:	
C 1	To develop a critical awareness of a changing world
C 2	To foster cultural sensitivity and capacity to understand divergent points of view on key societal, ethical, and medical issues
C 3	To cultivate openness and non-judgemental attitude towards varying cultural and philosophical interpretations
C 4	To foster the rounded development of future medical and healthcare professionals
C 5	To develop the ability to work in partnership with others in the interests of achieving a common goal

How will you learn?

The teaching and learning on the programme consists of a mix of lectures, small group seminars, small group workshops, coursework, and independent study. These varied methods ensure the acquisition of knowledge and understanding of key issues in global medical humanities as well as the development of academic skills (analysis; communication) and personal attitudes (incl. teamwork; research independence) essential to both the humanities degrees and professional practice in medicine and healthcare.

Small group seminars and workshops are discussion based: the students will be expected to prepare for each session in advance through independent study. Lectures are also highly interactive and include students' active participation. Coursework as well as the independent research project are fundamental to the student's development as confident scholars and future health practitioners. Students will be supported in their coursework through weekly guidance in seminars and office hours. Students are strongly encouraged to make use of this opportunity to discuss their work in detail or raise and follow up any questions regarding the module or coursework. In addition, during their work on the research project, students will have regular sessions developing the research skills and methods they need to complete the project and will also have one-to-one supervisory meetings to guide their work. Finally, all the modules will use the QM+, and all the resources, as well as lecture recordings (when available) will be published on the platform for consultation.

Finally, iBSc students will have access to all of the learning support networks established at SLLF. These include: the SLLF Writing Centre, the PASS (Peer Support Scheme), as well as Library skills sessions specific to humanities students.

How will you be assessed?

The assessment structure and type responds to the overarching aims of the iBSc and its ambition to nurture the development of well-rounded medical and healthcare professionals: independent and self-reflexive thinkers who can communicate effectively across cultural contexts. Across the modules, the assessment includes: essay assignments (varying between 1000-4000 words), in-course assessment (e.g., take-home online test), and independent research project (6000 words in addition to an annotated bibliography and a sample chapter). You will have the opportunity to prepare for these assessments through unassessed drafts, teamwork, in-class presentations, among others.

The accretive nature of the assessment as well as the diversity of the tasks support the student's progression across the two semesters with the assessment trajectory culminating in an independent research project, conducted under supervision. From familiarizing themselves with humanities essay writing and research methods in shorter written tasks in Semester A, the students then undertake independent scholarly work (as reflected in the annotated bibliography and the sample chapter) that leads them to a 6000 words independent research project.

The assessment on the programme will be assessed according to QMUL Academic Regulations and the SLLF Assessment Handbook, and assessment will be overseen by the SLLF SEB (incl. plagiarism and academic honesty policies moderation, written feedback as well as timely turn-around (3 working weeks)).

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

The iBSc in Global Medical Humanities is a 1-year, full time academic programme open to medical and dental students from QMUL and elsewhere. There is one pathway on the programme, and the students complete a range of medical humanities courses at level 6, across the two semesters.

In Semester A, the students take:

15 credits GMH6063 Global Medical Humanities: The Human in Medicine (compulsory module)

In Semester B, the students take:

30 credits GMH6200 Global Medical Humanities Research Project (compulsory module)

In addition, students take 5 x 15-credit modules (3 in sem A and 2 in sem B) from the following:

Minimum 60 credits / maximum 75 credits of elective modules to be chosen from a specified list of GMH-coded level 6 modules.

Minimum 0 credits / maximum 15 credits optional modules to be chosen from level 6 modules offered in the Faculty of Humanities and Social Sciences or from another relevant iBSc programmes (e.g. iBSc in Global Public Health).

Together, these modules emphasise and foster an interdisciplinary and global perspective on key issues in medicine and healthcare. As such, the programme structure provides a comprehensive introduction to the field of global medical humanities, fosters essential academic skills and professional attitudes (incl. cross-cultural communication; analytical skills; team-work and independence), enabling medical and dental students to demonstrate skills and attributes of future health professionals (QAA Health Studies), and achieve one of the three goals of medical education (QAA Medicine Subject Benchmark Statements; 3A) to 'acquire knowledge and understanding of health and its promotion and management, in the context of the whole individual and his or her place in the family and in society.'

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What are the entry requirements?

The intercalated BSc in Global Medical Humanities will follow the selection criteria for other existing intercalated BScs at QMUL.

The Global Medical Humanities i-BSc is available to medical students who meet one of the following criteria:

Completion of 2, 3 or 4 years of their MBBS course (at least 2 years of a graduate entry programme).

Completion of years 3 and 4 for MSc applicants without prior BSc degrees

2 years of the Direct Clinical Entry programme.

In addition, all applicants must have passes in Parts 1, 2 and 3 MBBS (as relevant to the year of intercalation).

Note:

SDM currently accepts IELTS scores of 6.5 in Writing, which is a lower tariff than the score of 7 in Writing required by SLLF. However, SLLF will waive this requirement for the i-BSc medical students who meet the criteria listed above.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The iBSc in Global Medical Humanities will follow the processes for feedback, evaluation, and student voice already established at the module, Departmental and School levels. This includes informal mid-semester module evaluations as well as student feedback gained in office hours, end of the year module evaluations, regular programme reviews through the Intercalated degrees committee and the SLLF Education Committee, and the Annual Reviews (Head of Department, Teaching Lead, and Interdisciplinary Programme Coordinator—a new Faculty role dedicated to the management of interdisciplinary programmes in HSS).

The student feedback gained at module and programme-level, will be integrated into all curriculum and programme review activities via the mechanisms already established in the School of Languages, Linguistics and Film and the Department, as set out in the Student Handbook. At the module level, this includes mid-semester and end of semester module evaluations (the latter coordinated and overseen by the School's Director of Education and its Education Committee). Finally, the quality and parity of feedback will also be assessed through module assessment moderation and the annual process of External Examining.

At the programme level, dedicated Medical Humanities course representatives will be part of the Departmental SSLC (which meets min. twice per semester) as well as the SLLF-wide SSLC. This regular, multi-level feedback provides an in-depth knowledge of what works for students and what might need improving. These regular meetings also allow us to respond to any issues raised, in a timely and proactive manner. There is also student representation at the junior and senior SSLC in the medical school (a representative will be chosen from all the iBSc course reps). Finally, the Interdisciplinary Programme Coordinator (a new Faculty role dedicated to the management of interdisciplinary programmes in HSS) will be part of the intercalated degrees committee which meets five times per academic year. Together, these will directly feed into the annual programme review. Consequently, the outcomes of the annual programme review will then be forwarded for consideration to the Queen Mary Senior Executive (as part of a summary); the Senate (as part of a summary); the Vice-Principal and Executive Dean for the Humanities and Social Sciences; the Vice-Principal for Teaching and Learning; the Dean for Education for the Humanities and Social Sciences and the Academic Registry and Council Secretariat, as laid out in the Annual Programme Review Regulations or relevant regulations in place at that time.

What academic support is available?

Each student's academic progress and personal welfare during each year of study is monitored by an academic advisor within the department of Comparative Literature and Culture, with whom regular meetings are scheduled. Advisors are the designated members of staff with whom students can raise issues and problems and from whom they can seek advice and guidance. Furthermore, all teaching staff hold regular office hours (or online consultation hours) in which students are actively encouraged to discuss their work and their progress. There is a dedicated Senior Tutor in SLLF who works with academic staff to assist students in need of support. Both the Senior Tutor and all Advisors are able to refer students where appropriate to the relevant professional service departments in the College, including Welfare and Counselling. QMUL has a central Disability and Dyslexia Service that supports students with disabilities, specific learning difficulties and mental health issues. This service is available to all QMUL students and is widely advertised by advisors. Moreover, there is a dedicated student support team in SLLF, comprising a Senior Tutor and Student Support Officer who work with academic staff to assist students in need of support.

All students will take the research project module, and they will have their work supervised by a suitable member of academic staff who will be responsible for monitoring and encouraging progress. By working closely with this appointed supervisor, any additional support needs can be identified and addressed. Finally, the SLLF Writing Support Centre offers help with all aspects of essay writing for SLLF students. Library workshops are also on offer to assist students with navigating access to research materials.

How inclusive is the programme for all students, including those with disabilities?

The cohort of students for the intercalated programme will be joining established teaching and learning structures. Learning materials for existing modules are already available on QMPlus, and will be made available in advance for new modules specifically created for the programme. Q-Review or equivalently accessible audiovisual recordings are made routinely of lectures and are made available on QMPlus each week. The learning outcomes for each module are made clear on module syllabi and reading lists are already well established on existing modules. These will, of course, be created for new modules too.

From the 2021-22 academic year onwards, all existing SLLF modules as well as all new modules are presented on QMPlus using a

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template structure overseen by the School's Teaching and Learning Manager to ensure accessibility and technical operability. The online delivery of all teaching involving reading material in the 2020-21 academic year has meant that all required reading is now available electronically for existing modules. The materials for new modules will be made available as well.

Programme-specific rules and facts

The programme will follow QMUL's Academic Regulations, as set out by ARCS, including regulations for the existing intercalated degrees (sections 4.33-4.35; 2021-22 Academic Regulations). The programme follows the SLLF Exam Board deadlines and procedures.

Links with employers, placement opportunities and transferable skills

N/A

Programme Specification Approval

Person completing Programme Specification:

Andrew Ratajczak

Person responsible for management of programme:

Kathryn Richardson, Head of School

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

January 2024

Date Programme Specification approved by Taught Programmes Board: