

PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION

1. Programme title and designation		Medicine Single honours Joint Major/minor <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="checked" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div>		
2. Final award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
MB BS	Medicine – Standard programme	780	390	N/A
MB BS	Medicine – Extended programme	780	390	N/A
MB BS	Graduate/Professional Entry Programme	705	352.5	N/A
3. Nested award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
N/A	N/A	N/A	N/A	N/A
4. Exit award				
Award	Title	Credit value	ECTS equivalent	Any special criteria
BSc (Hons)	Medical Science	435	217.5	Available to students who have met the requirements for progression from Year 3 to Year 4 (or from Year 4 to Year 5 in the case of the extended programme) but who do not wish, or are unable, to continue with the MB BS programme. Such students, if they have not already been awarded an intercalated BSc, and having met the objectives and outcomes for a qualification at Honours level, will be eligible to apply for the award of BSc (Hons) in Medical Science. Students who are awarded this degree will not be eligible for the award of MB BS or to continue on the MB BS programme.
5. Level in the qualifications framework		M level		
6. Attendance				
		Full-time	Part-time	Distance learning
Mode of attendance		✓	N/a	N/a

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Minimum length of programme	Standard: 57 months Extended:70 months G/PEP:45 months	N/a	N/a
Maximum length of programme	Standard: 81 months Extended:94 months G/PEP:69 months	N/a	N/a

7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	School of Medicine
10. Programme organiser and contact details	Professor Janice Rymer Sherman Education Centre Guy's Hospital LONDON SE1 9RT Email : janice.rymer@kcl.ac.uk
11. UCAS code (if appropriate)	Standard programme: A100 Extended programme: A101 G/PEP A102
12. Relevant QAA subject benchmark/ professional and statutory body guidelines	Medicine
13. Date of production of specification	December 2002. May 2003 - G/PEP added March 2006 & May 2007 – Modified for Credit Framework July 2010- revisions to EMDP award
14. Date of programme review	2013/14

16. Educational aims of the programme

- a) to provide students with knowledge and understanding of health and its promotion, and of disease, its prevention and management, in the context of the whole individual and his or her place in the family and in society;
- b) to equip students with proficiency in basic clinical skills, such as the ability to obtain a patient's history, to undertake a comprehensive physical and mental state examination and interpret the findings, and to demonstrate competence in the performance of a limited number of basic technical procedures;
- c) to provide the student with the attitudes necessary for the achievement of high standards of medical practice, both in relation to the provision of care of individuals and populations and to his or her own personal development.

17. Educational objectives of the programme/programme outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

Knowledge and understanding

The programme provides **knowledge and understanding** of the following:

These are achieved through the following **teaching/learning methods and strategies**:

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An integrated core knowledge of biomedical, behavioural, and population sciences and the clinical knowledge relevant to the understanding and management of problems and conditions likely to be encountered in their first Foundation post as a foundation for specialty training. This will include:

- normal structure and function
- behaviour and relationships between individuals, their immediate social groups and society at large
- molecular, biochemical and cellular mechanisms important in maintaining homeostasis
- causes and mechanisms of disease
- clinical features of common conditions
- natural history of disease, risk factors and disease prevention
- changes in structure and function from illness or injury
- principles of pharmacological and non-pharmacological therapies
- principles of epidemiology, health promotion, health needs assessment and healthcare planning,
- ethical and legal background of medical practice

Integration of learning sessions covering these areas around clinical scenarios delivered by lectures, tutorials, problem solving workshops, practical classes, patient contact and student directed learning through the resources of the virtual campus. This occurs in years 1&2 of the standard programme, in years 1, 2 & 3 of the extended programme and in year 1 of the G/PEP.

Revisiting and expansion of this material in years 3&4 of the standard programme, years 4&5 of the extended programme and years 2&3 of the G/PEP and in clinical placements and scenario based learning through tutorials and learning resources on the virtual campus.

Assessment:

These areas are addressed in the assessments throughout the programme as appropriate. Knowledge assessment is addressed largely in the written papers. The material is integrated to put the knowledge in the appropriate context and to match the approach to learning through the programme

Skills and other attributes

Intellectual skills:

Students will be able to:

- think critically by adopting reflective and inquisitive attitudes, recognising the impact of their own value judgements and those of patients.
- recognise, define and prioritise problems; to analyse, interpret, and evaluate information and to relate this to the available evidence base.
- recognise the limitations of knowledge in medicine and the importance of professional judgement.
- Demonstrate insight into research and scientific method.

These are achieved through the following **teaching/learning methods and strategies:**

Directed student learning is a key element to learning throughout the programme.

Problem solving workshops and work around clinical scenarios are used from year 1 of all programmes, leading eventually to the practical application of these areas in student house officer placements in the final year of all programmes.

These areas are reinforced in the practical areas of clinical attachments throughout years 3, 4&5 of the standard programme, years 4, 5&6 of the extended programme and years 2, 3&4 of the G/PEP.

The extensive SSC programme covers exploration of scientific and clinical areas

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	<p>in greater depth, including evaluation of the literature, and scientific methodology. It also provides students with an opportunity to study non-medical subjects.</p> <p>Assessment: These areas relate to scientific and clinical thinking and are tested through problem solving papers through the course and in objective structured examinations from year 2 of the standard programme, year 3 of the extended programme and year 1 of the G/PEP. In these assessments students deal with simulated and real patients using the limited information available to them.</p>
<p>Practical skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • recognise and carry out the initial treatment of common emergency situations • under appropriate supervision, to undertake tasks to initiate and be involved in the care of acutely ill patients • evaluate the health needs of patients with chronic illness and disability • give appropriate input into multi-disciplinary and multiprofessional teams • be competent in the practical skills set out in the GMC's Tomorrow's doctors: recommendations on undergraduate medical education 	<p>These are achieved through the following teaching/learning methods and strategies:</p> <p>These areas are covered in the patient contact sessions in years 1&2 of the standard programme, years 1,2&3 of the extended programme and year 1 of the G/PEP, the clinical attachments in years 3&4 of the standard programme, years 4&5 of the extended programme and years 2&3 of the G/PEP and, in particular, in the student house officer posts in the final year of all programmes where the skills learned in earlier years are put in to practice under supervision.</p> <p>Assessment: Performance and competence in skills are recorded in log books throughout all phases and selections of these skills are tested in the objective structured examinations throughout the programme.</p>
<p>Generic/transferable skills:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • retrieve, manage, and manipulate information by all means, including electronically • present information clearly in written, electronic and oral forms, and communicate ideas and arguments effectively • apply the principles of scientific research and audit • take responsibility for personal and 	<p>These are achieved through the following teaching/learning methods and strategies:</p> <p>Students are required to retrieve and present information at all stages of the programme, in particular during Student Selected Components.</p> <p>Principles of research and audit are covered in general and Student Selected Component attachments.</p> <p>Students take responsibility for choices on their learning, and manage their</p>

professional development
• deal with uncertainty and work within a changing environment
• teach effectively and act as a mentor to others
• work effectively within an appropriate inter-professional team
• apply mathematical skills, statistical concepts and critically interpret data.

development under the guidance of tutors throughout the programme. Clinical placements involve assessment of ability to deal with uncertainty and change. Students deliver presentations to each other and act as mentors to earlier years. Teamwork is developed in tutorial groups, joint projects, clinical attachments and interdisciplinary learning.
Assessment: These skills are covered in the assessments of Student Selected Components, in course assessments during clinical attachments and in end of year summative assessments.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional and statutory body guidelines

The knowledge and skills set out in the sections above are closely related to those in the Benchmark Statement for Medicine. This, The GMC's Tomorrow's Doctors publication and the SCMC's Scottish Doctor were fundamental to the design of the curriculum.

1. Programme structure and award requirements (where relevant the information should also differentiate the particular requirements of pathways within a programme or linked/exit awards)

The MB BS programme is offered in full-time mode only. The standard MB BS programme is of 5 years duration. The extended MB BS programme is of 6 years duration. The Graduate/Professional entry programme is 4 years in duration. Students transferring into or returning to the programmes, following leave of absence, intercalation or other interruption, may be required to undertake additional study, at the discretion of the Head of School. Students who have completed discrete elements of a year of study (for example, the elective period or a clinical rotation), but have interrupted during the course of that year, may be permitted to carry forward those completed elements to the following academic year. Students who require an interruption of more than one year will normally be required to rejoin their programme at the beginning of the year to which they are returning and complete that year in full, including the associated in-course, end-of-year and SSC assessments. This applies only to students in Phases 3, 4 or 5 (see below for Phase identifications). Students interrupting during Phases 1 or 2 are required to rejoin their programme from the beginning of the year to which they are returning.

For the Standard Programme – Core Components

Phase 1 constitutes the first term of Year 1 and will cover an introduction to the approach to learning in the medical programme, with sessions on ethics and law, sociology, psychology, statistics, communication and patient contact in the community and hospital, together with an introduction to the major body systems and cells and molecules. Anatomical aspects of the thorax will be covered through dissection.

Phase 2 constitutes the remainder of year 1 and all of year 2. It covers relevant material in basic medical and behavioural science will be covered in the context of clinical and epidemiological scenarios. These scenarios will serve to introduce the background science, including ethics, epidemiology, basic pathology and will include further patient contact in

community and hospital settings.

- Phase 3 constitutes year 3 of the programme, which comprises three clinical attachments in medical and surgical areas including cardiorespiratory, abdomino-renal, neurology and psychiatry. These will consist of intensive attachments related to clinical services and other periods of tutor led teaching, directed self-learning, involving material on the Virtual Campus, and including therapeutics, imaging, pathology plus a reprise and expansion of biomedical science.
- Phase 4 constitutes year 4 of the programme, which comprises three clinical attachments and related teaching covering areas including child health, development & ageing, reproductive & sexual health, emergency medicine, trauma and locomotion.
- Phase 5 constitutes year 5 of the programme, which begins with an eight to eleven week elective attachment. There will be a series of clinical attachments. The emphasis in Phase 5 will be to develop the vocational qualities that a doctor should exhibit. Students will be required to demonstrate competence in the clinical skills appropriate to their work as a foundation doctor and to the start of a professional career. They will demonstrate their use of these skills informed by and in the context of their learning of clinical medicine and science acquired in earlier years. They will demonstrate appropriate behaviour based on an informed understanding of ethical and professional issues.

For the Extended Programme – Core Components

For comparability with the Standard Programme, the six years comprising the Extended Programme are numbered 1A, 1B, 2, 3, 4 and 5. The syllabus will match that of the Standard Programme with the phases running as follows:

- Phase 1 constitutes the first term of year 1A and the first term of year 1B.
Phase 2 constitutes the remainder of year 1A, the remainder of year 1B and all of year 2.
Phase 3 constitutes year 3
Phase 4 constitutes year 4
Phase 5 constitutes year 5

For the G/PEP – Core Components

- Phases 1 & 2 constitute year 1 which will be the 'transition year'. The programme offered during the transition year will be tailored to meet the needs of individual students who will be given access to appropriate elements from Phases 1 and 2 as described above for the Standard Programme.
- Phase 3 constitutes year 2
Phase 4 constitutes year 3
Phase 5 constitutes year 4

Student Selected Components

Student Selected Components (SSCs) are a non-core but compulsory suite of modules and are undertaken in all years of the programme with the exception of year 2 of the Extended Programme and year 1 of the G/PEP in which no SSCs are taken. SSCs provide students with the opportunity to select topics of study from an approved list.

Students joining the Standard Programme other than as an entrant to the beginning of year 1, and who have not had the opportunity to take the maximum number of SSCs, will be credited with the number

of SSCs that they have not had the opportunity to take.

Full details of the approved list of SSCs, pass marks, module allocation methods and assessments are contained in the Student Selected Component Marking Scheme and the Student Selected Component Handbook. These are reviewed and updated annually and apply to all registered students from the beginning of the next academic session.

Exemptions

Exemptions may be granted from parts of the Standard Programme (and associated assessments) by virtue of a student's previous study at a UK institution of higher education or overseas institution of similar standing, provided that the length of study for the MB BS degree at this institution shall under no circumstances be less than 32 months. Exemptions may only be granted from complete years of the programme and not from individual course, elements or assessments thereof.

Each case for exemption will be considered on its individual merits and in the context of the admissions policy relevant to the year of entry to the programme. No exemption will be granted unless it is clearly established that the previous study and examination followed by the student in the subject(s) concerned are at least the equivalent in range and standard of the part of the programme of study and assessment from which exemption is sought. Special arrangements may be made for alternative assessment for candidates entering the MB BS programme with certain qualifications, however these arrangements must be agreed before admission to the programme. An aegrotat degree will not qualify a student for exemption from any part of the examinations.

Exemptions may only be granted by the Head of the School of Medicine, who may seek advice from the appropriate Board(s) of Examiners and teaching committees. Applications for exemption must be made prior to joining the programme.

(a) numbers of compulsory and optional modules to be taken in each year of the programme

See graphic at Fig.1.

(b) range of credit levels permitted within the programme

4, 5 & 6

(c) maximum number of credits permitted at the lowest level

Standard MBBS Programme: 120

Extended Medical Degree Programme (EMDP): 150

Graduate Entry Programme (G/PEP): 240

(d) minimum number of credits required at the highest level

465

(e) progression and award requirements (if different from the standard)

Progression from one year to the next is subject to passing the core compulsory module in that year and to accumulating a minimum number of SSC passes by the end of that year (see figure 1). Each core compulsory module has a marking scheme which describes the assessments to be taken, any pre-requisites to being permitted to enter end of year assessments and the way in which the marks are combined to reach the final module mark. These marking schemes will include the criteria for the award of pass with merit for each core compulsory module. The marking schemes are reviewed annually and any amendments apply with immediate effect to all students registered for the module in the subsequent academic year.

Students will normally be expected to take all components of the end of year assessment (written and

practical examinations) in one sitting. No student may progress to the next year of the programme unless the core compulsory module and the minimum number of SSCs have been passed. The only exception is for candidates failing Phase 4 who may undertake the period of elective study in Phase 5 and its associated assessment, but may not progress to the rest of Phase 5.

A student who is unable to complete the prescribed course of study due to illness or other good cause may seek permission from the Head of the School of Medicine to interrupt their programme or withdraw from the programme entirely. Should an interruption be granted, the student will normally be required to repeat the year (normally returning either at the start of the following academic year or, in Phases 3, 4 or 5, at the beginning of the first incomplete rotation of the year.) Permission to interrupt the programme will not be considered for failure to make academic progress due to unexplained absence, lack of diligence or other forms of lack of academic progress where there is no evidence of mitigating circumstances.

A student who fails the year during Phases 1 or 2 as a result of failure in the assessment of the core compulsory module may, at the discretion of the School Board of Examiners, be permitted to re-enter the assessment on one further occasion, which will be at the next occasion when the assessment is offered. There will normally be two sessions in an academic year at which end of year assessments may be taken. A student who is unable to meet the progression criteria before the beginning of the next academic session will normally be required to repeat the year in its entirety.

A student who fails the year during Phases 3, 4 or 5 as a result of failure in the assessment of the core compulsory module may, at the discretion of the School Board of Examiners, be permitted to re-enter the assessment on one further occasion which will normally entail repeating the year in its entirety.

A student who fails the year as a result of failure to pass sufficient SSCs or accumulate sufficient SSC passes overall will not usually be permitted to enter the end of year assessments. Such a student may, at the discretion of the School Board of Examiners, be permitted to repeat the year in its entirety.

A student who fails at the second attempt (whether resitting within an academic year or whether they are repeating a year) will not normally be permitted any further attempts and will be required to withdraw from the programme. Only exceptionally, and at the discretion of the School Board of Examiners, will a student be permitted to a third attempt. Under no circumstances will a student be permitted a fourth attempt.

Where a student is required to repeat the year in its entirety, s/he will not be credited with any assessments, including SSCs, in which s/he may have already satisfied the examiners. Additionally, such a student may not retake any SSC for which s/he has already been registered, whether that module has been passed or not. A student who is required to repeat Phase 5 but who has already passed the Elective Poster SSC may retain the credit and the mark for that SSC only and will not be required to take an alternative module during the repeat year.

No student may extend his/her programme by more than two years as a result of failure.

In exercising its discretion, the School Board of Examiners will consider a student's academic and professional progress on the programme to that point, including, but not necessarily limited to, attendance levels, compliance with instruction or advice, evidence of disruption of study during the previous year and evidence of academic achievement, or lack thereof, over the duration of the student's registration on the programme. Any student not permitted a resit assessment or repeat year will be deemed to have failed the MB BS and will be withdrawn from their programme.

In order to meet the requirements for the award of MB BS, students must pass all core compulsory modules and have accumulated a minimum number of SSC passes.

Distinctions

The degree of MB BS may be awarded with Distinction in one or more of the following subject areas:

- Medical Sciences
- Clinical Sciences
- Clinical Practice
- Student Selected Components

Distinction in Medical Sciences: The School Board of Examiners shall determine the criteria for the award of this distinction, subject to the provision that a student has achieved a Part Merit in each of Parts 1 and 2 and has satisfied the examiners in each of Parts 1 and 2 at the first attempt. The distinction will be based solely on the student's performance in assessments in Parts 1 and 2 and will not take performance in SSCs into account.

Distinction in Clinical Sciences: The School Board of Examiners shall determine the criteria for the award of this distinction, subject to the provision that a student has achieved a Part Merit in each of Parts 3 and 4 and has satisfied the examiners in each of Parts 3 and 4 at the first attempt. The distinction will be based solely on the student's performance in assessments in Parts 3 and 4 and will not take performance in SSCs into account.

Distinction in Clinical Practice: The School Board of Examiners shall determine the criteria for the award of this distinction, subject to the provision that a student has achieved a Part 5 Merit and has satisfied the examiners in Part 5 at the first attempt. The distinction will be based solely on the student's performance in assessments in Parts 5 and will not take performance in SSCs into account.

Distinction in Student Selected Components: the award of this distinction shall be made to all students who achieve a minimum average (mean) score, to be determined annually by the School Board of Examiners, in all SSCs taken over the duration of the programme, subject to the provision that a candidate has satisfied the examiners at the first attempt in all SSCs taken. The award will be based solely on a student's performance in SSCs and performance in core compulsory modules will not be considered.

An exit qualification is available to students who have met the requirements for progression from Year 3 to Year 4 (or from Year 4 to Year 5 in the case of the extended programme) but who do not wish, or are unable, to continue with the MB BS programme. Such students, having met the objectives and outcomes for a qualification at Honours level, will be eligible to apply for the award of BSc (Hons) in Medical Science. Students who are awarded this degree will not be eligible for the award of MB BS or to continue on the MB BS programme.

(f) maximum number of credits permitted with a condoned fail (core modules excluded)
30 credits (equivalent to two SSCs)

(g) are students permitted to take a substitute module, as per regulation A3, 20.7?
This regulation does not apply to the MB BS.

(h) other relevant information to explain the programme structure

The Intercalated BSc

A student may apply to intercalate a BSc between Phases 2 and 3, Phases 3 and 4 or Phases 4 and 5 of the Standard and Extended programmes. Admittance to an intercalated BSc is subject to the approval of both the Head of the School of Medicine and the admissions tutor of the relevant programme. The intercalated BSc can be taken either within the College or at another institution of higher education in the UK or EU, subject to the agreement of the Head of the School of Medicine. The Head of School

may delegate his or her authority in this regard to an appropriate senior member of academic staff.

The Intercalated PhD

A student who obtains an intercalated BSc degree with first or upper second class honours, or who enters the School with an equivalent first degree of a UK university, may apply to intercalate a PhD with the MBBS programme. Admission to the PhD programme is at the discretion of the Head of the School of Medicine and, where the PhD is to be undertaken outside the School of Medicine, the head of the appropriate school. The PhD shall be taken within King's College London. The PhD may be taken after successful completion of either Phase 3 or Phase 4 or, in exceptional circumstances, an intercalated BSc.

Students undertaking the PhD will be subject to the provisions of King's College London's governing research degrees for the duration of the PhD. A student following the PhD programme may return to the MBBS programme before having completed the PhD provided that:

- the student has been registered as a full-time PhD student for at least two years;
- the student has completed the substantive research / experimental phase of the PhD and has begun writing up the thesis;
- the Head of the School of Medicine is satisfied that the writing up of the thesis will not prejudice the student's obligations to the MBBS programme.

In such cases, the student will register concurrently as a full-time MBBS student and as PhD student on a 'writing-up' basis and will be subject to all appropriate fees. A student returning to the MBBS programme must do so at the beginning of the appropriate academic year and will not normally be exempted from any part of the programme or of the assessments.

Fig.1

Standard Programme	Extended Programme	Graduate/Professional Programme	
	YEAR 1A <i>Core Compulsory Modules</i> MB BS (Extended) Part 1A <i>Compulsory Modules</i> 1 Student Selected Component <i>Progression Requirements</i> Pass (Extended) Part 1A Pass 0 SSC (out of 1)		
YEAR 1 <i>Core Compulsory Modules</i> MB BS Part 1 <i>Compulsory Modules</i> 1 Student Selected Component <i>Progression Requirements</i> Pass MB BS Part 1	YEAR 1B <i>Core Compulsory Modules</i> MB BS (Extended) Part 1B <i>Compulsory Modules</i> 2 Student Selected Components <i>Progression Requirements</i> Pass (Extended) Part 1B Pass at least 1 SSC and accumulate 2 SSC passes (out of 3)		
YEAR 2 <i>Core Compulsory Modules</i> MB BS Part 2 <i>Compulsory Modules</i> 2 Student Selected Components <i>Progression Requirements</i> Pass MB BS Part 2 Pass at least 1 SSC and accumulate 2 SSC passes (out of 3)	YEAR 2 <i>Core Compulsory Modules</i> MB BS (Extended) Part 2 <i>Compulsory Modules</i> None <i>Progression Requirements</i> Pass (Extended) Part 2 Accumulate 2 SSC passes (out of 3)	YEAR 1 <i>Core Compulsory Modules</i> MB BS G/PEP Part 1 <i>Compulsory Modules</i> None <i>Progression Requirements</i> Pass MB BS G/PEP Part 1	
YEAR 3 <i>Core Compulsory Modules</i> MB BS Part 3 <i>Compulsory Modules</i> 2 Student Selected Components <i>Progression Requirements</i>	YEAR 3 <i>Core Compulsory Modules</i> MB BS Part 3 <i>Compulsory Modules</i> 2 Student Selected Components <i>Progression Requirements</i>	YEAR 2 <i>Core Compulsory Modules</i> MB BS Part 3 <i>Compulsory Modules</i> 2 Student Selected Components <i>Progression Requirements</i>	Alternative Exit Qualification B.Sc. (Hons) Medical Science (Alternative exit award available to standard and extended programme)

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Pass MB BS Part 3 Pass at least 1 SSC and accumulate 3 SSC passes (out of 5)	Pass MB BS Part 3 Pass at least 1 SSC and accumulate 3 SSC passes (out of 5)	Pass MB BS Part 3 Pass at least 1 SSC and accumulate 1 SSC pass (out of 2)	students only)
YEAR 4 Core Compulsory Modules MB BS Part 4 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 4 Pass at least 1 SSC and accumulate 5 SSC passes (out of 7)	YEAR 4 Core Compulsory Modules MB BS Part 4 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 4 Pass at least 1 SSC and accumulate 5 SSC passes (out of 7)	YEAR 3 Core Compulsory Modules MB BS Part 4 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 4 Pass at least 1 SSC and accumulate 2 SSC passes (out of 4)	
YEAR 5 Core Compulsory Modules MB BS Part 5 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 5 Pass at least 1 SSC and accumulate 7 SSC passes (out of 9)	YEAR 5 Core Compulsory Modules MB BS Part 5 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 5 Pass at least 1 SSC and accumulate 7 SSC passes (out of 9)	YEAR 4 Core Compulsory Modules MB BS Part 5 Compulsory Modules 2 Student Selected Components Progression Requirements Pass MB BS Part 5 Pass at least 1 SSC and accumulate 4 SSC passes (out of 6)	

Programme structure									
Title	Cred it level	Cred it value	Status (I, C, O) for each type of programme			Progression			Assessment
Standard Programme			Single honour s	Joint honour s	Major / minor	Single honour s	Joint honours	Major / minor	
MBBS Part 1	4	105	Cr			Yes			Assessed coursework, written portfolio, unseen written examinations
1 x Year 1 Student Selected Component	4	15	Cr/Cp*			Yes/No			Various, may include – coursework, unseen written examinations, poster presentations, clinical assessments, laboratory assessments
MBBS Part 2	5	90	Cr			Yes			Assessed coursework, written portfolio, unseen written examinations, clinical examination
2 x Year 2 Student Selected Components*	5	30	Cr/Cp*			Yes/No			Various (see above)
MBBS Part 3	6	165	Cr			Yes			Assessed coursework, written portfolio, logbooks, unseen written examinations, clinical examination
2 x Year 3 Student Selected Components	5or6	30	Cr/Cp*			Yes/No			Various (see above)
MB BS Part 4	6	135	Cr			Yes			Assessed coursework, written portfolio, logbooks, unseen written examinations, clinical examination
3 x Year 4 Student Selected Components	5or6	30	Cr/Cp*			Yes/No			Various (see above)
MB BS Part 5	6	150	Cr			Yes			Assessed coursework and clinical work, written portfolio, logbooks, unseen written examinations, clinical examination

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Programme approval 2006/07

2 x Year 5 Student Selected Components	6	30	Cr/Cp*			Yes/No			Various (see above)
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Extended Programme									
MB BS Extended Part 1A	n/a	0	Cr			Yes			Assessed coursework, written portfolio, unseen written examinations
1 x EMDP Year 1 Student Selected Component	4	15	Cr/Cp*			Yes/No			Various (see above)
MB BS Extended Part 1B	4	105	Cr			Yes			Assessed coursework, written portfolio, unseen written examinations
2 x EMDP Year 2 Student Selected Components	4	30	Cr/Cp*			Yes/No			Various (see above)
Then follows programme above from MBBS Part 2**									

G/PEP									
G/PEP Part 1	5	165	Cr			Yes			Assessed coursework, written portfolio, unseen written examinations, clinical examination
Then follows programme above from MBBS Part 3***									

* Students must accumulate 7 SSC passes out of 9 SSCs taken

** Students on the EMDP do not take Student Selected Components alongside MBBS Part 2

*** Students on the G/PEP must accumulate 4 SSC passes out of 6 SSCs taken

20. Marking criteria

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There are marking criteria for each different method of assessment, stating the standard that a student needs to attain in order to achieve a given mark. Marking criteria are consistent with the College's generic undergraduate marking criteria.

PROGRAMME APPROVAL FORM
SECTION 2 – SUPPLEMENTARY INFORMATION

1. Programme name

Bachelor of Medicine and Bachelor of Surgery

2. If the programme is a joint award with an institution outwith the University of London has the necessary approval been sought from Academic Board?

Yes

☐

No

☐

Not applicable

☒

Please attach a copy of the request to Academic Board

3. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

N/A.

4. If the programme involves time outside the College longer than a term, please indicate how the time will be spent, the length of time out and whether it is a compulsory or optional part of the programme

Year abroad

☐

Year in employment

☐

Placement

☒

Other (please specify)

☐

Time spent:

Students spend time in clinical placements in partner NHS Trusts through all years of the programme. These placements provide the opportunity to gain clinical experience under supervision, to expand knowledge and develop designated skills and appropriate attitudes. Trust staff provide more than 50% of the teaching in the final three years. The placements are monitored by the heads of each phase of the programme.

In addition students undertake an 8 week elective period at the beginning of their final year. This is often taken abroad. Students must have their elective proposal approved, obtain a statement of satisfactory attendance and performance and produce a poster presentation of their elective period.

The placements are the opportunity to gain clinical experience and acquire clinical skills. They are essential to meet the outcome requirements of the General Medical Council although the specific attachments and durations are not fixed.

Compulsory/~~optional~~

5. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional or statutory body

N/A

6. Please give details if the programme requires validation or accreditation by a professional or statutory body

General Medical Council
178 Great Portland Street
London W1W 5JE

Date validation/accreditation commenced: TBC

PAF Initially approved: 20 July 2007

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PAF Approved for 2008/9: 19th February 2009

PAF Approved for 2009/10: 24th August 2009

PAF modified by ASQ re: exit awards: 27 April 2010

PAF finalised for 2010/11: February 2011

PAF finalised for 2011/12: 23 August 2011

PAF finalised for 2012/13: 20 September 2012

Date of last validation/accreditation: 2007/08

Frequency of validation/ accreditation	Date of next validation/ accreditation
Approx 5 years	2012/13

7. In cases where parts or all of the programme (other than those in box 4 above) are delivered either away from one of the College campuses and/or by a body or bodies external to the College please provide the following details

N/A