

## Programme Specification

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# Bachelor of Medicine Four Year Programme (BM4) 2016-7

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of study	Full-time
Duration in years	4 Years following standard progression for a full-time student
Accreditation details	Currently accredited by the UK General Medical Council (GMC)
Final award	BM BS
Name of award	Bachelor of Medicine, Bachelor of Surgery
Interim Exit Awards	Certificate of Higher Education in Biomedical Sciences Diploma of Higher Education in Biomedical Sciences Bachelor of Medical Sciences (Honours)
FHEQ level of final award	6
UCAS code	A101
QAA Subject Benchmark or other external reference	Medicine
Programme Lead	Dr Shelley Parr
Date specification was first written	27/09/2012
Date Programme was validated	September 2014
Date specification was last updated	4/8/2016

## Programme Overview

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### Brief outline of the programme

This programme leads to the qualification of Bachelor of Medicine, Bachelor of Surgery, which, as a Primary Medical Qualification, enables graduates to gain provisional registration with the UK General Medical Council and apply to work in the National Health Service as a Foundation Year doctor.

### Learning and teaching

The curriculum in the first three semesters is designed around a series of clinical topics which form the framework for students' learning. Students will undertake clinical placements, group work (Graduate Groups), lectures and practical sessions which directly link to each of the clinical topics. Learning outcomes are considered within three levels of organisation – (i) systems biology, (ii) individuals and those close to them, and (iii) population and society – which are used to help structure learning around and between clinical topics. Three themes (Communication, Diversity and Teamworking, Leadership and Patient Safety) underpin the whole of the curriculum and relate directly to medical practice. The learning structured around clinical topics has some features in common with problem-based learning (PBL) courses. Learning from mid-way through year 2 onwards is almost exclusively Clinical in a wide range of healthcare settings. In years 3 and 4 are modules on Clinical Ethics and Law, and Personal and Professional Development which are delivered in small group tutorials supplemented by on line learning.

### Assessment

The Faculty's assessment policy is that all assessments will be offered formatively before they are undertaken summatively. The range of assessments reflects the range of teaching methods and includes: Multiple choice examinations, written problem solving examinations, written reports, patient case assignments, evidence based medicine assignments, learning log books; and clinical assessments which take the form of Objective Structured Clinical Examinations (OSCE) and Assessments of Clinical Competence (ACC).

Progress from one year of the programme to the next will depend upon the successful completion of the appropriate modules, and freedom from health, behavioural and conduct problems relevant to future employment as a medical practitioner. Further details are available in the Fitness to Practice regulations.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration, however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's programme validation process which is described in the University's Quality Handbook.

## Educational Aims of the Programme

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The programme aims to help you develop into a doctor able to carry out the role of a NHS Foundation Year One Doctor; a graduate with the capability to develop, learn and work in a wide variety of settings, nationally and globally, in the context of emergent changes to systems and populations.

The aims of the programme are to:

- enable you to become a competent practitioner in a modern, changing health service and society;
- encourage you to think critically and develop the ability to learn independently;
- develop the key skills and attitudes which underpin high quality professional practice;
- provide you with a stimulating, open and supportive environment;
- enable you, after graduation, to undertake the duties and further studies appropriate to an NHS Foundation Year One Doctor;
- provide you with a programme of study and skills development that will enable you to become a competent practitioner with the capability to follow a career in general practice or in a wide range of specialties;
- enable you to work in a multidisciplinary team, valuing and respecting colleagues.

It is essential that you understand that learning to be a doctor requires you to develop professional behaviour as well as knowledge and skills; we expect this to start from the beginning of the programme and develop as you progress.

The programme delivers the main learning outcomes under the framework provided through the GMC's *Good Medical Practice* which sets out the principles of professional practice which must form the basis of medical education.

### The duties of a doctor registered with the General Medical Council

Patients must be able to trust doctors with their lives and health. To justify that trust you must show respect for human life and make sure your practice meets the standards expected of you in four domains.

#### Knowledge, skills and performance

- Make the care of your patient your first concern.
- Provide a good standard of practice and care.
  - Keep your professional knowledge and skills up to date.
  - Recognise and work within the limits of your competence.

#### Safety and quality

- Take prompt action if you think that patient safety, dignity or comfort is being compromised.
- Protect and promote the health of patients and the public.

#### Communication, partnership and teamwork

- Treat patients as individuals and respect their dignity.
  - Treat patients politely and considerately.
  - Respect patients' right to confidentiality.
- Work in partnership with patients.
  - Listen to, and respond to, their concerns and preferences.
  - Give patients the information they want or need in a way they can understand.
  - Respect patients' right to reach decisions with you about their treatment and care.
  - Support patients in caring for themselves to improve and maintain their health.
- Work with colleagues in the ways that best serve patients' interests.

## Maintaining trust

- Be honest and open and act with integrity.
- Never discriminate unfairly against patients or colleagues.
- Never abuse your patients' trust in you or the public's trust in the profession.

You are personally accountable for your professional practice and must always be prepared to justify your decisions and actions

The programme provides opportunities for you to develop and demonstrate knowledge, understanding, skills and attributes. The programme learning outcomes are in line with the QAA benchmarking statement for Medicine and the GMC's *Tomorrow's Doctors* (2009), which lists them under the headings *The doctor as a scholar and a scientist*, *The doctor as a practitioner* and *The doctor as a professional*.

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## Programme Learning Outcomes

The UK General Medical Council defines the learning outcomes of Undergraduate medical programmes in its ['Outcomes for Graduates' document](#) and categorises them as "the Doctor as a Scholar and a Scientist", "The Doctor as a Practitioner" and "the Doctor as a Professional". The programme learning outcomes therefore align with these.

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## Knowledge and Understanding

### The doctor as a scholar and a scientist

Having successfully completed this programme you will be able to:

- [1.1] Apply to medical practice biomedical scientific principles, method and knowledge relating to: anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology, pharmacology and physiology.
- [1.2] Apply psychological principles, method and knowledge to medical practice.
- [1.3] Apply social science principles, method and knowledge to medical practice.
- [1.4] Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.
- [1.5] Apply scientific method and approaches to medical research.

### Teaching and Learning Methods

- Teaching is integrated so that the natural, social and behavioural scientific disciplines are taught together in a clinical context;
- Three themes run through the programme: Communication, Diversity, and Team Working, Leadership and Patient Safety
- Specific teaching and learning methods used include: lectures, tutor led tutorials, practicals, guided self-study, problem solving scenarios, role play, projects, group work, portfolios, study packs, eLearning, patient-based learning. Clinical teaching takes place from the start of the programme, and occurs in groups and singly in a wide variety of NHS and non-NHS settings.
- There is a focus on those designed to develop enquiry and practical skills; such as lectures, tutor-led tutorials, practicals and eLearning.

### Assessment methods

A range of assessment methods are used depending on the learning outcomes being assessed.

- Coursework will include: essays, reports, posters, project reports and presentations;
- Examinations will include written tests and tests of clinical performance

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## Subject Specific Intellectual and Research Skills

These are covered in the section above "knowledge and understanding"

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## Transferable and Generic Skills

Having successfully completed this programme you will have a range of generic skills. Some are entwined in the subject specific intellectual and research skills and subject specific practical skills section of this document; but you will also specifically be able to:

- apply theoretical knowledge to practical situations in a wide variety of settings;
- gather information from a range of sources to enable you to develop a comprehensive understanding of complex situations;
- assess complex problems (including high pressure and emergency situations) and be able to develop an action plan to manage them;
- demonstrate high level communication skills;
- negotiate with a wide range of people;
- use computers and other information sources to enable you to undertake a range of tasks;
- understand and demonstrate confidentiality in the handling of data;
- show a reflective approach to work and learning;
- teach peers and colleagues;
- manage your time and prioritise tasks, working autonomously where appropriate;
- respond to the outcome of your own appraisal and contribute to the development and appraisal of colleagues;
- work effectively as a member of a multidisciplinary team, respecting the contributions of all team members;
- deal effectively with uncertainty and change;
- demonstrate understanding of health and safety, quality assurance and risk management in the workplace;
- demonstrate awareness of the importance of the use and prioritisation of resources.

### ***Teaching and Learning Methods***

- All modules will enable you to learn how to apply theoretical knowledge to a wide range of settings and will encourage you to gather information to help you understand problems. This skill will be further developed as you learn to take histories from patients in clinical modules. In clinical modules in particular you will learn the importance of time management, prioritisation, the management of uncertainty, multidisciplinary team working, management of uncertainty and change, and use of resources;
- Throughout the programme, you will use a portfolio approach to reflection; supplemented by tutorials and annual PPDR (Personal performance and development review);
- You will participate in tutorials to prepare you to prepare for and undertake peer teaching sessions and will be expected to demonstrate teaching during case based presentations;
- You will be required to participate in an annual appraisal (PPDR) with your personal academic tutor as noted above and will be expected to provide feedback for colleagues and teachers which can contribute to their PPDRs.

### ***Assessment methods***

- Many of these skills will be assessed in the clinical sign off elements of assessment of clinical modules;
- Some aspects of dealing with change and high pressure situations will be assessed through assessment of Intermediate Life Support;
- Your portfolio will be assessed by your tutor throughout the programme;
- Peer teaching will be assessed by tutors and peers.
- Some of these skills, which focus on the development of many of the behaviours required of you as a professional in the workplace, are not assessed by examinations, but through our Student Progress processes; and are covered by the University's Fitness to Practice policy and procedures.

## **Subject Specific Practical Skills**

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### **The doctor as a practitioner**

Having successfully completed this programme you will be able to:

- [2.1] Carry out a consultation with a patient.
- [2.2] Diagnose and manage clinical presentations.
- [2.3] Communicate effectively with patients and colleagues in a medical context.
- [2.4] Provide immediate care in medical emergencies.
- [2.5] Prescribe drugs safely, effectively and economically.
- [2.6] Carry out practical procedures safely and effectively.
- [2.7] Use information effectively in a medical context.

### ***Teaching and Learning methods***

- Most teaching will be patient-based; supplemented by clinical skills work. There will also be tutorials, lectures, role play, group work, eLearning, case based discussions and presentations. There is early patient contact through the Clinical Medicine modules, which include Hospital and GP based experiences.
- Clinical skills simulation is used to teach clinical skills before they are used in practice;
- A wide range of clinical placements are available to enable you to become confident in all aspects of clinical medicine;
- Doctors work in shift patterns and rotas throughout much of their working lives and to prepare you for such working once you graduate, throughout your programme you will be expected to undertake placements in the evenings, **nights** and at weekends. This will not be an onerous requirement and will be negotiated well in advance so that students with carers' requirements will be able to ensure appropriate arrangements are in place for cover. At later stages in your programme, particularly during the Assistantship module, you will be expected to undertake some night working, again in order to prepare you for your future working life.
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### ***Assessment methods***

A range of assessment methods are used depending on the learning outcomes being assessed.

- Coursework can include: essays, reports, posters, learning log books, reflections, clinical sign offs, case based discussions and presentations;
- Examinations will include written tests and tests of clinical performance;
- There will be formative assessment of clinical performance throughout clinical modules, in addition to summative clinical assessments. Assessments of clinical performance take two main forms:
  - the Objective Structured Clinical Examination (OSCE);
  - the Assessments of Clinical Competence (ACC), which are undertaken during clinical modules in a continuous manner for all students and are part of the Finals Examination for some students.

# Other Disciplinary Specific Learning Outcomes

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## The doctor as a professional

Having successfully completed this programme you will have become a medical professional which means that you will:

- [3.1] Behave according to ethical and legal principles.
- [3.2] Reflect, learn and teach others.
- [3.3] Learn and work effectively within a multi-professional team.
- [3.4] Protect patients and improve care.

## Teaching and Learning Methods

- Teaching is integrated so that professionalism skills are taught alongside knowledge and understanding and practical skills.
- Explicit teaching and learning methods used include: lectures, tutorials, guided self-study, problem solving scenarios, reflection, group work, learning log books and case based discussions.
- In addition role modelling by staff and colleagues is a key method of teaching and learning in this area.

## Assessment methods

- Assessment of professionalism is embedded in all clinical module assessments as well as OSCE and ACC assessments.
- It is also embedded within some of the early years modules.
- Some of these skills are not assessed by examinations, but through our Student Progress processes; and are covered by the University's Fitness to Practice policy and procedures.

# Programme Structure

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## Typical course content

The BM4 programme delivers a comprehensive range of opportunities for you to meet the learning outcomes and graduate as a doctor equipped to practice in the 21<sup>st</sup> Century.

Medicine is by nature a wide ranging discipline and you will not be able to study every aspect of every speciality as an undergraduate. However, the course is structured to provide you with a solid base from which to progress into the Foundation programme.

There is a Student Selected week during the Medicine, Surgery and Primary Care Module in year 1 and Student Selected Unit Module in year 5, providing you with opportunities to explore areas that particularly interest you for your future career.

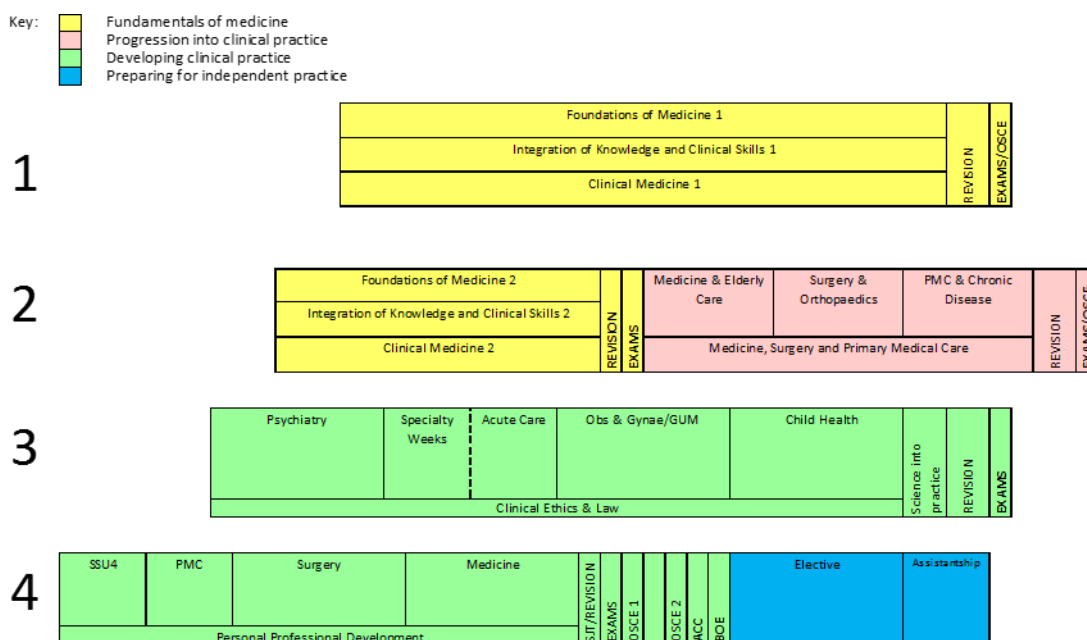
## Special Features of the programme

The Bm4 programme provides an accelerated programme for graduates of any degree to achieve the same learning outcomes as the BM5 course but within 4 years. The problem-based learning approach in the early years teaches students to develop high level independent learning skills that can be employed for the rest of their career. As graduates in any subject, students will bring a unique set of knowledge, skills and understanding to the programme. We expect students, to have developed effective study and academic skills, including the ability to think critically, which enable them to complete an accelerated medical programme. In common with the BM5 programme, all students on the BM4 programme are selected on the basis that they will have enough science knowledge and understanding to cope with their studies, and students without a science degree who fulfil the admission requirements are likely to be able to cope with the programme with confidence. Graduates in the biological sciences are likely to be more familiar with some terminology and concepts in the scientific domain but less familiar with the social science aspects of the programme

A particular feature of the programme is the focus on helping you to undertake learning in the workplace. All students receive significant clinical experience in years 1 and 2. In addition, shift working will be required in year 5 when students undertake the student assistantship module, to help them prepare for work as a Foundation Year doctor. All students have the opportunity to undertake study abroad in the Clinical Elective module in year 5. It is also possible to apply to study the Year 5 SSU outside Southampton,

## Programme details

A diagrammatic illustration of the four-year curriculum is shown below.



You will study on the programme over four years full-time which leads to a qualification that will allow you to gain provisional registration as a medical practitioner with the GMC.

The programme is split into four distinct phases. The Fundamental Phase takes place over the first year and a half during the first three semesters. The Progression phase takes place in Semester 4. The Developing Clinical Practice phase takes place through Year 3 and the first half of Year 4 and ends with the Year 4 examinations. The final phase - Preparing for Independent Practice - takes place in the second half of Year 4 and finishes with Graduation.

The programme is modular; modules are assigned credits for the European Credit Transfer Scheme (ECTS). The programme is totally integrated to award the BM degree. There are defined exit points with appropriate academic awards after successfully completing each year of the programme, which you may apply for if you leave the programme. The curriculum is made up of core material and other areas where you have some choice over what you study with some Student Selected Units (SSUs). All modules on the programme are core and must be passed in order to progress and graduate. There cannot be compensation between any modules in any part of the programme.

The majority of graduates take up Year One Foundation posts in the area of the Wessex Postgraduate Medical Deanery. In order to help you choose appropriate Foundation rotations the Deanery organises events enabling you to meet representatives from the different NHS trusts before applying for jobs as well as providing guidance on the application process. The Faculty works with a medical careers advisor to help you with this process as well as providing guidance and advice about future career choices.

The Programme offers a flexible and inclusive approach to learning. to enable any student who meets the entry requirements to access the curriculum and demonstrate achievement of all the intended learning outcomes Reasonable adjustments are made for individual earners as required; and in this the Faculty follows [GMC guidance "Gateways to the Profession"](#)

The following are some of the key features of the programme:

### Clinical topics in Phase 1 (Fundamentals of Medicine)

The curriculum in the first three semesters is designed around a series of clinical topics which form the framework for your learning. You will undertake clinical placements, group work (Graduate Groups), lectures and practical sessions which directly link to each of the clinical topics. Learning outcomes are considered within three levels of organisation - (i) systems biology, (ii) individuals and those close to them, and (iii) population and society - which are used to help you structure your learning around and between clinical topics. Three themes (Communication, Diversity and Teamworking, Leadership and Patient Safety) underpin the whole of the curriculum and relate directly to medical practice.

### Problem-based learning supported by additional learning formats

The learning structured around clinical topics has some features in common with problem-based learning (PBL) courses; for example, you will work in Graduate Groups focusing on the learning outcomes. However, unlike most PBL programmes, not all learning about the clinical topics is triggered by cases outlined on paper: some may use actual patients or video material. A range of resources is available to help you; for example, people who are available to support your learning, and web-based resources.

### Substantial clinical experience in Phase 1 (Fundamentals of Medicine)

You will have 2–3 clinical sessions each week in both hospital and community settings. There is a clinical base for BM4 students in the hospital at Winchester where there are identified clinical teaching staff, and a range of general practices is also involved. The clinical sessions allow you to observe medical care related to the relevant clinical topic, and also to begin to develop your clinical skills. You are also able to follow up areas of interest and take advantage of other learning opportunities.

### Graduate Groups in Phase 1 (Fundamentals of Medicine)

You will meet on a regular basis with other students in a Graduate Group, working on the relevant clinical topics with a facilitator. A substantial amount of work will take place in these groups. At the beginning of each clinical topic you will discuss ‘trigger’ material to help you understand what you need to learn and why, agree in the group on the learning outcomes to be worked on, and then organise your learning around these.

### Learning with BM5 students

In the first two years you will attend some lectures and other teaching sessions with the BM5 students. In the third and fourth years you will work alongside BM5 students on all your clinical attachments, and will take the same examinations.

### Dispersed attachments and assistantship

Much of your time in the Developing Clinical Practice phase is likely to be spent in NHS Trusts and general practices outside Southampton. In the Preparing for Independent Practice phase you will undertake a four week Assistantship working closely with junior doctors where the onus is on developing the clinical skills and gaining insight into the practical aspects of being a Foundation Doctor.

As a graduate in any subject, you will bring a unique set of knowledge, skills and understanding to the programme. We expect you, as a graduate student, to have developed effective study and academic skills, including the ability to think critically, which enable you to complete an accelerated medical programme. In common with the BM5 programme, all students on the BM4 programme are selected on the basis that they will have enough science knowledge and understanding to cope with their studies, and students without a science degree who fulfil the admission requirements are likely to be able to cope with the programme with confidence. Graduates in the biological sciences are likely to be more familiar with some terminology and concepts in the scientific domain but less familiar with the social science aspects of the programme.

## Year 1 HE Level 5 ECTS 75 Credits (details in Appendix 3)

### Phase 1 - Fundamentals of medicine

Foundations of Medicine 1	REVISION	EXAMS/OSCE
Integration of Knowledge and Clinical Skills 1		
Clinical Medicine 1		

You start the first year with an introductory week, when you learn about the way the programme is structured, the learning activities you will be involved in, including the way you will work in Graduate Groups, and the sites in which you will learn, including the hospital site at Winchester. For the rest of the year, your learning is structured around a series of clinical topics, which are themselves grouped around physiological systems and contained within four modules which run concurrently over the two semesters of Year 1. During this year, after some introductory topics, you follow a series of topics related to the respiratory system, the cardiovascular system the renal system and gastrointestinal system. You learn about each clinical topic in relation to three levels of biological organisation, running from systems biology to the population and society, enabling you to cover the relevant aspects of anatomy, biochemistry, physiology, sociology, psychology, pharmacology, pathology and epidemiology. At the same time you will develop clinical skills by talking to patients, carrying out physical examinations and observing clinical care.

During the year you learn in Graduate Groups, in lectures and practical sessions including the Dissecting Room, in clinical settings in hospital and general practice, and independently.



You undertake the BM4 Year 1 assessments, which include in-course assessments and the end of year written examination examining subjects covered during the year, as well as an assessment of your clinical skills.

Students who fail their in-course assessments will be required to resubmit work and those who fail the end of year examination will be required to take a supplementary examination in the component(s) failed. To progress to year two you must pass all components of the assessment and satisfactorily complete all clinical attachments.

## Year 2 HE Level 5/6 ECTS 75 Credits (details in Appendix 3)

Phase 1: Fundamentals of Medicine & Phase 2: Progression into Clinical Practice

Foundations of Medicine 2	REVISION EXAMS	Medicine & Elderly Care	Surgery & Orthopaedics	PMC & Chronic Disease	REVISION EXAMS/OSCE
Integration of Knowledge and Clinical Skills 2		Medicine, Surgery and Primary Medical Care			
Clinical Medicine 2					

Semester 2 of year 2 is also structured around clinical topics, using the same learning methods as in Year 1. You follow a series of clinical topics related to the neuromuscular system the endocrine system and human reproduction. While learning about these topics, you will be building on your developing clinical skills in your clinical experience in hospital and general practice. All clinical topic weeks are completed by the end of the semester. The BM4 Year 2 assessments include in-course assessments and a written examination based on the topics that have been studied in the Fundamental of Medicine phase.

A Distinction will be awarded to those candidates who show excellent performance in the both Fundamentals of Medicine phase assessments at the first attempt.

Students who fail their in-course assessments will be required to resubmit work and those who fail the end of year examination will be required to take a supplementary examination in the component(s) failed. To progress to Year 3 you must pass all components of the assessments and satisfactorily complete all clinical attachments.

In the transition phase in semester 2 of year 2 the structure of the course changes, to incorporate clinical attachments in Medicine, Surgery and Primary care. Each of these attachments is 6 weeks in length with an introductory week at the start and a student selected week at the end. Clinical modules are assessed by satisfactory attendance and participation in the clinical setting as well as additional assessments as outlined in the module profiles. The additional assessments will often comprise of a log book in which students will need to document various tasks which will include a clinical audit in the primary care part of the Medicine, Surgery and Primary Care module. There will also be opportunities in each module to undertake a formative ACC (Assessment of Clinical Competence).

At the end of year 2 there is a clinical examination based on the clinical skills students have learned over the Fundamental and Transition phases.

All modules must be passed to be able to progress to year 3 of the programme. Students who have not passed a module, for whatever reason, will be expected to do remedial work in the **short** period between **years 2 and 3**. The amount of additional work required will be determined by the module lead and further details are available in the module profile published on Blackboard. Students who are required to undertake additional work in excess of the time available will be referred to the Student Progress Committee and may be required to suspend from the programme and return with conditions in the following academic year. Students who fail to achieve a minimum level of performance in any assessment must show satisfactory performance in a further assessment.

## Year 3 HE Level 6 ECTS 75 Credits (details in Appendix 3)

Phase 3: Developing Clinical Practice

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Psychiatry	Specialty Weeks	Acute Care	Obs & Gynae/GUM	Child Health	Science into practice	REVISION	EXAMS
Clinical Ethics & Law							

In Year 3 you increase your clinical experience, study more specialised modules and begin to work towards becoming a Foundation Year One Doctor. BM4 and BM5 students work together for the last two years of the programme.

You study three eight-week clinical modules in rotation through the year - Psychiatry, Obstetrics & Gynaecology/GUM, and Child Health - and two four-week modules, Acute Care and Speciality Weeks. In the Acute Care module you will experience a range of medical, surgical and trauma settings as well as the Intensive care and coronary care units and the Emergency Department. The Speciality Weeks module covers Dermatology, Ophthalmology, Neurology and ENT (Head and Neck). In all these modules you will work and learn alongside other health professionals: in some instances this might be formal learning such as in a Clinical Skills setting; and you might be taught by nurse specialists and other healthcare professions. Clinical placements may be in a variety of locations both within and outside of the Wessex region.

Throughout the year, you will be expected to further integrate basic biological and social sciences with your clinical learning and you will have an opportunity to consolidate that aspect of your learning the science into practice teaching sessions which are part of the year 4 written assessments module.

You will study a Clinical Ethics and Law module throughout Year 3, which will build on material covered in Years 1 and 2 and help you to integrate Ethics and Law closely to your developing clinical experience.

Each clinical module will be assessed by examining your completion of a log book with a variety of elements to it which can include some reflective writing on cases you have seen. In order to progress to Year 4 you must satisfactorily pass all modules. At the end of the year you will undertake an assessment module.. You will be expected to demonstrate how biomedical and social sciences influence clinical presentations across the range of specialities you have experienced in all years to date by a written examination. Students who fail to achieve a minimum level of performance in any assessment must show satisfactory performance in a further assessment.

All modules must be passed to be able to progress to year 4 of the programme. Students who have not passed a module, for whatever reason, will be expected to do remedial work during their SSU at the start of year 4. The amount of additional work required will be determined by the module lead and further details are available in the module profile published on Blackboard. Students who are required to undertake additional work in excess of the time available will be referred to the Student Progress Committee and may be required to suspend from the programme and return with conditions in the following academic year.

A Distinction will be awarded to those candidates who show excellent performance in the Developing Clinical Medicine phase assessments at the first attempt (full details available on blackboard).

## Year 4 HE Level 6 ECTS 90 Credits

Developing Clinical Practice/Preparing for Independent Practice

4	SSU4	PMC	Surgery	Medicine	SIT/REVISION	EXAMS	OSCE 1	OSCE 2	ACC	BOE	Elective	Assistantship
	Personal Professional Development											

In Year 4, you will undertake further clinical modules, take Year 4 examinations, then enter the final phase of the programme, Preparing for Independent Practice. On completion of this you will graduate and be ready to work as a Foundation Year One Doctor. The emphasis in this year of study is preparation for the workplace, by ensuring that you have the necessary knowledge and skills and have also developed the appropriate understanding of the workplace and behaviours to help you become a safe and competent doctor..

You will undertake two eight-week clinical modules in Surgery and Medicine (to include Rheumatology and Palliative Care) and a four-week placement in Primary Medical Care and a student selected unit before the Year 4 exams. Modules will be offered throughout Wessex and beyond so in addition to Southampton, Winchester and Portsmouth, students might be placed in Dorset, Wiltshire, Surrey, Sussex or Jersey. It is hoped that you will undertake all these modules in the same location in order to develop a sense of the location and population. The nature of the rotation might vary from location to location – and for logistical reasons it might be necessary to split one of the longer modules into two four-week blocks - but the learning will be equivalent wherever you are placed.

A Personal and Professional Development module will also run in the year to facilitate your progression from medical school to the workplace.

Following Year 4 examinations, if successful, you will undertake the Preparing for Independent Practice phase of the programme. This includes rotating through two core modules; the Elective, and the Assistantship. The Elective is an opportunity for you to experience healthcare in a variety of settings. Students are encouraged to undertake at least part of their elective period outside Wessex, and to focus on seeing a wide range of patients. The Student Selected Unit is an opportunity for you to explore career choices that might be of interest to you after your Foundation Programme. The Assistantship module is where you will bring together all your prior learning to experience clinical work closely related to what you will undertake in the Foundation Programme. You will be required to undertake some shift working during this module.

If you fail the Year 4 examinations and are taking the Elective module in the second rotation you will be required to use part of this as a revision opportunity for you to prepare for and undertake a supplementary Year 4 examination. If you are successful in the supplementary examination, you will need to undertake the Assistantship module in a supplementary period prior to graduation.

Each clinical module will be assessed by examining your completion of a log book with a variety of elements to it. In addition, the finals assessment module will comprise an OSCE, satisfactory completion and pass of ACCs from specialties in years 4 and 5, ILS (Immediate Life Support) satisfactory completion and practical procedures satisfactory completion

Students who fail to achieve a minimum level of performance in any assessment must show satisfactory performance in a further assessment; and this includes modules studied after the Year 4 examinations. Failure to satisfactorily complete all modules will prevent you from graduating.

If your performance in this assessment is excellent you have the opportunity to be awarded a Distinction in the Year 4 examinations (details available on blackboard). If your performance over the four year programme is consistently excellent you have the opportunity to be awarded a BMBS degree with distinction. Further details regarding the criteria for award of distinction is available in the Undergraduate Handbook available on blackboard.

## Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. Costs that students registered for this programme typically also have to pay for are included in Appendix 3.

## Progression Requirements

The programme follows the University's regulations for [\*Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes\*](#) as set out in the University Calendar.

The programme has been granted some exemptions and variations to the University's General Regulations. Students should refer to the BM Programme Regulations as set out in the University Calendar in addition to the General Regulations.

Progress from one year of the programme to the next will depend upon the successful completion of the appropriate modules, and freedom from health, behavioural and conduct problems relevant to future employment as a medical practitioner. Further details are available in the Fitness to Practice regulations.

As outlined in the Calendar regulations, students on this programme are not entitled to a repeat year unless it is allowed due to special considerations/student progress committee approval. Where exceptionally a repeat year is allowed, or where a student has suspended by their study a maximum programme length may apply. As governed and determined by the student progress committee, the maximum total duration of a students' programme (including any interruptions through suspension or repeat attempts) is no more than 6 calendar years for students on this **BM4** programme and students who have are exceptionally allowed repeat years or suspensions will be informed of this.

Students who have failed module(s) and are entitled to further attempts will be required to undertake that further attempt at the next available opportunity which may be the next academic year. Students who are required to undertake re-assessment in excess of the weeks available will be referred to the Student Progress Committee and may be required to suspend from the programme and return in the following academic session.

### Intermediate exit points (where available)

You will be eligible for an interim exit award if you complete part of the programme but not all of it, as follows:

Certificate of Higher Education in Biomedical Sciences	Successful completion of Year 1	75 level 5
Diploma of Higher Education in Biomedical Sciences	Successful completion of Year 2	22.5 level 5 and 52.5 level 6
Bachelor of Medical Sciences (Honours)	Successful completion of Year 3 (BM Year 4)	75 level 6
Bachelor of Medicine Bachelor of Surgery	Successful completion of Year 4 (BM Year 5)	90 level 6

## Support for student learning

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There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources,
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations,
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources),
- standard ICT tools such as Email, secure filestore and calendars,
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move,
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Student Services Centre,
- Enabling Services offering assessment and support (including specialist IT support) facilities if you have a disability, dyslexia, mental health issue or specific learning difficulties,
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards,
- Career Destinations, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV,
- a range of personal support services : mentoring, counselling, residence support service, chaplaincy, health service,
- a Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University,
- opportunities for extracurricular activities and volunteering,
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal,
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- a Personal Academic Tutor
- a Senior Tutor identified for each phase of the programme
- Faculty computer workstations in the Health Services library at Southampton General Hospital. There is also access to University workstations in most NHS Trusts where you undertake clinical modules
- whilst undertaking clinical modules, you have access to support from the Module leader, the Lead consultant of your placement and their team, and the Associate Clinical Sub dean in the Trust where you are placed.
- study skills support which is provided by module leaders as required.

## **Methods for evaluating the quality of teaching and Learning**

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feed back on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Accreditation and inspection by the General Medical Council, who monitor and evaluate not just the curriculum, assessments and clinical placements; but also the staff development of all teachers, and the student support which we provide.
- A national Research Assessment Exercise (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency
- We further monitor the quality of your clinical placements by robust quality monitoring and enhancement activities which include regular visits and evaluation of to all NHS trusts and other clinical settings where you are placed.

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# Criteria for admission

The University's Admissions Policy applies equally to all programmes of study. The following are the typical entry criteria to be used for selecting candidates for admission. The University's approved equivalencies for the requirements listed below may also be acceptable.

The University's Admissions Policy can be found at [www.southampton.ac.uk/admissions-policy](http://www.southampton.ac.uk/admissions-policy)

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
Bachelor's degree	Upper second class honours degree	Any subject		N/A	N/A
GCE A level	C	Chemistry		N/A	N/A
GCE AS Level (alternative if Chemistry has not been taken to A2)	CC	Chemistry Biology/Human Biology		N/A	N/A
GCSE	Minimum of three GCSEs at grade C	Mathematics English Language Double Award Science (or equivalent)		N/A	N/A
Cambridge Pre-U	M3	Chemistry			
Access to Medicine/Access to Science	45 credits at level 3 of which as least 30 level 3 credits must be at Merit and, in addition, at least 15 level 2 credits	Approved Access courses with an appropriate scientific content are acceptable.		N/A	N/A
International Baccalaureate Diploma	Higher Level grade 4	Chemistry		N/A	N/A
European Baccalaureate	7.5 in Chemistry taken as optional elective subject.	Chemistry		N/A	N/A
Irish Leaving Certificate	C1 65-69% in the Highers/Honours examination including Chemistry	Chemistry		N/A	N/A
Other qualifications  See <a href="#">Medicine UG Prospectus</a>				N/A	N/A

## Non-Academic Entry Requirements

In addition to academic entry requirements you will be assessed against our non-academic criteria published on our website [www.southampton.ac.uk/medicine](http://www.southampton.ac.uk/medicine)

Applicants must be able to show they:

- Are self-motivated and resilient
- Have reflected on and learn from life experiences (this may include, work experience, paid employment and personal experiences both in and outside health and social care settings)
- Are able to interact successfully with others
- Can demonstrate an understanding of the values of the NHS constitution

We will offer a place to applicants who meet our academic and non-academic entry requirements and are selected as part of our selection procedure. The entry requirements and selection procedure are as set out in Selection Procedure and Policy which is reviewed annually and available here: . [Entry requirements for BM programmes](#)

#### Recognition of Prior Learning (RPL)

The University has a [Recognition of Prior Learning Policy](#)  
This programme does not provide admission through RPL

#### English Language Proficiency

The course is taught entirely in English.

Overall	Reading	Writing	Speaking	Listening
IELTS 7.0 minimum	7.0 minimum	7.0 minimum	7.0 minimum	7.0 minimum

## Career Opportunities

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Graduates from all BM programmes have a qualification recognised by the UK General Medical Council and are entitled to provisional registration with the GMC. The qualification is the foundation from which you can progress into specialist training for any branch of medical practice, including the academic pathways; which can be in the UK, Europe or international. Some graduates choose not to pursue a clinical career, and the high level generic skills achieved on completion of the programme together with the clinical background are such that a wide range of other careers are accessible to holders of the BM BS degree.

## External Examiners

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- BM Years 1 & 2 – Dr Paul Jones, College of Medicine, Swansea University , Dr Colin MacDougall, Warwick Medical School.
- BM Year 4 – TBC
- BM Year 5 – Mr James Gilbert, Oxford Transplant Centre, Oxford University Hospital NHS Trust;;; Prof Siladitya Bhattacharya, University of Aberdeen, Dr William Carroll, University Hospital of the North Midlands, Dr Juliet Wright, Brighton and Sussex Medical School.

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their personal academic tutor in the first instance.

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**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the online programme handbook at [www.blackboard.soton.ac.uk](http://www.blackboard.soton.ac.uk).

# Appendix 1

## Learning outcomes and Assessment Mapping document template



BM Mapping of  
Learning Outcomes

The learning outcomes of the programme are mapped on the embedded document

Year of study	Module Code	Module Title, Level & ECTS	Coursework 1	Coursework 2	Exam
1	MEDI 2038	Foundations of Medicine 1 Level 5 30 ECTS			MCQ and Written Paper 100%
	MEDI 2040	Integration of Knowledge and Clinical Skills 1 Level 5 15 ECTS	Patient Study 50%	Patient Study 50%	
	MEDI 2039	Clinical Medicine 1 Level 5 30 ECTS			OSCE 100% standard set pass mark and number of stations that can be failed
2		Foundations of Medicine 2 Level 5 15 ECTS			MCQ and Written Paper 100%
		Integration of Knowledge and Clinical Skills 2 Level 5 7.5 ECTS	Evidence Based medicine Assessment 50% Graduate Group Assessment (Satisfactory Completion)	Patient Study 50%	
		Clinical Medicine 2 Level 6 15 ECTS		Basic Life Support (Satisfactory Completion)	OSCE 100% standard set pass mark
		Medicine, Surgery & Primary Medical Care Level 6 37.5 ECTS	End of module evaluation forms completed by tutor for each of Medicine, Surgery and Primary Care, based on completion of a learning logbook		
3	MEDI3044	Child Health Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		
	MEDI3045	Obstetrics and Gynaecology/GUM Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a		

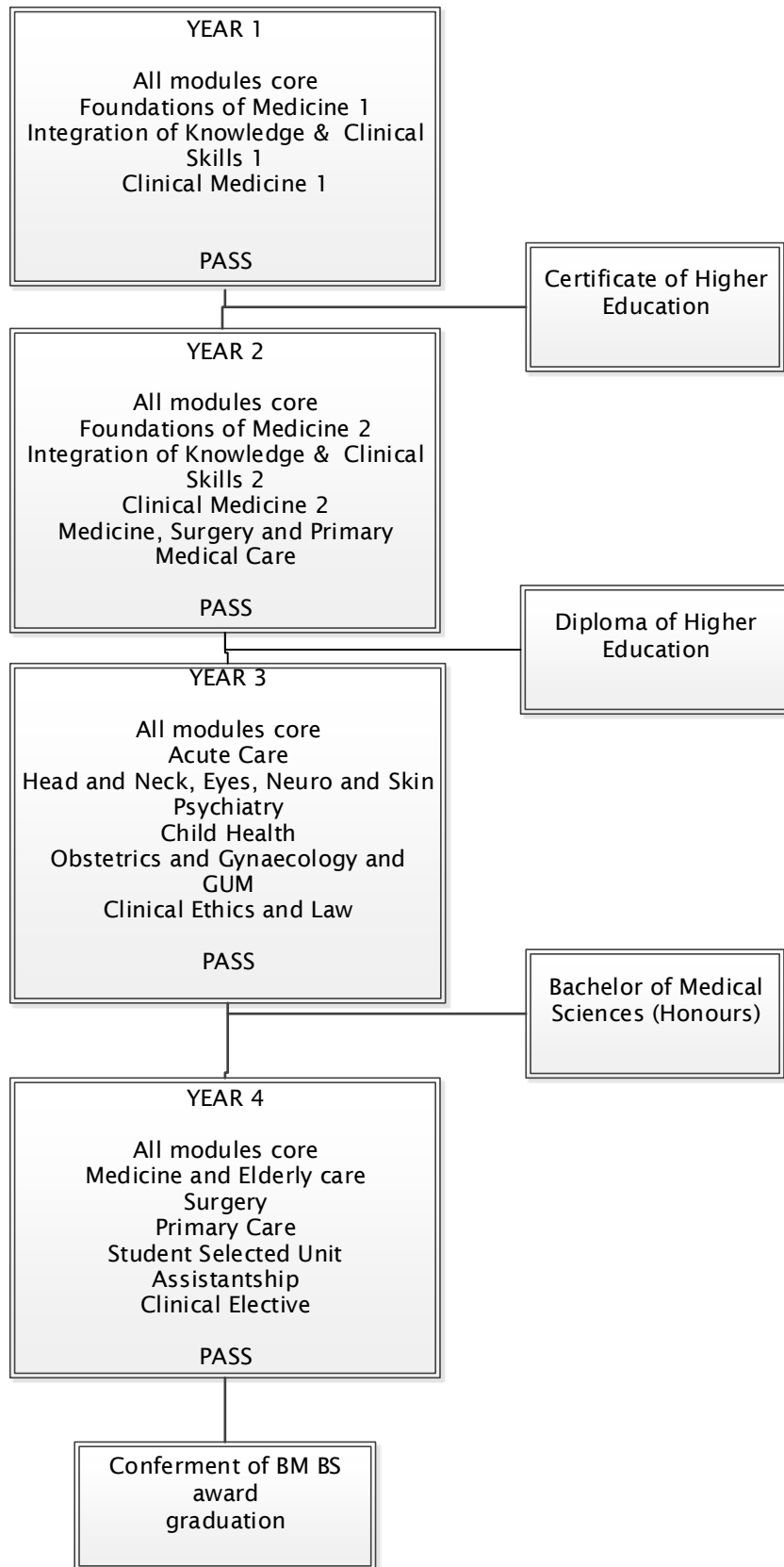


			learning logbook		
	MEDI3052	Clinical Ethics & Law Level 6 7.5 ECTS	In-course written assignment maximum 1500 words; written feedback, no grade (formative assessment).		Written paper: case/s with structured questions
	MEDI3053	Speciality weeks Level 6 7.5 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		
	MEDI6103	Acute Care Level 6 7.5 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		
	MEDI4022	Psychiatry Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		
	MEDI3046	Year 4 assessment Level 6 7.5 ECTS			Paper 1: MCQ Exam Paper 2: Written Exam Standard set pass mark
4		Surgery Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Surgery
		Medicine Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Medicine
		Primary Care Level 6 7.5 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Primary Care
		Personal and Professional Development Level 6 7.5 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Personal and Professional Development
		SSU4 Level 6 7.5 ECTS	End of module evaluation form completed by		SSU4

			tutor, based on completion of a learning logbook		
		Assistantship Level 6 7.5 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Assistantship
		Clinical Elective Level 6 15 ECTS	End of module evaluation form completed by tutor, based on completion of a learning logbook		Clinical Elective
		Assessment and ILS (Immediate Life Support) Level 6 15 ECTS	Completion of Intermediate Life Support training Completion of Practical Procedures clinical competences Satisfactory completion of ACCs in each specialty in order to gain exemption from ACC in the BM Final Examination		1. MCQ Exxam 2. Clinical Communication and Critical Appraisal written papers 3. Assessment of Clinical Competence for students who have not gained exemption on the basis of in-course assessment 4 OSCE examination

Remaining modules are yet to be allocated module codes. Full details of assessment will be published once they are approved.

# BM4 programme structure



## Appendix 2:

### Additional Costs

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme typically also have to pay for the items listed in the table below.

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at [www.calendar.soton.ac.uk](http://www.calendar.soton.ac.uk).

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Approved Calculators		Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570. This may be purchased from any source and no longer needs to carry the University logo
Stationery		You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks		Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.  Some modules suggest reading texts as <b>optional</b> background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Equipment and Materials Equipment	Medical Equipment and Materials: Fobwatch, stethoscopes	You will need to purchase a stethoscope. No specific make or model is required. You can purchase this from any source. Stethoscopes are available to buy during Faculty induction and prices range from £39.84-£176.40.  You will need to purchase a fobwatch with a second hand that you can pin to your clothing or put in your pocket, as you are not permitted to wear wrist watches in clinical areas. No specific make or model is required. You can purchase this from any source. Prices start from £1.50.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
IT	Hardware	Across all campuses and most halls of residence approximately 1700 computer workstations are available. Students may wish to purchase their own desktop/laptop/tablet computer to support their studies. This is entirely <b>optional</b> .
Clothing	Lab Coats	You will need to purchase a white coat for use in the Anatomy Laboratory. You can purchase this from any source. Lab coats are available from the SUSU Shop priced £12.50 (price at September 2015).
Printing and Photocopying Costs		In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. The University printing costs are currently: A4 - 5p per side (black and white) or 25p per side (colour) A3 - 10p per side (black and white) or 50p per side (colour). Details about printing costs for academic posters can be found <a href="#">here</a> .
Placements (including Study Abroad Programmes)	Accommodation	You will need to pay for any accommodation required as part of your Elective.
	Insurance	You will need to pay for insurance if you chose to undertake your Elective outside of the UK.
	Medical insurance	You will need to pay for medical insurance if you chose to undertake your Elective outside of the UK.
	Travel costs	You will need to pay £100 per annum towards travel costs associated with clinical placements.  You will need to pay for any travel costs required as part of your Elective.
	Immunisation/vaccination costs	You will be expected to pay for any immunisation/vaccination costs required to ensure you have a complete immunisation/vaccination history prior to commencing the programme. Further information on required immunisations/vaccinations is provided to those applicants made an academic offer of study.  You will need to pay for any immunisation/vaccination costs associated with overseas travel if you chose to undertake your Elective outside of the UK.
	Disclosure and Barring Certificates or Clearance	You are expected to pay for an enhanced Disclosure and Barring Service Clearance check. This is payable on induction only. The cost is £44 (cost at September 2015).
Conference expenses	Accommodation	Students may have the opportunity to attend an academic conference during their studies. Attendance is <b>optional</b> .

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		You would be expected to pay for the costs of any accommodation associated with the conference if you chose to attend.
	Travel	Students may have the opportunity to attend an academic conference during their studies. Attendance is <b>optional</b> . You would be expected to pay for the costs of any travel associated with the conference if you chose to attend.
<b>Parking Costs</b>		See placements travel costs.
<b>Anything else note covered elsewhere</b>		In your final year you will need to return to Southampton from clinical placement in order to sit the Situational Judgement Test (SJT). This test is required as part of the application process for The Foundation Programme, which follows directly after graduation. You will normally be required to pay for your travel costs back to Southampton to sit this exam.

## Appendix 3:

### Module and Credit Structure for Bachelor of Medicine, Bachelor of Surgery (BMBS) award

The table below clarifies the credits and levels of each individual module within the programme

BMBS Programme		Credits (ECTS)	Level (FHEQ)	BMBS (Honours)
Year	Module			
1	Foundations of Medicine 1	30	5	22.5
1	Integration of Clinical Medicine 1	15	5	7.5
1	Clinical Medicine 1	30	5	15
2	Foundations of Medicine 2	15	5	7.5
2	Integration of Clinical Medicine 2	7.5	5	15
2	Clinical Medicine 2	15	5	7.5
2	Medicine, Surgery & Primary Care	37.5	6	15
3	Psychiatry	15	6	15
3	Acute Care	7.5	6	7.5
3	Specialty Weeks	7.5	6	7.5
3	Obs and Gynae & GUM	15	6	15
3	Child Health	15	6	15
3	Clinical Ethics & Law	7.5	6	7.5
3	Year 4 Assessment (written papers)	7.5	6	7.5
4	Surgery	15	6	15
4	Primary Medical Care	7.5	6	7.5
4	Medicine	15	6	15
4	SSU 4	7.5	6	7.5
4	Assistantship	7.5	6	7.5
4	Personal and Professional Development	7.5	6	7.5
4	Elective	15	6	15
4	Year 5 Assessment & ILS	15	6	15
	<b>Total</b>			<b>315</b>
	<b>Credits at level 6</b>			<b>202.5</b>