

Programme Specification

BM4 Programme (2019-20)

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
Accreditation details	General Medical Council (GMC)
Final award	Bachelor of Medicine, Bachelor of Surgery [Level 6, 300 credits]
Name of award	BM4 Programme
Interim Exit awards	Bachelor of Medical Sciences Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	A101
Programme code	5249
QAA Subject Benchmark or other external reference	Medicine 2002
Programme Lead	Benjamin Chadwick (bdc1d08)

Programme Overview

Brief outline of the programme

As well as meeting the requirements of the University, the BM programmes at Southampton all lead to the qualification of Bachelor of Medicine, Bachelor of Surgery, which, as a Primary Medical Qualification accredited by the UK General Medical Council (GMC), enables graduates to gain provisional registration with the GMC and apply to work in the National Health Service as a Foundation doctor. Information about provisional registration can be found at the GMC website:

http://www.gmc-uk.org/d..._applications/11720.asp

The GMC is planning a formal assessment that UK medical graduates would need to pass in order to be granted registration with a licence to practise. The GMC envisages that students in Final Year in 2022-23 will need to pass a Medical Licensing Assessment before the GMC will grant them registration with a licence to practise. Further details are available from the GMC website.

<http://www.gmc-uk.org/...ssessment/about-the-mla>

The programme fulfils all of the standards required by the GMC as published in the guidance documents produced by the GMC in relation to Undergraduate Medical Education (UME). The learning outcomes for the programme are aligned with Outcomes for Graduates (2018) produced by the GMC and all aspects of the programme design, delivery and management meet the standards and requirements set out in Promoting Excellence: Standards for Medical Education and Training. The professional values students must meet and how we deal with concerns about students' fitness to practise are in line with Professional Behaviour and Fitness to Practise: Guidance for Medical Schools and their Students:

<http://www.gmc-uk.org/...-guidance-and-curricula>

All of the BM programmes are underpinned by three key educational principles which have both informed and guided their development. These are that the curriculum should:

- enable students to relate their learning to future practice
- encourage students to understand concepts and principles rather than merely reproduce factual knowledge
- encourage students to adopt independent thought and self-direction in learning.

The curriculum is designed to be integrated, systems/specialty-based and spiral in nature, with clinical context throughout the programme, including early patient contact and in later years longitudinal placements. Students are expected to become progressively more independent and self-directed in their learning.

Due to the nature of placement-based learning the exact learning of each student is always going to differ so whilst we will ensure that students all receive the same broad opportunities for learning it is the responsibility of the student to make the most of the opportunities provided, identify gaps in their knowledge and skills and be proactive in securing experiences and/or resources to help them fill these gaps.

Student contact hours will vary depending on module/option choices. Full information on contact hours is provided in individual module profiles.

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 online 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). Students are also required to demonstrate competence in practical procedures and life support to be able to graduate (details of which are available in our Undergraduate Handbook and within module profiles).

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 Practise Policy.

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 underpin their studies going forward. This includes students without a science degree, who along with the rest of their colleagues are provided with introductory teaching sessions on different scientific disciplines at the start of the year. 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

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.

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, and you will be provided with the Learning outcomes that focus the learning for the topic week and 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.

Student Support: Southampton has a very strong reputation for its excellent student support mechanisms. All students will be allocated a personal academic tutor during their time on their course, and there are a range of support services offered by the University. In addition to this, the Medical Faculty in Southampton also employs a team of experienced Faculty based senior tutors who can provide additional support for medical students during their course.

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 learners as required; and in this the Faculty follows GMC guidance "Gateways to the Profession"

Student Engagement: We are proud of our level of student engagement in the Faculty of Medicine in all areas of the course from management of the medical faculty, curriculum design and review, delivery of the teaching and assessment, research and outreach activities. We see students as partners in the running of our programmes and were awarded an International ASPIRE award for our Excellence in Student Engagement

Study Abroad Opportunities: All students have the opportunity to undertake study abroad in the Clinical Elective module in BM Year Five.

This programme involves mandatory placements in all years. Almost all placements are organised by the Faculty. However, you will need to organise your own placement for the Electives module in BM Year Five. Where arranged by the Faculty, placements will usually be based in NHS trusts and GP practices.

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

The programme aims to help students become NHS Foundation Year One doctors, as graduates with the capability to develop, learn and work in a wide variety of settings in the context of changing healthcare systems.

Within this broad aim some of the key specific aims are to enable students to:

- Undertake the duties and further studies appropriate to an NHS Foundation Year One doctor
- Development the capability to follow a career in any branch of medicine
- Become a competent practitioner in a modern, changing health service and society;
- Think critically and develop the ability to learn independently
- Develop the key skills and attitudes which underpin high quality professional practice
- Work in a multidisciplinary team, valuing and respecting colleagues.

It is essential that students understand that learning to be a doctor requires them to develop professional behaviours as well as knowledge and skills; we expect this to start from the beginning of the programme and to develop as they 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 that form the basis of medical education.

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

Knowledge, skills and performance

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

Safety and quality

- Take prompt action if they 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 and respond to patients' concerns and preferences.
- Give patients the information they want or need in a way they can understand.
- Respect patients' right to reach decisions with their doctor 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 the patient's or the public's trust in the profession.

Medical students are personally accountable for their professional practice and must always be prepared to justify their decisions and actions.

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. 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.
- A2. Apply psychological principles, method and knowledge to medical practice.
- A3. Apply social science principles, method and knowledge to medical practice.
- A4. Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.
- A5. Apply scientific method and approaches to medical research

Teaching and Learning Methods

The UK General Medical Council defines the learning outcomes of undergraduate medical programmes in its 'Outcomes for Graduates' and the programme learning outcomes therefore align with these.

- 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, 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 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, small group problem-based learning like sessions, tutorials, practicals and eLearning.

Assessment Methods

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

- Coursework will include: essays, reports, and presentations
- Examinations will include written papers and assessments of clinical performance

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. apply theoretical knowledge to practical situations in a wide variety of settings;
- C2. gather information from a range of sources to enable you to develop a comprehensive understanding of complex situations;
- C3. assess complex problems (including high pressure and emergency situations) and be able to develop an action plan to manage them;
- C4. demonstrate high level communication skills;
- C5. use computers and other information sources to enable you to undertake a range of tasks;
- C6. negotiate with a wide range of people;
- C7. understand and demonstrate confidentiality in the handling of data;
- C8. show a reflective approach to work and learning;
- C9. teach peers and colleagues;
- C10. manage your time and prioritise tasks, working autonomously where appropriate;
- C11. respond to the outcome of your own appraisal and contribute to the development and appraisal of colleagues;
- C12. work effectively as a member of a multidisciplinary team, respecting the contributions of all team members;
- C13. deal effectively with uncertainty and change;
- C14. demonstrate understanding of health and safety, quality assurance and risk management in the workplace;
- C15. demonstrate awareness of the importance of the use and prioritisation of resources

Teaching and Learning Methods

- All modules will enable students to learn how to apply theoretical knowledge to a wide range of settings and to gather information to help understanding of problems. This skill will be further developed by learning to take histories from patients. In clinical modules in particular students will learn the importance of time management, prioritisation, multidisciplinary teamworking, management of uncertainty and change, and use of resources
- Throughout the programme, students will use a portfolio approach to reflection, supplemented by an annual PPDR (Personal Performance and Development Review)
- Students will practise and develop peer teaching skills during graduate group sessions and will be expected to demonstrate teaching during case-based presentations.

Assessment Methods

- Assessment of these outcomes will be incorporated into the assessments of category A, D learning outcomes.

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Carry out a consultation with a patient.
- D2. Diagnose and manage clinical presentations
- D3. Communicate effectively with patients and colleagues in a medical context.
- D4. Provide immediate care in medical emergencies.
- D5. Prescribe drugs safely, effectively and economically.
- D6. Carry out practical procedures safely and effectively.
- D7. 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, presentations and clinical skills simulations.
- A wide range of clinical placements is available to enable students to become confident in aspects of clinical medicine.

Assessment Methods

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

- Coursework can include: learning log books, reflections, clinical skills sign offs, case-based discussions and presentations
- Examinations will include written papers and assessments 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 three main forms:

- the Objective Structured Clinical Examination (OSCE)
- the Assessment of Clinical Competence (ACC) assessments are undertaken during clinical modules in a continuous manner.
- sign off of competence in practical procedures, basic and intermediate life support.

Disciplinary Specific Learning Outcomes

On successful completion of this programme you will be able to:

- E1. Behave according to ethical and legal principles
- E2. Reflect, learn and teach others
- E3. Learn and work effectively within a multi-professional team
- E4. Protect patients and improve care

Teaching and Learning Methods

- Teaching is integrated so that professionalism skills are taught alongside knowledge and

- practical skills
- Explicit teaching and learning methods used include: lectures, guided self-study, eLearning, problem-solving scenarios, reflection, group work, learning log books and case-based discussions
- 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 early years modules and in all clinical module assessments, as well as in OSCE and ACC assessments.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Where optional modules have been specified, the following is an indicative list of available optional modules, which are subject to change each academic year. Please note in some instances modules have limited spaces available.

Part I

Information Relevant to all Parts/Years

The BM4 programme delivers a comprehensive range of opportunities for students to meet the learning outcomes and graduate as a doctor equipped to practice in the Foundation Programme.

Medicine is by nature a wide ranging discipline and students will not be able to study every aspect of every speciality as an undergraduate. However, the course is structured to provide students 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 BM4 Year 2 and the Student Selected Unit Module in BM Year 5, providing students with opportunities to explore areas that particularly interest them for their future careers.

The programme is split into four distinct phases. The Fundamentals of Medicine phase takes place over the first 18 months and is made up of three University semesters; the Progression into Clinical Practice Phase takes place in the second half of BM4 Year 2. The Developing Clinical Practice phase takes place through BM Year 4 and the first half of BM Year 5 and ends with the BM Year 5 examinations. The final phase – Preparing for Independent Practice – takes place in the second half of BM Year 5 and finishes with Graduation.

There are three themes that run through the programme: Communication, Diversity, and Teamworking, Leadership & Patient Safety. Learning around these themes is integrated throughout the programme. Clinical Skills are taught in the early modules and developed further in the clinical skills components of the clinical modules.

The programme is modular; modules are assigned credits for the European Credit Transfer Scheme (ECTS). Details of the modules can be found in the table below. There are defined exit points with appropriate academic awards after successfully completing parts of programme, which students may apply for if they leave the programme (see table below). 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.

A diagrammatic illustration of the curriculum can be found in a separate “Curriculum Plan” document. Further details of each module can be found in their individual respective Module Profiles.

Highly performing students who over the four year programme consistently achieve excellent assessment scores will be awarded a BMBS degree with distinction. Distinctions are also available for individual phases of the programme. Further details regarding the criteria for award of distinction are available in the Undergraduate Handbook available on Blackboard

Students will be eligible for an interim exit award if they complete part of the programme but not all of it, as indicated below.

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 Practise regulations.

The programme follows the University's regulations as set out in the University Calendar with approved variations to the General Academic Regulations published in the Faculty of Medicine Programme Regulations.

Where a repeat year is allowed, or where a student has suspended their study, a maximum programme length may apply. As governed and determined by the student progress committee, the maximum total duration of a student's 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 are 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 (i.e. repeating the entire 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.

Part I/BM4 Year 1 Information

Students who pass all modules in BM4 Year 1 are eligible for an Exit Award of a Certificate of HE in Biomedical Sciences

Part I Core

Code	Module Title	ECTS	Type
MEDI2038	BM4 Y1 Foundations of Medicine 2019-20	30	Core
MEDI2039	Clinical Medicine 1 2019-20	30	Core
MEDI2040	Integration of Knowledge and Clinical Medicine 1 2019-20	15	Core

Part II

Part II/BM4 Year 2

Students who pass all modules in Part/Year 2 are eligible for an Exit Award of a Diploma of HE in Biomedical Sciences

Part II Core

Code	Module Title	ECTS	Type
MEDI3039	BM4 Year 2 Foundations of Medicine 2020-21	15	Core

MEDI4021	Clinical Medicine 2 2020-21	15	Core
MEDI2047	Integration of Knowledge and Clinical Medicine 2 2020-21	7.5	Core
MEDI3040	Medicine, Surgery and Primary Care 2020-21	37.5	Core

Part III

Part III/BM Year 4

Students who pass all modules in Part 3 (BM Year 4) are eligible for an Exit Award of a Bachelor of Medical Sciences

Part III Core

Code	Module Title	ECTS	Type
MEDI6103	Acute Care 2021-22	7.5	Core
MEDI3044	Child Health 2021-22	15	Core
MEDI3052	Clinical Ethics & Law 2021-22	7.5	Core
MEDI3045	Obstetrics and Gynaecology and Genitourinary Medicine (O and G and GUM) 2021-22	15	Core
MEDI4022	Psychiatry 2021-22	15	Core
MEDI3053	Specialty Weeks (Dermatology, Head & Neck, Neurology & Ophthalmology) 2021-22	7.5	Core
MEDI3046	Year 4 Written Assessment 2021-22	7.5	Core

Part IV

Part IV/BM Year 5

Students who pass all modules in part 4 (BM Year 5) and are free from health, behavioural and conduct problems relevant to future employment as a medical practitioner are eligible for a Final Award of Bachelor of Medicine, Bachelor of Surgery

Part IV Core

Code	Module Title	ECTS	Type
MEDI6118	Assistantship 2022-23	7.5	Core
MEDI6111	Elective 2022-23	15	Core
MEDI6113	Medicine Year 5 2022-23	15	Core
MEDI6114	Personal Professional Development 2022-23	7.5	Core
MEDI6115	Primary Medical Care 2022-23	7.5	Core
MEDI6116	Student Selected Unit 4 2022-23	7.5	Core
MEDI6117	Surgery 2022-23	15	Core
MEDI6112	Year 5 Assessment and ILS 2022-23	15	Core

Progression Requirements

The programme follows the University's regulations for [Progression, Determination and Classification of Results : Undergraduate and Integrated Masters Programmes](#) and [Progression, Determination and Classification of Results: Postgraduate Master's Programmes](#) as set out in the University Calendar: <http://www.calendar.soton.ac.uk/sectionIV/sectIV-index.html>

Support for student learning

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 Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.

- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- 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 and Employability services, 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
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- 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

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 feedback 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)
- ☐ Higher Education Review by the Quality Assurance Agency for Higher Education
- ☐ 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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Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

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 Examiner(s) for the programme

Name: Mr Paul K Jones - Swansea University

Name: Mr James A Gilbert - Oxford Transplant Centre Oxford University Hospitals NHS Trust

Name: Dr William Carroll - University Hospital of the North Midlands

Name: Dr Juliet Wright - Brighton and Sussex Medical School University of Sussex

Name: Mr Thanesan Ramalingam - William Harvey Hospital

Name: Dr Penny Lockwood - Primary Care Tayside

Name: Dr Gerard Browne - University of Central Lancashire

Name: Dr Elizabeth A Bright - West Suffolk Hospital

Name: Dr Melvyn Jones - University College London

Name: Professor Andrew Horne - Edinburgh University

Name: Professor Colin Macdougall - University of Warwick

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.

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 programme handbook.

Appendix 1:

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 also have to pay for:

Additional Costs

Type	Details
Clothing	Students will need to purchase a white coat for use in the Anatomy Laboratory. This can be purchased from any source. Lab coats are available from the SUSU Shop priced approximately (price at March 2019).
Conference expenses	<p>Accommodation: Students may have the opportunity to attend an academic conference during their studies. Attendance is optional. Students would be expected to pay for the costs of any accommodation associated with the conference if they choose to attend.</p> <p>Travel: Students may have the opportunity to attend an academic conference during their studies. Attendance is optional. Students would be expected to pay for the costs of any travel associated with the conference if they choose to attend.</p>
Parking costs (including on placements at hospitals)	See placements travel costs.
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 optional.
Stationery	Students will be expected to provide their 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	<p>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.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively students may wish to purchase their own copies. Although not essential reading, students may benefit from the additional reading materials for the module.</p>
Placements (including Study Abroad Programmes)	<p>Accommodation: Students will need to pay for any accommodation required as part of their Elective.</p> <p>Insurance: Students will need to pay for insurance if they choose to undertake their Elective outside the UK.</p> <p>Medical insurance: Students will need to pay for medical insurance if they choose to undertake their Elective outside the UK.</p> <p>Travel costs: Students will need to pay £100 per annum towards travel costs associated with clinical placements. Students will need to pay for any travel costs required as part of their Elective.</p> <p>Immunisation & vaccination costs: Students will be expected to pay for any immunisation/vaccination costs required to ensure they 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.</p>

	<p>Students will need to pay for any immunisation/vaccination costs associated with overseas travel if they choose to undertake their Elective outside of the UK.</p> <p>Disclosure and Barring Certificates or Clearance: Students are expected to pay for an enhanced Disclosure and Barring Service (DBS) Clearance check, payable on induction. The cost (at March 2019) is £51. Students may also need to pay for an enhanced DBS check if they choose to undertake an Elective within the UK.</p>
Approved Calculators	<p>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 models (prices start from under £15) are Casio FX85GT (and Plus), Casio FX83GT (and Plus), Casio FX83ES or Casio FX570 (all models and Plus). Calculators may be purchased from any source and no longer need to carry the University logo.</p>
Anything else not covered elsewhere	<p>In Final Year students 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. Students will normally be required to pay for their travel costs back to Southampton to sit this exam.</p> <p>Students will normally be required to pay for any travel costs associated with sitting the Prescribing Safety Assessment (PSA) at Southampton.</p>
Medical Equipment and Materials: Fobwatch; stethoscopes;	<p>Students will need to purchase a stethoscope. No specific make or model is required and it can be purchased from any source. Stethoscopes are available to buy during Faculty induction and prices range from £39 to £177.</p> <p>Students will need to purchase a fob watch with a second hand that can be pinned to clothing or put in a pocket, as students are not permitted to wear wristwatches in clinical areas. No specific make or model is required and it can be purchased from any source. Prices start from £1.50.</p>
Printing and Photocopying Costs	<p>In the majority of cases, coursework (e.g. essays, projects, dissertations) is likely to be submitted online. However, there may be some items that it is not possible to submit online and students will be asked to provide a printed copy at their own expense. For A4 printing in black-and-white, University printing costs (at March 2019) are 4p (single-sided) and 7p (double-sided). Further details on University printing costs including other paper sizes and colour printing can be found here: http://www.southampton.ac.uk/isolutions/students/printing/</p>

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/