

## Programme Specification

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### Bachelor of Medicine Four Year Programme (BM4) 2017-18

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	5/7/2017

## Programme Overview

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### Brief outline of the programme

#### GMC Accreditation

As well as meeting all of 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 Year doctor. Information about provisional registration can be found at the GMC website

[http://www.gmc-uk.org/doctors/registration\\_applications/11720.asp](http://www.gmc-uk.org/doctors/registration_applications/11720.asp) .

The programme fulfils all of the requirements of the GMC through aligning with the required standards; and taking heed of the guidance documents published by the GMC in relation to Undergraduate Medical Education (UME) which are published on their website [http://www.gmc-uk.org/publications/undergraduate\\_education\\_publications.asp](http://www.gmc-uk.org/publications/undergraduate_education_publications.asp) .

The learning outcomes for the programme are aligned with the “outcomes for graduates” 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”.

#### Educational Approach

All of the BM programmes are underpinned by **three key educational principles** which have both informed and guided its 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/speciality Based and spiral in nature, with clinical context throughout the programme, including early patient contact and longitudinal placements in later years. Students are expected to become progressively more independent and self-directed in their learning.

**Clinical Context throughout the programme with Early Patient Contact.** The learning outcomes of the programme fall into three main categories – The Doctor as a Scholar and a Scientist, The Doctor as a Practitioner and The Doctor as a Professional which permeate throughout the course. Whilst there is greater emphasis on the Doctor as a Scholar and a Scientist in the early years and a greater emphasis on the Doctor as a Practitioner in later years and the phases of our courses are named accordingly (see Programme Structure section) there is no pre-clinical and clinical split to the programmes and student have patient contact and placement based learning from the first year of the course in all programmes. Aside from the placement based learning in the early years clinical context is enhanced through the use of patient cases (paper based, expert patient based or virtual patient based) and practising skills in clinical skills suites with peers and simulations.

**Integrated Curriculum** – This means that students are taught their knowledge and understanding (Doctor as a Scholar and a Scientist), clinical skills (Doctor as a Practitioner) and professional skills (Doctor as a Professional) in an integrated fashion and not separately.

**Systems/Speciality Based Curriculum** – The curriculum is organised around body systems (e.g. cardiovascular system, renal system, endocrine system) rather than subject areas. In the later years the placements are organised by specialities (e.g. primary care, medicine, surgery, child health, psychiatry).

**Spiral Curriculum** – This means that many aspects of the curriculum (subjects, themes, systems, diseases and specialities) will appear in the curriculum on multiple occasions to enable students to build up their knowledge and skills in this area over time.

#### **Longitudinal Placements –**

Where possible we have organised our clinical placements such that students remain in one centre for relatively long periods of time. This is because effective workplace learning requires social interaction and for learners to be integrated into the team (communities of practise model). This is more likely to be achieved if students have more longitudinal placements. This is particularly true of final year where we aim to place students in one centre for final year modules in Medicine, Surgery and Student Selected Unit (4). We also aim for students to remain at this centre for the duration of their final year Primary Medical Care module. Students will have opportunities to gain experience of working in a variety of hospitals over the course of their programme. All clinical placements are quality assured by the Faculty to ensure that all students have access to an equivalent educational experience.

**Progressive increase in independent and self-directed learning** – Medicine is ever evolving and no medical programme will ever prepare students for all the knowledge and skills that they will need in their career therefore we aim to provide students with the core knowledge and skills they need (based primarily around the most common conditions they are likely to encounter) along with the ability to continually learn and develop in order to prepare them for their career. The pace at which this progression is expected is adjusted according to each of the BM Programmes and it is fastest for the BM4 programme, Nonetheless all programmes start with greater direction given to students about the exact learning activities they should take part in and the level of detail provided in terms of syllabus to learn to help them identify and develop the skills needed for independent study. The focus will be on helping students to understand core knowledge, concepts, principles and skills from which students can then apply their knowledge and skills to new situations. Prepared patient cases, simulated environments and expert patients are used in the early years before encouraging students to interact with patients independently later in the course. Due to the nature of placement based learning the exact learning of each student is always going to be different 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.

#### **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, 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 Team-working, 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.

The remainder of the course is almost exclusively clinical in a wide range of healthcare placements, though there are some modules and teaching sessions within the later years of the course which are more classroom based

and designed to integrate the more theoretical knowledge from the early years with the more practice based experiences in later year.

Clinical placements are subject to change but currently take place across the South of England and Channel Islands from as far afield as Dorchester in the west and Chichester to the east, Jersey & the Isle of Wight to the south and Camberley, Guildford and Basingstoke to the north. Students are likely to encounter a diverse range of patients from all backgrounds and as such will be well prepared as future doctors to address the health needs of the population. However even when our students are outside Southampton on placement, they still remain part of the faculty of medicine and are well supported by both the administrative team and the pastoral team of experienced senior tutors.

Unless students have significant personal circumstances (criteria available in the Undergraduate Handbook) they will be expected to study at the site at which they have been allocated.

The programme does not follow the university semester calendar and students must prepare for much shorter vacations with teaching and assessments (including supplementary assessments) outside the usual University timeframes (term dates and assessment dates are published well in advance in the Undergraduate Handbook), Wednesday afternoons are NOT kept free for students to participate in sporting commitments as BM4 students have already had this opportunity in their first degree.

Doctors work in shift patterns and rotas throughout much of their working lives and to prepare you for such working once they graduate, throughout their programme they 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. In addition, many non-core learning opportunities will be available during these times and students are encouraged to take advantage of them

### 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 usually take the form of Objective Structured Clinical Examinations (OSCE) & Assessments of Clinical Competence (ACC). Students are also required to demonstrate competence in practical procedures and basic and intermediate 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 an absence of health, behavioural and conduct problems relevant to future employment as a medical practitioner. Further details are available in the Fitness to Practise 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, 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 any branch of medicine.
- 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 to 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 behaviour as well as knowledge and skills; we expect this to start from the beginning of the programme and 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 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 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 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.

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

## **Programme Learning Outcomes**

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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.

### **Knowledge and Understanding**

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#### **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, small group problem-based learning like sessions, 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, and presentations;
- Examinations will include written tests and tests of clinical performance

### ***Transferable and Generic Skills***

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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, , 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 an annual PPDR (Personal Performance and Development Review);
- You will practice and develop peer teaching skills during graduate group 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 Practise 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;
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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 three main forms:
  - the Objective Structured Clinical Examination (OSCE):
  - the Assessment of Clinical Competence (ACC) assessments which are undertaken during clinical modules in a continuous manner for all students and are part of the BM Year Five finals examination for some students. Students who fail to gain exemption during the placement based assessments will be re-examined in Southampton during the finals examinations;
  - sign off of competence in practical procedures, basic and intermediate life support.

## 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, , 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 are monitored 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 BM4 year two and Student Selected Unit Module in BM year Five, providing you with opportunities to explore areas that particularly interest you for your future career.

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 two. The Developing Clinical Practice phase takes place through BM Year Four and the first half of BM Year Five and ends with the BM Year Five examinations. The final phase – Preparing for Independent Practice – takes place in the second half of BM Year Five 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 Medicine in Practice modules initially 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 is 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 in the table below.

Year	Year Name	Module	Credits (ECTS)	Level (FHEQ)	Exit Award
<b>Fundamentals of Medicine Phase</b>					
1	BM4 Year ONE	Foundations of Medicine 1	30	5	
1	BM4 Year ONE	Integration of Clinical Medicine 1	15	5	
1	BM4 Year ONE	Clinical Medicine 1	30	5	
		<b>End of BM4 YEAR 1</b>	<b>75</b>	<b>5</b>	<b>Certificate of HE in Biomedical Sciences</b>
2	BM4 Year TWO	Foundations of Medicine 2	15	5	
2	BM4 Year TWO	Integration of Clinical Medicine 2	7.5	5	
2	BM4 Year TWO	Clinical Medicine 2	15	5	
<b>Progression into Clinical Practice Phase</b>					
2	BM4 Year TWO	Medicine, Surgery & Primary Care	37.5	6	
		<b>End of BM4 YEAR 2</b>	<b>150 ECTS including 37.5 at level 6 &amp; 112.5 at Level 5</b>		<b>Diploma of HE in Biomedical Sciences</b>
<b>Developing Clinical Practice Phase</b>					
3	BM Year FOUR	Psychiatry	15	6	
3	BM Year FOUR	Acute Care	7.5	6	
3	BM Year FOUR	Specialty Weeks	7.5	6	
3	BM Year FOUR	Obstetrics and Gynaecology & Genitourinary Medicine	15	6	
3	BM Year FOUR	Child Health	15	6	
3	BM Year FOUR	Clinical Ethics & Law	7.5	6	
3	BM Year FOUR	BM Year Four Assessment (written papers)	7.5	6	
		<b>End of BM YEAR 4</b>	<b>225 ECTS including 112.5 at level 6 &amp; 112.5 at level 5</b>	<b>6</b>	<b>Bachelor of Medical Science (Honours)</b>
4	BM Year FIVE	Surgery	15	6	
4	BM Year FIVE	Primary Medical Care	7.5	6	
4	BM Year FIVE	Medicine	15	6	
4	BM Year FIVE	Student Selected Unit 4	7.5	6	
4	BM Year FIVE	Personal and Professional Development	7.5	6	
<b>Preparing for Independent Practice Phase</b>					
4	BM Year FIVE	BM Year Five Assessment & ILS	15	6	
4	BM Year FIVE	Elective	15	6	
4	BM Year FIVE	Assistantship	7.5	6	
		<b>End of BM YEAR 5</b>	<b>315 ECTS including 202.5 at level 6 &amp; 112.5 at level 5</b>		<b>Bachelor of Medicine, Bachelor of Surgery Biomedical Sciences</b>

## 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.**

## 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 Practise 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 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 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 (i.e. mean 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.

The programme follows the University's regulations as set out in the University Calendar, for the Faculty of Medicine **BM4 programme regulations**.

## 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 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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## 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 four GCSEs at grade C	Mathematics English Language Science and Additional Science or Biology and Chemistry		N/A	N/A
Cambridge Pre-U	M3	Chemistry			
Access to Medicine/Access to Science	May be accepted from approved institutions or with suitable scientific content. We will review whether there are sufficient graded units in Chemistry and applications will be assessed on a case by case basis. As a minimum, 60 credits with a minimum of 45 credits at Level 3 are required. Likely that Chemistry modules at Level 3 will need to be Distinction	May be accepted from approved institutions or with suitable scientific content. We will review whether there are sufficient graded units in Chemistry and applications will be assessed on a case by case basis. As a minimum, 60 credits with a minimum of 45 credits at Level 3 are required. Likely that Chemistry modules at Level 3 will need to be Distinction		N/A	N/A

International Baccalaureate Diploma	Higher Level grade 5	Chemistry		N/A	N/A
Irish Leaving Certificate	H4 in Chemistry	Chemistry		N/A	N/A
Other qualifications				N/A	N/A
See <a href="#">Medicine UG Prospectus</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

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

- BM Years 1 & 2 – Dr Paul Jones, College of Medicine, Swansea University , Dr Colin MacDougall, Warwick Medical School.
- BM Year FOUR –Dr Alexandra Davidson, University of Cambridge; Dr Liz Bright, West Suffolk Hospital
- BM Year FIVE – Prof Andrew Horne, University of Edinburgh; Dr Juliet Wright, Brighton and Sussex Medical School; Dr Melvyn Jones, University College London Medical School; Mr James Gilbert, Oxford University Hospitals NHS Trust; Dr William Carroll, University Hospital of the North Midlands

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

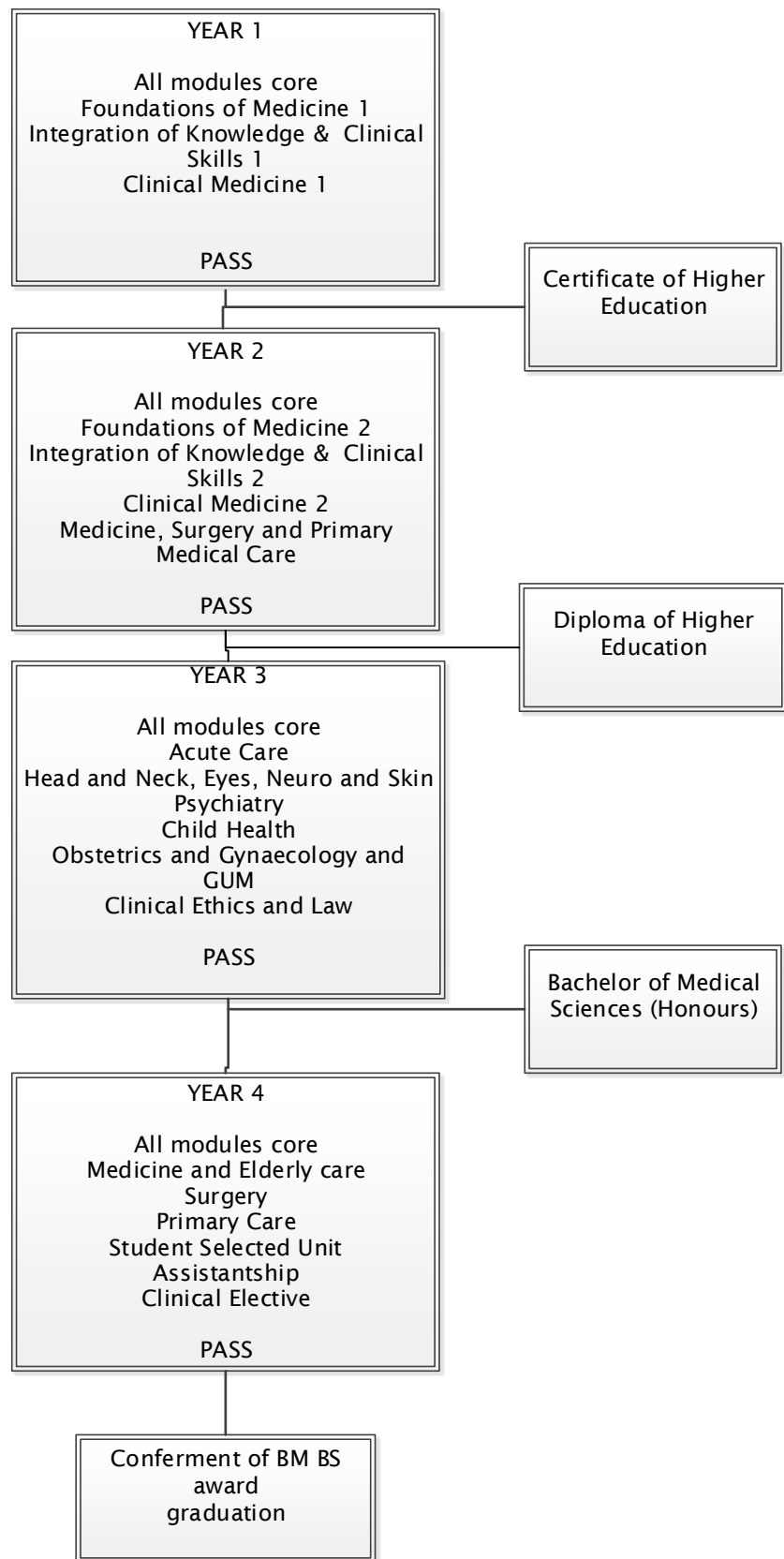
The learning outcomes of the programme are mapped on the embedded document

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			Written Examination & Anatomy Practical Examination 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			Written Examination & Anatomy Practical Examination 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 and number of stations that can be failed
		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,		
	MEDI3045	Obstetrics and Gynaecology/GUM Level 6 15 ECTS	End of module evaluation form completed by tutor,		
	MEDI3052	Clinical Ethics & Law Level 6 7.5 ECTS			Written Examination

	MEDI3053	Speciality weeks Level 6 7.5 ECTS	End of module evaluation form, completed by tutor,		
	MEDI6103	Acute Care Level 6 7.5 ECTS	End of module evaluation form completed by tutor,		
	MEDI4022	Psychiatry Level 6 15 ECTS	End of module evaluation form completed by tutor,		
	MEDI3046	Year 4 assessment Level 6 7.5 ECTS			Written Examination
4		Surgery Level 6 15 ECTS	End of module evaluation form completed by tutor		
		Medicine Level 6 15 ECTS	End of module evaluation form completed by tutor		
		Primary Care Level 6 7.5 ECTS	End of module evaluation form completed by tutor		
		Personal and Professional Development Level 6 7.5 ECTS	End of module evaluation form completed by tutor		
		SSU4 Level 6 7.5 ECTS	End of module evaluation form completed by tutor		
		Assistantship Level 6 7.5 ECTS	End of module evaluation form completed by tutor		
		Clinical Elective Level 6 15 ECTS	Coursework – Proposal and Risk Assessment	End of module evaluation form completed by tutor,	
		Assessment and ILS (Immediate Life Support) Level 6 15 ECTS	Competency in Intermediate Life Support training Competency in Practical Procedures clinical  Competency in ACCs through coursework alone or in combination with ACC examination		Written Examinations x 2  Clinical Examination – OSCE  Clinical Examination – ACC for those who did not demonstrate competency through coursework alone.



# 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 choose to undertake your Elective outside of the UK.
	Medical insurance	You will need to pay for medical insurance if you choose 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 £50 (cost at June 2017).
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 BM Year Five 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>