Programme Specification

Title of programme: BM(EU) Programme 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	5 Years following standard progression for a full-time student
Accreditation details	Currently accredited by the UK General Medical Council
Final award	Bachelor of Medicine, Bachelor of Surgery & Bachelor of Medical Sciences
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
FHEQ level of final award	6
UCAS code	n/a
QAA Subject Benchmark or other external reference	Medicine
Programme Lead	Dr Clare Polack
Date specification was written	08/08/2014
Date Programme was validated	15/11/2012
Date specification was last updated	Revised 20/06/2017

Programme Overview

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. This is a Primary Medical Qualification accredited by the UK General Medical Council (GMC), which enables graduates to gain provisional registration with the GMC and apply to work in Kassel, Germany 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.

All students who successfully complete the programme receive an integrated Bachelor of Medical Science (BMedSc) ordinary degree in addition to their Bachelor of Medicine, Bachelor of Surgery Degree. Selected students who successfully apply to transfer onto the BMBS with integrated Masters in Medical Science (MMedSc) programme do not receive an ordinary degree and receive a Masters in Medical Science instead (see separate programme specification).

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.

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 (the phases of our courses are named accordingly - see Programme Structure section) there is no pre-clinical and clinical split to the programmes. Students 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. For example, the programmes and modules mostly follow the principle that students will initially learn about the body/patients under normal circumstances "the body in balance" before moving onto pathological circumstances "the body in disturbance". Within this area students will normally focus on knowledge and skills that enable them to make a differential diagnosis first before progressing to knowledge and skills in investigation and management.

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. 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 going to be different from others. 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 first two years of the programme are spent in Southampton and the majority of Years 3-5 in Germany.

A wide range of learning and teaching methods are employed.

In BM Year 1 this is predominantly classroom based; including lectures, tutorials, practical classes and guided self-study using online learning. There is a structured clinical module, Medicine in Practice 1, providing early patient contact.

Learning in BM Year 2 is similarly classroom based but with a greater contribution of early clinical contact with the Medicine in Practice 2 module.

The research project that starts BM Year 3 is a 16 week study of scientific research, clinical research, service evaluation or a systematic review; the teaching of which is usually predominantly individual supervision.

Year 3 also includes a bespoke module of the BM(EU) programme called German Medical Practice (GMP). This module encourages students to compare German and British medical practice, reflect on communication styles in both countries and learn German specific practice not covered in a UK curriculum.

The remainder of the course is almost exclusively clinical in a 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 years.

The majority of Years 3-5 take place in Germany in Kassel and the surrounding area. Students return to Southampton at the end of Year 3 for examinations and in January of Year 5 for finals. Students also have the opportunity to undertake an Elective module in the country of their choice before returning to Kassel to complete the programme with the Assistantship module.

Although students are based in Kassel in Years 3-5 they remain University of Southampton students and are well supported by both the administrative team and the pastoral team of experienced senior tutors from Southampton. There is also excellent administrative and pastoral support available locally within Kassel School of Medicine (KSM) and through an arrangement with Kassel University.

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

Whilst Years 1and 2 mostly follow the University Semester calendar, the rest of the programme does not. 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 usually kept free for students to participate in sporting commitments if required for the first two years of the programme only.

Doctors work in shift patterns and rotas throughout much of their working lives and to prepare students for such working once they graduate, throughout their programme students will be expected to undertake placements in the evenings, nights and at weekends. This will be negotiated well in advance so that students with carers' requirements will be able to ensure appropriate arrangements are in place for cover. Working out of hours provides excellent learning opportunities and students are encouraged to take these opportunities.

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 learning outcomes and includes: Multiple choice examinations, written problem solving examinations, practical papers, written reports, reflective writing, learning log books and clinical assessments which usually take the form of Objective Structured Clinical Examinations (OSCEs) and Assessments of Clinical Competence (ACCs). 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 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 details of how the different learning outcomes are assessed are provided below.

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 develop into doctors able to carry out the role of a 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.

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

- Enable the medical graduate, to undertake the duties and further studies appropriate to a Foundation Year One Doctor;
- Provide students with a programme of study and skills development that will enable them to become competent practitioners with the capability to follow a career in any branch of medicine;
- Enable students to become competent practitioners in a modern, changing health service and society;
- Encourage students to think critically and develop the ability to learn independently;
- Develop the key skills and attitudes which underpin high quality professional practice;
- Provide students with a stimulating, open and supportive environment;
- Enable students 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 and doctors 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

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

The doctor as a scholar and a scientist

Having successfully completed this programme students will be able to:

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

Teaching and Learning Methods

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

Assessment methods

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

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

Transferable and Generic Skills

Having successfully completed this programme, students will have developed range of generic skills some of which are entwined in the subject specific intellectual, research and practical skills section of this document. The aim is that students 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 students 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 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 time and prioritise tasks, working autonomously where appropriate;
- respond to the outcome of one's 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 students to learn how to apply theoretical knowledge to a wide range of settings and will encourage them to gather information to help them understand problems. This skill will be further developed as students learn to take histories from patients. In clinical modules in particular they will learn the importance of time management, prioritisation, multidisciplinary team working, management of uncertainty and change, and use of resources;
- Throughout the programme, students will use a portfolio approach to reflection supplemented by tutorials and an annual PPDR (Personal Performance and Development Review);
- Students will participate in tutorials to prepare for, and undertake, peer teaching sessions and will be expected to demonstrate teaching during case based presentations;
- Students will be required to participate in an annual appraisal (PPDR) with a 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 as part of the assessment of clinical modules;
- Some aspects of dealing with change and high pressure situations will be assessed through assessment of Intermediate Life Support;
- The portfolio will be assessed throughout the programme;
- Peer teaching will be assessed by tutors and peers;
- Some of these skills, which focus on the development of the behaviours required of a professional in the workplace, are not assessed by examinations, but through Student Progress processes and are covered by the University's Fitness to Practise policy and procedures.

Subject Specific Practical Skills

The doctor as a practitioner

Having successfully completed this programme students 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 Medicine in Practice modules, which include weekend shift placements as a Healthcare Support Worker in a hospital;
- 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 students to become confident in all aspects of clinical medicine;
- Doctors work in shift patterns and rotas throughout much of their working lives and to prepare students for such working once they graduate they will be expected to undertake placements in the evenings, nights and at weekends. At later stages in the programme, particularly during the Assistantship module, students will be expected to undertake some night working.

Assessment methods

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

- Coursework can include: essays, reports, posters, project reports, learning log books, reflections, clinical skills 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, and summative clinical assessments. Assessments of clinical performance take two 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 5 finals examination. 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.

Disciplinary Specific Learning Outcomes

The doctor as a professional

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

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

Teaching and Learning Methods

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

Assessment methods

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

Programme Structure

Typical course content

The BM(EU) programme delivers a comprehensive range of opportunities for students to meet the learning outcomes and graduate as a doctor equipped to practise in the 21st Century. 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.

The programme is split into four distinct phases. The Fundamentals of Medicine phase takes place over the first two years and is made up of four University semesters; the Progression into Clinical Practice Phase takes place in BM Year 3. 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 Medicine in Practice modules initially and developed further in the clinical skills components of the clinical modules.

There is a bespoke module unique to the BM(EU) in Year 3 – German Medical Practice. This will allow students to explore and reflect on similarities and differences between the UK and German Health Systems.

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. The programme is totally integrated to award the BMBS degree and the BMedSc ordinary degree. A BMedSc honours degree can only be awarded alone as an exit degree. 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 five 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
Fundamentals of Medicine Phase					
1	BM Year ONE	Foundations of Medicine	22.5	4	
1	BM Year ONE	Nervous and Locomotor 1	7.5	4	
1	BM Year ONE	Respiratory Cardio and renal 1	15	4	
1	BM Year ONE	Medicine in practice 1	7.5	4	
1	BM Year ONE	Student Selected Units 1 & 2	7.5	4	
		End of Year 1	**60**	**4**	**Certificate of HE in Biomedical Sciences**
2	BM Year TWO	Respiratory Cardio and renal 2	7.5	5	
2	BM Year TWO	Nervous and Locomotor 2	15	5	
2	BM Year TWO	Gastrointestinal	7.5	5	
2	BM Year TWO	Endocrinology & the Lifecyle	15	5	
2	BM Year TWO	Medicine in practice 2	7.5	5	
2	BM Year TWO	Research for Medicine & Health	7.5	5	

		End of YEAR 2	**120 ECTS including 60 at level 5 & 60 Level 4**		**Diploma of HE in Biomedical Sciences**
Progression into Clinical Practice Phase					
3	BM(EU) Year THREE	Research Project	22.5	6	
3	BM(EU) Year THREE	Medicine and Elderly Care	15	6	
3	BM(EU) Year THREE	PMC & Chronic Disease	15	6	
3	BM(EU) Year THREE	Surgery and Orthopaedics	15	6	
3	BM(EU) Year THREE	Scientific Basis of Medicine	7.5	6	
3	BM(EU) Year THREE	German Medical Practice	7.5	6	
3	BM(EU) Year THREE	BM Year Three Assessment (OSCE)	7.5	6	
		If pass a total of 30 credits in BM Year 3	**150 ECTS including 30 at level 6, 60 at level 5 and 60 at level 4**		**Ordinary Degree in Biomedical Sciences**
		If pass a total of 60 credits in BM Year 3	**180 ECTS including 60 at level 6, 60 at level 5 and 60 at level 4**		**Honours Degree in Biomedical Sciences**
		End of YEAR 3	**210 including 90 at level 6, 60 at level 5 & 60 at level 4**		**Honours Degree in Biomedical Sciences**
Developing Clinical Practice Phase					
4	BM Year FOUR	Psychiatry	15	6	
4	BM Year FOUR	Acute Care	7.5	6	
4	BM Year FOUR	Specialty Weeks	7.5	6	
4	BM Year FOUR	Obstetrics and Gynaecology & Genitourinary Medicine	15	6	
4	BM Year FOUR	Child Health	15	6	
4	BM Year FOUR	Clinical Ethics & Law	7.5	6	
4	BM Year FOUR	BM Year Four Assessment (written papers)	7.5	6	
		End of YEAR 4	**285 ECTS including 165 at level 5, 60 at level 5 and 60 at level 4**	6	
5	BM Year FIVE	Surgery	15	6	
5	BM Year FIVE	Primary Medical Care	7.5	6	
5	BM Year FIVE	Medicine	15	6	
5	BM Year FIVE	Student Selected Unit 4	7.5	6	
5	BM Year FIVE	Personal and Professional Development	7.5	6	
Preparing for Independent Practice Phase					
5	BM Year FIVE	BM Year Five Assessment & ILS	15	6	
5	BM Year FIVE	Elective	15	6	
5	BM Year FIVE	Assistantship	7.5	6	
		End of YEAR 5	**375 ECTS including 255 at level 6, 60 at level 5 and 60 at level 4**		**Bachelor of Medicine, Bachelor of Surgery & Ordinary Degree in Biomedical Sciences***

*Students who complete the BMBS are not entitled to a Bachelor of Medical Sciences (Honours) because credits from BM Year Three are required to contribute to the BMBS. However, students who exit at the end of BM Year 3 or partway through Year 3can use all credits towards their exit awards hence they can achieve a BMedSc (Hons).

Special Features of the programme

Studying in two European countries: The BM(EU) is unique in allowing students to study in both the UK and Germany. BM(EU) students will remain a University of Southampton students throughout the programme and will undertake the same end of year assessments as colleagues on the BM5 programme.

Practical preparation for a career in Medicine: A particular feature of the programme is the focus on helping students to undertake learning in the workplace. All students will undertake weekend shifts as a Healthcare Support Worker in Year 2. During Years 3-5 the majority of learning is based around experience on the wards supplemented with supervision and some taught sessions. Further shift working, evenings, nights and weekends may be required in Year 4 and will be required in Year 5 when students undertake the Student Assistantship module, to help them prepare for work as a Foundation Year doctor. All students have the opportunity to undertake study abroad in the Clinical Elective module in Year 5.

Research Opportunities, BMedSc & Option of MMedSc: All students undertake a research project in Year 3 leading to the award of a BMedSc as well as the BMBS. Students will able to select their BM Year 3 research project from a wide range of research fields, providing opportunities to explore areas of interest. There is also the opportunity to study for a MMedSc award by applying to transfer onto the BMBS with Integrated MMedSc programme.

Patient Contact from the outset: Early patient contact in the first two years of the programme takes place in the Medicine in Practice module in Years 1 and 2 and enables the students to experience clinical medicine in primary care and the hospital setting. In addition all students are expected to work with Health Care Support Workers for a number of weekend shifts to enable them to understand the working environment of a hospital ward and to gain confidence in talking to patients and understanding their basic care needs.

Student Choice & Humanities Teaching: There are Student Selected Units in Years 1and 5, which provide students with opportunities to explore areas that particularly interest them; Students undertake student selected units in Humanities and Public Health in Year 1. The BM Year 5 SSU offers a chance to explore areas of clinical interest for their future career.

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 other 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. Additionally BM(EU) students will be assigned a mentor in Kassel. There is also a pastoral tutor available in Kassel as well as access to the University of Kassel student services.

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 professions".

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

Additional Study Abroad Opportunities: All students have the opportunity to undertake study abroad in the Clinical Elective module in BM Year 5.

This programme involves mandatory placements in all years. Almost all placements are organised by the Faculty. However, students will need to organise their own placement for the Electives module in BM Year 5. Where arranged by the Faculty, placements will usually be based in NHS trusts and GP practices in BM Years 1 and 2 and in Klinkum Kassel and the surrounding area in Years 3, 4 and 5. Due to the structure of healthcare in Germany the primary care module will also include time with community specialists.

Foundation Post in Germany: BM(EU) graduates will be guaranteed a Foundation post within Gesundheit Nordhessen Holding (GNH). On obtaining the BMBS degree graduates will receive provisional registration as a medical practitioner from the UK General Medical Council (GMC). Under European directive 2005/36 they can apply for a temporary permit to practise in Germany from the German State Examination Board. Graduates of the BM(EU) will take up Foundation posts in Gesundheit Nordhessen Holding (GNH), Germany. These posts will be under the quality control of the Wessex Deanery and if completed successfully, applicants will be able to obtain full registration with the GMC. Full registration allows BM(EU) to apply for a full licence to practise medicine in Germany.

The situation regarding Brexit is still unclear but we are working together with the German medical licencing authority in Frankfurt and they do not for see any issues with recognising BM(EU) graduates In Germany following Brexit.

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. Students are also responsible for travel costs and accommodation costs both in the UK and Germany. Costs that students registered for this programme typically also have to pay for are included in Appendix 2.

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. However 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 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 7 calendar years for students on this BM(EU) 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 (this would 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 BM5/BM(EU) programme regulations.

Support for student learning

There are facilities and services to support students' learning some of which are accessible to students across the University and some of which will be geared more particularly to students in a 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 students 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 personal 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 students 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 students 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 students have a disability, dyslexia, mental health issue or specific learning difficulties

- the Student Services Centre (SSC) to assist students 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 extra-curricular activities alongside the degree programme when writing a 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 a student needs to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with the BM(EU) programme students are able to access:

- a Personal Academic Tutor based in Southampton
- a mentor in Kassel
- a Senior Tutor identified for each phase of the programme (based in Southampton but available by email, phone or Skype)
- in the Foundation of Medicine module, regular tutorials with a Foundation Tutor, to help students adjust to University level study specific to Medicine
- Faculty computer workstations in the Health Services library at Southampton General Hospital.
- whilst undertaking clinical modules, access to support from the Module leader in Southampton, the Module coordinator in Germany, the lead consultant of the placement and their team, and the Associate Clinical Sub Dean in Kassel. The Programme leader, deputy leaders and the Education Manager at KSM are also able to support students
- Study coordinator in Kassel
- Pastoral support tutor in Kassel
- Facilities (including the library and student services) at the University of Kassel
- A study room with workstations, library and printer at KSM
- study skills support which is provided by module leaders as required.

When in Germany most of the Southampton services will still be available students remotely.

Methods for evaluating the quality of teaching and learning

Students will have the opportunity to have a 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 student representatives to feedback on the behalf of students.
- 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
- Discussion with members of the Faculty quality assurance team during their visits to clinical facilities within GNH
- Discussion with the GMC visiting team
- Feedback to the programme team;

The ways in which the quality of the 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 the learning experience)
- Higher Education Review by the Quality Assurance Agency for Higher Education

- We further monitor the quality of clinical placements by robust quality monitoring and enhancement activities which include regular visits and evaluation of all clinical settings where students are placed.

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

Qualification	Grades	Subjects required	Subjects not accepted	EPQ Alternative offer (if applicable)	Contextual Alternative offer (if applicable)
GCE A level	AAA	Chemistry and Biology	General Studies Critical Thinking Subjects with material that overlaps (eg. human biology/sports studies/physical education)	N/A	N/A
German Abitur	Average overall mark of 1.6 or better.	Chemistry or biology If chemistry is not taken during the abitur it should be taken until at least 10th grade (G8) or 11th grade (G9) and passed with at least good results (mark 2, 11 points or similar)		N/A	N/A
Academic Degree	Erstes Staatsprüfung/ Magister Artium/ Diplom 2.9 or above			N/A	N/A
Access to Medicine/Access to Science	60 credits with a minimum of 45 credits at level 3 (or equivalent), of which at least 30 level 3 credits must be at Distinction and, in addition, at least 15 level 3 credits must be at a minimum of Merit.	Approved Access courses with an appropriate scientific content are acceptable.		N/A	N/A
International Baccalaureate Diploma	36 points with 18 at Higher Level in three subjects to include 6 in	Chemistry and Biology		N/A	N/A

	Chemistry and 6 in Biology				
European Baccalaureate	Overall score of at least 85%. In addition, score of at least 9 in three subjects to include Chemistry and Biology taken as optional elective.	Chemistry and Biology		N/A	N/A
Other international qualifications See Medicine UG Prospectus				N/A	N/A

Graduate Applicants

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

Language Proficiency

The course is taught in English and German and assessed mainly in English.

English Language Proficiency

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

English Language is accepted as part of the Abitur when taken in 11th and 12th (G8) or 12th and 13th (G9) Grade respectively; this should be as an advanced course or exam subject, always scoring 11 out of 15, and dated within last two years

Applicants who have been taught and assessed in English within the last two years may not be required to undertake an English Language test

German Language Proficiency

Overall	Reading	Writing	Speaking	Listening
TestDaF Level TDN4	TDN4	TDN4	TDN4	TDN4

German Language tests must be dated within the last two years

Recognition of Prior Learning (RPL). The University has a **Recognition of Prior Learning Policy**
This programme does not provide admission through RPL

Non-Academic Entry Requirements

In addition to academic entry requirements applicants will be assessed against our non-academic criteria published on our website **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 and at www.medizin-kassel.de

This programme has been designed specifically for European applicants. Applicants must therefore fulfil the University of Southampton criteria for EU or EEA classification. International students are invited to apply for the BM5 programme. In accordance with the University's Equal Opportunities Policy, the programme is open to anyone regardless of age, class, creed, disability, ethnic origin, gender, marital status, sexual orientation or caring responsibilities.

8-week internship in nursing
Nursing training (work experience) in a hospital or an ambulance care service in Germany or abroad. Nursing activities in elderly care or a social year in the medical-nursing field may be considered. The internship must be completed before the beginning of study in Southampton but can be done in separate parts. Each part should not be shorter than 3 weeks. Parts with less than 15 full workdays will not be considered.

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 graduates 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 BMBS and BMedSc degrees.

External Examiners(s) for the programme

- BM5/BM(EU) Years 1 & 2 – Dr Clare Ray, University of Birmingham
- BM Year 3 –Dr Gerard Browne, University of Central Lancashire; Dr Penny Lockwood, University of Dundee
- BM Year4 –Dr Alexandra Davidson, University of Cambridge; Dr Liz Bright, West Suffolk Hospital
- BM Year 5 – 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. 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 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 information and student handbook published on Blackboard (www.blackboard.soton.ac.uk).

Appendix 1:

Learning outcomes and Assessment Mapping document template

BM456 Mapped Programme Learning

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

Module Code	Module Title	Coursework 1	Coursework 2	Exam/ Final summative assessment of module
MEDI1031	Foundations of Medicine			Written Examination & Anatomy Practical Examination (Common Examinations for modules 1030 1031 & 1033)
MEDI1030	Respiratory, Cardiovascular & Renal 1 (RCR1)			Written Examination & Anatomy Practical Examination (Common Examinations for modules 1030 1031 & 1033)
MEDI1033	Nervous & Locomotor 1			Written Examination & Anatomy Practical Examination (Common Examinations for modules 1030 1031 & 1033)
MEDI1034	Medicine in Practice 1	End of Module evaluation form completed by Tutor		
MEDI1032	Student Selected Units 1 & 2	SSU1 – Health Improvement Coursework x2 including groupwork	SSU2 – Medical Humanities Coursework x2	
MEDI2046	Nervous & Locomotor 2			Written Examination & Anatomy Practical Examination (Common Examinations for modules 2042, 2043, 2044, 2045, & 2046)
MEDI 2044	Respiratory, Cardiovascular & Renal 2 (RCR2)			Written Examination & Anatomy Practical Examinations (Common Examination for modules 2042,

				2043, 2044, 2045, & 2046)
MEDI2042	Gastrointestinal (GI)			Written Examination & Anatomy Practical Examination (Common Examinations for modules 2042, 2043, 2044, 2045, & 2046)
MEDI2043	Endocrinology and the Life Cycle			Written Examination & Anatomy Practical Examination (Common Examinations for modules 2042, 2043, 2044, 2045, & 2046)
MEDI2045	Research for Medicine & Health	Critical Appraisal Coursework		Written Examination (Common Examination for modules 2042, 2043, 2044, 2045, & 2046)
MEDI2041	Medicine in Practise 2	End of Module placement evaluation completed by Tutor x 3		
MEDI3014	Primary Medical Care and Long Term Conditions	GP Group facilitator Evaluation	End of Module evaluation form completed by Tutor	
MEDI3048	Research Project	Coursework 1: Supervisor Assessment of student performance	Coursework 2 & 3 Research project Report & Conference presentation	
MEDI3049	Medicine & Elderly Care	End of module evaluation form completed by tutor		
MEDI3050	Surgery & Orthopaedics	End of module evaluation form completed by tutor		
MEDI3051	Scientific Basis of Medicine			Written Examination
MEDI3042	German Medical Practice	Attendance and engagement. Presentation Reflective piece		
MEDI3021	Assessment module			Clinical Examination - OSCE
MEDI3044	Child Health	End of module evaluation form completed by tutor		
MEDI3045	Obstetrics and Gynaecology/GUM	End of module evaluation form completed by tutor		
MEDI3052	Clinical Ethics & Law			Written Examination
MEDI3053	Speciality weeks	End of module evaluation form, completed by tutor		

MEDI6103	Acute Care	End of module evaluation form completed by tutor		
MEDI4022	Psychiatry	End of module evaluation form completed by tutor		
MEDI3046	Year 4 assessment			Written Examination
	Surgery	End of module evaluation form completed by tutor		
	Medicine	End of module evaluation form completed by tutor		
	Primary Care	End of module evaluation form completed by tutor		
	Personal and Professional Development	End of module evaluation form completed by tutor		
	SSU	End of module evaluation form completed by tutor		
	Assistantship	End of module evaluation form completed by tutor		
	Clinical Elective	Coursework – Proposal and Risk Assessment	End of module evaluation form completed by tutor	
	Assessment and ILS (immediate Life Support)	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.

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 students may be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to an individual. Details of such costs will be listed in the Module Profile. It is important to 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.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
Travel		In years 3 and 5 students will be expected to travel to Southampton for examinations. Students will be expected to meet these costs.
Accommodation		As above students will be expected to meet the costs of accommodation in Southampton as required during years 3 and 5.
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		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.
T**extbooks**		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 **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.
Equipment and Materials Equipment	Medical Equipment and Materials: Fobwatch, stethoscopes	Students will need to purchase a stethoscope. No specific make or model is required. Students can purchase this from any source. Stethoscopes are available to buy during Faculty induction and prices range from about £40 - 200.

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		Students will need to purchase a fobwatch with a second hand that can be pinned to clothing or put in a pocket, as they are not permitted to wear wrist watches in clinical areas. No specific make or model is required. Students can purchase this from any source. Prices start from £1.50.
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 **optional.**
Clothing	Lab Coats	Students will need to purchase a white coat for use in the Anatomy Laboratory. This can be purchased this from any source. Lab coats are available from the SUSU Shop priced around £15.
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 here.
Placements (including Study Abroad Programmes)	Accommodation	Students will need to pay for any additional accommodation required as part of the Elective or SSU or research project.
	Insurance	Students will need to pay for insurance if they choose to undertake their Elective outside of Germany.
	Medical insurance	Students will need to pay for medical insurance if they choose to undertake your Elective outside of Germany.
	Travel costs	Students will receive a semester ticket for free local transport in the Kassel area. If students decide to use a car for transport to placements this will not be reimbursed so costs will need to be met by students themselves. Students will need to pay for any travel costs required as part of their Elective.
	Immunisation/ vaccination costs	Students will be expected to pay for any immunisation/vaccination costs required to ensure 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. Students will need to pay for any immunisation/vaccination costs

Main Item	Sub-section	PROGRAMME SPECIFIC COSTS
		associated with overseas travel if they chose to undertake the Elective outside of Germany.
	Disclosure and Barring Certificates or Clearance	Students are expected to pay for an enhanced Disclosure and Barring Service Clearance check both in Germany and the UK. The UK cost 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 **optional**. Students would be expected to pay for the costs of any accommodation associated with the conference if they decide to attend.
	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 decide to attend.
Parking Costs		See placements travel costs.