

Programme Specification

BM5 Programme (2021- 22)

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
Accreditation details	General Medical Council (GMC)
Final award	Bachelor of Medicine, Bachelor of Surgery
Name of award	BM5 Programme
Interim Exit awards	Bachelor of Medical Sciences Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
FHEQ level of final award	Level 6
UCAS code	A100
Programme code	5250
QAA Subject Benchmark or other external reference	Medicine 2002
Programme Lead	Jane Wilkinson (jw14e10)

Programme Overview

Brief outline of the programme

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 doctor. Information about provisional registration can be found at the GMC website:

http://www.gmc-uk.org/doctors/registration_applications/11720.asp

The GMC is planning a formal assessment that UK medical graduates would need to pass in order to be granted registration with a licence to practise. The GMC envisages that students in Final Year in 2022-23 will need to pass

a Medical Licensing Assessment before the GMC will grant them registration with a licence to practise. Further details are available from the GMC website.

<http://www.gmc-uk.org/education/standards-guidance-and-curricula/projects/medical-licensing-assessment/about-the-mla>

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

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

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

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

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

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

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

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

Learning and teaching

In BM Year 1 a wide range of learning and teaching methods is employed including lectures, tutorials, workshops, practical classes and guided self-study using online learning. There is a structured clinical module, Medicine in Practice 1, providing early patient contact including the Birth Experience.

In BM Year 2 there is a greater contribution of clinical contact within the Medicine in Practice 2 module including the Health Care Support Worker placement.

The research project that starts BM Year 3 is a 16-week period of supervised scientific research, clinical research or service evaluation.

The remainder of the programme is mainly clinical in a wide range of healthcare placements. These are complemented by additional modules such as Clinical Ethics & Law, and Personal & Professional Development.

Clinical placements currently take place across the South of England and Channel Islands from 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. Even when our students are outside Southampton on placement, they 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.

Whilst Years 1 and 2 mostly follow the University Semester calendar, the rest of the programme does not. In the later years students must prepare for shorter vacations with teaching and assessments outside 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 for the first three years of the programme only.

Doctors work in shift patterns and rotas throughout much of their working lives and to prepare students for such work on graduation they will be expected to undertake placements in the evenings, nights and at weekends.

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 (OSCE) and 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 freedom from health, behavioural and conduct problems relevant to future employment as a medical practitioner. Further details are available in the Fitness to Practise Policy.

Special Features of the programme

Student Engagement.

We are proud of our level of student engagement in the Faculty of Medicine in all areas of the programme. We see students as partners in the running and development of our programmes and we were awarded an International ASPIRE award for our Excellence in Student Engagement.

Student Choice.

There are Student Selected Units in years 1, 3 and 5 providing students with opportunities to explore areas that particularly interest them. Students undertake student selected units in Public Health and Humanities in year 1. A range of student selected units are open to students in years 3 including the option to study a language. In Final Year students have the opportunity to explore an area of clinical interest of their choice and the chance to undertake a period of study abroad (elective module).

Student Support.

Southampton has a very strong reputation for excellent student support. 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. The Medical Faculty employs a team of experienced 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. Reasonable adjustments are made for individual learners as required. The Faculty follows the GMC guidance document Welcomed and Valued: <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/>

Early Patient Contact.

Early patient contact in the first two years of the programme takes place in the Medicine in Practice modules in years 1 and 2 and enables students to experience clinical medicine in primary care and in a hospital setting. In addition all students are expected to work as 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.

Research.

All students undertake a research project which on completion contributes to the award of a BMedSc (Hons) at the end of year 3. Students will be able to select their research project from a wide range of fields, providing them with opportunities to explore areas of interest. There is also the opportunity to study for an MMedSc by applying to transfer onto the BMBS with Integrated MMedSc programme.

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

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

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

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

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

Patients must be able to trust doctors with their lives and health. To justify that trust, medical students 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 the patient their first concern.
- Provide a good standard of practice and care.
- Keep their professional knowledge and skills up to date.
- Recognise and work within the limits of their competence.

Safety and quality

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

Communication, partnership and teamwork

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

Maintaining trust

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

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

Programme Learning Outcomes

Knowledge and Understanding

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

- A1. Apply to medical practice biomedical scientific principles, method and knowledge relating to: anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology, pharmacology and physiology.
- A2. Apply psychological principles, method and knowledge to medical practice.
- A3. Apply social science principles, method and knowledge to medical practice.
- A4. Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.
- A5. Apply scientific method and approaches to medical research.

Teaching and Learning Methods

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

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

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 papers and assessments of clinical performance.

Subject Specific Intellectual and Research Skills

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

- B1. These are covered in the section above "knowledge and understanding".

Transferable and Generic Skills

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

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

Teaching and Learning Methods

- All modules will enable students to learn how to apply theoretical knowledge to a wide range of settings and gather information to help understanding of problems. This skill will be further developed by learning to take histories from patients. In clinical modules in particular students 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 and undertake peer teaching.

Assessment Methods

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

Subject Specific Practical Skills

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

- D1. Carry out a consultation with a patient.

- D2. Diagnose and manage clinical presentations.
- D3. Communicate effectively with patients and colleagues in a medical context.
- D4. Provide immediate care in medical emergencies
- D5. Prescribe drugs safely, effectively and economically
- D6. Carry out practical procedures safely and effectively
- D7. Use information effectively in a medical context.

Teaching and Learning Methods

- Most teaching will be patient-based, supplemented by clinical skills work. There will also be tutorials, lectures, role play, group work, eLearning, case-based discussions, presentations and clinical skills simulations.
- There is early patient contact through the Medicine in Practice modules.
- A wide range of clinical placements is available to enable students to become confident in aspects of clinical medicine.

Assessment Methods

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

- Coursework can include: learning log books, reflections, clinical skills sign offs, clinical placement signoffs, case-based discussions and presentations.
- Examinations will include written papers and assessments of clinical performance.
- There will be formative and summative assessment of clinical performance.

Assessments of clinical performance take three main forms:

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

Disciplinary Specific Learning Outcomes

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

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

Teaching and Learning Methods

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

Assessment Methods

- Assessment of professionalism is embedded in early years modules and in all clinical module assessments as well as in OSCE and ACC assessments.

Programme Structure

The programme structure table is below:

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

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

Part I

Information In relation to ALL parts of the Programme:

The BM5 programme delivers a comprehensive range of opportunities for students to meet the learning outcomes and graduate as a doctor equipped to practise in the Foundation Programme. Medicine is by nature a wide ranging discipline and students will not be able to study every aspect of every speciality as an undergraduate. However, the course is structured to provide students with a solid base from which to progress into the Foundation programme.

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.

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 final BMBS degree and the intermediate BMedSc honours 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. Only students who have completed the intermediate BMedSc (Hons) award will progress to the BMBS.

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 are available in the Undergraduate Handbook available on Blackboard

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

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

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

Where a repeat year is allowed, or where a student has suspended their study a maximum programme length may apply. As governed and determined by the student progress committee, the maximum total duration of a student's programme (including any interruptions through suspension or repeat attempts) is no more than 7 calendar years for students on this BM5 programme and students who are allowed repeat years or suspensions will be informed of this.

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

Part 1 Information:

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

Part I Core

Code	Module Title	ECTS	Type
MEDI1030	Cardiopulmonary (CP) 2021-22	15	Core
MEDI1031	Foundations of Medicine 2021-22	22.5	Core
MEDI1033	Locomotor 2021-22	7.5	Core
MEDI1034	Medicine in Practice 1 2021-22	7.5	Core
MEDI1032	Student Selected Units 1 and 2 2021-22	7.5	Core

Part II

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

Part II Core

Code	Module Title	ECTS	Type
MEDI2043	Endocrinology and the Life Cycle 2022-23	15	Core
MEDI2042	Gastrointestinal (GI) 2022-23	7.5	Core
MEDI2041	Medicine in Practice 2 2022-23	7.5	Core
MEDI2046	Nervous System 2022-23	15	Core

MEDI2044	Renal 2022-23	7.5	Core
MEDI2045	Research for Medicine and Health 2022-23	7.5	Core

Part III

Students who successfully pass 30 ECTS in Part 3/Year 3 are eligible for an Exit Award of a Bachelor of Medical Sciences Ordinary degree.

Students who successfully pass 60 ECTS in Part 3/Year 3 which must include the Research Module (and any combination of other modules from BM Year 3) are eligible for an Exit Award of a Bachelor of Medical Sciences Honours degree (unclassified)

Students who successfully pass all modules in Part 3/Year 3 are eligible for an Intermediate Award of a Bachelor of Medical Sciences Honours degree (unclassified)

For students who pass all modules in Part/Year 3:

They will have attained 210 ECTS in total.

180 ECTS allocated to BMedSc (Hons) including 60 at level 6, 60 at level 5 and 60 at level 4. Level 6 credits must include Research Project and 37.5 ECTS from any combination of other modules)

30 ECTS at level 6 allocated to BMBS (remaining modules not allocated to BMedSc (Hons))

Part III Core

Code	Module Title	ECTS	Type
MEDI3048	BM Research Project 2023-24	22.5	Core
MEDI3056	Assessment OSCE 2023-24	7.5	Core
MEDI3057	Assessment MCQ 2023-24	7.5	Core
MEDI3049	Medicine and Elderly Care 2023-24	15	Core
MEDI3041	Primary Medical Care and Long Term Conditions 2023-24	15	Core
MEDI3047	Student Selected Unit 3 2023-24	7.5	Core
MEDI3050	Surgery and Orthopaedics 2023-24	15	Core

Part IV

For students who pass all modules in Part/Year 4:

They will have attained 285 ECTS in total.

180 ECTS allocated to intermediate award as above.

105 ECTS at level 6 allocated to the BMBS (remaining modules not allocated to BMedSc (Hons))

Part IV Core

Code	Module Title	ECTS	Type
MEDI4023	Acute Care 2024-25	7.5	Core
MEDI3044	Child Health 2024-25	15	Core
MEDI3052	Clinical Ethics & Law 2024-25	7.5	Core
MEDI3045	Obstetrics and Gynaecology and Genitourinary Medicine (O and G and GUM) 2024-25	15	Core
MEDI4022	Psychiatry 2024-25	15	Core
MEDI3053	Specialty Weeks (Dermatology, Head & Neck, Neurology & Ophthalmology) 2024-25	7.5	Core
MEDI3046	Year 4 Written Assessment 2024-25	7.5	Core

Part V

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

Student who pass all modules will have attained:

375 ECTS in total. 180 ECTS allocated to Intermediate Award as above & 195 ECTS at level 6 allocated to BMBS

Part V Core

Code	Module Title	ECTS	Type
MEDI6118	Assistantship 2025-26	7.5	Core
MEDI5XXX	Elective 2025-26	0	Compulsory
MEDI6113	Medicine Year 5 2025-26	15	Core
MEDI6114	Personal Professional Development 2025-26	7.5	Core
MEDI6115	Primary Medical Care 2025-26	7.5	Core

MEDI6116	Student Selected Unit 4 2025-26	7.5	Core
MEDI6117	Surgery 2025-26	15	Core
MEDI5015	Year 5 Applied Knowledge Assessment 2025-26	3.75	Core
MEDI5016	Year 5 Clinical Procedural Skills Assessment 2025-26	7.5	Core
MEDI5XXX	Year 5 Workplace Based Assessment 2025-26	7.5	Core
MEDI5017	Year 5 Data Interpretation & Summarisation Assessment 2025-26	3.75	Core

Progression Requirements

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

Support for student learning

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

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

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

Students can access support from a number of sources both within the Faculty, NHS Trusts and University.

- A Personal Academic Tutor
- The Faculty Senior Tutor team
- Student Life: 24-hour student support
- Enabling Services
- Regular tutorials in your first semester to help adjustment to study at University level
- On clinical placements the year lead, module lead, placement lead or clinical supervisor and the Associate Clinical Sub Dean in the placement Trust.

Methods for evaluating the quality of teaching and learning

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

The quality of the programme is checked, both inside and outside the University, by:

- Student evaluation questionnaires for each module of the programme
- Student representation on various forums, e.g. staff-student liaison committee, year steering groups, student focus groups, and by providing comments to the student representatives to feedback to the faculty
- Student representation on Faculty Scrutiny Groups for programme validation
- Student feedback to external examiners and on Faculty quality assurance visits
- Annual module and programme reports
- Programme revalidation, normally every five years
- External examiners, who produce an annual report
- Accreditation and inspection by the General Medical Council, who monitor and evaluate the curriculum, assessments, clinical placements, student support and staff development of all teachers.
- Subject-specific Teaching Excellence Framework (TEF)
- The quality of clinical placements is further assured by robust quality monitoring and enhancement activities which include regular visits and evaluation of all NHS trusts and other clinical settings where students are placed.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

Graduates from all BM programmes have a qualification recognised by the UK General Medical Council and are entitled to provisional registration with the GMC. The qualification is the foundation from which students can progress into specialist training for any branch of medical practice, including the academic pathways; which can be in the UK, Europe or international.

External Examiner(s) for the programme

Name: Dr Clare J Ray - University of Birmingham

Name: Dr Craig Cunningham - Dundee University

Name: Mr Thanesan Ramalingam - William Harvey Hospital

Name: Dr Gerard Browne - University of Central Lancashire

Name: Professor Andrew Horne - Edinburgh University

Name: Dr Simon Tavenor - University of Liverpool

Name: Dr Mark Robinson - University of Manchester

Name: Dr Zoe Noonan - University of Glasgow

Name: Dr Kate Saunders - Oxford University

Name: Dr Caitlyn Dowson - Keele University

Name: Dr Scarpa Schoeman - Kent and Medway Medical School

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

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

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

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

Additional Costs

Type	Details
Clothing	<p>Lab Coats Students will need to purchase a white coat for use in the Anatomy Laboratory. This can be purchased from the SUSU Shop or from any source.</p>
Conference expenses	<p>Accommodation Students may have the opportunity to attend an academic conference during their studies. Attendance is optional. Students would be expected to pay for the costs of any accommodation associated with the conference.</p> <p>Travel Students may have the opportunity to choose 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.</p>
Parking costs (including on placements at hospitals)	See placements travel costs.
IT	Computer workstations (approximately 1700 in total) are available across all campuses and most halls of residence. Students may wish to purchase their own desktop/laptop/tablet computer to support their studies.
Stationery	Students will be expected to provide their own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	<p>Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source.</p> <p>Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively students may wish to purchase their own copies. Although not essential reading, students may benefit from the additional reading materials for the module.</p>
Placements (including Study Abroad Programmes)	<p>Accommodation: Students will need to pay for any accommodation required as part of an Elective.</p> <p>Insurance: Students will need to pay for insurance if they choose to undertake their Elective outside of the UK.</p> <p>Medical insurance: Students will need to pay for medical insurance if they choose to undertake your Elective outside of the UK.</p> <p>Travel costs: Students will need to pay £100 per annum towards travel costs associated with clinical placements. Students will need to pay for any travel costs required as part of their Elective.</p> <p>Immunisation/ vaccination costs: Students will be expected to pay for any immunisation/vaccination costs required to ensure they have a complete immunisation/vaccination history prior to commencing the programme. Further information on required immunisations/vaccinations is provided to those applicants made an academic offer of study. Students will need to pay for any immunisation/vaccination/medication costs associated with overseas travel if they choose to undertake an Elective outside of the UK.</p>

	Disclosure and Barring Certificates or Clearance: Students are expected to pay for an enhanced Disclosure and Barring Service (DBS) Clearance check, payable on induction (£51 as of March 2019). Students may also be required to undertake an enhanced DBS clearance check if they undertake an Elective within the UK.
Approved Calculators	Candidates may use University-approved calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved models (prices starting below £15) are Casio FX85GT (and Plus), Casio FX83GT (and Plus), Casio FX83ES or Casio FX570 (all models and Plus). This may be purchased from any source and no longer needs to carry the University logo.
Anything else not covered elsewhere	In Final year students will need to sit the Situational Judgement Test (SJT). This test is required as part of the application process for the Foundation Programme, which follows directly after graduation. Students will normally be required to pay for their travel costs to sit this exam. Students will normally be required to pay for any travel costs associated with sitting the Prescribing Safety Assessment (PSA) in Southampton.
Medical Equipment and Materials: Fobwatch; stethoscopes;	Students will need to purchase a stethoscope. No specific make or model is required. Stethoscopes are available to buy during Faculty induction but can be purchased from any source, with prices ranging from £39 to £177. Students may wish to purchase a fobwatch (prices start from £1.50) with a second hand that can be pinned to clothing or put in a pocket, as students are not permitted to wear wristwatches in clinical areas. No specific make or model is required and it can be purchased from any source.
Printing and Photocopying Costs	In the majority of cases, coursework (e.g. essays, projects, dissertations) is likely to be submitted online. Students may be asked to submit at their own expense a printed copy of items that cannot be submitted online. For A4 printing in black-and-white, University printing costs (in March 2019) are 4p (single-sided) and 7p (double-sided). Further details on University printing costs including other paper sizes and colour printing can be found here: http://www.southampton.ac.uk/isolutions/students/printing/

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/

Appendix 2:

SUMMATIVE SYNOPTIC ASSESSMENTS in BM Years 1 and 2

YEAR 1:

The Synoptic Assessment at the end of Year 1 covers the learning outcomes of:

- Foundations of Medicine module (MEDI 1031)
- Locomotor module (MEDI 1033)
- Cardiopulmonary module (MEDI 1030)

Paper	Marks / timing	Weighting	Pass- mark	Qualifying mark
MCQ Paper	OBA/EMI questions (100 marks, 140 min)	40%	Standard-set	10% below the standard-set pass-mark

Written Paper	Long and short structured questions (100 marks, 140 min)	40%	Standard-set	10% below the standard-set pass-mark
Practical Paper	40 A/B stations (160 marks, approx. 40 min)	20%	Standard-set	10% below the standard-set pass-mark
Notes <ol style="list-style-type: none"> 1. Compensation is allowed between papers, provided the qualifying mark is achieved in each paper. 2. Referral method is a supplementary assessment of the same format as above. 3. Repeat Year (internal) is allowed 				

YEAR 2:

The Synoptic Assessment at the end of Year 2 covers the learning outcomes of:

- Renal module (MEDI 2044)
- Nervous System module (MEDI 2046)
- Gastrointestinal module (MEDI 2042)
- Endocrine & Lifecycle module (MEDI 2043)
- Research in Medicine & Health (MEDI 2045)

Paper	Marks / timing	Weighting	Pass- mark	Qualifying mark
MCQ Paper	OBA/EMI questions (100 marks, 140 min)	40%	Standard-set	10% below the standard-set pass-mark
Written Paper	Long and short structured questions (100 marks, 140 min)	40%	Standard-set	10% below the standard-set pass-mark
Practical Paper	40 A/B stations (160 marks, approx. 40 min)	20%	Standard-set	10% below the standard-set pass-mark
Notes <ol style="list-style-type: none"> 1. Compensation is allowed between papers, provided the qualifying mark is achieved in each paper. 2. Referral method is a supplementary assessment of the same format as above. 3. Repeat Year (internal) is allowed 				

Compensation is available in the synoptic assessment (provided all qualifying marks are achieved) because the three synoptic papers together comprise a single assessment. Students failing to achieve one or more qualifying marks, or failing to achieve the weighted aggregate pass-mark (after compensation), will be offered a supplementary opportunity comprising three further synoptic papers; all three supplementary qualifying marks and the weighted aggregate pass-mark (after compensation) must be achieved to pass the supplementary assessment.