

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of award and field of study:	MBBS (Bachelor of Medicine, Bachelor of Surgery)
Name of interim award(s):	CertHE, DipHE and BSc Medical Sciences
Duration of study / period of registration:	5 years
QMUL programme code / UCAS code(s):	A100
QAA Benchmark Group:	Medicine
FHEQ Level of Award :	Level 7
Programme accredited by:	General Medical Council (GMC)
Date Programme Specification approved:	17 Apr 2008
Responsible School / Institute:	Faculty of Medicine and Dentistry

Schools / Institutes which will also be involved in teaching part of the programme:

Queen Mary Malta

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Local hospitals in Malta, affiliated with the Medical School & GP Placement providers

Programme outline

MBBS (A100) is a five-year degree programme. MBBS is predominantly taught on the QMUL Malta campus in the early years, and in workplace-based (primary and secondary care) settings in the later years. Study is undertaken at three FHEQ Level (5,6,7), with greater breadth and depth of study in comparison to a traditional 3-year bachelor of science undergraduate degree programme.

The curriculum comprises learning outcomes organised into professional knowledge, skills and behaviours, with particular subject-domain emphasis on patient-centred care, clinical competencies involving consultation and communication skill and developing medical professionalism across the whole programme. These domains are further divided into sub-domains across which learning outcomes are linked to index clinical conditions. The course material is systems-based and presented alongside other subject-specific modules, all of which comprise the 'core curriculum' - 80% of the total course. Student-selected components (SSCs) and other components make up the non-core curriculum, which constitutes the remaining 20% of the total course.

Aims of the programme

To offer a complete undergraduate medical degree programme which builds on the prior attainment of the entrants, and which meets as well as exceeds the educational and professional requirements of the General Medical Council (GMC).

To provide early exposure to patients across campus- and workplace-based (primary and secondary care) settings with emphasis on developing effective clinical, consultation and consultation skills using a variety of evidence-based and theory-driven educational approaches such as problem-based learning.

What will you be expected to achieve?

The MBBS (A100) programme provides opportunities for students to develop and demonstrate their professional knowledge, skills and behaviours in the following areas:

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	Physical, biomedical and social science concepts, principles, processes and mechanisms underpinning a systems-based approach to the body in health and disease.
A 2	Health and illness in the context of the whole individual and their place in the family and community.
A 3	Patients' and carers' experience of ill-health and medical care in a diverse multi-cultural society.
A 4	Disease prevention and health promotion in relation to public health medicine.

Disciplinary Skills - able to:

B 1	Recognise normal and abnormal function of body systems.
B 2	Apply medical knowledge and understanding effectively in the context of treating patients.
B 3	Applying problem-solving skills to the diagnosis and management of patients presenting for medical attention.
B 4	Apply problem-solving and numerical skills across a range of theoretical and practical settings.
B 5	Proficiency across a range of clinical, consultation and communication skills consistent with the GMC's Outcomes for Graduates.
B 6	Work independently as part of a team, including with other healthcare professionals.
B 7	Communicate and interact effectively with patients and other healthcare professionals in the delivery of healthcare.
B 8	Self-appraise and self-evaluate one's own academic, professional and clinical performance.
B 9	Manage change and uncertainty effectively, responding to changing demands across campus- or workplace-based (primary and secondary care) settings.
B 10	Take ownership and responsibility for continuing personal and professional development.
B 11	Manage time, prioritise workload, and recognise and manage personal emotions and stress.
B 12	Demonstrate information management and literacy for learning and working in a digital world.
B 13	Demonstrate knowledge of effective educational practice and apply teaching skills across different campus- and workplace-based (primary and secondary care) settings.

Attributes:

C 1	Caring and ethical attitudes and professional behaviours in the practice of medicine across healthcare settings to deliver better healthcare for all.
C 2	Attitude of independence, capacity for self-assessment and demonstration of professional behaviours appropriate for self-directed learning.

How will you learn?

The following teaching, learning and assessment methods will be used to enable students achieve the intended learning outcomes:

- Lectures
- Problem-based learning
- Tutorials
- Practicals
- Formative assessment
- Clinical demonstrations
- Multimedia presentations
- Placement-based learning
- Ward rounds
- Simulation
- Simulated patients
- Multi-professional training

In addition, student-selected components (SSCs); study skills support and personal learning portfolio

Assessment

- Coursework (e.g. portfolios, essays, abstracts, presentations, case write-ups, workplace based assessments, dissertation, research projects, audits, reflections, peer assessments)
- Unseen written examinations of applied knowledge and data interpretation (Multiple choice questions (MCQs); Extended matching questions (EMQs); Single-best answers (SBAs), Very short-answer questions (VSAQs)
- Objective structured clinical examinations (OSCEs)

How will you be assessed?

General regulations concerning conduct of assessment at QMUL can be found here: <https://arcs.qmul.ac.uk/policy/>

Each year (Part) of the MBBS is a 120 credit module normally consisting of 5 Sections of assessment:

1. Section A: continuous in-course assessment
2. Section B: end of year applied knowledge assessment
3. Section C: end of year data interpretation assessment
4. Section D: end of year objective structured clinical examination (OSCE)
5. Section E: student selected components

The assessment for each Part is led by a Principal Internal Examiner. The assessment for each Section is led by a Senior Internal Examiner. Their responsibilities ensure the timely creation and quality assurance of all assessment material.

Each Section must be passed independently – no compensation between Sections is permitted. The pass mark is 50% for all assessments. End of year assessments use competency-based standards to set the pass marks and therefore scores for end of year assessments are adjusted based on the standard-setting method appropriate for the examination.

The overview of assessment processes and scheme for assessment is provided in the MBBS Assessment & Progression Handbook (published yearly), with full details in the module/system student guides.

The overall classification of the degree is pass or fail only. However, "Distinction" or "Merit" is awarded for each Part of the programme to students who pass each Section at the first attempt. "Distinction" is awarded at the end of the year, and is typically awarded to those students in the top 10% of the cohort from all Sections of assessment. "Merit" is awarded at end of the year to those students who typically comprise the next 15% of the cohort from all Sections of assessment.

External Examiners are appointed by the University, with (typically) 3 Examiners for each Part of the MBBS degree. Their role is that of moderator, in line with QAA guidelines, to:

- approve all examination questions, and review coursework and examination scripts;
- comment on the academic and professional standards achieved by students;
- attend meetings of Examination Board (for that Part of the MBBS degree).

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Part 1 (National Level 4)

Module/System: Systems in Health (Brain & Behaviour plus Locomotor, CardioRespiratory, Metabolism, Human Development), Fundamentals of Medicine

Part 2 (Level 5)

Module/System: Systems in Health and Disease (Brain & Behaviour plus Locomotor, CardioRespiratory, Metabolism, Human Development), Cancer, Human Science Public Health

Part 3 (Level 6)

Module/System: Integrated Clinical Studies – with a focus on the CardioRespiratory System and Metabolism System; Personal & Professional Development; non-core assignments (options)

Part 4 (Level 7)

Module/System: Systems (Specialities) – with a focus on Locomotor, Brain & Behaviour, Human Development; non-core

assignments (options)
Part 5 (Level 7)
Module/System: Preparation for Clinical Practice; SSC / options

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 1, Section A: Continuous Assessment	MED41A1	1	4	Core	1	Semesters 1 -3
Part 1, Section B: Application of Key Knowledge and Systems in Health; a Clinical Perspective	MED41B3	1	4	Core	1	Semesters 1-3
Part 1, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	MED41C1	1	4	Core	1	Semesters 1-3
Part 1, Section D: Examination in Clinical, Communication and Practical Skills	MED41D1	1	4	Core	1	Semesters 1-3
Part 1, Section E: Annual Hurdle for Completion of Student Selected Components	MED41E1	1	4	Core	1	Semesters 1-3

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 2, Section A: Continuous Assessment	MED52A1	1	5	Core	2	Semester 1-3
Part 2, Section B: Application of Key Knowledge and Systems in Disease; a Clinical Perspective	MED52B3	1	5	Core	2	Semester 1-3
Part 2, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	MED52C1	1	5	Core	2	Semester 1-3
Part 2, Section D: Examination in Clinical, Communication and Practical Skills	MED52D1	1	5	Core	2	Semester 1-3
Part 2, Section E: Annual Hurdle for Completion of Student Selected Components	MED52E1	1	5	Core	2	Semester 1-3

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 3, Section A: Continuous Assessment	MED63A1	1	6	Core	3	1-3
Part 3, Section Bi: Key Knowledge and its Application	MED63B1	1	6	Core	3	1-3
Part 3, Section C: Examination in Data Interpretation, Including Image Recognition and Related Core Knowledge	MED63C1	1	6	Core	3	1-3
Part 3, Section D: Examination in Clinical, Communication and Practical Skills	MED63D1	1	6	Core	3	1-3
Part 3, Section E: Annual Hurdle for Completion of Student Selected Components	MED63E1	1	6	Core	3	1-3

Academic Year of Study FT - Year 4

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 4, Section A: Continuous Assessment	MED74A1	1	7	Core	4	1-3
Part 4, Section B: Examination - Specialties I	MED74B1	1	7	Core	4	1-3
Part 4, Section C: Examination - Specialties II	MED74C1	1	7	Core	4	1-3
Part 4, Section C: Examination - Specialties II	MED74D1	1	7	Core	4	1-3
Part 4, Section E: Annual Hurdle for Completion of Student Selected Components	MED74E1	1	7	Core	4	1-3

Academic Year of Study FT - Year 5

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Part 5, Section A: Continuous Assessment	MED75A1	1	7	Core	5	1-3
Part 5, Section B: Examination - Integrated Clinical Practice.	MED75B1	1	7	Core	5	1-3
Part 5, Section C: Prescribing Safety Assessment (PSA)	MED75C1	1	7	Core	5	1-3
Part 5, Section D: Examination in Clinical, Communication and Practical skills	MED75D1	1	7	Core	5	1-3
Part 5, Section E: Student Selected Component	MED75E1	1	7	Core	5	1-3

What are the entry requirements?

A-Level

AAA (results must be achieved in one sitting over a study period of no longer than two years)
Must include Biology or Chemistry, and a second science (Chemistry, Biology, Physics or Mathematics)

IB

37 points overall with 665 in Higher Level subjects.
Must include Biology or Chemistry and a second science subject or Mathematics

BTEC

BTEC qualifications are not considered for entry to this programme.

IELTS

7.0 taken in last years

Degree

2:1 or above in any subject (achieved or predicted) with supporting science qualifications where necessary. Please see our degree title checker for subject specific information.

GCSE

777666 or AAABBB (if grades awarded pre-2015) or above (in any order) to include Biology (or Human Biology), Chemistry, English Language, and Mathematics (or Additional Mathematics or Statistics). The Science Double Award may substitute all sciences at GCSE.

The admissions processes include interview selection using UCAT and predicted or achieved A levels or equivalent.
Full entry requirements <https://www.qmul.ac.uk/malta/admissions/entry-requirements/>

Additional requirements:

-Applicants are made an offer conditional on being cleared by Occupational Health and any other relevant University bodies as fit for placement.

-Satisfactory completion of a Disclosure Barring Service check or Police clearance certificate

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The Student Voice Committee (SVC) provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum

for discussing programme and module developments. SVCs meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the Institute Director of Education on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

- One-week induction programme for orientation and introducing study skills in Year 1.
- Student handbooks providing an overview of the curriculum and student support, module/System student guides, virtual learning environment
- Extensive library facilities, with electronic access from distant sites. The Academic Skills service is based within the Library and can provide one to one support, workshops around revision technique and effective study planning.
- Staff-student ratio for teaching is very good and includes small-group teaching.
- Clinical skills laboratory, with whole-body simulator and dedicated teaching staff
- Close collaboration between the Medical School and the hospital clinical sites
- Each student is allocated a MedPro supervisor to nurture the development of personal and professional attitudes and values in all years.
- Students are able to access academic Senior Tutors where they require additional academic monitoring and support.
- Pastoral support is available via Student Academic and Pastoral Support Officers.
- Access to central QMUL Wellbeing Services: Wellbeing Advisors, Mental Health Advisors, Counselling, Visa Advice, Financial Support and Disability & Dyslexia support.
- Dedicated IT laboratories and multi-media anatomy Learning Centre
- Active Student-Staff Committees
- Resit remediation support over summer.
- Ad hoc workshops and wellbeing events, run by a combination of student support officers and academic staff.
- Mindfulness and meditation skills with VR headset project.

How inclusive is the programme for all students, including those with disabilities?

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities or specific learning differences. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites. Mental Health Advice and referral service is provided both by the local Student Academic and Pastoral Support service and centrally by the Advice and Counselling Service at QMUL.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difference like dyslexia
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Offering access to course materials in alternative formats
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and neurodivergence.

Programme-specific rules and facts

The MBBS programme has specific regulations regarding progression and number of attempts. Please see the QMUL Academic Regulations, <https://arcs.qmul.ac.uk/policy/>

Students on the MBBS programme are also subject to the QMUL Professional Capability & Fitness to Practise regulations (<https://arcs.qmul.ac.uk/policy/>) and to various standards set by the General Medical Council.

Students are eligible for the following exit awards:

Certificate in Higher Education in Medical Sciences following the successful completion of Year 1,

Diploma in Higher Education in Medical Sciences following the successful completion of Year 2,

BSc Medical Sciences following the successful completion of Year 3.

Links with employers, placement opportunities and transferable skills

The Careers & Enterprise Department provides a specific Careers Consultant, Employer Engagement Officer and Enterprise Adviser for overseeing interventions delivered to MBBS students.

Careers advice sessions are held at regular intervals throughout the 5 years, supported by the personal portfolio.

Central campus-based offers include personalised and tailored careers guidance appointments, in-curriculum employability sessions as well as extra-curricular activities such as the monthly 'Clinical Careers' Series and the annual 'Clinical Careers' Fair.

All activities also provide MBBS students opportunities to network with a range of different organisations across the sector, as well as seek out opportunities to become an entrepreneur/self-employed for those interested in developing skills in these areas. Whilst on clinical placement during the MBBS course, students are exposed to the working environment within the NHS, both in district general hospitals and with general practitioners.

The Elective period provides another opportunity to experience working with potential employers.

The FY1 shadowing assignment immediately after graduation prepares the new doctor for their first post. The Foundation

Programme provides new graduates with a structured clinical education in the local region.

Programme Specification Approval

Person completing Programme Specification:

Dr Shahrar Ali & Dan Burke

Person responsible for management of programme:

Prof Catherine Molyneux

Date Programme Specification produced / amended by School / Institute Education Committee:

22 Feb 2023

Date Programme Specification approved by Taught Programmes Board:

17 Apr 2008