

Course Handbook

Bachelor of Medicine and Bachelor of Surgery (MBBS)
Academic Year 2020 - 2021

Year 0 lead Dr Angela Ryan-Kewley

Year 1 lead: Dr Geraldine O'Connor

Year 2 lead: Dr Robert Sims

Director of Clinical Studies (Years 3-5): Dr Jenny MacDowall

School of Medicine

Faculty of Clinical and Biomedical Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

Professor Cathy Jackson, Head of School of Medicine:

Our aim is to develop students who are ready to practice medicine safely and compassionately with a well-developed core of biomedical knowledge and clinical skills that will prepare you for the demands of a rapidly developing global health environment. The course is designed to achieve the learning outcomes as laid down by the General Medical Council (GMC) and will be delivered using the latest blended educational methods. Our aim is to enable you as a new graduate to confidently and competently approach your first working day as a safe, effective and compassionate, qualified doctor wherever in the world you practice.

This will be an exciting and stimulating course. Medicine is a challenging profession but also very rewarding, exciting and stimulating. The MBBS programme places considerable emphasis on developing your expertise in a whole range of practical areas, including clinical, communication, observation, team-work and leadership.

There are three themes underpinning the UCLan MBBS curriculum that run throughout the final five years of the programme:

- 1) Evidence Informed Practice of Medicine (EIPOM)
- 2) Integrated Science and Clinical Medicine (ISCM)
- 3) Medical Skills and Quality Care (MSQC)

In the Year 0 of MBBS you will learn fundamental biomedical sciences and mathematics that later in the course you will apply to normal human body functioning and then later the disease state. In addition, the Year 0 gives students the opportunity to develop scientific communication skills.

Years 1-5 of the programme focus on early patient contact and we have eliminated the traditional divide between pre-clinical studies and clinical years, which means that you will start seeing patients from your very first term. The final year (MBBS Year 5) of study comprises a series of work place based learning attachments comprising the final Transition to Clinical Practice.

The staff will give you a large amount of support throughout the course; but your side of the deal is to work hard, stick to the rules and always act in a way that puts patients first. Attendance at all taught lectures, tutorials, practical classes and clinics is essential. As you are in training to become a doctor you must apply the same standards of behaviour as if you were already a doctor. As a medical student it is very important that you do not do anything that might result in your "fitness to practice" medicine being called into question – such as drugs, fraud, falsification of absence, bullying, assault, cheating, drink driving etc. We are not allowed to let you qualify if you are not "Fit to Practice" and you don't normally get a second chance. Be aware that what may be acceptable behaviour amongst friends studying other courses may have much more serious consequences for a medical student and may result in you being unable to graduate in medicine.

Our patients need to be able to trust us to keep information about them confidential. It is easy to forget that anything put on a social network site such as Facebook may end up anywhere and may result in problems for you. You must not under any circumstances put pictures or information about any other student, or member of staff, on these multimedia sites without their specific permission and must also take care about everything you put on social media. At no time should any information relating to patients or placements be put on a social networking site or any other

internet site even if you do not mention them specifically by name. Actions such as this would result in a “Fitness to Practice” investigation and may result in your studies being terminated.

We want you to enjoy the course and learn to be good doctors. Every now and then you’ll make mistakes and that will make you feel bad but never be frightened to report a mishap – we all have them and we all know that when it happens it helps to share it with others. The staff will tell you that we make mistakes as well – even now. We will work with you to help you; please work with us too. The sooner we hear about a problem, no matter what it may be, the more likely we are to be able to help you.

This Student Handbook will provide you with essential information about your MBBS Course. It gives you information about the content of the course and introduces you to the ways in which we are going to teach and assess you over the next five years.

This Student Handbook will have been given out to you during your induction session. Further essential information will also be made available to you in the Student’s Guide to Assessment. Should you lose either of these documents then additional copies can be obtained from the University’s Blackboard Virtual Learning Environment, which will be introduced to you during your induction session.

We do hope that you will enjoy your studies within the School. We want this to be a positive learning experience for you. There will be some hard work ahead, but we hope that you will find it interesting and challenging, and that you will have the chance to enjoy yourself along the way.

Good luck!

1.1 Rationale, aims and learning outcomes of the course



The University has been developing its medical programmes over several years and now has a range of postgraduate MSc programmes. The MBBS undergraduate programme underpins and complements this development. Internationally there is a growing demand for quality assured undergraduate medical degrees. The MBBS award is a full-time programme which complies with the current University Regulations for taught undergraduate masters programmes (Sections B2, B3.6 & B3.12 of the Academic Regulations).

Our MBBS programme is recognised by the General Medical Council of the United Kingdom (GMC) as a Primary Medical Qualification. The University works with the GMC to ensure that our course meets their standards in every way, in the same way as every UK medical school must do. On occasion they will want to meet with our students or ask for students to complete a survey to check that everything is working well for you.

Aims of the course

The aims of this programme are to deliver a graduate who is able to take on the roles and responsibilities of a medical doctor entering a foundation postgraduate training programme (or equivalent internationally) and underpinned by the requirements laid out by the General Medical Council. We aim to produce graduates educated to the highest UK standards and who will become effective, safe and knowledgeable doctors wherever in the world they practice medicine.

Learning outcomes of the course

By completion of the MBBS programme, graduates will be able to:

- Apply biomedical scientific principles, methods and knowledge to their medical practice

- Carry out consultations with patients, using appropriate communication and examination skills and use their findings to diagnose problems and formulate management plans
- Demonstrate competence in a range of professional skills necessary for patient care, working with others in an ethical manner and putting patient safety at the core of their work
- Use reflective practice to inform continuing professional development and enhanced competencies and to continually maintain their skills as a doctor
- Demonstrate and apply the principles of quality of care and legal and ethical principles and regulations as described by the Care Quality Commission, General Medical Council, Royal Medical Colleges and WHO guidance
- Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of, and interventions for, patients
- Apply principles from the biomedical sciences to support the diagnosis and management of medical problems
- Appraise and interpret the full variety of research methodologies used in medical practice so as to facilitate the completion and application of such research
- Apply a practical understanding of principal aspects of public health to support disease prevention and reduce the burden of illness on society
- Interpret the key principles related to quality of care, including clinical governance, medicine in society and non-technical skills and apply them to clinical practice
- Complete key diagnostic procedures required of a graduate medical professional, as identified by the General Medical Council
- Complete key therapeutic procedures required of a graduate medical professional, as identified by the General Medical Council
- Prescribe medications and other licensed products in a safe, effective and efficient manner
- Deliver Basic / Intermediate Life Support skills.
- Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem
- Work in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed to support best medical practice
- Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations
- Evaluate risk factors and update risk assessment using situational awareness skills to identify potential sources of error
- Critically appraise medical research in a manner that supports and informs the use of evidence-based medicine within practice
- Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required
- Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the General Medical Council
- Use lifelong learning skills to continuously review practice and inform CPD needs in order to remain up to date and offer the best care to patients
- Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings
- Utilise and foster medical leadership and management skills
- Evidence and reflect upon career progression within an international perspective
- Manage own time and workload and set priorities
- Work effectively as a team member and leader

1.2 Course Team

The six-year programme is divided into: Year 0, Year 1, Year 2, Year 3, Year 4 and Year 5. In Year 0 the fundamental biology, chemistry, mathematics and scientific communication skills that are needed for the remainder of the course are introduced. Year 0 is based at the UCLan National Central for Remote and Rural Medicine (NCRRM) in Whitehaven, Cumbria. In Years 1 and 2 the science which underpins modern medicine is taught together with the clinical skills needed for being a professional practitioner, consulting with patients and examining patients. At this stage of the course the students begin to use the scientific knowledge learned together with what they have learned from the patient into thinking about possible diagnoses and how they might best proceed to help the patient. Years 1 and 2 of the course is taught mainly in the Preston Campus, but also makes use of a number of health care sites in the region.

Years 3-5 of the course builds on what has been learned and takes the knowledge and skills to a new level, practicing on patients in both Primary and Secondary Health Care settings. This phase of the course is taught mainly in health care settings using our many NHS partners and also a teaching day at one of our University campus sites, or partner educational centres.

Key course team members

Name	Title and Role
Cathy Jackson	Professor; Head of School and Executive Dean
Gerard Browne	Dr; Lead for Undergraduate Medical Education
Angela Ryan-Kewley	Dr; Lead for Year 0
Geraldine O'Connor	Dr; Lead for Year 1 and ISCM theme lead in years 1 and 2
Robert Sims	Dr; Lead for year 2
Jenny MacDowall	Dr; Director of Clinical Studies
John Richmond	Dr; Lead for Workplace based learning
Kiel Shoja	Mr; Senior placements co-ordinator
John Featherstone	Dr; Lead for communication skills and MSQC theme lead in years 1 and 2
Alexander Montasem	Dr; EIPOM theme lead in years 1 and 2
Sigrun Baier	Dr; Co-lead for professionalism
Heidi Northover	Dr; Co-lead for professionalism
Bridget Weller	Ms; Assessment lead
Valerie Smart	Dr; NCRRM centre manager

Further details of additional members of the Course Team and academic staff in the School of Medicine can be found at: <http://www.uclan.ac.uk/schools/medicine/index.php>

Staffing in Years 3-5

The Director of Clinical Studies (DCS) is Dr Jenny MacDowall who has responsibility for the programme across Years 3-5. Dr MacDowall works in conjunction with Dr John Richmond who, as Head of Work-Based Learning, is responsible for liaison with UCLan's partner NHS institutions including regional hospitals and the local Primary Care Trusts who provide clinical placements. Clinical placements on the course will involve relocation from Preston Campus in Years 3,4 and 5.

Whilst on clinical placements, students will be supervised by practising GPs or consultants, with any day-to-day issues regarding their placement being dealt with by the local undergraduate staff at the institution in which they are placed. Every student will have a designated placement supervisor, with whom they will meet regularly to discuss their progress. Whilst on placement, local clinical staff will provide teaching in a wide range of settings such as theatre, clinics and ward rounds as appropriate to enable fulfilment of the student's learning objectives.

Students will attend a day of teaching at a UCLan campus site once each week. Sessions will be staffed by a mix of UCLan faculty and practising clinicians such as consultants, speciality doctors and general practitioners.

1.3 Expertise of staff

The Course Team comprises of highly experienced clinicians and scientists who provide academic and scientific underpinning to the clinical subjects. Clinical supervision is provided by experienced clinical staff with a proven track record in the successful use of clinical techniques and approaches in the primary and secondary care environment.

Further details about the qualifications, clinical experience and current research interests of our staff can be found at: <http://www.uclan.ac.uk/schools/medicine/index.php>

1.4 Academic Advisor

You will be assigned an Academic Advisor or Academic/Student Coach who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have. Your Academic Advisor or Academic/Student Coach will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.5 Administration details

Campus Admin Services provides academic administrative support for students and staff and are located in the following hub which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Greenbank Hub

Email: MedDentProgAdmin@uclan.ac.uk

For those students on Year 0 please contact: BurnleyHub@uclan.ac.uk

1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Over the duration of your course we will send out regular emails related to course issues and events within the School.

Your timetable of UCLan scheduled activity can be accessed via the Student Portal: <https://portal.uclan.ac.uk/webapps/portal/frameset.jsp>. Unfortunately, on occasion, we may have to cancel lectures at short notice because of staff illness etc. If there is a late cancellation, we will endeavour to inform you by e-mail and text and arrange an alternative lecture.

Emails will normally be sent from the UGmed@uclan.ac.uk or MedDentProgAdmin@uclan.ac.uk and students are requested to use this email address when corresponding with the Greenbank

Hub. We endeavour to reply to emails within two working days but students should be aware that at busy times such as assessment board periods this may not always be possible. Students may call in to the Greenbank Hub between the times stated above.

The School will also use the notifications area on Blackboard to keep students up to date with general events and news items.

1.7 External Examiner

The University has appointed a number of External Examiners to your course who help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The names of these External Examiners, their positions and home institutions can be found below. If you wish to make contact with an External Examiner, you should do this through your Head of Year or Director of Clinical Studies and not directly. External Examiner reports will be made available to you via Staff Student Liaison Committee meetings and electronically via Blackboard.

Year 0 modules

XYC001, XYC002, XYC003

And

XY1004, XY1005

Or

EF1501, EF1502, EF1337

External Examiner

Dr Wayne Roberts

Leeds Beckett University

Years 1 and 2 Modules

UM1020 – Evidence Informed Practice of Medicine 1 and UM2020 – Evidence Informed Practice of Medicine 2

External Examiner

Dr Mairead Corrigan, Queens University Belfast

UM1030 – Medical Skills and Quality Care 1 and UM2030 – Medical Skills and Quality Care 2

Dr Deborah Smith, University of Sheffield

UM1010 – Integrated Science and Clinical Medicine 1 and UM2010 – Integrated Science and Clinical Medicine 2

Professor Anthony Albert, St Georges University of London



2. Structure of the course

2.1 Overall structure

Students will undertake 120 credits of work per year, leading to awards as follows:

Year	Credits	Exit award for the year.
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Year 0	120 Credits	Non award bearing
Year 1	120 Credits	Certificate of Higher Education (Exit award only if not progressing to Diploma)
Year 2	120 Credits	Diploma of Higher Education in Medical Studies (Exit award only available if not progressing to BSc)
Year 3	120 Credits	BSc (Hons) Medical Studies BSc Medical Studies (Exit award only available if not progressing to MBBS)
Year 4	120 Credits	
Year 5	120 Credits	MBBS

In year 0 Successful completion of 120 credits is required; this must include:

- A minimum of 65% in module XYC001
- with an average of 70% across all of the XY modules
- IELTS or equivalent of 7.0 in all areas

All modules on the programme are mandatory in years 1-5.

The MBBS course is delivered by UCLan in partnership with a number of clinical partners (for example: East Lancashire Hospitals NHS Trust (ELHT)). Other NHS Trusts are also used by the programme, and students may be sited at any of our partner Trusts during the course.

In addition, placements or teaching activities may be provided at other locations such as North Cumbria Integrated Care NHS Foundation Trust, 5 Boroughs Partnership NHS Foundation Trust or other hospitals.

Year 0

This year is taught at the National Centre for Remote and Rural Medicine (NCRRM) at the UCLan campus in Whitehaven, Cumbria.

Years 1 and 2

Students will re-locate to Preston for Years 1 and 2 of the course which are primarily based at UCLan Preston campus. Students will be taught on site within the School of Medicine. There will however be short clinical placements embedded within this.

Years 3-5

Years 3 and 4 of the course are primarily based within a secondary care setting as students undertake their clinical rotations through a range of specialities. Placement duration varies from 2 to 8 weeks. Placements are likely to take place at variety of locations for example: North Cumbria Integrated Care NHS Foundation Trust, Royal Blackburn Hospital, Burnley General Hospital, and new clinical partner sites as developed. There may be placements or clinical activities at other sites within the community or within secondary care at other regional hospital sites.

Formal teaching such as Case Based Learning tutorials and lectures or seminars will be delivered one day per week at the UCLan campus sites, such as NCRRM Whitehaven or UCLan Victoria Mill Burnley or NHS Trust educational sites.

Year 5 is largely based in secondary care. Throughout the entirety of the course, attendance on placement as well as University based teaching is a mandatory part of the MBBS programme.

Accommodation costs are borne by the student.

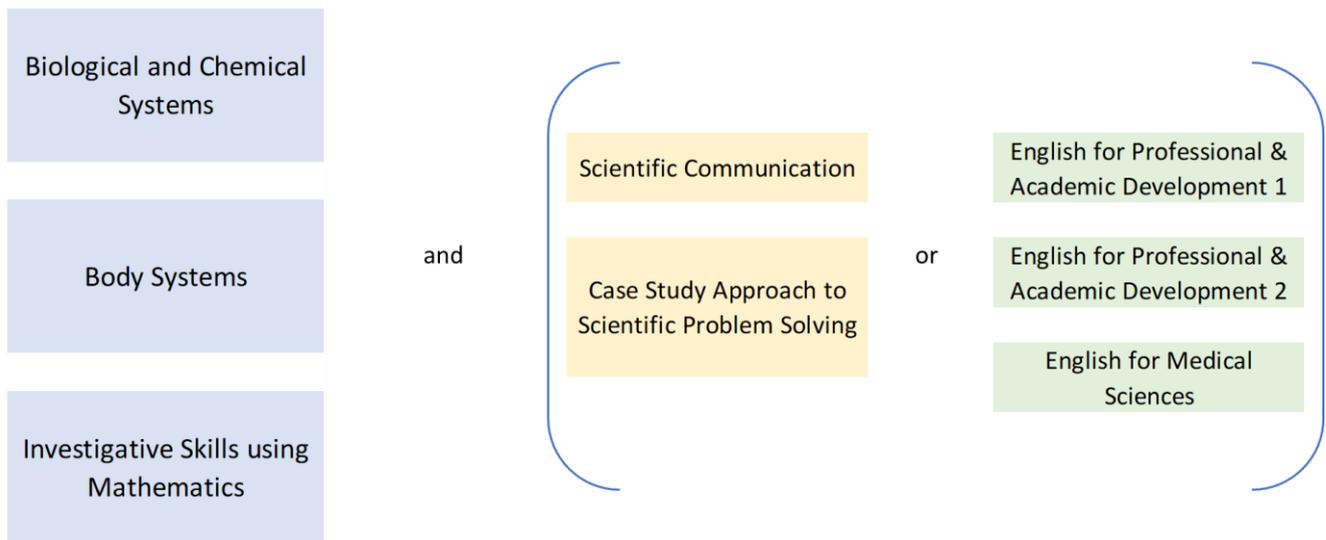
Travel Costs

Travel costs to Phase 1 placements are covered by the tuition fee. In years 3, 4, 5 students will have a base location for the year. The base location will not be Preston campus. Students may wish to live on or close to the base location. No transport costs are payable from students' preferred site of accommodation to the base location.

Travel costs will only be paid for students required to travel more than 20 miles' radius from their base location to attend a placement. Reimbursement is for second class public transport rates or University mileage rules if by car.

Students may be allocated a sub-placement at Whitehaven Hospital, Cumbria for part of the year. If this placement is 16 weeks or less, University student accommodation will be provided free of charge.

Modular structure of Year 0 of the MBBS programme



Module Codes are presented in the Table below:

Module code	Module title
XY1004	Scientific Communication
XY1005	Case Study Approach to Scientific Problem Solving
EF1501	English for Professional & Academic Development 1
EF1502	English for Professional & Academic Development 2
EF1337	English for Medical Sciences
XYC001	Biological and Chemical Systems
XYC002	Body Systems
XYC003	Investigative Skills using Mathematics

There is no exit award following year 0. For any students who do not progress to MBBS year 1 or who are not permitted to progress following assessment boards, then the course team will work with students to see if their academic profile from year 0 will allow progression to other courses at the University.

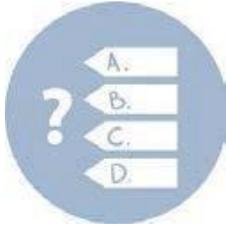
Modular structure of Years 1-5 of the MBBS programme

FIVE YEAR PROGRAMME

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
INTEGRATED SCIENCE AND CLINICAL MEDICINE 1	INTEGRATED SCIENCE AND CLINICAL MEDICINE 2	MEDICINE IN CLINICAL PRACTICE 1	MEDICINE IN CLINICAL PRACTICE 2	TRANSITION TO CLINICAL PRACTICE
EVIDENCE INFORMED PRACTICE OF MEDICINE 1	EVIDENCE INFORMED PRACTICE OF MEDICINE 2	EVIDENCE INFORMED PRACTICE OF MEDICINE 3	EVIDENCE INFORMED PRACTICE OF MEDICINE 4	
MEDICAL SKILLS AND QUALITY CARE 1	MEDICAL SKILLS AND QUALITY CARE 2	MEDICAL SKILLS AND QUALITY CARE 3	MEDICAL SKILLS AND QUALITY CARE 4	

Module Codes are presented in the Table below:

Module code	Module title
UM1010	Integrated Science and Clinical Medicine 1
UM1020	Evidence Informed Practice of Medicine 1
UM1030	Medical Skills and Quality Care 1
UM2010	Integrated Science and Clinical Medicine 2
UM2020	Evidence Informed Practice of Medicine 2
UM2030	Medical Skills and Quality Care 2
UM3010	Medicine in Clinical Practice 1
UM3020	Evidence Informed Practice of Medicine 3
UM3030	Medical Skills and Quality Care 3
UM4010	Medicine in Clinical Practice 2
UM4020	Evidence Informed Practice of Medicine 4
UM4030	Medical Skills and Quality Care 4
UM4080	Transition to clinical practice (Year 5)



2.2 Course requirements

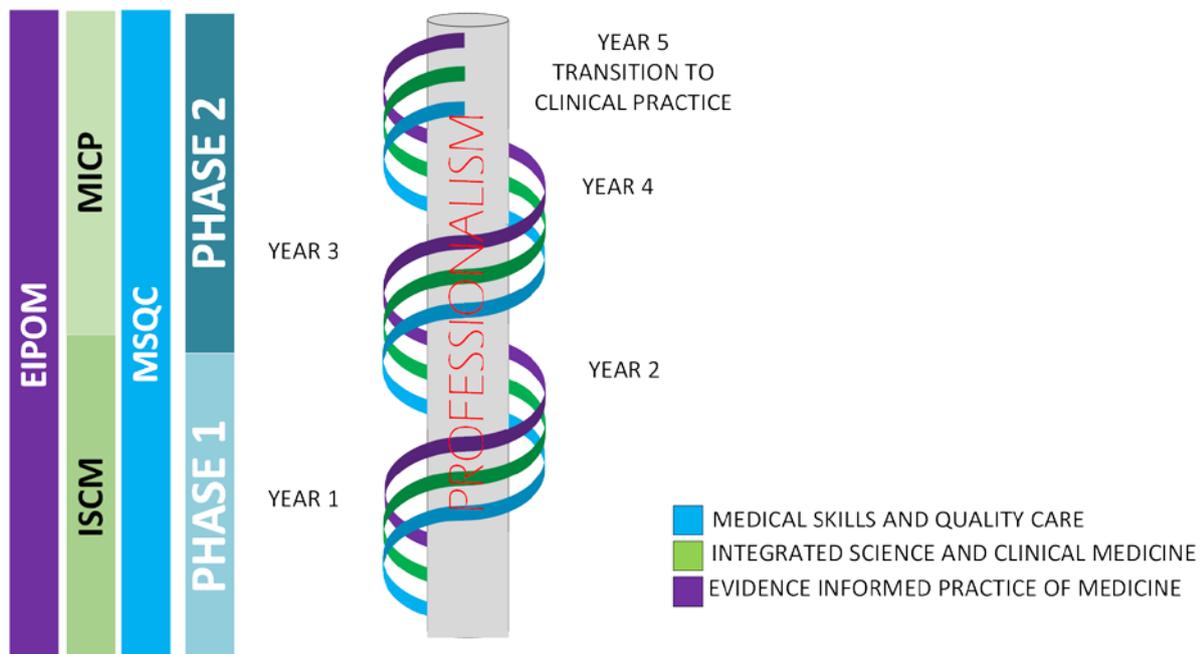
It is important to note that should your Enhanced Disclosure and Barring Service (DBS) or in-country police check prove to be unsatisfactory for the purpose of the course you have applied to, your offer of a place for that course may be withdrawn. If you have already enrolled on a course and your DBS in-country police check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started. If you are aware that your DBS or in-country police

check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.

Within the final five years of the programme all modules within the MBBS programme are compulsory; module descriptors can be found on Blackboard.

The MBBS degree programme has been developed to comply with the General Medical Council's requirements for undergraduate medical training. Its aims, content and learning outcomes have been mapped to meet the requirements described in the GMC's document 'Promoting Excellence: standards for medical education and training', for more information go to <http://www.gmc-uk.org/education/standards.asp>.

The GMC's curriculum requires that your learning development progresses along a longitudinal pathway in which there is a spiral integration of knowledge, skills and acquisition of professional behaviours. During the final five years of training your development takes place simultaneously along several strands. As a result years 1-5 of the MBBS curriculum programme has three modules running concurrently in each year. Their content is aligned to reflect the curriculum's three generic themes: These are outlined in this diagram:



The spiral nature of the curriculum progresses over the final five years. The first two of these years uses a blended learning approach with a mixture of lectures, small group work, practical sessions and skills training. In parallel you will begin to develop your professional communication and clinical skills. This involves weekly communication skills sessions and clinical skills sessions in our purpose built clinical training skills facilities.

On the course we encourage you to develop a reflective and enquiring approach and to formally document your progress in your e-portfolio <https://uclan.mkmapps.com/myprogress/> and teaching sessions will help to develop your reflective practice skills. Principles of research skills are taught in the Student Selected Components (SSC) in which you will have the opportunity to select an area of interest to you and study this in more depth.

All learning outcomes are assessed both formatively and then summatively at the end of the academic year. Your professional development will be assessed as a part of the assessment of your e portfolio at the end of each year.

Years 3 and 4 build on the foundations of the early years as you rotate through the clinical specialities in secondary care and community settings. The teaching content for these placements complement each other. As with the early years of the programme, the curriculum develops along a spiral trajectory with on-going integration of clinical sciences with clinical and communication skills. In order to instil and further develop professional values, you will follow patients along their care pathways from primary to secondary care and vice versa. These will be tailored to the learning outcomes for each speciality but also expose you to the complexity of patients' health problems. This process will not only continue to integrate science with clinical care but also enrich it with the additional perspectives that this process brings.

After Year 4, high performing students who have satisfactorily passed summative assessment at first sitting may be offered the opportunity to intercalate their studies and undertake an additional year of study to gain a master's degree. This will be prior to completing their medical degree and could be in medical research or in a number of related subjects within the university or potentially elsewhere.

At the start of Year 5, you will have the opportunity to undertake a six-week elective period of study. This "elective" provides you with an opportunity to discover more about the practice of medicine in an area or country of your choice with the approval of the School electives lead. Students are responsible for funding their chosen elective. Following the elective and throughout the remainder of Year 5 you will rotate through a number of placements on an apprenticeship type model, with a focus on working with greater autonomy and preparation for practice as a junior doctor. The year is completed with a Student Assistantship working alongside a Foundation Year 1 doctor. Provided you satisfactorily complete various clinical competencies recorded in the work-based section of the e-portfolio you can progress to graduation. A further SSC project is undertaken in the final year.

Please note the course has a dress code policy <https://www.uclan.ac.uk/courses/assets/mbbs-dress-code-policy-2018.docx>

2.3 Module Registration Options

Within the final five years of the programme all modules within the MBBS programme are compulsory and must be passed to progress onto the subsequent year of study.

In line with GMC recommendations, students on the MBBS programme must achieve the required NHS standard of IELTS to progress to Year 3 of the course due to the importance of language competency for clinical placements. Students must achieve the equivalent of an IELTS score of at least 7.0 in each testing area (speaking, listening, reading and writing), and an overall score of 7.5. The scores must be from the same 'academic version' of the test and the certificate must include the original stamp and test report form.

Any student who has yet to reach this standard on entry to the course will be offered English language support and guidance on how to achieve this level. If a student fails to attain this level

before the start of Year 3 their study on the MBBS they may not progress to year 3 of the course but do have a number of options. Students who have successfully completed and passed all Year 1 and Year 2 modules of the course can opt to suspend their studies for a maximum of one year in order to achieve the required level or leave with an Exit Award of the Diploma of Higher Education in Medical Sciences. Students also have the option to transfer to the BSc (Hons) Medical Science degree following year 0 or year 1 and complete a further 1 or 2 years of study, on successful completion of which they would be eligible for the award of BSc Medical Sciences.

An educational performance measure (EPM) will be calculated as an average of your module grades in Years 2, 3 and 4. The EPM forms part of the UK foundation training selection.

<https://foundationprogramme.nhs.uk/faqs/educational-performance-measure-epm-faqs/>

2.4 Study Time

2.4.1 Weekly timetable

Your timetable can be found on the student portal.

2.4.2 Expected hours of study

Teaching week is Monday to Friday and days typically start at 09:00 and end at 17:00 although it may be required that you attend outside of these hours and at weekend when on clinical placement, in keeping with the demands of clinical practice. A detailed timetable will be made available to you each year during the induction week. In Year 0 of the programme there are no clinical placement elements.

Year 1 includes two 2-week placements in a Primary Care setting; Year 2 includes a series of one day visits to both Primary and Secondary Care settings. The expected hours of attendance for these sessions may be different as they may be aligned with the timings of clinics or other clinical activities. You will be provided with a timetable to which you should adhere. Attendance of 100% is expected with a 95% minimum. Your supervisor for your clinical placement will monitor attendance and feed this back to the MBBS team at UCLan.

In Years 3-5 of the course the academic year runs from early September to late July. Students will be attending lectures and clinics for up to 43 weeks per year.

You are required to attend all timetabled learning activities for each module. Notification of illness must be made on the first day of illness before 9.00 a.m. via telephone or email to the Greenbank Hub. Upon your return to study, you must complete a Sickness/ Absence form available from Blackboard Medical School Office

2.5.3 Attendance Requirements



You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

Greenbank Hub; Email: MedDentProgAdmin@uclan.ac.uk

For those students on Year 0 please contact: BurnleyHub@uclan.ac.uk

As most of you are international students we would like to remind you that you have a responsibility to comply with the UK Visa and Immigration (UKVI) Points Based System. This means that you **MUST** attend your course of study regularly; under Points Based System, UCLan is obliged to

inform UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

Attendance at all timetabled sessions on the university campus is monitored electronically using the Student Attendance Monitoring system (SAM), you can check your attendance record via myUCLan. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

If you are absent for two weeks or more in the absence of any exceptional circumstance, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

A variety of teaching and learning methods are used throughout the course. In the early stages of the course teaching staff will guide your learning, but expect you also to develop the skills for self-directed learning. As you progress into Years 3-5 of the course, you will be expected to have started the journey of “lifelong learning” and as with all doctors take considerable responsibility for directing your own learning in addition to seeking out assistance from staff for further guidance. At this stage of the course, students will all have different experiences depending on which patients they see, and whilst some conditions will be common, students will be expected to take every opportunity to increase their knowledge and experience when in clinical settings, rather than always waiting to be given direction.

Year 0

This is based exclusively at UCLan National Centre for Remote and Rural Medicine in Whitehaven, Cumbria. This is all classroom based teaching with no clinical placements.

Years 1 and 2

Years 1 and 2 are based primarily at the UCLan Preston campus. In year 1, twenty days will be spent in a general practice and community setting taking the format of two x two week placements. In year 1 there are seven days in inter-professional education (IPE) days on campus. In year 2, sixteen days will be spent in general practice or primary care and in a secondary care setting in order to provide you with an induction to working in the hospital taking the format of one day per week (Tuesday from October to April). In year 2 there are four days in interprofessional education (IPE) on campus.

In Years 1 and 2 you will be allocated to a number of different study groups. For anatomy and clinical skills, you are taught in half-year groups. For small group learning such as workshops the group size ranges from 6-8 students. You will be allocated to different groups so that by the end of second year you will have participated in active learning with most if not all of the students on the course.

We use the following learning and teaching approaches:

- Lectures are used to introduce you to new areas, communicate information and explain concepts.

- Small group teaching / workshops are used to develop skills and encourage learning through the application of the concepts covered in lectures. Examples include our approach to teaching professionalism, ethics and law. IPE sessions involve groups of students from health-related programmes across the university.
- Communication skills teaching is through small groups of students and there is regular use of video recording to support the teaching
- Clinical skills are delivered with a groups of students each linked to one clinically qualified staff in purpose clinical facilities where you will have regular teaching using sophisticated simulation models.

Placements are designed to give you hands-on clinical experience within healthcare settings. Most placements will be in pairs or quartets.

Approximately six hours per week is timetabled for self-directed learning, however this is only that which occurs within timetabled hours and students are expected to undertake approximately three hours per day on average of self-directed learning.

Years 3 and 4

Years 3 and 4 are based in the clinical setting in a number of NHS Trust Hospitals. Two half- day sessions each week are based at a UCLan campus or educational centre for clinical case-based learning and supporting lectures and tutorials.

In the clinical years a more case-based approach will be used, using patients you encounter during your clinical placements. You will need to continue to set your own learning objectives.

We use the following learning and teaching approaches.

- Lectures and tutorials
- Clinical skills teaching will also be delivered on UCLan campuses or hospital sites
- Additional sessions such as bedside teaching of examination skills will be incorporated into the clinical placements
- There will still be an element of self-directed learning

Year 5

In Year 5 the focus is on preparation for practice and the year is based entirely in the clinical setting. Placements are based on an apprenticeship model, and you will be expected to work and learn with a greater degree of independence than in the previous years. An important aspect of your learning will be shadowing junior doctors to gain an understanding of their role and develop competence in the tasks you will undertake on a day to day basis once qualified. Regular Clinical Debrief meetings with your group peers will allow you to discuss and learn from cases and problems, and allow reflective group learning to take place.

3.2 Study skills

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as:

"My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"

The broader Study Skills and Research Skills requirements of the MBBS programme are developed in Phase 1 as part of student induction and as part of the teaching for Student Selected Components (SSC). These are supported by an extensive range of materials on Blackboard and are assessed through the portfolio, presentations and written assessments. Should it be clear that you need more support in these areas, your lecturers or academic advisor might refer you onto other support services within the University, these include: WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



3.3 Learning resources

3.3.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Information technology (IT) is used throughout the course to support learning. The online eLearn (Blackboard) platform hosted at the university is the main repository of custom made learning materials, lecture notes and PowerPoint presentations. From the medicine resource pages you have a gateway to online resources such as medical journals, professional bodies and selected library resources. https://www.uclan.ac.uk/students/study/library/medicine_guide.php Judicious use of videos and role play are used to support developing communication skills in modules UM1030 and UM2030.

The library resources provide access to up to date books and journals. The library has extensive opening hours (including 24/7 opening during term time)

<https://www.uclan.ac.uk/students/study/library/>

LIS school liaison staff provide induction activities for students during the course, such as searching the scientific literature. They also provide one to one advice to students particularly when starting research style projects. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

The library provide access to a huge range of electronic resources – e-journals and databases, ebooks, images and texts that can be accessed both on and off campus. We have invested in a significant portfolio of e-books and e-journal available through EBSCO to provide full-text coverage of over 260 journals in the field of medicine. Guidance on how to use this service will be given during your SSC training sessions.

The school manages its e-learning environment proactively to provide a constant up to date repository of course material. E-Learn (Blackboard) gives access to lecture and practical resources, handbooks ahead of classes and following classes video recordings of lectures. It is also a place to get module specific timetables, staff contact details and practice assessment questions. Something in here re AccessMedicine and Clinical Key?

3.4 Portfolio

Throughout the course you will develop an e-portfolio – this is a collection of evidence that demonstrates your progressive development as a medical practitioner and as a professional. It is a great way of demonstrating, both to yourself and others, that you are achieving your learning outcomes and reflecting on your progress. Reflective practice is an important part of portfolio work, and much of your portfolio content will be in the form of reflective pieces where you can show that you are thinking and learning from events, patient encounters, assessments and feedback. You will be introduced to the concepts of reflective practice early in the course and will be expected to reflect on your performance after assessments and feedback sessions. You will also be expected to reflect on clinical situations and your response to them as you progress through the course.

Maintaining a portfolio is a requirement for all qualified doctors, so it is extremely useful to become familiar with this at an early stage in your career. Your e-portfolio will be created electronically, using a platform called MyProgress which is intuitive and user-friendly.

<https://uclan.mkmapps.com/myprogress/>

You will use your portfolio to collect evidence or information in a number of different areas:

- Forms such as the student learning agreement
- Online forms for you to complete during your academic advisor sessions.
- Case logs of patients you have seen or treated.
- Skills logs of practical procedures you have undertaken
- Records of Supervised Learning Events such as case-based discussions or Direct Observation of Procedural Skills (DOPS)
- Reflective pieces – these may cover a wide range of areas such as patient encounters, your role in a team, professional behaviour, how you performed in an assessment
- Your Personal Development Plan
- Additional information – you can use your portfolio to collect information about any additional activities you might undertake such as teaching others, giving a presentation or taking part in an audit. It can be used to collate all of your feedback.

It is a mandatory requirement of the course to take part in the portfolio process and many of the pieces of work are mandatory and form a part of your summative assessment. You will receive support and advice from your portfolio tutor. There will be formative and summative review of the portfolio on a pass/fail basis.

An important component of your portfolio is your academic advisor forms. This is a where you define your learning goals and how you plan to achieve these. Personal Development Planning (PDP) aims to encourage independent lifelong learners who can reflect on, understand and plan for their learning.

Independent learning is developed throughout this taught programme, which starts with a series of lecture and practical sessions, accepting that you may well at this stage be a rather dependent learner, and progressing through to an individual piece of research within the student selected components.



3.5 Preparing for your career

Your University experience is not only about achieving your chosen award, it is also about developing as a person and realising your potential. We want you to gain the skills and attitudes that will help you to achieve your goals and aspirations.

Your MBBS programme is not just about clinical skills development but includes academic development that will ensure that your clinical practice is research informed. You will develop broader presentational, group working and interpersonal skills and will have the opportunity to reflect on how these clinical and non-clinical skills can be used in your clinical practice / business environment. In order to help you begin to develop your thoughts about where you might like to practice when you graduate, the lead for transitions Dr Gordon will meet with each of you at regular intervals throughout the course.

4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Pastoral Tutor

The school also has a pastoral tutor system that will be able to give advice on a wide range of issues such as health concerns or personal issues which you feel may be impacting on your studies or which you would like advice. They will be able to provide a confidential listening service and provide guidance in a number of areas. You are able to arrange a meeting with the pastoral tutor yourself at any time, but you may also be guided to make an appointment with him by your Academic Advisor or Academic/Student Coach if they think you are have problems which may be impacting on your studies. Any information that you share with the pastoral tutor will not be shared with other staff without your knowledge and in most cases your consent. Information will only be shared without your consent if it is felt that your safety or the safety of others would be at risk if it were not. The pastoral tutor is not involved in your assessment or in making decisions about whether or not you may progress in the course, so information that you share with him will not have any negative impact on your marks or your progress through the course. If you are applying for extenuating circumstances for an assessment or in the unfortunate event that you are being called before a "Fitness to Practice" committee, the pastoral tutor is there to support you through the process.

They are also able to provide support and advice in the following areas:

- Making the transition to higher education and independent life
- Providing advice and support with pastoral issues such as social life, sexuality, religion
- Practical issues such as accommodation, finance and travel
- Health and advice on how to access other support services
- Advice on how to integrate within the local community



4.1 Academic Advisors/Academic or Student Coach

At the start of the course you will be allocated an Academic Advisor or Academic/Student Coach. They will help to monitor and aid your development as you progress through your training and can be a point of first contact for any queries that you may have.

All Advisors undergo training to prepare them for the role, and are likely to undertake this role for a number of students.

Academic Advisors/Academic or Student Coaches will provide support and advice in the following areas:

- Study skills
- Making the transition to higher education
- Assessments and assessment feedback
- Academic progress

Meetings will take place with your advisor at the beginning of each year, and opportunities to meet with them are provided in the timetable throughout the course, but can occur at any time with the agreement of your advisor. Your advisor will also offer you the opportunity to look at some of your assessments; this is not so that they can advise you as to the correct answers, but to allow you to reflect on where improvements might be made. Additionally, you can ask for a meeting with either of your advisor at any time.

Advisor meetings will normally be on a 1:1 basis but will sometimes be as small group sessions. Meetings will be expected to last for approximately 15 minutes. Each meeting is documented and uploaded to your portfolio as a permanent record, with outcomes / actions clearly documented.

You will be given clear details as to how to contact your named advisor, and arrangements should you need an urgent meeting in the absence of your named advisor.

The <i> is a central Student Information Centre. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Printing and Printer Credit, UCLan Cards and the <i> shop. Staff in the Greenbank/Burnley Hub can also help to direct and advise you on matters specific to your programme of study.

4.2 Students with disabilities

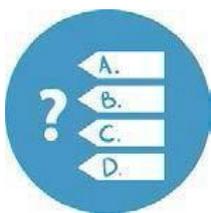
Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk.

Should you need any advice regarding our processes, or have issues relating to disability/learning difficulty, then please contact the School Equality, Diversity and Inclusiveness Lead, Dr Jane Rutt-Howard – [jrutt-howard@uclan.ac.uk](mailto:jрутt-howard@uclan.ac.uk) for further advice / support.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: <http://www.uclansu.co.uk/>



5. Assessment

5.1 Assessment Strategy

You will be assessed by computerised written examinations, coursework and clinical examinations (OSCEs). Formative assessments take place between December-January in most cases and this will give you an opportunity to gain experience with assessment formats as well as additional feedback so you can gauge your progress through the programme.

Summative assessments are graded as percentage or “pass / fail” basis and must be completed successfully for you to progress through the course. Assessments will be carried out using best practice in standard setting and normalisation. Further information on this will be given in assessment briefings during each academic year. For each summative assessment you will be “ranked” according to your place or decile in the year group. You will find detailed information on MBBS assessment in the **MBBS Assessment Policy** and the **MBBS Student Assessment FAQs** which are available on Blackboard.

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Students will normally get one resit opportunity if they fail an assessment.

5.2 Notification of assignments and examination arrangements

Details of examination days will be given out at the beginning of each year. Precise examination arrangements (rooms etc.) will be on your electronic timetable and also the medicine noticeboard. The assessment lead who co-ordinates the assessments is Bridget Weller bweller2@uclan.ac.uk.

Course work is submitted electronically via Turnitin and Blackboard to enable it to be checked through various processes to ensure that it is a piece of original work, you will be given advice on how to do. Feedback includes audio recordings as well as annotations using Turnitin software within Blackboard.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, or posted on Blackboard. Feedback on summative assessments such as Multiple Choice Question (MCQ) and OSCE examinations is given electronically within a timescale of 15 working days using the grade centre in Blackboard and MyUCLan. Your academic advisor can support you with academic advice following formative and summative assessments

5.3 Referencing

For all written assignments such as SSC research reports you will be expected to reference using a set style. The main purposes of referencing are as follows:

- acknowledge the sources of information that you have used
- indicate to the reader the range and scope of your literature review
- enable the reader to find the sources easily and quickly.

The references must therefore contain enough information for the item to be traced quickly in a library catalogue.

For all assignments we will expect you to use the **Harvard referencing system** under which the author and date of publication appear in brackets in the body of the text and a reference list at the end of the document contains all of the journals, books, etc. that are referenced in the text. The format of this reference list should be the same as that used by the American Psychological Association (APA) 6th Edition- <http://www.apastyle.org/learn/faqs/index.aspx>

Further details on the use of referencing, and the avoidance of plagiarism, will be provided during your course by staff from LIS.

5.4 Confidential material

Please remember your ethical, professional and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within any assignments submitted. It is especially important that you ensure that patient data is anonymised or removed from all work submitted as part of your taught programme.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A draft (pseudoTurnitin) assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. In the case of written submissions once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

Across the UK it is standard to offer the MBBS award as an unclassified award. However, in cases of excellence, MBBS with Honours may be granted as a classification. For the Bachelor of Medicine and Bachelor of Surgery (MBBS) a weighted average percentage mark (APM) of 70% or above may be recognised by the award of MBBS with Honours.

Year 1 marks do not count towards your APM. Years 2,3 and 4 contribute to your APM and are weighted towards the later years. Further detail can be found in the Academic Regulations – search on the UCLan intranet for the APM calculator.



7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

Past student feedback on the desirability for clinical sessions with live patients and improvements to material on blackboard have all resulted in actions that have improved these features of our courses.

Evaluation questionnaires provide one of the most important means for you to express your opinion about your teaching and learning experience. They capture feedback on your experience within each module and inform staff about where improvements could be made. The school will send a text survey to each student after every teaching block (normally every 3 or 4 weeks) and at the end of clinical placements - please complete and return these to ensure your voice is heard - all responses are anonymous. The school will collate responses and produce a “You Said We Did” each semester.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the **UCLan Student Survey** (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Minutes of these meetings will be circulated via email to the student cohort and actions addressed by the Course team, or passed onto appropriate bodies for consideration (e.g. the Library & Information Service, and Facilities Management). SSLCs will also consider External Examiner reports and any staff issues that may relate to the student body.

A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students. The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings.

Course representatives will be elected every year either in April (Years 2-5 reps) or September (Year 0 and Year 1 rep). Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk

The course team working with the SU will make arrangements for students to elect a course representative who can represent any issues you may have to the course team within Student Staff Liaison Committee meetings.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8. Appendices

8.1 Programme Specification(s)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus University of Central Lancashire, Burnley Campus University of Central Lancashire, Westlakes Campus East Lancashire Hospitals NHS trust North Cumbria University Hospitals NHS trust Primary care and mental health local education partner sites in the region Year 0 of this 6-year programme takes place at Westlakes Campus and following successful completion of the first year students move to join the 5 year MBBS pathway.
3. University School/Centre	School of Medicine
4. External Accreditation	General Medical Council
5. Title of Final Award	MBBS (Bachelor of Medicine & Bachelor of Surgery)
6. Modes of Attendance offered	Full time
7a. UCAS Code	5 year course (entry at year 1) UCAS code: A100
7b. JACS Code	6 year course (entry at year 0) UCAS code: to be decided A300
8. Relevant Subject Benchmarking Group(s)	QAA Benchmark Statement for Medicine (http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/medicine.pdf)
9. Other external influences	World Health Organisation General Medical Council Duties of a Doctor and Tomorrow's Doctors http://www.medschools.ac.uk Guiding Principles for the Admission of Medical Students. http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp Academy of Medical Royal Colleges http://www.aomrc.org.uk Academy of Medical Educators http://www.medicaleducators.org/ Health Education England http://hee.nhs.uk/

	<p>Care Quality Commission http://www.nhs.uk/NHSEngland/thenhs/healthregulators/Pages/carequalitycommission.aspx</p> <p>EU Parliament and Council Directives 81/1057/EEC, 1981; 2005-36-EC, 2007</p>
10. Date of production/revision of this form	May 2020
11. Aims of the Programme	
<p>The aims of this programme are to deliver a graduate who is able to take on the roles and responsibilities of a medical doctor entering a foundation postgraduate training programme (or equivalent internationally) and underpinned by the requirements laid out by the General Medical Council. Graduates will be able to:-</p>	
<ul style="list-style-type: none"> • Apply biomedical scientific principles, method and knowledge to their medical practice • Carry out consultations with patients, using appropriate communication and examination skills and use their findings to diagnose problems and formulate management plans • Demonstrate competence in a range of professional skills necessary for patient care, working with others in an ethical manner and putting patient safety at the core of their work • Use reflective practice to inform continuing professional development and enhanced competencies and to continually maintain their skills as a doctor • Demonstrate and apply the principles of quality of care and legal and ethical principles and regulations as described by the Care Quality Commission, General Medical Council, Royal Medical Colleges and WHO guidance 	
12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.</p> <p>A2. Apply principles from the biomedical sciences to support the diagnosis and management of medical problems.</p> <p>A3. Appraise and interpret the full variety of research methodologies used in medical practice so as to facilitate the completion and application of such research.</p> <p>A4. Apply a practical understanding of principal aspects of public health to support disease prevention and reduce the burden of illness on society and practice.</p> <p>A5. Interpret the key principles related to quality of care, including clinical governance, medicine in society and non-technical skills and apply them to clinical practice.</p> <p>A6. explain the foundations of scientific topics, including the structure and function of cells, tissues and organ systems in health and disease and the role of biomolecules and biochemical mechanisms (<i>foundation entry only</i>)</p> <p>A7. demonstrate English language proficiency skills and communicate accurately and succinctly using appropriate medical and scientific terminology (<i>foundation entry only</i>)</p>	
Teaching and Learning Methods	
<p>Plenary lectures Clinical skills teaching Communication skills tutorials Tutorials Self-directed learning E-portfolio Work based assessments</p>	
Assessment methods	
<p>Written examinations Coursework Work based assessments Practical Assessments - Objective Structured Clinical Examinations (OSCE) E-portfolio</p>	
B. Subject-specific skills	
<p>B1. Complete key diagnostic procedures required of a graduate medical professional, as identified by the General Medical Council</p>	

<p>B2. Complete key therapeutic procedures required of a graduate medical professional, as identified by the General Medical Council</p> <p>B3. Prescribe medications and other licensed products in a safe, effective and efficient manner</p> <p>B4. Deliver Basic / Intermediate Life Support skills.</p> <p>B5 Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem</p> <p>B6. Work in multi-disciplinary teams, taking on a variety of leadership and teaching roles as needed to support best medical practice.</p> <p>B7. summarise and analyse scientific results and critically interpret data (<i>foundation entry only</i>)</p>
<p>Teaching and Learning Methods</p> <p>Plenary lectures Clinical skills teaching Communication skills tutorials Case based learning scenarios Work based assessments</p>
<p>Assessment methods</p> <p>Work Based Assessments Practical Assessments - OSCE and DOPS E-portfolio Written examinations Professionalism Assessment Preparation for Practice Assessment (PPAT) Assignments, project reports, oral and poster presentations</p>
<p>C. Thinking Skills</p> <p>C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations</p> <p>C2. Evaluate risk factors and update risk assessment using situational awareness skills to identify potential sources of error</p> <p>C3. Critically appraise medical research in a manner that supports and informs the use of evidence based medicine within practice</p> <p>C4. Participate and contribute to a number of sub roles within the workplace, including a leader, a researcher and a teacher, assuming associated responsibilities as required</p> <p>C5. process and interpret scientific data and demonstrate confidence with related numerical skills (<i>foundation entry only</i>)</p>
<p>Teaching and Learning Methods</p> <p>Plenary lectures Case based learning scenarios Tutorials Self-directed learning E-portfolio Work based assessments Self-assessment questions Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and coursework.</p>
<p>Assessment methods</p> <p>Written examinations Written assignments Work based assessments OSCE E-portfolio Coursework Assignments, project reports, oral and poster presentations</p>
<p>D. Other skills relevant to employability and personal development</p> <p>D1. Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the General Medical Council</p> <p>D2. Use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and offer the best care to patients</p> <p>D3. Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings</p> <p>D4. Utilise and foster medical leadership and management skills</p> <p>D5. Evidence and reflect upon career progression within an international perspective.</p>

D6 Manage own time and workload and set priorities
 D7 Work effectively as a team member and leader
 D8. Undertake personal development planning towards autonomous learning (*foundation entry only*)

Teaching and Learning Methods

Plenary lectures
 Case based learning scenarios
 Tutorials
 Self-directed learning
 E-portfolio
 Work based assessments
 Self-assessment questions

Assessment methods

Written examinations
 Written assignments
 Work based assessments
 OSCE
 E-portfolio
 Coursework
 Reports, presentations, case studies and assignments

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	UM4010	Medicine in Clinical Practice 2	60	MBBS Requires 480 credits at Level 7 or above, with a minimum of 120 credits at Level 7, 240 credits at Level 6 or above and 360 credits at Level 5 or above. Requires successful completion of clinical placement year (UM4080 which has a notional credit rating of 120 credits (MBBS with Honours awarded for achievement of APM of 70% or more at Stage 2/3)
	UM4020	Evidence Informed Practice of Medicine 4	20	
	UM4030	Medical Skills and Quality Care 4	40	
	UM4080	Transition to clinical practice	120	
Level 6	UM3010	Medicine in Clinical Practice 1	60	BSc (Hons) Medical Studies Requires 360 credits including a minimum of 220 at Level 5 or above and including 100 at Level 6 BSc Medical Studies Requires 320 credits including a minimum of 180 at Level 5 or above and including 60 at Level 6
	UM3020	Evidence Informed Practice of Medicine 3	20	
	UM3030	Medical Skills and Quality Care 3	40	
Level 5	UM2010	Integrated Science and Clinical Medicine 2	40	Diploma of Higher Education in Medical Studies Requires 240 credits including a minimum of 100 at Level 5 or above
	UM2020	Evidence Informed Practice of Medicine 2	40	
	UM2030	Medical Skills and Quality Care 2	40	

Level 4	UM1010	Integrated Science and Clinical Medicine 1	40	Certificate of Higher Education Requires 120 credits at Level 4 or above
	UM1020	Evidence Informed Practice of Medicine 1	40	
	UM1030	Medical Skills and Quality Care 1	40	
FOUNDATION ENTRY YEAR – UCLAN WESTLAKES CAMPUS ONLY				
Level 4	XY1004	Scientific Communication	20	Progression to Year 1 at the Preston Campus Successful completion of 120 credits that must include: <ul style="list-style-type: none"> • A minimum of 65% in module XYC001 • with an average of 70% across all of the XY modules • IELTS or equivalent of 7.0 in all areas
	XY1005	Case Study Approach to Scientific Problem Solving	40	
	EF1501	English for Professional & Academic Development 1	20	
	EF1502	English for Professional & Academic Development 2	20	
	EF1337	English for Medical Sciences	20	
Level 3	XYC001	Biological and Chemical Systems	20	
	XYC002	Body Systems	20	
	XYC003	Investigative Skills using Mathematics	20	

15. Personal Development Planning

This programme is specifically designed to develop the skills and knowledge of students to enable them to apply for registration with the General Medical Council. The "career development" aspect of PDP is clearly addressed within this programme through the integration of a portfolio of lifelong learning. In year 0 students at level 3 of the program will develop the skills for independent study and time management as an adult learner.

Throughout the course the students are expected to keep this e-portfolio to support reflective learning and track progress in learning. This will form a key resource in the regular appraisals that students complete to ensure progress is appropriate, as well as allowing them to develop autonomy in their own learning development. This system is homologous with the systems used in postgraduate medical training

16. Admissions criteria

Entry requirements

Entry at Year 0 (6 year route): Open only to international applicants

Academic:

ABB (or equivalent) at A-level (at least two science subjects to include Chemistry and a third academic subject). For those applicants with international qualifications, we would expect these to include the core subjects of English, Mathematics and Sciences (to include Chemistry and at least one other science subject). Students must be able to provide evidence of sustained academic achievement (GCSE or equivalent to include English Language B or higher) with a broad study of Science and Math up to the age of 15-16. English as medium of instruction will not be accepted for any student.

Non-academic:

International applicants will be required to demonstrate proficiency in English through the attainment of one of the following qualifications: IELTS with a minimum of 7.0 in all of the component scores (listening, reading, writing and speaking) or equivalent. English as medium of instruction will not be accepted for any student.

Successfully passing a multiple mini interview (MMI). Applicants who have passed at least 6 out of 8 MMI stations will be ranked according to score and offers made to the top ranking applicants until the required number of places has been filled. A small number of applicants who perform exceptionally well at MMI may be made an early offer.

Entry at Year 1 (5 year route):

Academic:

AAB (or equivalent) at A-level (at least two science subjects to include Chemistry and a third academic subject).

For those applicants with international qualifications, we would expect these to include the core subjects of English, Mathematics and Sciences (to include Chemistry and at least one other science subject).

Students must be able to provide evidence of sustained academic achievement (GCSE or equivalent to include English Language B or higher) with a broad study of Science and Math up to the age of 15-16. English as medium of instruction will not be accepted for any student.

A recognised honours degree in any science subject at 2:1 or above or equivalent or, a recognised degree in a health care profession at 2:1 or above or equivalent with at least one year's professional work experience. (A master's qualification or higher degree does not compensate for these degree requirements).

Non-academic:

International applicants will be required to demonstrate proficiency in English through the attainment of one of the following qualifications: IELTS with a minimum of 7.0 in all of the component scores (listening, reading, writing and speaking) or equivalent. English as medium of instruction will not be accepted for any student.

Successfully passing a multiple mini interview (MMI). Applicants who have passed at least 6 out of 8 MMI stations will be ranked according to score and offers made to the top ranking applicants until the required number of places has been filled. A small number of applicants who perform exceptionally well at MMI may be made an early offer.

The UK government imposes strict limits on the number of places available to home (UK/EU) students on the MBBS programme. If you are holding an offer for the UCLan MBBS programme, and your status changes from an international student to a home (UK/EU) student, the offer will lapse and you will not therefore be automatically entitled to accept your offer or take up your place if you have already accepted your offer. You will therefore need to reapply for the course as a home (UK/EU) student. Please note that because of the UK government restrictions referred to above, different entry criteria may apply for home (UK/EU) applicants and places may not be available for the same academic year. If you are already enrolled on the programme and your international status changes (e.g. because of an error in the original assessment of your status), it is likely that you will have to withdraw from the programme. The University will provide you with appropriate support and advice during this process. Application for home (UK/EU) places on the UCLan MBBS programme is a highly competitive process.

17. Key sources of information about the programme

GMC Promoting Excellence

<http://www.gmc-uk.org/education/standards.asp>

QAA Benchmark Statement for Medicine

<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Medicine.pdf>

School of Medicine website

http://www.uclan.ac.uk/courses/bachelor_medicine_bachelor_surgery.php

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																							
				Knowledge and understanding					Subject-specific Skills						Thinking Skills					Other skills relevant to employability and personal development							

				A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7
LEVEL 7	UM4080	Transition to clinical practice (Year 5)	C	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	UM4010	Medicine in Clinical Practice 2	C	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
	UM4020	Evidence Informed Practice of Medicine 4	C			X	X						X	X	X		X	X	X	X	X	X	X		X	X
	UM4030	Medical Skills and Quality Care 4	C	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X
LEVEL 6	UM3010	Medicine in Clinical Practice 1	C	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
	UM3020	Evidence Informed Practice of Medicine 3	C			X	X							X	X		X	X	X	X	X	X	X		X	X
	UM3030	Medical Skills and Quality Care 3	C	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X
LEVEL 5	UM2010	Integrated Science and Clinical Medicine 2	C	X	X		X	X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X

	UM2020	Evidence Informed Practice of Medicine 2	C			X	X							X	X		X	X	X	X	X	X	X		X	X	
	UM2030	Medical Skills and Quality Care 2	C	X	X		X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
LEVEL 4	UM1010	Integrated Science and Clinical Medicine 1	C	X	X		X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X	X	
	UM1020	Evidence Informed Practice of Medicine 1	C			X	X							X	X		X	X	X	X	X	X		X	X	X	
	UM1030	Medical Skills and Quality Care 1	C	X	X		X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X	X

19. Exit Award Outcomes

BSc Medical Studies (Hons)

A1. Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.

A2. Apply principles from the biomedical sciences to support the diagnosis and management of medical problems.

A3. Appraise and interpret the full variety of research methodologies used in medical practice so as to facilitate the completion and application of such research.

B4. Deliver Basic / Intermediate Life Support skills.

B5 Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem

C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations

C2. Evaluate risk factors and update risk assessment using situational awareness skills to identify potential sources of error

C3. Critically appraise medical research in a manner that supports and informs the use of evidence based medicine within practice

D3. Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings

D5. Evidence and reflect upon career progression within an international perspective.

D6 Manage own time and workload and set priorities

D7 Work effectively as a team member and leader

BSc Medical Studies

A1. Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.

A2. Apply principles from the biomedical sciences to support the diagnosis and management of medical problems.

A3. Appraise and interpret the full variety of research methodologies used in medical practice so as to facilitate the completion and application of such research.

B4. Deliver Basic / Intermediate Life Support skills.

B5 Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem

C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations

C3. Critically appraise medical research in a manner that supports and informs the use of evidence based medicine within practice

D1. Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the General Medical Council

D3. Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings

D5. Evidence and reflect upon career progression within an international perspective.

D6 Manage own time and workload and set priorities

D7 Work effectively as a team member and leader

Diploma in HE Medical Studies

A1. Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.

A2. Apply principles from the biomedical sciences to support the diagnosis and management of medical problems.

A3. Appraise and interpret the full variety of research methodologies used in medical practice so as to facilitate the completion and application of such research.

B4. Deliver Basic / Intermediate Life Support skills.

B5 Assess patients' healthcare needs, taking into account their physical and mental health and personal and social circumstances, and apply their knowledge and skills to synthesise information from a variety of sources in order to reach the best available diagnosis and understanding of the patient's problem

C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations

C3. Critically appraise medical research in a manner that supports and informs the use of evidence-based medicine within practice

D1. Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the General Medical Council

D2. Use lifelong learning skills to continuously review practice and inform CPD needs in order remain up to date and offer the best care to patients

D5. Evidence and reflect upon career progression within an international perspective.

D6 Manage own time and workload and set priorities

Certificate in HE

A1. Apply knowledge of anatomy and physiology to support understanding of various pathologies, as well as to facilitate examination of and interventions for patients.

A2. Apply principles from the biomedical sciences to support the diagnosis and management of medical problems.

B4. Deliver Basic / Intermediate Life Support skills.

C1. Apply critical thinking skills to interpret history, examination and investigation findings and develop a differential diagnosis of medical problems in a variety of situations.

D1. Demonstrate attitudes and behaviours in all professional and personal contacts, consistent with the values set out by the General Medical Council.

D3. Communicate with colleagues and patients in a manner that is efficient, effective and safe in all settings.

D6. Manage own time and workload and set priorities