

Programme Specification for Undergraduate Programme
Leading to:
Bachelor of Medicine, Bachelor of Surgery (MBBS) in Medicine

Applicable for all undergraduate students **starting at FHEQ Level 4** on or after 1st September 2021

Version No.	Date	Notes – QUALITY ASSURANCE USE ONLY	QA
1	March-20	Programme specification approved for 2021/22 start	RJC

Undergraduate Programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home College/Department/Division	College of Health, Medicine and Life Sciences Brunel Medical School
4. Contributing College/Department/Division/ Associated Institution	Department of Health Sciences Department of Life Sciences
5. Programme accredited by	General Medical Council (GMC) <i>The GMC will scrutinize the MBBS programme for the duration of one whole student cohort, prior to accreditation and submitting Brunel University London to the Privy Council, for our name to be added to the UK Medical Act.</i>
6. Final award(s) and FHEQ Level of Award	MBBS Medicine FHEQ Level 7
7. Programme title	Medicine
8. Programme type (single honours/joint)	Single Honours
9. Normal length of programme (in months) for each mode of study	5 years
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years 8 years
11. Variation(s) to September start	Not applicable
12. Modes of study	Full Time
13. Modes of delivery	Campus-based and Placement-based learning in partner health providers
14. Intermediate awards and titles with FHEQ Level of Award	Certificate of Higher Education in Medical Sciences (FHEQ: Level 4) Diploma of Higher Education in Medical Sciences (FHEQ Level 5) BSc (Hons) Medical Sciences (FHEQ: Level 6) Intermediate awards do not lead to eligibility to apply for provisional registration with the General Medical Council or any other Professional and Statutory Regulatory Body

15. UCAS Code	A100
16. HECoS Code	100271
17. Route Code	
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p><u>UK Quality Code for Higher Education</u></p> <p>QAA Subject Benchmark Statement (Medicine)</p> <p>GMC: Outcomes for Graduates (2018)</p> <p>GMC: Practical Skills and Procedures (2019)</p> <p>GMC: Promoting Excellence: standards in medical education and training (2016)</p> <p><u>Brunel 2030</u></p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the <u>'Managing Higher Education Provision with Others'</u> page</p>
19. Admission Requirements	<p>Brunel University London has the privilege of being one of the most diverse universities in the UK, where equality and diversity are integral to our ethos because it is critically important that all our staff and students are able to study, work, relax and socialise in a welcoming and inclusive environment which fosters a culture of mutual regard and respect.</p> <p>Entry criteria for UK medical schools is typically three 'A' Level with (a) recognised additional skills which enhance the student-tariff as competition for medical school places, e.g. leadership of teams, musical instrument, (b) evidence of a placement experience and understanding, by the observation of work within the public sector in a service role. We will apply the equivalent criteria for student recruitment and admissions as the University of Buckingham Medical School, our GMC-recognised guarantor.</p> <p>English Language Competence: Demonstrate competence in English language, either in the case of a native English speaker by attainment of at least Grade C in English at GCSE (or equivalent), or in the case of a non-native English speaker: attainment of at least 7.0 in each IELTS element.</p> <p>Academic Criteria: Academic qualifications: The required academic potential for success in the various qualifications for matriculation are: In the UK, A-levels Applicants normally should have, or be expected to achieve a minimum of grades AAB at A-level, to include either Chemistry or Biology, a second science (Chemistry, Biology, Physics or Mathematics) and a third subject (except General Studies).</p> <p>International Baccalaureate: Applicants should have, or be expected to achieve, a total score of at least 33 points with Higher Level 6 and Higher Level 5 to include either Chemistry or Biology and a second science (Chemistry, Biology, Physics or Mathematics).</p> <p>International Secondary School Qualifications: Applicants should have, or expected to achieve, a pattern of grades equivalent to AAB at 'A' level, to include either Chemistry or Biology and a second science (Chemistry, Biology, Physics or Mathematics) at the most</p>

	<p>senior level studied. Please refer to the course page for all country grade equivalencies.</p> <p>We recognise that the International entry qualifications need to be coherent and in line with the SE Asia, USA and Canadian markets which is where we plan to target our recruitment of students.</p> <p>In the case of applicants offering a degree, they should have obtained an upper second class degree in a subject cognate to medicine that will be considered on a case-by-case basis.</p> <p>Transfers from other undergraduate science or medicine programmes cannot be accepted.</p> <p>Brunel University London will not accept students who have previously enrolled in or studied an undergraduate medical programme.</p> <p>Brunel holds a UKVI license to admit Tier 4 students; currently 14% of our undergraduates and 47% of our post-graduate students come from outside the EU.</p> <p>From the start, students will be selected against academic criteria and other attributes judged in a structured assessment blueprint against the attributes defined in <i>Good Medical Practice</i>.</p> <p>Personal Statement: This is an opportunity for applicant to provide in their submission (a) the reasons why they want to study medicine, and (b) evidence of understanding the academic, physical and emotional demands of a medical programme and career. It is in this part of the application process that the university will identify the applicants' rationale for a career in medicine, not simply family, peer or school pressures because they have an aptitude for sciences. It is expected that personal statements are written entirely by the applicants, and those which show evidence of plagiarism are liable to have their application rejected.</p> <p>The respective selection criteria are not weighted, rather all criteria need to be of a satisfactory standard to be invited for interview.</p> <p>Multiple Mini Interviews: This is a type of interview where applicants take part in a series of exchanges that test their ability to solve problems and make ethical judgements.</p>
<p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>	<p>Brunel medical students will need to obtain membership of the Medical Protection Society or Medical Defence Union, which provides professional protection for medico-legal problems that might arise from work on placement. All students will need to become members of either the MPS or MDU in the first term of the MBBS programme (which is free to all medical students). Failure to become a student member of either the MPS or MDU may result in a student being barred from clinical practice study blocks and ultimately withdrawal from the programme.</p> <p>Study Abroad Full-time students have an opportunity to spend some weeks on an Elective as part of the Student Selected Component of the MBBS award. The elective is taken in Year 5 after Medical Licencing Assessment, and before shadowing the Foundation Year 1 doctors whose post they will take up following graduation and pre-registration with the General Medical Council.</p> <p>Clinical Training</p>

A student must pass the in-class assessment for mandatory Clinical Training in the first module (Foundation Studies in Medicine) before they are permitted patient contact. This includes having attended Moving and Manual Handling, Basic Life Support and Infection Control. These skills are essential for student, patient and clinical practitioner safety in the placement setting. Where a student fails the first attempt, their placements in Year 1 will be deferred until they have passed.

Immunisations

To undertake clinical placements, the MBBS students must have completed all relevant immunisations as requested by the clinical placement coordinator. Failure to meet minimum immunisation requirements will prevent the student from undertaking the placement and will automatically result in a fail grade being awarded. Continued failure to meet immunisation requirements may lead to the student being withdrawn from the programme on the grounds of repeated failure, or the initiation of professional suitability proceedings, leading to withdrawal from the programme.

Consent

Before students participate as service users in practical and clinical teaching they must provide consent in line with the Medical School's consent procedure.

Curriculum and Assessment Regulations for MBBS award

All of the MBBS curriculum is referred to as compulsory. The Student Selected Components (SSCs) is around 10% of the curriculum and where students have the opportunity to explore areas of personal interest in medicine and surgery. Nonetheless, the proposed area of study for the SSC is subject to approval, to ensure a qualified academic clinical expert is available to supervise and mark any assignments.

All assessments are core.

The General Medical Council: has defined requirements for the curriculum and assessment of a UK primary medical qualification, these are:

- To be mapped to the Outcomes for Graduates (2018)
- To be blueprinted (constructive alignment) to the MBBS curricular learning outcomes
- To be criterion referenced for demonstrating minimum competence to practice as a Foundation Year 1 doctor upon graduation.
- The adjusted criterion referenced pass mark for a MBBS award for all knowledge-based assessments is 50%
- The clinical skills-based assessments are judged by hours of testing, the final mark and the minimum number of objective structured clinical examination stations passed
- There can be no compensation of marks, for each element of all assessments must be passed in order to progress to the next academic year.

Learning in all MBBS years will be delivered within the university and in clinical placement settings. As an integrated, spiral and systems-based curriculum, students will build on their prior knowledge at matriculation in year 1, and subsequently, the basic and clinical knowledge acquired in the preceding MBBS years up to the point of graduation.

MBBS students must gain a pass for all clinical placements, assessment blocks and all end-of-year synoptic assessments in order to progress to the next academic year.

	<p>Assessment of Clinical Placement Blocks The aims and learning outcomes of the MBBS programme are to provide the learning environment whereby the students may achieve the competence in knowledge, skills and professional attributes to be Foundation Year 1 (FY1) doctors. The MBBS students are required to undertake placements in all clinical specialties within MBBS curriculum without exception.</p> <p>Aegrotat or Exit-with Grace Awards Certificate in Medical Sciences (FHEQ: Level 4) Diploma in Medical Sciences (FHEQ Level 5) BSc (Hons) Medical Sciences (FHEQ: Level 6)</p> <p>Where a student de-registers from the MBBS programme with an Exit-with-Grace award, the grades awarded for the respective assessment blocks will be scrutinized for the classification of the award and applying the standard Brunel minimum pass mark of 40% (MBBS pass mark is 50%).</p> <p>These awards do not allow eligibility to apply for provisional registration with the General Medical Council or another Professional and Statutory Regulatory Body. These awards mean that academic credits accrued may be applied, via a credit transfer recognition process, for registration with another degree programmes, either at Brunel or alternative education institution.</p>
<p>21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.</p>	<p>Pass mark Variation to SR2.51 (and all other references to D- as the threshold pass and FHEQ levels 4, 5, and 6): The pass mark for all assessments on MBBS Medicine is 50% (C-), All assessments on the programme are designated core, and therefore all assessments must be passed at a minimum of 50% (C-).</p> <p>Where a student is being considered for an intermediate award, the standard SR2 pass mark of 40% will stand, with all assessments remaining core.</p> <p>Pass / Fail assessments The programme includes the following blocks which are credit bearing, but achieve a pass / fail outcome for the block: Clinical and Communication Skills / Medicine in Community 1 (10 credits) Clinical and Communication Skills / Medicine in Community 1 (10 credits)</p> <p>Project Variation to SR2.16: The programme does not include a 40-credit project block, but instead includes a Student Selected Component block (0 credits) at MBBS years 2, 3, 4, and 5.</p> <p>Reassessment limits The reassessment limits for MBBS are: MBBS Year 1: In line with SR2</p> <p>MBBS Year 2, 3, 4: To allow reassessment in the synoptic Objective Structured Clinical Examinations (OSCE) plus any other 40 credits of assessment.</p> <p>MBBS5: To allow reassessment in the Medical Licensing Assessments plus any other 40 credits of assessment.</p>

	<p>In addition, Brunel will follow the National GMC / MSC guidance for the number of re-sits permitted Medical Licensing Assessments.</p> <p>Attendance requirements For successful completion of the MBBS award and eligibility for provisional registration with the GMC, student attendance at learning activities on campus and clinical placement is an essential component of their professionalism training. Therefore, students are expected to attend a minimum of 85% of all learning activities on campus and 100% of clinical placements.</p> <p>Attendance is monitored and assessed and where a student has not met the attendance requirement, they will receive an automatic fail in Outcome 1: Professional values and behaviours (GMC's Outcomes for Graduates 2018) and will therefore be referred to professional suitability.</p> <p>National Assessments for Medical Students: These are national and compulsory assessments for successful graduates to be eligible to apply to the GMC for provisional registration. These assessments, taken by all UK final year medical students, and are prepared and criterion-referenced by examiners, some of whom are external to Brunel University London. The blueprint and the final decision on the selection of assessment items will be determined by the National MLA board.</p> <p>1. Medical Licensing Assessment (MLA): The GMC in collaboration with the Medical Schools Council are delivering a national licencing examination that all medical students must pass in order to be eligible to apply for provisional registration with the GMC. The MLA is currently under development and will be mandatory for medical students by 2022. When the first cohort of Brunel students takes the MLA (in 2026) it will be well-established.</p> <p>2. National Prescribing Safety Assessment (PSA): The PSA allows all medical students to demonstrate their competencies in relation to the safe and effective use of medicines. All foundation doctors are required to pass the PSA before being signed off as having successfully completed the FY1 year and being awarded full GMC registration</p> <p>3. Situational Judgement Test (SJT): This is a psychological aptitude test that assesses judgement required for solving problems in work-related situations, and evaluates how the student would respond to workplace scenarios. Essentially, the SJT is shaped by what is considered to be the important behaviours, values and approaches required for the FY1 doctor.</p>
<p>22. Further information about the programme is available from the College website.</p>	<p>Link to programme information on the College website will be provided once the General Medical Council has given their permission.</p>

<p>23. EDUCATIONAL AIMS OF THE PROGRAMME</p>
<p>The aims of the MBBS programme are to provide graduates with a curriculum which allows them to develop the appropriate knowledge, skills and professional attributes to practice as a Foundation Year 1 [pre-registration] doctor. The MBBS curriculum adheres to the requirements of the General Medical Council and will be compliant with their document, "Outcomes for Graduates" (2018) in terms of the required outcomes for: Outcome 1: Professional values and behaviours</p>

Outcome 2: Professional skills
 Outcome 3: Professional knowledge.

The MBBS graduates will acquire the skills and attitudes for life-long education required to meet the needs of a developing healthcare service and changing population needs.

The MBBS programme is informed by the expectations of key stakeholders. Therefore, our curriculum takes account of expectations of the Quality Assurance Agency for Higher Education's Benchmark Statements for Medicine; the General Medical Council document, "Outcomes for Graduates" (2018); and the expectations for graduates in medicine for their postgraduate education (Modernising Medical Careers). The generic learning outcomes and competences for each of the MBBS years (see below) are assessed and blueprinted (constructively aligned) to the Synoptic Assessments at the end of the respective academic years.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Year and FHEQ level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome Be able to....	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
Year 1 and FHEQ Level 4					
	K	Demonstrate a basic knowledge of anatomical terms, describe the location of the main organs and structures of the body	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	
	K	Recognise main organs and body structures through the use of medical imaging in visualising such structures.	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	
	K	Explain normal biological structure and function at the cellular and molecular level,	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	
	K	Discuss the basic concepts of cellular pathology as the foundation for developing further the pathophysiological knowledge in the later years of the programme	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	
	K/C	Demonstrate a sound knowledge of biomedical, social and population sciences relevant to medicine	ALL	ALL	
	K/C	Discuss the principles of ethics and law as applied to medicine, healthcare and research	ALL	ALL	
	K/C	Discuss the influence of genetics, social, environmental, political, occupational and behavioural and historical factors in health and illness	ALL	Psychology and Sociology of Health and Illness and Health in Society 1	

	K	Describe the pharmacological principles in therapies with respect to the different body systems studied	ALL except Psychology and Sociology of Health and Illness	ALL except Psychology and Sociology of Health and Illness and Health in Society 1	
	K/c	Recognise and discuss the significance and impact of health promotion to the maintenance of health and wellbeing;	ALL	ALL	
	K/S/C	Apply clinical communication skills for gathering information for exploring the patient experience of health and illness	ALL	Clinical Skills / Medicine in Community 1	
	S	Competently and confidently use appropriate computer software	ALL	ALL	
	K/C/S	Discuss methods for the measurement, assessment, data collection, data analysis used in patient care for medicine	ALL	Health in Society 1 Clinical Skills / Medicine in Community 1	
	K/C/S	Describe the principles of patient safety and a patient-centred approach to health care	ALL	Cardiovascular and Respiratory Medicine Endocrinology and Homeostasis Musculoskeletal System	
	S/C	Demonstrate development of clinical examination and basic procedural skills in simulated clinical settings.	ALL except Psychology and Sociology of Health and Illness	Cardiovascular and Respiratory Medicine Endocrinology and Homeostasis Musculoskeletal System	
	S/C	Develop the basic skills of resuscitation and emergency care;	Clinical Skills / Medicine in Community 1	Clinical Skills / Medicine in Community 1	
	S/C	Demonstrate acquisition of the basic skills in manual handling	Clinical Skills / Medicine in Community 1	Clinical Skills / Medicine in Community 1	
	K/C/S	Discuss the practicalities of Infection control and its role in preventing hospital-acquired infections	Clinical Skills / Medicine in Community 1	Clinical Skills / Medicine in Community 1	
	C	Reflect on the effectiveness of a team through negotiation and common goal-setting	ALL	Clinical Skills / Medicine in Community 1	
	C	Identify learning needs to facilitate independent study as part of a team or in group activities	ALL	Clinical Skills / Medicine in Community 1	

Year 2 and FHEQ Level 5					
	K	Demonstrate a detailed knowledge of the biomedical, clinical, social and population sciences relevant to clinical practice	ALL	Clinical Therapeutics / Clinical Skills / Medicine in Community 2	
	K	Demonstrate a basic knowledge of anatomical terms, describe the location of the main organs and structures of the body	ALL except HiS2	ALL except HiS2	
	K/C	Apply the principles of patient safety and a patient-centred approach to health care.	ALL	Clinical Therapeutics Health in Society 2 Clinical Skills / Medicine in Community 2	

				Student Selected Component Year 2	
	K/C	Distinguish between normal and abnormal biological structure and function at the cellular and molecular level	ALL except HiS2	ALL except HiS2	
	K/C	Discuss the more complex concepts of cellular pathology as a foundation for clinical placements	ALL except HiS2	ALL except HiS2	
	K/C	Demonstrate progression and application of anatomy and discuss anatomical variation in the population in surface anatomy and from visualising radiological and medical images	ALL except HiS2	ALL except HiS2	
	K/C	Demonstrate evidence of developing comprehension of, and insight into, ethics and law as applied to medicine and an awareness of its relevance to clinical practice	ALL	Health in Society 2 Clinical Skills / Medicine in Community 2 Student Selected Component Year 2	
	S	Demonstrate purposeful use of clinical communication skills for information gathering to the patient experience, then apply this to propose a management plan of treatment for enhanced health care outcomes	ALL	Clinical Therapeutics Clinical Skills / Medicine in Community 2	
	S	Perform systematic clinical examination and basic procedural skills under appropriate supervision	ALL except Health in Society 2	Clinical Skills / Medicine in Community 2	
	K/C/S	Discuss the principles of evidence-based professional practice.	ALL	ALL	
	K/C/S	Manage and interpret patient data for a range of objectives, including simulated prescribing	ALL	Clinical Therapeutics Clinical Skills / Medicine in Community 2	
	C	Demonstrate awareness of roles and responsibilities within the clinical environment, and to interact effectively with members of the multi-professional healthcare team	ALL	ALL	
	S / C	Demonstrate skills for reflective practice and learning and practice, and exhibit a representative approach of self-evaluation to personal progress in developing competence	ALL	ALL	
	K/C/S	Demonstrate cognizance of issues related to effective written communication, including academic reports and letter writing	ALL	ALL	
	K/C/S	Discuss methods for the measurement, assessment, data collection, data analysis used in patient care for medicine	ALL	ALL	
	K/C/S	Demonstrate purposeful use of clinical communication skills for information gathering to the patient for exploring the patient experience of health and illness	ALL	ALL	
	K/C/S	Demonstrate development of clinical examination and basic procedural skills in simulated clinical settings	ALL	ALL	

	K/C/S	Build on the research methodology learning in MBBS year1 to develop further the use of research skills	ALL	ALL	
	K/C/S	Apply evidence from the literature to answer questions raised by specific clinical problems	ALL	ALL	
	K/C/S	Present the outcomes of work in written and verbal communication	ALL	ALL	

Year 3 and FHEQ Level 6					
	K/C	Demonstrate a critical knowledge of biomedical, clinical, social and population sciences relevant to medical practice.	ALL	ALL	
	K/C/S	Analyse critically and evaluate clinical and academic sources of information in order to inform medical practice	ALL	ALL	
	K/C/S	Evaluate patient data derived from history-taking, clinical examination and specific investigations in order to discuss and propose a coherent management plan.	ALL	ALL	
	K/C/S	Evaluate scholarship critically in evidence-based medicine and be able to make a case for the different approaches in the specialties of <ul style="list-style-type: none"> • Musculoskeletal • Cardiovascular and Respiratory • Gastrointestinal • Perioperative Care • Psychiatry and Mental Health • General Practice 	ALL	ALL	
	K/C	Demonstrate a comprehensive insight into ethics and law as applied to medicine and to apply to clinical setting and situations	ALL	ALL	
	K/C	Demonstrate personal reflection and self-evaluation of personal competences and goals via the development of the portfolio,	ALL	ALL	
	K / C / S	Carry out in collaboration with colleagues a clinical audit	ALL	ALL	
	K/C/S	Communicate effectively with patients, relatives, colleagues and outside organizations using a range of techniques	ALL	ALL	
	K/C/S	Communicate effectively where English is not the first language, using an interpreter	ALL	ALL	
	K/C/S	Perform competently a range of clinical examination and procedural skills	ALL	ALL	
	K/C/S	Demonstrate a critical approach to clinical and communication skills acquired, to assure patient safety and a patient-centred approach in medical practice	ALL	ALL	
	K/C/S	Competently calculate and interpret data for a range of purposes including issues relating to drug prescribing	ALL	ALL	
	K/C/S	Manage own time and prioritise tasks effectively	ALL	ALL	
	K/C/S	Work effectively within relevant medical and healthcare systems and teams,	ALL	ALL	

		engaging effectively with the cultural and social environment in which medicine is practised.			
	C	Recognise own limitations to know when to seek advice	ALL	ALL	
	C	Identify and manage professional and personal learning needs in preparation for the world of work and life-long development	ALL	ALL	

Year 4 and FHEQ Level 7					
	K/C	Demonstrate a systematic knowledge, critical awareness and application of the disciplines of medicine	ALL	ALL	
	K/C/S	Evaluate advanced scholarship critically in evidence-based medicine and be able to make a case for the different approaches in the specialties: <ul style="list-style-type: none"> • Paediatrics and Child health, • Public and international health. • Ear Nose and Throat, • Care of the Elderly • Obstetrics and Gynaecology, and Sexual Health • Ophthalmology • Dermatology • Oncology and Palliative Care • General practice 	ALL	ALL	
	K/C/S	Demonstrate a critical scientific and evidence-based approach to professional practice	ALL	ALL	
	K/C/S	Analyse critically and synthesise complex, incomplete, 'cutting edge' or contradictory areas of clinical and scientific information from a range of sources and its applications in the clinical setting	ALL	ALL	
	K/C/S	Demonstrate a critical knowledge of ethics and law and its application to clinical practice	ALL	ALL	
	K/C/S	Apply the appropriate clinical, diagnostic and procedural skills;	ALL	ALL	
	K/C/S	Deliver effective oral presentations to both professional and lay audiences	ALL	ALL	
	K/C/S	Communicate effectively in writing, e.g. letter writing, academic reports, telephone	ALL	ALL	
	K/C/S	Communicate effectively with patients and carers within different age ranges	ALL	ALL	
	K/C/S	Communicate effectively with disabilities with the help of an advocate	ALL	ALL	
	K/C/S	Evaluate data obtained from patient history, examination and special investigations in order to develop and where appropriate, implement a management plan	ALL	ALL	
	K/C/S	Calculate competently and interpret data for a range of purposes including safe prescribing	ALL	ALL	
	S / C	Demonstrate through reflection on case-studies (where appropriate), the integration of current clinical skills with new knowledge of the discipline	ALL	ALL	

	K/C/S	Apply principles of patient safety and a patient-centred approach to health care	ALL	ALL	
	K/C/S	Assess critically as to whether the study and experimental approaches are suitable for the research or clinical question	ALL	ALL	

	K/C/S	Identify signs and symptoms of abuse or neglect and be able to safeguard children, young people, adults and older people, using appropriate systems for sharing information,	ALL	ALL	
	K/C/S	Demonstrate an aptitude for independent learning required for continuing professional development	ALL	ALL	
	K/C/S	Demonstrate skills of systematic analysis, synthesis and critical evaluation of their own research or advanced scholarship	ALL	ALL	
	K/C/S	Recognise own limitations and when to seek advice	ALL	ALL	
	K/C/S	An ability to work effectively within relevant healthcare systems and teams, engaging effectively with the cultural and social environment in which medicine is practised	ALL	ALL	
	K/C	Reflect on own learning and training styles, and hence identify own training needs and personal strengths and weaknesses	ALL	ALL	
	K/C	Manage own time and prioritise tasks effectively	ALL	ALL	
	K/C	Act autonomously in planning and implementing tasks equivalent to your level of competence as a professional student	ALL	ALL	
	K/C/S	Demonstrate initiative and originality in problem-solving and make decisions in complex and unpredictable situations	ALL	ALL	

Year 5 and FHEQ Level 7					
	K	Demonstrate a detailed systematic knowledge, critical awareness and application of the disciplines of medicine in the UK and a global perspective on medicine and health care	ALL	ALL	
	K/C/S	Demonstrate a scientific and evidence-based approach to professional activities	ALL	ALL	
	K/C	Evaluate advanced scholarship critically in evidence-based medicine and make a case for alternative approaches in the specialties: <ul style="list-style-type: none"> • Accident and Emergency / Acute and Critical care • Community Medicine (senior rotation) • Student Assistantship (Acute) • Student Assistantship (Chronic) • Preparation for Practice 	ALL	ALL	

	K/C	Demonstrate an operational knowledge of ethics and law and its application to the clinical practice	ALL	ALL	
	K/C/S	Demonstrate critical analysis of complex, incomplete, 'cutting edge' or contradictory areas of clinical and scientific knowledge.	ALL	ALL	
	K/C/S	Evaluate advanced scholarship critically in evidence-based medicine / dentistry, and make a case for alternative approaches; and review and judge clinical evidence according to the quality of evidence	ALL	ALL	
	K/C/S	Apply an individualised approach towards case studies, via evidence-based practice.	ALL	ALL	
	K/C/S	Demonstrate initiative and originality in problem-solving	ALL	ALL	
	K/C/S	Act autonomously in planning and implementing tasks at a professional or equivalent level;	ALL	ALL	
	K/C/S	Make decisions in complex and unpredictable situations	ALL	ALL	
	K/C/S	Apply the appropriate clinical, diagnostic and procedural skills	ALL	ALL	
	K/S	Deliver effective oral presentations to both professional and lay audiences	ALL	ALL	
	K/S	Communicate effectively in writing, e.g. letter writing, academic reports, telephone	ALL	ALL	
	K/C/S	Demonstrate the ability to share 'information about a patient which may be emotionally challenging	ALL	ALL	
	K/C/S	Communicate effectively with a patient without the capacity to communicate or reach a decision on their care needs	ALL	ALL	
	K/C/S	Evaluate data obtained from patient history, examination and the appropriate investigations in order to develop and implement a management plan	ALL	ALL	
	K/C/S	Calculate competently and interpret data for a range of purposes including safe prescribing	ALL	ALL	
	K/C/S	Demonstrate ability to work effectively within relevant healthcare systems and teams, engaging effectively with the cultural and social environment in which medicine is practised.	ALL	ALL	
	K/C/S	Synthesise information in a manner that may be innovative, utilizing knowledge or processes from the forefront of the discipline/practice and from a wide range of sources	ALL	ALL	
	K/C/S	Demonstrate through reflection on case-studies (where appropriate), the integration of current clinical skills with new knowledge of the discipline	ALL	ALL	Student Selected Component Year 5 Preparation for Practice
	K/C/S	Recognise own limitations and when to seek advice to apply principles of patient safety and a patient-centred approach to health care	ALL	ALL	Student Selected Component Year 5

					Preparation for Practice
	K/C/S	Apply contemporary educational theories relevant to medicine in order to teach effectively, i.e. Clinician as a teacher	ALL	ALL	Student Selected Component Year 5 Preparation for Practice
	K/C/S	Demonstrate skills of systematic analysis, synthesis and critical evaluation of their own research or advanced scholarship	ALL	ALL	
	K/C/S	Manage own time and prioritise tasks effectively	ALL	ALL	
	K/C/S	Demonstrate independent learning ability as a preparation for life-long learning through continuing medical and professional development	ALL	ALL	
	K/C/S	Reflect on own learning and training styles, and hence identify own training needs and personal strengths and weaknesses	ALL	ALL	

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

The selection of learning and assessment methodologies are to be applied for the MBBS programme:

- Lectures, tutorials, practical classes in sciences, art and practice of medicine.
- Clinical and communication skills training,
- Team-based learning
- Self-directed learning
- E-learning
- Use of electronic communication for access to learning sessions and learning materials
- Clinical workplace-based learning and assessment (formative) in the clinical and associated-clinical settings

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

The MBBS programme team will apply the recognised and accepted assessment modalities for medical students to demonstrate that they achieved the appropriate levels of competence in knowledge, skills and professional attitude and conduct to practice as a FY1 doctor.

Continuous assessment and end-of-year synoptic assessment will be used to encourage deep learning throughout the spiral curriculum for students to build on prior knowledge throughout the degree. In year 1, it will be experiential- and matriculation- knowledge, then subsequently the knowledge, skills and professional attitudes acquired in the previous MBBS years up to graduation. The continuous assessments may take the form of online assessment of applied medical knowledge, course work, e.g. essays, dissertations, posters, as well as assessments of clinical competence through clinical placement grades, portfolio of evidence of knowledge, skills and professional attitudes, and reflective practice, and Objective Structured Clinical Examinations (OSCE). Progress of students through the core curriculum is assessed in end-of-year summative assessments built around four key themes:

- Key knowledge and its applications
- Problem-solving and related information
- Data interpretation, patient investigation and patient management skills
- Clinical, communication and practical skills

Progress through the Student Selected Components of the MBBS curriculum will be through assessment modalities, which are appropriate for the knowledge- and skills- acquisition being tested. The subject material will be scrutinized and agreed in advance in terms of: (i) relevance to medicine award and (ii) the expertise available within Brunel University London to mentor and assess the student work.

In line with the requirement of the General Medical Council for the assessment of a UK primary medical qualification, the summative assessments will be:

- Mapped to the Outcomes for Graduates (2018)
- Blueprinted (demonstrated constructive alignment) to the MBBS curricular learning outcomes

- Criterion referenced and adjusted pass mark of 50% to demonstrate minimum knowledge, skills and professional competence to practice as a Foundation Year 1 doctor upon graduation.
- Subject to psychometric analysis in order to assure assessment reliability and validity.
- The clinical skills-based assessments will be judged by: (a) the final mark and, (b) the minimum agreed number of Objective Structured Clinical Examination stations passed

25. Programme Structure, progression and award requirements

All elements of the MBBS curriculum must be passed – this includes the core curriculum (around 90%), and the student selected components (around 10%) where students to explore agreed areas of clinical interest.

Foundation Level

Not applicable currently

Year 1 and FHEQ Level 4

Compulsory assessment block codes, titles and credit

Name of Assessment Block [credits]

Foundation Studies in Medicine [10] Core: ALL
 Cardiovascular Respiratory / Pathogenesis of Disease [10] Core: ALL
 Endocrine and Homeostasis / Musculoskeletal [10] Core: ALL
 Psychology and Sociology of Health and Illness / Health in Society 1 [10]
 Core: ALL
 Clinical and Communication Skills / Medicine in Community1 [10]
 Core: ALL

Synoptic Assessments

Synoptic Assessment in Medicine1 (SBA): Written Exam [15] Core: ALL
 Synoptic Assessment in Medicine 1 (SAQ): Written Exam [15] Core: ALL
 Synoptic Assessment in Medicine 1 (Data): Data [10] Core: ALL
 Synoptic Assessment in Medicine 1 (Practicals): [30] Core: ALL

Optional assessment block codes, titles and credits

None

Compulsory study block codes, titles and credit volume

Name of Study Block [credits]

Foundation Studies in Medicine [20]
 Endocrine and Homeostasis [20]
 Pathogenesis of Disease [10]
 Musculoskeletal [10]
 Psychology and Sociology of Health and Illness [10]
 Cardiovascular Respiratory [20]
 Health in Society 1 [10]
 Clinical and Communication Skills / Medicine in Community 1 [20]

Optional Study block codes, titles and credit volume

None

Compulsory modular block codes, titles and credits

Optional modular block codes, titles and credits

None

Year 1 and FHEQ Level 4 Progression and Award Requirements

Progression requirements are as per Senate Regulation 2, with the exception that the minimum pass mark is 50% (C-) for all assessments and blocks, as listed in section 21 of this specification.

For an intermediate award of Certificate of Higher Education in Medical Sciences (FHEQ: Level 4), the minimum pass mark shall be 40% (D-).

The 120 credits passed per year contribute to the 5500 hours of theoretical and clinical education required by the Medical Act (1983) for a primary medical qualification (MBBS programme) and be eligible to apply for provisional registration with the General Medical Council.

Year 2 and FHEQ Level 5	
<p>Compulsory assessment block codes, titles and credit</p> <p>Clinical Neurosciences 2A and 2B [10] Core: ALL Development Growth and Reproduction / Clinical Therapeutics [10] Core: ALL Infection and Immunity / Gastrointestinal [10] Core: ALL Health in Society 2 [10] Core: ALL Clinical and Communication Skills / Medicine in Community 2 [10] Core: ALL Student Selected Component Year 2 [0 – Pass / Fail] Core: ALL</p> <p>Synoptic Assessments</p> <p>Synoptic Assessment in Medicine 2 (SBA): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 2 (SAQ): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 2 (Data): Data Examination [10] Core: ALL Synoptic Assessment in Medicine 2 (Practicals): [30] Core: ALL</p>	<p>Optional assessment block codes, titles and credits</p> <p>None</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>Infection and Immunity [15] Gastrointestinal [15] Development Growth and Reproduction [15] Clinical Neurosciences 2A (PNS and Senses) [15] Clinical Neurosciences 2B (CNS, Head and Neck) [15] Clinical Therapeutics [15] Health in Society 2 [10] Clinical and Communication Skills / Medicine in Community 2 [20] Student Selected Component Year 2 [0]</p>	<p>Optional Study block codes, titles and credit volume</p> <p>None</p>
<p>Compulsory modular block codes, titles and credits</p>	<p>Optional modular block codes, titles and credits</p> <p>None</p>
<p>Year 2 and FHEQ Level 5 Progression and Award Requirements</p> <p>Progression requirements are as per Senate Regulation 2, with the following exceptions:</p> <ul style="list-style-type: none"> - the minimum pass mark is 50% (C-) for all assessments and blocks, as listed in section 21 of this specification. - Students are entitled to reassessment in the synoptic Objective Structured Clinical Examinations (OSCE) plus any other 40 credits of assessment, as listed in section 21 of this specification <p>For an intermediate award of Diploma of Higher Education in Medical Sciences (FHEQ Level 5), the minimum pass mark shall be 40% (D-).</p> <p>The 120 credits passed per year contribute to the 5500 hours of theoretical and clinical education required by the Medical Act (1983) for a primary medical qualification (MBBS programme) and be eligible to apply for provisional registration with the General Medical Council.</p>	

Year 3 and FHEQ Level 6	
<p>Compulsory assessment block codes, titles and credits</p> <p>Musculoskeletal and Rehabilitation [10] Core: ALL Cardiovascular Respiratory Medicine [10] Core: ALL Gastrointestinal and Endocrine Medicine [10] Core: ALL Acute Medicine: Perioperative Care [10] Core: ALL Clinical Neurosciences and Mental Health [10] Core: ALL Portfolio of Clinical Evidence [0 – Pass / Fail] Core: ALL Student Selected Components Year 3 [0 – Pass / Fail]</p> <p>Synoptic Assessments Synoptic Assessment in Medicine 3 (SBA): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 3 (SAQ): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 3 (EMQ): Data [15] Core: ALL Synoptic Assessment in Medicine 3 (OSCE) [25] Core: ALL</p>	<p>Optional assessment block codes, titles and credits</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>Musculoskeletal and Rehabilitation [25] Cardiovascular Respiratory Medicine [25] Gastrointestinal and Endocrine Medicine [25] Acute Medicine: Perioperative Care [25] Clinical Neurosciences and Mental Health [25] Student Selected Components Year 3 [0]</p>	<p>Optional study block codes, titles and credit volume</p>
<p>Compulsory modular block codes, titles and credits</p>	<p>Optional modular block codes, titles and credits</p>
<p>Year 3 and FHEQ Level 6 Progression and Award Requirements Progression requirements are as per Senate Regulation 2, with the following exceptions:</p> <ul style="list-style-type: none"> - the minimum pass mark is 50% (C-) for all assessments and blocks, as listed in section 21 of this specification. - Students are entitled to reassessment in the synoptic Objective Structured Clinical Examinations (OSCE) plus any other 40 credits of assessment, as listed in section 21 of this specification <p>For an intermediate award of BSc (Hons) Medical Sciences (FHEQ: Level 6), the minimum pass mark shall be 40% (D-)</p> <p>The 120 credits passed per year contribute to the 5500 hours of theoretical and clinical education required by the Medical Act (1983) for a primary medical qualification (MBBS programme) and be eligible to apply for provisional registration with the General Medical Council.</p>	

Year 4 and FHEQ Level 7	
<p>Compulsory assessment block codes, titles and credits</p> <p>Module of Sub-Specialties (MoSS) [10] Core: ALL Care of the Elderly [10] Core: ALL Paediatrics and Child Health [10] Core: ALL Obs and Gynae / Sexual Health [10] Core: ALL Oncology and Palliative Care [10] Core: ALL Student Selected Components Year 4 [0 – Pass / Fail] Core: ALL Portfolio of Clinical Evidence [0 – Pass / Fail] Core: ALL</p> <p>Synoptic Assessments Synoptic Assessment in Medicine 4 (SBA): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 4 (SAQ): Written Exam [15] Core: ALL Synoptic Assessment in Medicine 4 (EMQ): Data [15] Core: ALL Synoptic Assessment in Medicine 4 (OSCE): [25] Core: ALL</p>	<p>Optional assessment block codes, titles and credits</p> <p>None</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>Module of Sub-Specialties (MOSS) [25] Care of the Elderly [25] Paediatrics and Child Health [25] Obs and Gynae / Sexual Health [25] Oncology and Palliative Care [25] Student Selected Components Year 4 [0]</p>	<p>Optional study block codes, titles and credit volume</p> <p>None</p>
<p>Compulsory modular block codes, titles and credits</p>	<p>Optional modular block codes, titles and credits</p>
<p>Year 4 and FHEQ Level 7 Progression and Award Requirements</p> <p>Progression requirements are as per Senate Regulation 2, with the following exceptions:</p> <ul style="list-style-type: none"> - the minimum pass mark is 50% (C-) for all assessments and blocks, as listed in section 21 of this specification. - Students are entitled to reassessment in the synoptic Objective Structured Clinical Examinations (OSCE) plus any other 40 credits of assessment, as listed in section 21 of this specification <p>For an intermediate award of BSc (Hons) Medical Sciences (FHEQ: Level 6), the minimum pass mark shall be 40% (D)</p> <p>The 120 credits passed per year contribute to the 5500 hours of theoretical and clinical education required by the Medical Act (1983) for a primary medical qualification (MBBS programme) and be eligible to apply for provisional registration with the General Medical Council.</p>	

Year 5 and FHEQ Level 7	
<p>Compulsory assessment block codes, titles and credits</p> <p>Acute Medicine: Emergency Care /Critical Care [10] Core: ALL Student Assistantship (Acute) [10] Core: ALL Student Assistantship (Chronic) [10] Core: ALL Community Medicine (Senior Rotation) [10] Core: ALL Preparation for Practice [20] Core: ALL Student Selected Components Year 5 (Elective) [0 Pass/Fail] Core: ALL</p> <p>Synoptic Assessments <i>These compulsory assessments are prepared and criterion-referenced by examiners who are external to Brunel University London.</i></p> <p>Synoptic Assessment in Medicine 5 Medical Licencing Assessments [60] Core: ALL</p> <p>Synoptic Assessment in Medicine 5 National Prescribing Safety Assessment [0 – Pass / Fail] Core: ALL Synoptic Assessment in Medicine 5: Situational Judgement Test [0: for FY1 ranking] Core: ALL</p>	<p>Optional assessment block codes, titles and credits</p> <p>None</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>Acute Medicine: Emergency Care /Critical Care [25] Student Assistantship (Acute) [25] Student Assistantship (Chronic) [25] Community Medicine (Senior Rotation) [25] Preparation for Practice [20] Student Selected Component Year 5 (SSC5) Elective [0]</p>	<p>Optional study block codes, titles and credit volume</p> <p>None</p>
<p>Compulsory modular block codes, titles and credits</p>	<p>Optional modular block codes, titles and credits</p> <p>None</p>
<p>Year 5 and FHEQ Level 7 Progression and Award Requirements</p> <p>Award requirements are as per Senate Regulation 2, with the following exceptions:</p> <ul style="list-style-type: none"> - the minimum pass mark is 50% (C-) for all assessments and blocks, as listed in section 21 of this specification. - Students are entitled to reassessment in the Medical Licensing Assessments plus any other 40 credits of assessment, as listed in section 21 of this specification - The number of re-sits permitted in the Medical Licensing Assessments will be as defined by the GMC. <p>The 120 credits passed per year contribute to the 5500 hours of theoretical and clinical education required by the Medical Act (1983) for a primary medical qualification (MBBS programme) and be eligible to apply for provisional registration with the General Medical Council.</p>	

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. Detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the study and assessment block outlines and other programme and block information.

The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.