

Programme Regulations 2016/17

MBBS – A100

MBBS (Accelerated Programme) – A101

MBBS (NUMed) – 1500U

Introduction

1. Undergraduate medical provision is exempt from the standard *University Regulations* governing modularised programmes. In consequence, regulations relating to medicine appear different in style and substance to those for other programmes of study.

Differences between the MBBS Degree Programme Regulations and *University Regulations*

Undergraduate Progress Regulations

2. The MBBS suite of programmes has an approved University Exemption from the University Undergraduate Progress Regulations in relation to sections E, F and H, which refer to Patterns of Study, Degree Programme Regulations and Module and Aggregated Assessment. In the event of any inconsistency between the programme and University regulations in relation to the above sections, the programme regulations take precedence over the University regulations.

For students commencing MB BS at the University of Durham, Durham University general regulations apply during Phase I (Years 1 and 2).

University Examination Conventions

3. The MBBS suite of programmes has an approved University Exemption from the University Undergraduate Examination Conventions in relation to assessment, reassessment and the use of a common scale for the return of marks. In the event of any inconsistency between the programme and University regulations in relation to the above areas, the programme regulations take precedence over the University regulations.

Fitness to Practise

4. As the medical degrees, MB BS, are a qualification leading to professional registration, the University has an overriding duty of care to future patients to ensure that all students graduating from the medical programme not only meet the academic requirements of the course, but also are physically and mentally fit to practise and are of good character.

The case of any student whose fitness for professional practice is under review shall be considered under the Faculty of Medical Sciences Fitness to Practise Procedure, whether studying at Newcastle, NUMed or Durham.

Course Structure

5. Full information and additional requirements are set out in the MB BS Degree Programme and Stage Handbooks.

Phase I (Accelerated Entry Programme); UCAS code A101

Introduction

6. The accelerated four-year course leading to MB BS is provided for graduates from any background, and for healthcare professionals with experience of working in the National Health Service or with a healthcare qualification recognised by a statutory body, who may wish to change career.

Course Structure

7. The learning outcomes for Stages 1 and 2 (Phase I) of the standard five year (A100) programme are completed within one extended academic year. Following successful completion of the Accelerated year the student can progress to the common Phase II of the programme as described below. Full information and additional requirements are set out in the Accelerated MB BS Phase I Handbook.

Phase I (Year 1)

8. Candidates following the Accelerated Programme will follow a problem-based curriculum in which learning is case-led. Learning outcomes associated with the

subject strands in the five-year (A100) programme are integrated and provided at each of the 24 case releases throughout the year.

Phase I (Years 1 and 2); UCAS code A100

9. Candidates following the Phase I programme at Durham shall follow the course of study prescribed in the Durham University, Queen's Campus, Handbook.

Candidates following the Phase I programme at Newcastle shall follow the course of study prescribed below.

(a) **Stage 1**

All candidates shall take the following compulsory and core Units of Study:

Semester 1

Induction and Student Support 1

Molecules to Disease

Life Cycle 1

Nutrition, Metabolism and Endocrinology 1

Cardiovascular, Respiratory and Renal Medicine 1

Clinical Skills and Communication 1

Patients, Doctors and Society 1

Clinical Pharmacology, Therapeutics and Prescribing 1

Semester 2

Life Cycle 2

Induction and Student Support 2

Nutrition, Metabolism and Endocrinology 2

Cardiovascular, Respiratory and Renal Medicine 2

Clinical Skills and Communication 2

Patients, Doctors and Society 2

Clinical Pharmacology, Therapeutics and Prescribing 2

(b) **Stage 2**

All candidates shall take the following compulsory and core Units of Study:

Semester 1

Induction and Student Support 3

Thought, Senses and Movement

Clinical Skills and Communication 3

Patients, Doctors and Society 3

Semester 2

Induction and Student Support 4

Clinical Sciences and Investigative Medicine 1

Clinical Pharmacology, Therapeutics and Prescribing 3

Life Cycle 3

Clinical Skills and Communication 4

Patients, Doctors and Society 4

Phase II (Years 3, 4 and 5)

10. Following successful completion of Phase I, candidates progressing from the University of Durham will be combined with the Newcastle student body for the three years of Phase II clinical training.

The *Undergraduate Progress Regulations, University Regulations* and Degree Programme Regulations of the University of Newcastle upon Tyne will apply to all candidates.

(a) **Stage 3**

All candidates are required to attend the following compulsory clinical attachments and associated teaching and learning:

Long Term Conditions - 8 weeks

Foundations of Clinical Practice - 15 weeks

Infection and Clinical Practice - 4 weeks

Mental Health - 4 weeks

Primary Care - 4 weeks*

Women's Health – 4 weeks

Child and Adolescent Health - 4 weeks

** One session per week for 35 weeks.*

(b) **Stage 4**

All candidates are required to attend the following compulsory and core units:

Semester 1

Clinical Sciences and Investigative Medicine 2

Patients, Doctors and Society 5

Clinical Pharmacology, Therapeutics and Prescribing 4

Semester 2

Student-selected Components 2, 3 and 4 (candidates are required to undertake three six-week Student-Selected Components that can be arranged privately by the

student or selected from a bank of clinical and non-clinical components. At least two of the three Student-Selected Components should be clinical.)

All candidates are required to undertake the following compulsory unit to progress to Stage 5:

Student-Selected Component 5 (an eight-week 'elective' attachment, following on from SSC4). For the purposes of assessment, the 'elective' period will contribute to the final qualifying examination.

(c) **Stage 5**

All candidates are required to attend the following compulsory clinical attachments and associated teaching and learning:

Essential Senior Rotations

Semester 1

Child and Adolescent Health (3 weeks)

Primary Care (3 weeks)

Mental Health (3 weeks)

Women's Health (3 weeks)

Patients, Doctors and Society: Preparation for Practice (3 weeks)

Semester 2

Hospital-based Practice

Transition to General Clinical Training

11. Following the Stage 5 examination (i.e. the final qualifying examination), students are also required to attend a Foundation Year 1 Shadowing Course.

Assessment

12. A full description of the assessment process is provided in the MB BS Degree Programme and Stage/Accelerated Programme Handbooks.

Modes of Assessment

The learning outcomes for MB BS are defined in terms of competencies which relate to the performance of the graduate as a newly qualified doctor. Broadly these competencies cover what the new doctor is able to do (skills), the knowledge underlying their practice (knowledge), and the new doctor as a professional member of the health care team (professionalism).

Different modes of examination and different assessment instruments are used to assess acquisition of competency appropriately matched to the learning outcomes of the Stage of study.

(a) Single Best Answer question (SBA) examinations are used to assess breadth of core knowledge and the growth and transfer of learning.

(b) Multi-station Objective Structured Clinical Examinations (OSCE) are used to assess competency in clinical skills and professionalism.

(c) The Modified Observed Structured Long Examination Record (MOSLER) is used to assess integrated clinical skills, knowledge and professionalism

(d) Observed Clinical Encounters are used to assess competency in history-taking, physical examination etc. These are variants of the traditional form of 'long case examination' where students are observed taking a history and conducting a physical examination of the patient and are assessed against standard criteria. The professionalism of the student is also formally assessed.

(e) Written assignments, short-structured (open response) questions, problem solving questions, project reports, portfolios, poster and oral presentations are used to assess the critical skills of retrieval, organisation and analysis of information, reasoning, deduction and critical evaluation of evidence, written and oral communication, and attitudinal objectives.

(f) During clinical attachments students are assessed against a series of performance criteria relating to the core knowledge, skills and attitudes defined as the learning

outcomes for each rotation. This includes “sign off” by health care professionals of practical skills such as venepuncture, catheterisation and other core practical skills.

Grading and Performance Criteria

13. The performance of candidates in all elements of assessment is classified according to attainment

In SBA examinations and the OSCEs the pass threshold for each is defined using recognised standard setting processes, e.g. Angof for SBA examinations and borderline regression for OSCEs. To ensure consistency between year groups, and to ensure no cohort is disadvantaged, we may also use the Hofstee standard setting method. The pass threshold is not given in advance and will vary for each of the progress examinations. In written assignments, MOSLERS and observed clinical encounters progress is measured against explicit criteria specified within each assessed domain.

Professional Behaviour is assessed on a binary scale of Acceptable or Unacceptable through monitoring of attitudes and behaviours throughout each Stage and within clinical assessments.

Progress

14. (a) The student is required to make satisfactory progress in the programme of study and must complete satisfactorily each Stage examination before proceeding to the next Stage of the course. In order to complete satisfactorily each Stage the student must achieve a pass grade overall in each domain of assessment specified for the Stage. There is no cross compensation between the three domains of assessment.

(b) Students who fail a Stage are permitted one resit attempt at that and all subsequent Stages. Students who fail Stage 1 or the Accelerated Programme may elect to resit their assessment at the summer resit or repeat the Stage. Students failing in any single domain in Stage 3 or 5 will be required to repeat the Stage. A student will normally be permitted to undertake a maximum of two additional periods of study (i.e. repeated years of study) within the programme as a whole.

Determination of Honours

15. Whilst the medical degree programme is not classified in accordance with the traditional Honours system, Merits are awarded in order to recognise excellent performance over all domains in each Stage. Additionally outstanding performance throughout the course can be recognised by the award of MBBS with Distinction or Honours.

Only successful completion of Stage 5 (Finals) can lead to the award of the degree of MBBS. To be eligible for the award of MBBS with Distinction, a student must have fulfilled the following criteria:

- Must have passed at least three Stages (2 of which must have been in Phase II) of the MBBS programme with Merit
- Must not have failed any Stage of the MBBS programme
- Must not have received any U grades for Professionalism for any in-course professionalism assessments throughout Stage 5.

To be eligible for the award of MBBS with Honours, a student must have fulfilled the following criteria:

- Must have passed at least three Stages (2 of which must have been in Phase II) of the MBBS programme with Merit
- Must have pass Stage 5 with Merit
- Must not have failed any Stage of the MBBS programme
- Must not have received any U grades for Professionalism for any in-course professionalism assessments throughout Stage 5.

Merit for each Stage of the programme is awarded to students who are in the top decile in terms of performance for the Stage.

The discretionary awards (Merit, Distinction, Honours) require that candidates have not only reached the required academic standard but have done so without there being concerns about their Professionalism. Any candidate where there has been evidence of unprofessional behaviour, subsequent to Fitness to Practise investigation will have their case and subsequent conduct reviewed by a group of senior Faculty staff who will make a recommendation to the Board of Examiners as to whether this

needs be considered in judgements made about possible discretionary awards. This review will have no bearing on Pass/Fail decisions.

Honorary MBBS

A student having successfully completed Stage 4 of the programme where severe injury or disability results in an inability to continue on the programme or to practise medicine may be considered for the award of Honorary MBBS.

Transfer

(a) The majority of students who withdraw or transfer from the programme do so in the first two years mainly as a result of reassessing their commitment to a medical career. Those who, following counselling, genuinely find medicine an inappropriate career are assisted with finding routes to alternative programmes of study.

(b) A student in good standing considering withdrawal or transfer from the course for whatever reason should seek advice from the appropriate Curriculum Officer. Such counselling is essential in order to ensure that he or she reaches a valid judgement based on sound information and with the implications of the decision considered thoroughly.

(c) Recognising the eventuality that a student may not wish to complete the programme and proceed to a clinical medical career, provision is made for the following exit awards relevant to successful completion of the following Stages:

Stage 1: Higher Education Certificate in Medical Studies

Stage 2: Higher Education Diploma in Medical Studies

Stage 3: Pass Degree – BSc in Medical Studies

Stage 4: Pass/Honours Degree – BSc (Honours) in Medical Studies *

* A formula for determining the appropriate degree / classification can be found in the MBBS Programme Handbook

Intercalation

During the MBBS programme there are several opportunities for students to step aside from the mainstream programme to intercalate a period of additional study. Students will be allowed to intercalate as appropriate for their level of achievement and in accordance with the University's Qualifications and Credit Framework.