

Programme Regulations 2021/22

MBBS – A100 (Stage 5 only) **MBBS (NUMed) – 1500U (Stage 5 Only)**

Introduction

1. These programme regulations should be read in conjunction with the University's Taught Programme Regulations.
2. The MBBS is a non-modular programme leading to a professional qualification. The degree is equivalent to Level 7 on the University Qualification and Credit Framework.
3. As the MBBS is a qualification leading to professional registration, the University has an overriding duty of care to ensure that all students graduating from the programme not only meet the academic requirements, but are also physically and mentally fit to practise and are of good character. The case of any student whose fitness for professional practice is a matter for concern shall be considered under the University Fitness to Practise Procedure.
4. Students will be required to undergo appropriate DBS and Healthcare check as stipulated in University and School policies and will be required to fulfil all requirements for clinical access as dictated by the relevant NHS Trust.

Course Structure

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

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

6. 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.)

Candidates may elect to undertake the following optional unit prior to progressing to Stage 5:

Student-Selected Component 5 (an eight-week 'elective' attachment, following on from SSC4). There is no formal assessment of the optional elective component.

(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 Distinction and Honours (discretionary awards determined by the Board of Examiners)

15.

(a) Whilst the medical degree programme is not classified in accordance with the traditional Honours system, Merits are awarded in order to recognise excellent performance in each year. Additionally, outstanding performance throughout the course as a whole can be recognised by the award of MBBS with Distinction or MBBS Honours (with Distinction).

(b) Where a student has been subject to University Disciplinary or Fitness to Practise during their time at Medical School, any discretionary final awards in year 5 (Distinction, Honours) will be subject to review of the student's circumstances. A group of senior Faculty staff will make a recommendation to the Board of Examiners as to whether a student should be considered for any discretionary award given their case and subsequent conduct. This review will have no bearing on Pass/Fail decisions.

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 Honours (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 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.

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.

None of the above exit awards listed above are registrable qualifications with the GMC.

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.

16.

Exemptions to the University's Taught Programme Regulations

(a) Due to the integrated nature and professional requirements of the award, the following variations to the University Regulations have been approved:

Non-modular structure

The programme does not operate a modular credit based system, and instead uses an integrated approach to teaching, learning and assessment.

Programme regulations therefore appear different in style and substance from

other programmes of study. Regulatory requirements in relation to module and credit are not applicable.

Taught Programme Regulations (Integrated) - Section D 48 – Return of Marks

Use of an Alternative marking scheme / Use of Standard Setting

MBBS uses an alternative method of marking assessments. Each component of assessment does not necessarily carry a percentage mark and assessments are not weighted.

Standard setting, used to determine the required passing threshold needed to ensure a student can be certified as competent in a particular area of knowledge or skill or professionalism, is used for a number of assessments. The passing threshold for such assessments will vary depending on the individual assessment.

Taught Programme Regulations Section I – Principles of Discretion Taught Programme Regulations Section D 49 - 50 Progression from One Stage to Another

Taught Programme Regulations (Integrated) Section D 56 - 61 a The Award and Classification of Degrees and Use of Discretion

Taught Programme Regulations (Integrated) Section D 51 – Principles of Compensation

In order to meet professional standards and ensure competence in all learning outcomes students must pass all domains of assessment. To meet these requirements discretion and compensation is not used by the Board of Examiners.

Each component of assessment does not necessarily carry a percentage mark and assessments are not weighted therefore progression and award requirements are individual to the programme. The overall Year mark is recorded as pass or fail, however students may be awarded Pass with Merit. Classified honours are not standard on the programme, however the Board of Examiners can award the MBBS with honours.

Taught Programme Regulations Section J - Reassessment

Resit arrangements for this programme may vary and where students have failed clinical aspects of the programme they may be required to resit these assessments with attendance.

- (b) In the event of any inconsistency between the programme and University regulations in relation to the above section, the programme regulations take precedence over the University regulations. Further guidance is provided in Programme and Year handbooks which are available on the Medicine Learning Environment (MLE).