



**UNIVERSITY OF  
PLYMOUTH**  

---

**Faculty of Health**

**Peninsula Medical School**

**Programme Specification**

**Bachelor Medicine, Bachelor Surgery (BMBS) (4601)**

**2020/21**

### Brief description of Programme

The BMBS programme provides a distinctive, personalised and intense medical education that is socially accountable and is targeted at meeting health needs in the future.

Graduates will have demonstrated the professional values and behaviours, skills, and knowledge as set out in '*Promoting Excellence: standards for medical education and training*' (General Medical Council 2016) and '*Outcomes for Graduates*' (General Medical Council 2018 <https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomes-for-graduates/structure-of-the-outcomes>) to fulfil the role of a F1 doctor within the NHS, as well as being widely regarded as highly competent and confident to fulfil future roles, whether they be clinicians, educators or researchers.

### Distinctive features

The BMBS programme is studied over 5 years full time. It offers a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods, which combine clinical skills training with the acquisition of knowledge, skills and professional attributes at all levels of the programme. All teaching and learning activities are patient and student-centred, and provide opportunities for authentic and contextual learning, with a strong focus on the development of professionalism and leadership.

Students acquire science and clinical knowledge in an integrated way across the whole five years from relevant, patient-centred perspectives. In the first year, learning students are introduced to fundamental science, health and well-being concepts and explore their relevance to patient care through Enquiry Based Learning cases. Year 2 learning activities and cases build on this and continue to promote a holistic approach to patient care, while increasingly focusing on pathology and disease. In the later years of the programme, students follow patient pathways of care, continuing to learn clinical care and integrated science from patient journeys within the whole healthcare community, building upon earlier knowledge and skills and reflecting on clinical experiences in small group sessions.

Small Group teaching is predominantly used to deliver the curriculum, and plenaries, tutorials and workshops support the programme as appropriate. The Clinical Skills Resource Centre is equipped with a comprehensive and extensive range of models and equipment and state of the art patient simulators. It provides a protected environment in which to practise clinical and communication skills.

Students acquire experience with patients from the start of the programme, with time spent in community placements and general practices in the first two years. In Years 3 and 4 students will spend increased time in the clinical environment, putting knowledge and skills into context whilst developing further knowledge and enhancing personal development skills. In Year 5, students are attached to a

clinical team for five week blocks and have the opportunity to shadow the work of an F1 doctor in student assistantship weeks.

Throughout the programme, students undertake Special Study Units which offer the opportunity to pursue an area of interest which is not core to the programme and which will contribute to their personal and professional development. In Year 5, the special study unit takes the form of the Elective, where students plan and undertake an eight week placement in a UK or overseas location of their choice.

A small number of students are offered the opportunity to intercalate at the end of Year 4. Intercalation allows students to interrupt their studies for a year in order to join the third year of an alternative undergraduate course or programme, or to undertake a one year Masters programme, before re-joining the programme at the start of Year 5.

The Faculty maintains close links with Health Education South West. Health Education South West is particularly closely involved in the provision of careers advice and guidance to students in the later years of the programme. School staff are experienced in facilitating a high level of student preparedness for F1 roles, including preparing students for national examinations and for managing the competitive application process for F1 posts.

The Faculty has a strategic partnership with University Hospitals Plymouth NHS Trust (the largest acute trust in the South West Peninsula) and with Torbay and South Devon NHS Foundation Trust and Taunton & Somerset NHS Foundation Trust. The Faculty also has a strategic partnership with Devon Primary Care Trust, local Healthcare Trusts and the South Western Ambulance Service NHS Foundation Trust. These partnerships enable the provision of clinical placements, Student Selected Component placements, Student Assistantships and shadowing in a range of healthcare settings that enable students to gain practical experience of working with patients throughout the programme. Service Level Agreements (SLAs), which include the learning outcomes of each clinical placement and also outline the number of hours of teaching, the degree of supervision, requirements for staff training and requirements for assessment and quality assurance, are in place with providers in the hospital environment, with all primary care providers and all GP providers.

### Professional Accreditation

The BMBS programme is accredited by the General Medical Council (GMC) with authority to award the Primary Medical Qualification (PMQ).

The award of BMBS and registration to practise requires students to comply with General Medical Council requirements, which includes achieving the required standard in national assessments.

### Entry requirements

Please refer to the University of Plymouth website for the most up to date information regarding the entry requirements for the BMBS Programme <https://www.plymouth.ac.uk/courses/undergraduate/bmbs-bachelor-of-medicine-bachelor-of-surgery>.

### **BMBS Academic Requirements for Direct School Leavers (Level 3 within five years of qualification)**

- **General Certificate of Secondary Education**

Students are required to achieve a minimum of seven GCSE passes at grades A-C which must include English Language, Mathematics and either GCSE double award science or two from single award Chemistry, Biology, or physics.

- **GCE A Levels**

The typical offer is grades of A\*AA to AAA at GCE A level, and must include Biology and one other science from Chemistry, Physics, Maths, and Psychology. General Studies at GCE A/AS level is not included within any offer.

Although some non-academic qualifications are now included in the UCAS tariff, the Peninsula Medical School will not under normal circumstances consider these as part of an application.

The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Unit Grades**

Unit grades will not be considered either in selecting a candidate for interview or as part of any offer.

- **International Baccalaureate**

The typical offer for applicants studying the IB Diploma is a score of 36-38 points, including a 6 in Biology and one other science from Chemistry, Physics, Maths, and Psychology at the higher level.

The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Scottish Qualifications**

The typical offer to applicants studying Scottish qualifications are grades of AAA at Advanced Higher level, including Biology and one other science from Chemistry, Physics, Maths and Psychology.

The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Welsh Baccalaureate Advanced Diploma**

The Welsh Baccalaureate Advanced is considered in lieu of an A level. The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Irish Leaving Certificate**

The typical offer to applicants studying the Irish Leaving Certificate is grades of AAAAA or H1, H1, H2, H2, H2, H2 or H1, H1, H1, H2, H2, H2 at the Higher level including Biology and one other science from Chemistry, Physics, Maths, and Psychology. The typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number of applications received by the School.

- **Cambridge Pre-U Diploma**

The typical offer to applicants studying the Cambridge Pre-U diploma are grades of D3, D3 and M1, including Biology and one other science from Chemistry, Physics, Maths, and Psychology at D3. **Other qualifications** UK and EU applicants offering other qualifications are considered on an individual basis. The Admissions Advisory Panel is guided by the advice given by NARIC in reaching decisions on the equivalency and matriculation of qualifications not listed as part of the UCAS tariff.

- **Non EU International Qualifications**

- Non-EU international qualifications will be considered for entry. International applicants must meet the equivalent admissions criteria described for UK/EU students including UCAT. If English is your first language we will accept your home country's equivalent of a GCSE grade A/8 in English Language providing it is at Level C1 or above according to the Common European Framework of Reference (CEFR). Students whose first language is not English must demonstrate proficiency in the English language by achieving one of the following qualifications: International English Language Testing System (IELTS) band 7.5 or above with at least 7.0 in each of the speaking and listening sections, taken within 12 months prior to entry
- IGCSE or GCSE English Language (as a first language) grade A. A supplementary statement confirming inclusion of the Speaking and Listening components will be required for IGCSE 0500
- IB score of 6 in English as a first language

- **Universities Clinical Aptitude Test**

The Peninsula Medical School uses the Universities Clinical Aptitude Test (UCAT) in order to make more informed choices from amongst the many applicants who for a place on the BMBS programme. All Direct School Leaving applicants applying must have completed a valid UCAT test within the year of application. UCAT test results are used alongside the academic information provided on the UCAS form in order to select candidates for interview.

### Contextual Admissions

The University of Plymouth are committed to widening access (WA) and ensuring that all students with the potential to succeed, regardless of their background, are encouraged to apply with us. The additional information gained through contextual data enables our admissions advisory panel to recognise a student's achievements and identify their potential to succeed in the context of their background and experience. The contextual data we will consult when determining to issue an AAB offer are listed below. Applicants will need to meet a minimum of three from the following WA indicators to be considered:

- Living in a low participation area as determined by POLAR4 postcode analysis
- Living in an area categorized as being in indices of mass deprivation (IMD) classes 1-4 or local equivalent
- Attending a low performing school/college based on 16-18 performance
- In receipt of UKCAT bursary, EMA, or 16-19 bursary
- Being in receipt or eligible for Free School Meals
- Participant in the Peninsula Pathways programme

Please note that the typical offer is not necessarily the threshold for selection for interview, which may vary depending on the number and quality of applications received by the faculty.

### **BMBS Academic Requirements for Non-Direct School Leavers**

To ensure that non-direct school leavers or graduate applicants are assessed fairly against the same academic criteria, the Graduate Medical School Admissions Test (GAMSAT) is used to assess applicants. Prior degree awards and classifications are not used to assess an applicant's intellectual aptitude to study medicine. This applies if an applicant's current suite of qualifications do not meet those published above in the Direct School Leaving section or more than five years has lapsed since achieving them. The minimum overall and subtest GAMSAT scores required for an applicant to be invited for an interview will vary year on year.

### **Non academic requirements**

Those candidates who meet the necessary admissions standards will be invited for interview. The interview is structured and aims to assess a candidate's characteristics suited to medicine:

- Integrity/Probity
- Awareness of self and one's limitations
- Veracity/honesty
- Reflective
- Flexible
- Motivation/commitment
- Pro social attitudes e.g. non-judgmental, empathetic
- Communication and listening skills
- Insight into profession
- Insight into own strengths and weaknesses
- Ability to be a team player
- Deals with stress appropriately
- Resilience
- Problem solving skills
- Potential for leadership

### **Student Conduct and Fitness to Practise**

Practising as a Doctor requires the highest standards and we take seriously our commitment to enrol, and teach, only those students with the integrity required by the profession. Detailed information relating to the Medical Student Agreement, Fitness to Practise and students with disabilities can be found on the University of Plymouth website <https://www.plymouth.ac.uk/courses/undergraduate/bds-dental-surgery/student-conduct-and-fitness-to-practise>.

A fitness to practise assessment prior to admission involves the following:

- A health assessment screening (some conditions may be incompatible with working in medicine)
- Mandatory screening for Hepatitis C and HIV. Candidates who screen positive for Hepatitis C or HIV will not be admitted to the School

- Hepatitis B screening & immunisation (Hepatitis B antigen positive candidates may be unable to work in medicine – the School will offer advice to students)
- Satisfactory clearance under an enhanced disclosure from the Disclosure and Barring Service

### Progression routes

Currently there are three progression routes onto the University of Plymouth BMBS programme.

1. Year 1 Transfer  
Students commencing a BSc in either Biomedical Science or Human Biosciences with the University of Plymouth, who meet the pre-determined academic profile, can apply to transfer into Year 1 of the BMBS programme. Eligible students must achieve the equivalent of a 1<sup>st</sup> for Year 1 of the BSc. Students selecting this entry route do not need to apply through UCAS or sit the UKCAT.
2. Graduate Entry  
Students who have achieved a 1<sup>st</sup> in one of the five University of Plymouth School of Biomedical Sciences degree programmes can apply to join the BMBS programme through UCAS. The degree needs to have been awarded no more than two years preceding application. Students selecting this entry route do not need to sit the Graduate Medical Schools Admissions Test (GAMSAT).
3. Progression from BMBS with Foundation (A102)  
Students who complete the BMBS with Foundation are guaranteed progression onto Year 1 of BMBS (A100) providing they achieve 120 programme credits and an overall mean average of 60% across all programme modules.

All progression options are still subject to interview performance and all offers made will be conditional. For non-academic conditions please refer to the course entry requirements page:

<https://www.plymouth.ac.uk/courses/undergraduate/bmbs-bachelor-of-medicine-bachelor-of-surgery>.

### Programme aims

- To provide students with the core skills and knowledge to fulfil the role of a F1 doctor within the NHS
- To develop competence in clinical skills, clinical reasoning and diagnostic skills
- To develop critical and analytical powers of the student in relation to medicine
- To enhance personal and professional skills of the student

- To develop transferable skills for lifelong learning and a career in medicine
- To provide training and education as approved by the General Medical Council
- To provide students with opportunities for multidisciplinary working
- To develop communication skills and team working skills

### Programme Intended Learning Outcomes

The Programme Intended Learning Outcomes have been mapped to '*Promoting Excellence: standards for medical education and training*' (General Medical Council 2016) and '*Outcomes for Graduates*' (General Medical Council 2018). These are the definitive professional accreditation requirement.

| Number | Learning Outcome  | Mapped to GMC Specific Outcome |
|--------|---|--------------------------------|
| PO1    | Demonstrate integrated knowledge of anatomical, physiological and biomedical principles related to human health and disease, and of the psychosocial principles related to normal and abnormal human behaviour. | 8, 9                           |
| PO2    | Apply the principles of disease prevention and health promotion and be aware of principles of screening, needs assessment and health care planning.   | 8, 9, 10, 11, 13, 14, 18       |
| PO3    | Describe the theoretical, cultural and ethical basis of clinical practice and of research.  | 12, 20                         |
| PO4    | Describe the context of health care provision and the structure of the NHS.   | 11, 20, 22, 23                 |
| PO5    | Undertake skilled competent clinical practice to level appropriate for stage in training, including structured, relevant history taking, systematic physical examination and practical procedures.              | 13, 14, 15, 16, 17, 18, 19     |
| PO6    | Apply skills of critical thinking and reasoning to gathering and interpreting data from a variety of sources, including clinical data and research evidence.  | 8, 11, 12, 14, 21              |
| PO7    | Effectively apply skills of critical analysis, problem formulation and patient centred communication to care of individuals and their families.   | 8, 14, 15                      |
| PO8    | Be able to recognise and respond to emergency clinical situations, such as cardiac arrest and collapse.   | 13, 14, 16, 18                 |
| PO9    | Reflect on, and evaluate, own academic and clinical performance.  | 21                             |
| PO10   | Demonstrate high standards of altruistic, ethical and team based practice.  | 20, 21, 22, 23                 |

|      |  |            |
|------|--|------------|
| PO11 | Apply the principles of audit and scientific research.   | 12, 23     |
| PO12 | Manage own time, workload, uncertainty and stress.   | 21         |
| PO13 | Demonstrate realistic personal development plans based on self-awareness reflection and appropriate CPD. | 21         |
| PO14 | Be willing to be involved in teaching of others and leadership and change.                               | 21, 22, 23 |

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

[http://www.gmc-uk.org/education/undergraduate/undergrad\\_outcomes.asp](http://www.gmc-uk.org/education/undergraduate/undergrad_outcomes.asp)

<https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/outcomes-for-graduates/structure-of-the-outcomes>

## Teaching, learning and assessment strategies

The Peninsula Medical School is committed to placing the student experience at the heart of all educational activities. All teaching and learning activities are patient and student-centred and provide opportunities for authentic and contextual learning.

The Peninsula Medical School curriculum is best described as a spiral, vertically and horizontally integrated curriculum utilising a blend of teaching and learning methods. These teaching and learning methods are research and evidence based and linked to contemporary educational theory. In Years 1 and 2 of the programme, teaching and learning is initiated by clinical cases and patient narratives, and uses a blend of structured, activity-based small group learning, larger group sessions and supported independent study. The learning occurs within an intensely supported environment, including expert tutor-facilitated sessions in the Life Sciences Resource Centre, Clinical Skills Resource Centre, community placements, case-based small group tutorials, reflective/feedback small group sessions and workshops, all allowing for group interaction, discussion and feedback. State-of-the-art digital technologies and Technology-Enhanced Learning resources are also a key aspect to help support learning through the 5 years.

In Years 3 and 4 of the programme the learning occurs within the rapidly changing clinical environment. There are extensive opportunities for learning from patients that are structured around the pathways of patient care programme and within which there is extensive clinician supervision and support. These are supported by an academic programme, including plenaries, seminars, workshops and small group sessions, which build on previous learning, promote reflection and help to integrate scientific and clinical knowledge whilst helping to develop an understanding of the key concepts and knowledge that relate to each pathway. In Year 5 the emphasis is on the practical implementation of what has been learned during Years 1 to 4 and the preparation for medical practice. The learning is guided by a series of indicative clinical cases and follows the foundation apprenticeship model with attachments working as part of the healthcare team in primary and secondary care environments.

**Student Support**

Academic Tutors support the educational progress of students by guiding learning approaches and providing first level remediation. Learning Contracts are drawn up which also document the problems and solutions discussed in each meeting. Academic Tutors not only discuss academic progress, but also the results and feedback from the various Professionalism Judgements that students regularly receive from various sources at key points throughout the programme.

Academic Tutors are supported by Senior Academic Tutors to help deal with more complex or persistent problems with a student. The Senior Academic Tutors will also produce reports for consideration by the Academic Review Group on students with particular academic concerns. The Academic Review Group is a working group of the Award Assessment Board, which will meet termly to consider the academic progress of each individual student and to make recommendations for any necessary intervention and support.

In addition to the Academic Tutor system, the Remediation Team will also offer specialist levels of enhanced remediation to students. The Remediation Team comprises of a team who have experience and understanding of how students can learn effectively, and have particular skills in change management, motivational interviewing, CBT and coaching. Each student is interviewed, focussing on student's study skills and wider personal and health issues.

Pastoral Tutors are available at both the main campus and at the John Bull Building. They are willing and able listeners who can facilitate in non-academic matters and who can also help signpost other support services operated by the University, such as the Student Counselling service or other external support services (eg a student's GP). The University of Plymouth provides a full range of services to support learning and student life.

All clinical areas have a nominated Clinical Teacher Lead, who is the main point of contact for the provision of support in the Clinical Area. Students can contact the Clinical Teacher in the event of any concern or problems arising during the placement, for example a change in the timetable or patient safety issues. All students will receive an introductory session that highlights the learning objectives within the learning environment and any assessments that will take place. The session will also identify any physical resources such as the departmental library, seminar rooms and learning materials. Clinical Teachers within University Hospitals Plymouth NHS Trust have published a clinical manual as a learning resource for students in the clinical environment.

**Assessment**

The Peninsula Medical School has a contemporary and evidence-informed assessment strategy. It operates a fair and transparent assessment policy which is compliant with University of Plymouth policies and is overseen by the Award Assessment Board. External Examiners provide independent overview and advice. All assessments are evidence-based and supported by educational literature.

Assessments are frequently reviewed in relation to student performance and feedback from teachers, External Examiners and discussions in the various Assessment Panels and Award Assessment Board. Feedback from students via the various quality monitoring processes, including student representation on committees, is also considered.

The School has a supportive approach to assessment with a frequent look and rapid response to remediation issues. This enables struggling students to be quickly identified and supported. Academic and Pastoral Tutor support arrangements offer the first levels of support, supported by the Senior Academic Tutors and the Academic Review Group. A Special Provision Policy is in place to respond to additional requirements needed to support students.

Assessment is related to modules and attainment of learning outcomes.

Formative feedback on assessment is a key component of the programme and is provided on a continual basis using the following mechanisms:

- Small group feedback sessions
- Clinical skills feedback sessions
- From Clinical Placements and related debrief sessions
- Via learning contracts with Academic Tutors
- Feedback on reflective writing and portfolio analysis
- Peer and self assessment (e.g. via tests available on the DLE)
- Progress test feedback and formative progress test questions
- Feedback on written submissions and presentations

Summative assessment takes place throughout each year. Methods of assessment include:

- The Progress Test – this test is taken 4 times a year throughout the programme. All students (Years 1 to 5) take the same test which is designed to measure student progress throughout the programme. The School maintains a large bank of questions, which have been nationally or internationally validated. Full support is given to students over the period of the progress test (a student's performance in this test will initially be low, as medical knowledge in Year 1 will be relatively minimal).
- Integrated Structured Clinical Examination (Years 2 and 4) – Students rotate through a series of real or simulated patient stations where they are assessed on abilities including communication skills, patient assessment, diagnosis, management planning and procedural skills.
- Clinical reasoning assessments, clinical evaluation exercises and Case Based Presentations assess students' interactions with patients and their ability to interpret information and develop management plans (formative and summative)
- Clinical Competencies – students must demonstrate competence in an agreed set of examination and procedural skills in a simulated environment or as workplace based assessments in the clinical environment (all years)
- Student Reflective Portfolio Analysis – students maintain a portfolio and, as part of this, are formatively and summatively assessed on reflective writing linked to professionalism topics
- Judgements – by community/clinical supervisors and other educational providers such as EBL tutors or SSU facilitators
- Written reports and presentations

### Standard Setting

Standard setting is the process used to define a level of satisfactory performance for various assessment tasks. For individuals to be assessed as satisfactory they must demonstrate performance at or above this level.

Relevant standard setting techniques employed as described in the relevant Module Handbooks.

### Passing criteria and grading

Criteria for the award of final module grades for each module are described in detail in the relevant Module Handbooks and regulations.

### Rules of progression

For a student to progress to the next stage of study they must normally pass or achieve at least a satisfactory final grade in all modules in the same academic year. Details of these rules are described in the regulations.

### Remediation and resit

Details of procedures and criteria for resit of summative assessments are described in the relevant Module Handbooks.

### BMBS with Distinction and Merit

The Award Assessment Board may award a BMBS degree with Distinction or Merit to a student whose academic performance in Year 5 demonstrates excellent performance - details of the criteria for a Distinction or Merit are to be found in the BMBS Non-standard Regulations section of the Programme Specification.

### Exit Award

Students leaving the programme prior to the successful completion of Year 3 will receive a Certificate or Diploma of Higher Education as appropriate, plus a transcript showing the credits achieved. An exit degree of Bachelor of Medical Science (BMedSci) is available to those students who wish to leave the programme following successful completion of Years 1, 2 and 3 and achievement of 360 credits. This is a non-registerable qualification.

Students leaving the course during Years 4 and 5 will also be awarded the BMedSci, and will be provided with a transcript showing credits achieved.

The criteria for classification of the BMedSci award are to be found in the Non-standard Regulations section of the Programme Specification.

### ***Management of Assessment***

Assessments are managed through a series of Subject Assessment Panels and the Award Assessment Board.

External Examiners have responsibility for review and report on module assessment and progression. Assessment Panels (including External Examiners) are responsible for assessment setting (including standard setting) and review of outcomes.

External examiners have the opportunity to attend the School during term time, to meet student representatives and review student summative assessments.

## Programme structure and pathways

This is an integrated course, equivalent to two undergraduate degrees. The emphasis on acquisition of knowledge, clinical skills and personal development varies between modules and over time. Therefore, there will be elements of level 4,5 and 6 learning in all years of the programme, but by Year 3 learning will be at level 6 across the programme.

Learning within modules is in units – each of these are mapped against learning outcomes and levels.

Selected students will also have the opportunity to study for an intercalated BSc, BA or Masters level degree between Years 4 and 5.

### Year 1

|   |            |
|---|------------|
| MED410 Medical Knowledge 1                      | 50 credits |
| MED411 Clinical & Communication Skills 1        | 30 credits |
| MED412 Personal Development & Professionalism 1 | 10 credits |
| MED414 Student Selected Component 1             | 30 credits |

**120 credits Certificate of Higher Education plus Transcript for exit**

### Year 2

|   |            |
|---|------------|
| MED520 Medical Knowledge 2                      | 50 credits |
| MED521 Clinical & Communication Skills 2        | 30 credits |
| MED522 Personal Development & Professionalism 2 | 10 credits |
| MED524 Student Selected Component 2             | 30 credits |

**240 credits Diploma of Higher Education plus Transcript for exit**

### Year 3

|  |            |
|--|------------|
| MED630 Medical Knowledge 3                   | 40 credits |
| MED631 Clinical & Professional Development 1 | 50 credits |
| MED634 Student Selected Component 3          | 30 credits |

**360 credits BMedSci Exit Award**

### Year 4

|  |            |
|--|------------|
| MED640 Medical Knowledge 4                   | 40 credits |
| MED641 Clinical & Professional Development 2 | 50 credits |
| MED644 Student Selected Component 4          | 30 credits |

**480 credits BMedSci Exit Award**

### Year 5

|   |            |
|---|------------|
| MED650 Medical Knowledge 5              | 40 credits |
| MED651 Clinical & Professional Practice | 70 credits |
| MED654 Student Selected Component 5     | 10 credits |

**600 credits BMBS**

## Non-standard academic regulations

The standard University academic regulations are available at: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>

**1 Programme / scheme structure**

1.1 Academic study will be organised into modules, specified in terms of credits. Module sizes may vary from 10 to 70 credits.

1.2 The credit weighting of undergraduate awards will be:

|   |  |
|---|--|
| Bachelor of Medicine, Bachelor of Surgery | 600 credits total of which 360 should be at Level 6 or above                                     |
| Bachelor of Medical Science               | 360 credits with at least 120 credits at Level 6 or above, and a further 120 at Level 5 or above |
| Diploma of Higher Education               | 240 credits of which 120 are at Level 5 or above (non-registerable)                              |
| Certificate of Higher Education           | 120 credits at Level 4 (non-registerable)  |

1.3 Students may not be permitted to vary their programme of study at any Stage or Level due to the need to meet Professional Regulatory Statutory Body requirements.

## 2 Student Registration

2.1 The minimum duration of the Bachelor of Medicine, Bachelor of Surgery degree is five years full time. Under normal circumstances, a student must satisfactorily complete all assessments and examinations within seven years to qualify for the award of Bachelor of Medicine, Bachelor of Surgery.

## 3 Assessment

3.1 Formal examinations (e.g. progress tests) will also be scheduled at set points during the academic year which may not always coincide with the University examination periods.

## 4 Rules of Progression - BMBS

4.1 When considering student progression between stages, the Award Assessment Board will consider student performance in each module. Consideration may also include the professional behaviour of the student, the student's attendance record, reports from the Academic Review Group and Health and Conduct Review Group. Each student's case will be considered on its own merits. The Award Assessment Board will take a holistic view of these data sets when making progression decisions.

4.2 If a student fails in any one module, they will be required to repeat the year in its entirety.

4.3 Where a student has submitted valid extenuating circumstances for the first or second attempts of a clinical competency, and therefore has not achieved the requisite number of clinical competencies to complete the Stage by the time of the Subject Assessment Panel, the Award Assessment Board will defer a progression decision and will offer a further referral opportunity. Progression to the next Stage of the programme, including the Elective component in Year 5, is dependent on successful completion of the referred assessment by the date set by the Award Assessment Board.

4.4 If a student achieves fails in more than one module, they may be excluded from the programme.

4.5 A student will not be allowed to repeat the same year more than once.

- 4.6 A student will not be allowed to repeat more than two different years of the programme.
- 4.7 A student must submit themselves for all required assessments unless authorised absence or extenuating circumstances have been approved within the appropriate timelines.
- 4.8 Progression from Stage to Stage
- A student will be expected to pass a Stage of study in its entirety before being allowed to progress to the next Stage.
- 4.9 Graduation – Successful Completion
- In order to graduate with a BMBS, a student must have obtained at least a satisfactory grade in all Stage 5 modules in the same academic year.
- 4.10 Award of Credit
- Module credits will be awarded at the Award Assessment Board, but progression through the programme does not depend only upon credit accumulation because of the requirement for currency of knowledge and skills in the programme.
- 5 Award of BMBS and BMedSci**
- 5.1 A BMBS may be awarded to:
- A student who is registered for the award of a Bachelor of Medicine, Bachelor of Surgery and has successfully completed 600 credits with at least 360 credits at level 6 or above.
- 5.2 The award of a BMBS (with Distinction) will normally be based on a student's assessment performance in Year 5 of the programme. Students who attain an Excellent in both Medical Knowledge 5 and Clinical and Professional Practice, with no remediation (except ILS and in vitro competencies) in the final year, will be eligible for the award of BMBS (with Distinction). In addition, all students will be ranked on their performance in Medical Knowledge 5 and Clinical and Professional Practice in Year 5. A BMBS (with Distinction) may be awarded, at the discretion of the Award Assessment Board, to students in the top quartile in both Medical Knowledge 5 and Clinical Professional Practice, with no remediation (except ILS and in vitro competencies) in the final year, and have all professionalism judgements at least Satisfactory.
- 5.3 Students whose ranking falls in the top quartile, with no remediation (except ILS and in vitro competencies) in the final year, will be considered for the award of BMBS (with Merit). BMBS (with Merit) will be confined to those students who are ranked in the top half of both Medical Knowledge 5 and Clinical and Professional Practice 5, and have all professionalism judgements at least *Satisfactory*.
- 5.4 Only students who have passed each year of study at the first attempt will normally be eligible for a BMBS with Distinction or Merit.
- 5.5 A BMedSci (classified) may be awarded as an exit award to:

A student who is registered for the award of a Bachelor of Medicine, Bachelor of Surgery and has successfully completed 360 credits, including 120 credits at Level 6 and met all of the module specific requirements for the award.

- 5.6 Following successful completion of Year 3, students' cumulative standardised scores, rounded to 1 decimal place, will be used to determine their classification for the BMedSci exit award as shown in Table 1. The methods of calculating annual z-scores for each student and of aggregating them across stages are set out in the Programme Handbook.

**Table 1**

| Cumulative standardised (z) score | Degree classification      | Equivalent % score range |
|-----------------------------------|----------------------------|--------------------------|
| $z \geq +1.0$                     | First Class Honours        | 70 or above              |
| $-0.5 \leq z < +1.0$              | Upper Second Class Honours | 60-69                    |
| $-1.5 \leq z < -0.5$              | Lower Second Class Honours | 50-59                    |
| $z < -1.5$                        | Third Class Honours        | 49 or below              |

- 5.7 Certain module assessments are excluded from calculation of the award. The module assessments used in the calculation of the award are set out in the Programme Specification.
- 5.8 Resit data are excluded, unless a student has taken these as their first attempt.
- 5.9 If a student has repeated a Stage, the data used to calculate assessment z-scores is taken from the first attempt.
- 5.10 In determining the levels of award, only the overall z-score may be initially used by the Award Assessment Board. If this score is predicted to be within 3% of a higher award (i.e. an unrounded z score in one of the ranges  $-1.8 \leq z < -1.5$ ,  $-0.8 \leq z < -0.5$  or  $0.55 \leq z < 1.0$ ) then z-score data for Stage 3 will be considered and if this meets the required standard, the student should be awarded the higher level award. The Award Assessment Board may not use other criteria as a means of determining the level of award.
- 5.11 No module assessments at Stage 4 or Stage 5 will be used in the calculation of the Bachelor of Medical Science degree classification. Any additional module credits beyond the 360 credits achieved at the end of Stage 3 will be noted on the academic transcript.
- 5.12 A Diploma of Higher Education may be awarded, as an exit award, to:
- A student who is registered for the award of Bachelor of Medicine, Bachelor of Surgery and has successfully completed 240 credits, of which at least 120 are at Level 5 or above.
- 5.13 A Certificate of Higher Education may be awarded, as an exit award, to:
- A student who is registered for the award of Bachelor of Medicine, Bachelor of Surgery and has successfully completed 120 credits at Level 4 or above.
- 5.14 Students awarded the BMedSci, Dip He or Cert HE, will not be qualified to register with the General Medical Council, but will receive a transcript of credits achieved. Students leaving

the course during Stage 4 or 5 will also be awarded the BMedSci with a transcript showing additional credits achieved.

|                             |  |
|-----------------------------|--|
| Final award title           | BMBS   |
| Level                       | 6  |
| Intermediate award title(s) | Bachelor of Medical Science  |
| Level                       | 6  |
| Awarding institution        | University of Plymouth   |
| Teaching institution        | University of Plymouth, Faculty of Health  |
| Accrediting body            | General Medical Council  |
| Appropriate benchmark(s)    | Promoting Excellence: standards for medical education and training (2016)<br>Outcomes for Graduates (2018) |
| UCAS code                   | A100   |
| JACS code                   | A100   |