

PROGRAMME SPECIFICATION

FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Undergraduate Medicine	
Final award (BSc, MA etc):		MBChB	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Medical School	Parent Department: (the department responsible for the administration of the programme)	Medical School
Length of the programme: (please note any periods spent away from Buckingham, e.g placements)	4.5 years	Method of study: Full-time/Part-time/Other	Full-time
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	Level 7	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	Medicine 2002
Professional body accreditation (if applicable):	The programme is subject to a multi-year review by a visiting panel of the General Medical Council (GMC), towards accreditation in June 2019.		
Criteria for admission to the programme:	A-level (or equivalent): Normally AAB (including Chemistry and one more Maths/ Science Subject), or BSc 2i or above. IELTS 7.0. Offers are subject to exceeding a minimum standard set in a multiple mini interview selection process.	Cohort(s) to which this programme specification is applicable:	From January 2015
UCAS Code	71A8		

Summary of Programme

The MBChB programme at Buckingham is an integrated, systems-based curriculum. The first term covers key topics in biomedical science, with knowledge and understanding being progressively contextualised with the introduction of systems units from Term 2 (starting with the musculoskeletal system). There is a strong social medicine thread with units covering topics related to epidemiology, health psychology and health policy. A strong clinical education stream runs through Phase I, with students gaining meaningful clinical experience from the first term. The integrative unit at the end of Phase I is designed to ensure that students are prepared for the transition to full-time clinical training. Phase II is delivered entirely in a clinical environment, with students rotating through a series of blocks aligned with the configuration of healthcare delivery in primary and secondary environments.

Student selected components in Phase 1 and 2 allow students to pursue an area of particular interest in more depth, while Narrative Medicine affords an opportunity for students to gain insight to an individual perspective on living with a chronic illness. Professional development is supported by the completion of a portfolio of evidence throughout the course.

Educational Aims of the Programme

The broad aim of the University of Buckingham MBChB programme is that new graduates should have the clinical competence to work as Foundation Doctors, combined with the potential to develop along the continuum of medical education into humane and rational doctors. In accordance with the GMC document 'Good Medical Practice', graduates will make the care of patients their first concern, applying their knowledge and skills in a competent and ethical manner and using their ability to provide leadership and to analyse complex and uncertain situations.

Programme Outcomes (GMC Outcomes for Graduates)

<p><u>Knowledge and understanding of:</u></p> <ol style="list-style-type: none"> 1. The Doctor as a Scholar and Scientist 2. The Doctor as a Practitioner 3. The Doctor as a Professional <p>Further details are described in the appendix below.</p>	<p>→</p>	<p><u>Teaching/ Learning Strategy</u> <i>Explain the teaching and learning methods and strategies used to help students achieve each part of the knowledge and understanding</i></p> <ol style="list-style-type: none"> 1. Lectures 2. Group working activities, as described in the relevant unit work books 3. Clinical work, supported by workbook tasks (for example, MiniCEXs [mini clinical evaluation exercises] and case-based discussions [CBDs] in Phase 2) 4. Structured self-directed learning tasks 5. Self-tests and other resources available via Moodle
	<p>→</p>	<p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the knowledge and understanding.</i></p> <p>The MB ChB is an integrated curriculum, thus individual assessments do not test specific GMC OFGs. More detailed mapping is provided in the appendix below.</p> <ol style="list-style-type: none"> 1. Written end of term assessments (ETAs) in Phase 1 2. Observed structured clinical exams (OSCEs) in both Phase 1 and Phase 2 3. Narrative medicine essay in Phase 1 4. Reports, posters and structured interviews in Phase 1 student selected components (SSCs) 5. Written Intermediate and Final professional examinations in Phase 2. 6. Satisfactory completion of an ePortfolio

<p><u>Practical/ transferable skills (able to):</u></p> <p>The MBChB equips students with a breadth of practical and transferable skills in the context of a Doctor as Professional, Scholar and Practitioner. These are described in detail in the appendix below.</p>	→	<p><u>Teaching/Learning Strategy:</u></p> <p><i>Explain the teaching and learning methods and strategies used to help students achieve each part of the practical/transferable skills</i></p> <p>As above</p>
	→	<p><u>Assessment Strategy:</u></p> <p><i>Explain the strategies used to assess the achievement of each part of the practical/transferable skills</i></p> <p>As above</p>

External Reference Points

The following reference points were used in designing the programme

- Promoting excellence: standards for medical education and training (GMC 2016)
(<https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence>)
- Good medical practice (GMC 2013)
https://www.gmc-uk.org/-/media/documents/good-medical-practice---english-1215_pdf-51527435.pdf
- Framework for Higher Education Qualifications
(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>);
- Relevant Subject Benchmark Statement(s)
(<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A2.aspx>);

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental or programme handbook. The accuracy of the information contained in this document is reviewed annually by the University of Buckingham and may be checked by the Quality Assurance Agency.

Programme Director(s) Name(s):	Professor Stewart Petersen
Date of Production:	April 2018
Date approved by School Learning and Teaching Committee	March 2017
Date approved by School Board of Study	March 2017

LEARNING OUTCOMES:

The Doctor as a Scholar and Scientist

OUTCOME	WHERE LEARNED	WHERE ASSESSED SUMMATIVELY	WHERE ASSESSED FORMATIVELY
Apply to medical practice biomedical scientific principles, method and knowledge relating to: anatomy, biochemistry, cell biology, genetics, immunology, microbiology, molecular biology, nutrition, pathology, pharmacology and physiology.	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain normal human structure and function.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain the scientific bases for common disease presentations.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Justify the selection of appropriate investigations for common clinical cases.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain the fundamental principles underlying such investigative techniques.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Select appropriate forms of management for common diseases, and ways of preventing common diseases, and explain their modes of action and their risks from first principles.</i>	Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Demonstrate knowledge of drug actions: therapeutics and pharmacokinetics; drug side effects and interactions, including for multiple treatments, long-term conditions and non-prescribed medication; and also including effects on the population, such as the spread of antibiotic resistance.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle

<i>Make accurate observations of clinical phenomena and appropriate critical analysis of clinical data.</i>	Phases 1 and 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
Apply psychological principles, method and knowledge to medical practice.	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain normal human behaviour at an individual level.</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss psychological concepts of health, illness and disease.</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Apply theoretical frameworks of psychology to explain the varied responses of individuals, groups and societies to disease.</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain psychological factors that contribute to illness, the course of the disease and the success of treatment.</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss psychological aspects of behavioural change and treatment compliance.</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss adaptation to major life changes, such as bereavement. Compare and contrast the abnormal adjustments</i>	3 units in Phase 1, Clinical Method Mental Health and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Identify appropriate strategies for managing patients with dependence issues and other demonstrations of self-harm.</i>	Clinical Methods & Mental Health Blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
Apply social science principles, method and knowledge to medical practice.	Health & Disease in Society & Health Psychology units in Phase 1.	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain normal human behaviour at a</i>	Health & Disease in Society &	End of term written assessments in	Workbook activities, in unit formative

<i>societal level</i>	Health Psychology y units in Phase 1. Clinical Methods and other blocks in Phase 2	Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	assessments, self-tests on Moodle
<i>Discuss sociological concepts of health, illness and disease.</i>	Health & Disease in Society unit in Phase 1	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Apply theoretical frameworks of sociology to explain the varied responses of individuals, groups and societies to disease.</i>	Health & Disease in Society unit in Phase 1	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain sociological factors that contribute to illness, the course of the disease and the success of treatment – including issues relating to health inequalities, the links between occupation and health and the effects of poverty and affluence.</i>	Health & Disease in Society, and Narrative Medicine in Phase 1, Clinical Methods block in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss sociological aspects of behavioural change and treatment compliance</i>	Health & Disease in Society, Narrative Medicine units in Phase 1, Clinical Methods block in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
Apply to medical practice the principles, method and knowledge of population health and the improvement of health and health care.	Health & Disease in Populations unit in Phase 1. 'Public Health' longitudinal theme in Phases 1 & 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss basic principles of health improvement, including the wider determinants of health, health inequalities, health risks and disease surveillance</i>	Health & Disease in Populations unit in Phase 1. 'Public Health' longitudinal theme in Phases 1 & 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Assess how health behaviours and outcomes are affected by the diversity of the patient population.</i>	Health Psychology unit in Phase 1, Narrative Medicine, Clinical Methods	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle

<i>Describe measurement methods relevant to the improvement of clinical effectiveness and care.</i>	Health & Disease in Populations units in Phase 1. 'Public Health' longitudinal theme in Phases 1 & 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss the principles underlying the development of health and health service policy, including issues relating to health economics and equity, and clinical guidelines.</i>	Health & Disease in Society unit in Phase 1	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Explain and apply the basic principles of communicable disease control in hospital and community settings</i>	Infection and Public Health longitudinal themes	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Evaluate and apply epidemiological data in managing healthcare for the individual and the community.</i>	Health & Disease in Populations unit in Phase 1. 'Public Health' longitudinal theme in Phases 1 & 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Recognise the role of environmental and occupational hazards in ill-health and discuss ways to mitigate their effects.</i>	Systems Blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss the role of nutrition in health.</i>	Metabolism unit in Phase 1. GI and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss the principles and application of primary, secondary and tertiary prevention of disease</i>	Health & Disease in Populations & Health & Disease in Society units in Phase 1. Clinical Methods and other blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Discuss from a global perspective the determinants of Health and Disease and variations in health care delivery and medical practice.</i>	Health & Disease in Society unit in Phase 1. SSC in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
Apply scientific method and approaches to medical research.	Core units and especially SSCs in Phase 1. Most blocks in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Critically appraise the results of relevant diagnostic, prognostic and treatment trials and other qualitative and quantitative studies as reported in the</i>	Health & Disease in Populations unit in Phase 1. Public Health theme in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle

<i>medical and scientific literature.</i>			
<i>Formulate simple relevant research questions in biomedical science, psychosocial science or population science, and design appropriate studies or experiments to address the questions.</i>	Student Selected Components in Phase 1	End of term written assessments in Phase 1. SSC assessments. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Apply findings from the literature to answer questions raised by specific clinical problems.</i>	Student Selected Components in Phase 1. Blocks in Phase 2	End of term written assessments in Phase 1. SSC assessments. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle
<i>Understand the ethical and governance issues involved in medical research.</i>	Three Medical Law and Ethics sessions in Phase 1. SSC in Phase 2	End of term written assessments in Phase 1. Intermediate and Final professional examination in Phase 2. OSCE in Phases 1 and 2	Workbook activities, in unit formative assessments, self-tests on Moodle

The Doctor as a Practitioner

OUTCOME	WHERE LEARNED	WHERE ASSESSED SUMMATIVELY	WHERE ASSESSED FORMATIVELY
Carry out a consultation with a patient.	Consultation Skills Foundation Course in Phase1, all blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Take and record a patient's medical history, including family and social history, talking to relatives or other carers where appropriate.</i>	Consultation Skills Foundation Course and Narrative Medicine in Phase 1, all blocks in Phase 2	Narrative Medicine Dissertation. OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Elicit patients' questions, their understanding of their condition and treatment options, and their views, concerns, values and preferences</i>	Consultation Skills Foundation Course and Narrative Medicine in Phase 1, all blocks in Phase 2	Narrative Medicine Dissertation. OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Perform a full physical examination.</i>	Consultation Skills Foundation Course in Phase 1, all blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Perform a mental-state examination.</i>	Consultation Skills Foundation Course in Phase 1. Mental Health and other Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Assess a patient's capacity to make a particular decision in accordance with legal requirements and the GMC's guidance (in Consent: Patients and doctors making decisions together).</i>	Clinical Methods, Mental health & Elderly care Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work

<i>Determine the extent to which patients</i>	Clinical Methods Block and other	OSCEs in Phase 1, and the Intermediate	Clinical work
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<i>want to be involved in decision-making about their care and treatment.</i>	Blocks in Phase 2	and Final Professional Examinations	
<i>Provide explanation, advice, reassurance and support.</i>	Consultation Skills Foundation Course in Phase 1. Clinical Method & other Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
Diagnose and manage clinical presentations.	All parts of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Interpret findings from the history, physical examination and mental-state examination, appreciating the importance of clinical, psychological, spiritual, religious, social and cultural factors.</i>	Consultation Skills Foundation Course in Phase 1, all Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical work
<i>Make an initial assessment of a patient's problems and a differential diagnosis. Understand the processes by which doctors make and test a differential diagnosis.</i>	Consultation Skills Foundation Course in Phase 1, all Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Formulate a plan of investigation in partnership with the patient, obtaining informed consent as an essential part of this process.</i>	Consultation Skills Foundation Course in Phase 1, Clinical Methods and other blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Interpret the results of investigations, including growth charts, x-rays and the results of the diagnostic procedures in Appendix 1.</i>	Consultation Skills Foundation Course and systems blocks in Phase 1, all blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Synthesise a full assessment of the patient's problems and define the likely diagnosis or diagnoses.</i>	All clinical parts of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Make clinical judgements and decisions, based on the available evidence, in conjunction with colleagues and as appropriate for the graduate's level of training and experience. This may include situations of uncertainty.</i>	All clinical parts of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Formulate a plan for treatment, management and discharge, according to</i>	All Clinical parts of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work

<i>established principles and best evidence, in partnership with the patient, their carers, and other health professionals as appropriate. Respond to patients' concerns and preferences, obtain informed consent, and respect the rights of patients to reach decisions with their doctor about their treatment and care and to refuse or limit treatment.</i>		Written papers in Intermediate and final exam.	
<i>Support patients in caring for themselves.</i>	Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Identify the signs that suggest children or other vulnerable people may be suffering from abuse or neglect and know what action to take to safeguard their welfare.</i>	Child Health & Mental Health Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
<i>Contribute to the care of patients and their families at the end of life, including management of symptoms, practical issues of law and certification, and effective communication and teamworking.</i>	Cancer Care Block in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Clinical work
Communicate effectively with patients and colleagues in a medical context.	All Clinical parts of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate clearly, sensitively and effectively with patients, their relatives or other carers, and colleagues from the medical and other professions, by listening, sharing and responding.</i>	All clinical parts of the course, special emphasis in Clinical Methods, Mental Health Care, Health in the Community and Elderly Care	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work

<i>Communicate clearly, sensitively and effectively with individuals and groups regardless of their age, social, cultural or ethnic backgrounds or their disabilities, including when English is not the patient's first language.</i>	Various blocks in Phase 2, utilising the ethnic diversity of our local populations	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate by spoken, written and electronic methods (including medical records), and be aware of other methods of communication used by patients. Appreciate the significance of non-verbal communication in the medical consultation.</i>	Consultation Skills Foundation Course Phase 1 and clinical blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate appropriately in difficult circumstances, such as breaking bad news, and when discussing sensitive issues, such as alcohol consumption, smoking or obesity.</i>	Clinical Methods Block, Mental health Block, Elderly Care and Cancer Care Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate appropriately with difficult or violent patients.</i>	Mental Health & Acute Care Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate appropriately with vulnerable patients.</i>	Mental health, Child Health & Elderly Care Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Communicate effectively in various roles, for example as patient advocate, teacher, manager or improvement leader.</i>	SSCs, and some small components of core blocks	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. SSC assessments.	Clinical work
Provide immediate care in medical emergencies.	Acute care block in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Assess and recognise the severity of a clinical presentation and a need for immediate emergency care</i>	Acute Care and other blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Diagnose and manage acute medical emergencies.</i>	Acute care and other blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work

<i>Provide basic first aid.</i>	Clinical streams	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Provide immediate life support.</i>	Acute Care Block	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
<i>Provide cardio-pulmonary resuscitation or direct other team members to carry out resuscitation.</i>	BLS course at various stages in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Clinical work
Prescribe drugs safely, effectively and economically.	Clinical Pharm Unit in Phase 1. All clinical Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical Work
<i>Establish an accurate drug history, covering both prescribed and other medication.</i>	Consultation Skills Foundation Course in Phase 1 and all clinical blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical work
<i>Plan appropriate drug therapy for common indications, including pain and distress.</i>	All blocks in Phase 2, especially Clinical Methods, Acute Care, Cancer care	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical work
<i>Provide a safe and legal prescription.</i>	All blocks in Phase 2, especially Clinical Methods, Acute Care, Cancer care	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical work
<i>Calculate appropriate drug doses and record the outcome accurately.</i>	All blocks in Phase 2, especially Clinical Methods, Acute Care, Cancer care	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical work
<i>Provide patients with appropriate information about their medicines.</i>	All blocks in Phase 2, especially Clinical Methods, Acute Care, Cancer care	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations.	Workbooks & Clinical work
<i>Access reliable information about medicines.</i>	Clinical Pharmacology unit in Phase 1, all Blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Exams. Written papers in Intermediate and final exam.	Workbooks & Clinical work
<i>Detect and report adverse drug</i>	Clinical Pharmacology unit in	OSCEs in Phase 1, and the Intermediate	Workbooks & Clinical work

<i>reactions.</i>	Phase 1, all Blocks in Phase 2	and Final Professional Examinations. Written papers in Intermediate and final exam.	
<i>Demonstrate awareness that many patients use complementary and alternative therapies, and awareness of the existence and range of these therapies, why patients use them, and how this might affect other types of treatment that patients are receiving.</i>	Health Psychology & Diversity unit in Phase 1, Clinical Methods block in Phase 2, and on occasion in other blocks	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. Written papers in Intermediate and final exam.	Workbooks & Clinical work
Carry out practical procedures safely and effectively.	Coherent clinical skills programme in place spread across all five years	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
<i>Be able to perform a range of diagnostic procedures, as listed in Appendix 1 and measure and record the findings.</i>	Coherent clinical skills programme in place spread across all five years	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
<i>Be able to perform a range of therapeutic procedures, as listed in Appendix 1.</i>	Coherent clinical skills programme in place spread across all five years	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
<i>Be able to demonstrate correct practice in general aspects of practical procedures, as listed in Appendix 1.</i>	Coherent clinical skills programme in place spread across all five years	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
Use information effectively in a medical context.	Health & Disease in Populations and SSCs in Phase 1. Workbook tasks in most blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations. SSC assessments.	Clinical skills sessions & clinical work
<i>Keep accurate, legible and complete clinical records.</i>	Consultation Skills Foundation Course in Phase 1. All blocks in Phase 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
<i>Make effective use of computers and other information systems, including storing and retrieving information.</i>	Use of electronic learning environment, including information retrieval tasks throughout the curriculum	Narrative Medicine dissertation and SSC assessments.	Clinical skills sessions & clinical work

<i>Keep to the requirements of confidentiality and data protection legislation and codes of practice in all dealings with information.</i>	Overarching guidance throughout Phase 1 and 2	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work
<i>Access information sources and use the information in relation to patient care, health promotion, advice and information to patients, and research and education.</i>	Information retrieval course in Phase 1. Workbook tasks throughout Phase 2 blocks	Narrative Medicine dissertation and SSC assessments.	Clinical skills sessions & clinical work
<i>Apply the principles, method and knowledge of health informatics to medical practice.</i>	Only covered by implication. No specific 'health informatics' component of the course	OSCEs in Phase 1, and the Intermediate and Final Professional Examinations	Clinical skills sessions & clinical work

The Doctor as a Professional

OUTCOME	WHERE LEARNED	WHERE ASSESSED SUMMATIVELY	WHERE ASSESSED FORMATIVELY
Behave according to ethical and legal principles	Professionalism theme throughout course	Ethical and legal issues figure in Short Answer questions. Students maintain an assessed portfolio. 'Yellow form' reporting of unprofessional behaviours and attitudes	Personal & Professional Development longitudinal theme activities
<i>Know about and keep to the GMC's ethical guidance and standards including Good Medical Practice, the 'Duties of a doctor registered with the GMC' and supplementary ethical guidance which describe what is expected of all doctors registered with the GMC.</i>	Induction week specifically introduces issues, which are reinforced by events in the professionalism theme throughout the course. Medical Law and Ethics component of Consultation Skills Foundation Course	Ethical and legal issues figure in Short Answer questions. Students maintain an assessed portfolio. 'Yellow form' reporting of unprofessional behaviours and attitudes	Personal & Professional Development longitudinal theme activities
<i>Demonstrate awareness of the clinical responsibilities and role of the doctor, making the care of the patient the first concern. Recognise the principles of patient-centred care, including self-care, and deal with patients' healthcare needs in consultation with them and, where appropriate, their relatives or carers.</i>	All clinical components of the Course. Medical Law and Ethics component of Consultation Skills Foundation Course	Relationship with patients' a key competency in all clinical OSCE stations. Professionalism theme portfolio	Personal & Professional Development longitudinal theme activities
<i>Be polite, considerate, trustworthy and</i>	Professionalism theme, plus	Relationship with patients' a key	Personal & Professional

<i>honest, act with integrity, maintain confidentiality, respect patients' dignity and privacy, and understand the importance of appropriate consent.</i>	monitoring of professional attitudes and behaviour throughout the course. Medical Law and Ethics component of Consultation Skills Foundation Course	competency in all clinical OSCE stations. Professionalism theme portfolio	Development longitudinal theme activities
<i>Respect all patients, colleagues and others regardless of their age, colour, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sex, sexual orientation, or social or economic status. Respect patients' right to hold religious or other beliefs, and take these into account when relevant to treatment options.</i>	Professionalism theme, plus monitoring of professional attitudes and behaviour throughout the course. Medical Law and Ethics component of Consultation Skills Foundation Course	Relationship with patients' a key competency in all clinical OSCE stations. Professionalism theme portfolio. 'Concern' form reporting of unprofessional behaviours.	Personal & Professional Development longitudinal theme activities
<i>Recognise the rights and the equal value of all people and how opportunities for some people may be restricted by others' perceptions.</i>	Professionalism theme throughout the course. 'Health in the Community' 'Health & Disease in Society' units in Phase 1	Short answer questions	Personal & Professional Development longitudinal theme activities
<i>Understand and accept the legal, moral and ethical responsibilities involved in protecting and promoting the health of individual patients, their dependants and the public – including vulnerable groups such as children, older people, people with learning disabilities and people with mental illnesses.</i>	Professionalism theme throughout the course. Medical Law and Ethics component of Consultation Skills Foundation Course.. Child Health, Mental Health & Elderly care blocks in Phase 2.	Short Answer questions, professionalism portfolio	Personal & Professional Development longitudinal theme activities
<i>Demonstrate knowledge of laws, and systems of professional regulation through the GMC and others, relevant to medical practice, including the ability to complete relevant certificates and legal documents and liaise with the coroner or procurator fiscal where appropriate.</i>	Induction week events reinforced throughout the course for role of GMC. Medical Law and Ethics component of Consultation Skills Foundation Course. Specific training on documentation in various blocks in Phase 2 and 'Preparation for Professional Practice' block at end of course	Workbook exercises	Personal & Professional Development longitudinal theme activities
Reflect, learn and teach others.	Extensive group work. Student presentations. E-Portfolio. Student selected components in Phase 1	Portfolio assessment. SSC assessments.	Personal & Professional Development longitudinal theme activities

<i>Acquire, assess, apply and integrate new knowledge, learn to adapt to changing circumstances and ensure that patients receive the highest level of professional care.</i>	Units in Phase 1 concentrating on process of integration and learning; including two units specifically dedicated to the improvement of these skills (Clinical Problem Solving 1 and 2)	Short answer papers and OSCE	Personal & Professional Development longitudinal theme activities
<i>Establish the foundations for lifelong learning and continuing professional development, including a professional development portfolio containing reflections, achievements and learning needs.</i>	Students main an e-portfolio evidencing professional development.	Portfolio assessment.	Personal & Professional Development longitudinal theme activities
<i>Continually and systematically reflect on practice and, whenever necessary, translate that reflection into action, using improvement techniques and audit appropriately – for example, by critically appraising the prescribing of others.</i>	Early units in Phase 1 emphasising the processes of reflection and integration. Repeated stimuli to reflection in activities and workbooks in Phase 2.	Developing portfolio. Reflective essays in several Phase 2 Blocks	Personal & Professional Development longitudinal theme activities
<i>Manage time and prioritise tasks, and work autonomously when necessary and appropriate.</i>	Phase1 & Phase 2	Short Answer papers & OSCE	Personal & Professional Development longitudinal theme activities
<i>Recognise own personal and professional limits and seek help from colleagues and supervisors when necessary.</i>	This is emphasised strongly from the outset of the course. The 'concerns process' aims to identify and monitor closely those students whose development of insight is impaired.	Concerns process	Personal & Professional Development longitudinal theme activities
<i>Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues, giving effective feedback, and taking advantage of opportunities to develop these skills.</i>	E-portfolio supports development of these skills.	Observed practice. Portfolio assessment.	Personal & Professional Development longitudinal theme activities
Learn and work effectively within a multi-professional team.	Structured IPE events as part of regional IPE strategy	Reflective pieces of work on e-portfolio, Short Answer questions	Personal & Professional Development longitudinal theme activities
<i>Understand and respect the roles and expertise of health and social care professionals working and learning as a multi-professional team.</i>	Structured IPE events as part of regional IPE strategy	Short answer questions, Workbook exercises	Personal & Professional Development longitudinal theme activities
<i>Understand the contribution that</i>	Structured IPE events as part of	Short answer questions, Workbook	Personal &

<i>effective interdisciplinary team-working makes to the delivery of safe and high quality care.</i>	regional IPE strategy	exercises	Professional Development longitudinal theme activities
<i>Work with colleagues in ways that best serve the interests of patients, passing on information and handing over care, demonstrating flexibility, adaptability and a problem-solving approach.</i>	Structured IPE events as part of regional IPE strategy. All Blocks in Phase 2	OSCE, direct observation of practice	Personal & Professional Development longitudinal theme activities
<i>Demonstrate ability to build team capacity and positive working relationships and undertake various team roles including leadership and the ability to accept leadership by others.</i>	All units in Phase 1 have a large amount of group work. Exercises early in the course develop understanding of team roles	Observation, reflections	Personal & Professional Development longitudinal theme activities
Protect patients and improve care.	Phase 1 & 2 Short Answer format,	Assessment of e-portfolio	Personal & Professional Development longitudinal theme activities
<i>Place patients' needs and safety at the centre of the care process.</i>	Basic philosophy of the course manifest across the curriculum	Short answer questions, OSCE, e-portfolio	Personal & Professional Development longitudinal theme activities
<i>Deal effectively with uncertainty and change.</i>	Blocks in Phase 2	E-portfolio	Personal & Professional Development longitudinal theme activities
<i>Understand the framework in which medicine is practised in the UK, including: the organisation, management and regulation of healthcare provision; the structures, functions and priorities of the NHS; and the roles of, and relationships between, the agencies and services involved in protecting and promoting individual and population health.</i>	Health & Disease in Society, Health in the Community units in Phase 1, Clinical Methods block in Phase 2	Short answer question	Personal & Professional Development longitudinal theme activities

<i>Promote, monitor and maintain health and safety in the clinical setting, understanding how errors can happen in practice, applying the principles of quality assurance, clinical governance and risk management to medical practice, and understanding responsibilities within the current systems for raising concerns about safety and quality.</i>	Explicit focus on patient safety issues in introduction to clinical work. Explicit team based patient safety exercises in Phase 2. Reflective exercises in workbooks in Phase 2.	Reflective exercises	Personal & Professional Development longitudinal theme activities
<i>Understand and have experience of the principles and methods of improvement, including audit, adverse incident reporting and quality improvement, and how to use the results of audit to improve practice.</i>	Principles of audit covered in Health & Disease in Society unit in Phase1. Audit SSC in Phase 1. Audit style exercises in workbooks in Phase 2	Short Answer format. Portfolio	Personal & Professional Development longitudinal theme activities
<i>Respond constructively to the outcomes of appraisals, performance reviews and assessments.</i>	Concerns process links to tutorial support to identify and attempt to remediate students who do not develop insight and respond well to feedback and appraisal	Concerns process	Personal & Professional Development longitudinal theme activities
<i>Demonstrate awareness of the role of doctors as managers, including seeking ways to continually improve the use and prioritisation of resources.</i>	Health & Disease in Society unit in Phase 1. SSC in Phase 2	E-portfolio	Personal & Professional Development longitudinal theme activities
<i>Understand the importance of, and the need to keep to, measures to prevent the spread of infection, and apply the principles of infection prevention and control.</i>	Explicit guidance to students. Key elements introduced and tested early (eg hand washing) explicit course at start of [Phase 2. reinforced in all blocks	OSCE	Personal & Professional Development longitudinal theme activities
<i>Recognise own personal health needs, consult and follow the advice of a suitably qualified professional, and protect patients from any risk posed by own health.</i>	Guidance and support. Concerns process identifies students at risk and aims to manage them through process	Concerns process	Personal & Professional Development longitudinal theme activities
<i>Recognise the duty to take action if a colleague's health, performance or conduct is putting patients at risk.</i>	Emphasised to students from outset and reinforced periodically	Concerns process	Personal & Professional Development longitudinal theme activities

PROGRAMME STRUCTURE

Term	YEAR ONE (PHASE 1)				
1	Clinical Problem Solving 1	Molecules, Genes and Disease	Consultation Skills Foundation Course	Tissues of the Body	Metabolism
END OF TERM ASSESSMENT 1 (WRITTEN EXAM)					
2	Membranes and Receptors	Musculoskeletal System	Consultation Skills Foundation Course	Health and Disease in Populations	Mechanisms of Disease
END OF TERM ASSESSMENT 2 (WRITTEN EXAM)					
3	Health Psychology	Cardiovascular System	Consultation Skills Foundation Course	Urinary System	Respiratory System
END OF TERM ASSESSMENT 3 (WRITTEN EXAM)					
OBSERVED STRUCTURED CLINICAL EXAM 1 (PRACTICAL EXAM)					
YEAR TWO					
4	Infection	Consultation Skills Foundation Course	Health and Disease in Society	Reproductive System	Gastrointestinal System
END OF TERM ASSESSMENT 4 (WRITTEN EXAM)					
5	Student Selected Component	Consultation Skills Foundation Course	Student Selected Component 1	Head and Neck	Nervous System
END OF TERM ASSESSMENT 5 (WRITTEN EXAM)					
SSC Assessment 1 (for details see individual SCC specifications)					
Narrative Medicine submission in term 5					
6	Student Selected Component	Clinical Problem Solving 2	Student Selected Component 2	Clinical Pharmacology	Integrative Unit
END OF TERM ASSESSMENT 6 (WRITTEN EXAM)					
OBSERVED STRUCTURED CLINICAL EXAM 2					
SSC Assessment 2. All relevant learning outcomes described herein will be tested to a sufficient standard in Phase 1 to satisfy the requirements of an exit degree.					

YEAR 3: JUNIOR ROTATION BLOCKS (PHASE 2)				
Mental Health	Clinical Methods	Musculoskeletal Care	Cardio-respiratory Care	Gastrointestinal Care
Peri-operative care	Student Selected Component (three weeks)			
IMMEDIATE PROFESSIONAL EXAM (WRITTEN AND OSCE)				
YEAR 4: SENIOR ROTATION BLOCKS				
Special Senses	Cancer Care	Acute Care	Child Health	Reproductive Health
Elderly and Chronic Care		Student Selected Component (three weeks)		
FINAL PROFESSIONAL EXAM (WRITTEN AND OSCE) SUMMATIVE ASSESSMENT OF ePORTFOLIO				
FINAL 3 MONTHS: ASSISTANTSHIP				
Elective	Assistantship			
FINAL PORTFOLIO SIGN-OFF (TO INCLUDE ELECTIVE REFLECTION IN ePORTFOLIO)				