



PROGRAMME SPECIFICATION FOR TAUGHT PROGRAMMES AT ALL LEVELS

Name of Programme:		Pathways to Postgraduate Training in Surgery	
Final award (BSc, MA etc):		Master in Surgery (MSurg)	
Awarding institution/body:	University of Buckingham	Teaching institution:	University of Buckingham
School of Study:	Postgraduate Medicine and Allied Health	Parent Department: (the department responsible for the administration of the programme)	
Length of the programme: (please note any periods spent away from Buckingham, e.g placements)	MSurg: 2 years (2.5 years if foundation study required).	Method of study: Full-time/Part-time/Other	Full time at placement hospital
Framework for Higher Education Qualifications (FHEQ) Level (see Guidance notes, section D – External Reference Points)	MSurg Level 7	Relevant subject benchmark statement (SBS) (see Guidance notes, section D – External Reference Points)	There is no relevant QAA benchmark statement for postgraduate medical qualifications. The relevant benchmark is Royal College (Surgery) Membership Exams
Professional body accreditation (if applicable):			
Criteria for admission to the programme:	MSurg: primary medical degree, and GMC registration via PLAB.	Cohort(s) to which this programme specification is applicable: (e.g.from 2012 intake onwards)	2017/2018
UCAS Code	Not Applicable		

Summary of Programme

This programme is designed to allow overseas doctors to take part in training analogous to the Core Surgical Training offered by the Joint Committee on Surgical Training (JCST). This forms the first stage of speciality training for most doctors training in surgical specialties. The first stage of the Pathways to Medicine is the Masters in Surgery (MSurg), which is benchmarked to the level of training required for Membership of the Royal College of Surgeons (MRCS). Students will be strongly encouraged to sit exams for MRCS exams during their two years on the MSurg programme. The MSurg alone is not sufficient for entry onto speciality training (ST) programmes at level 3.

Some doctors holding a primary medical degree from a recognised medical school may not have GMC registration, and such candidates may enter the Pathways programme at a foundation level where they will receive English tuition in order to sit the Professional Language Assessment Board (PLAB) exam. This must be achieved within 6 months in order to allow progression to the MSurg.

Educational Aims of the Programme

1) Foundation (up to 6 months).

To attain the appropriate level of English in order to achieve GMC registration via PLAB. This requirement is mandatory for progression in the Pathways Programme.

1) Masters in Surgery (MSurg) up to 2 years

The programme is designed to deliver core training by acquisition of knowledge and skills as assessed by the work-place based assessments, which are benchmarked to MRCS standards. This programme is also designed to allow overseas doctors to take part in training analogous to the Core Surgical Training offered by the Joint Committee on Surgical Training (JCST). The training pathway for achievement of MSurg is two years, although candidates may sit the MRCS exam at an earlier stage. The programme will be broad based consisting of two to four placements in Surgical specialties. These placements must include direct involvement in the acute surgical take. Students completing the programme will have a solid platform from which to continue into Specialty Training via the Prof Doc. However, it must be recognised that attainment of MRCS is a requirement for entry into specialty training at ST3 equivalent.

The key features of the MSurg are:

- **Student led** – we will use an ePortfolio to encourage a learner-centred approach with the support of educational supervisors. The ePortfolio contains tools to identify educational needs, and enables the setting of learning goals, reflective learning and personal development.
- **Competency based** – the curricula outline competencies that trainees must reach by the end of the programme. The curriculum is directly linked to the ePortfolio as it defines standards required for good medical practice and formal assessments.
- **Continuation of Good Medical Practice** – building on existing training the curriculum contains important emphasis on generic competencies necessary for practice as a surgeon.
- **Supervision** – each student has a series of supervisors with clearly defined roles and responsibilities overseeing training including their Clinical Supervisor, Educational Supervisor, University Tutor, Pathways to Postgraduate Training in Surgery Director, and Dean of Postgraduate Medicine
- **Appraisal meetings with supervisors** – regular appraisal meetings and review of competence progression are set out in the ePortfolio.
- **Dissertation** – Literature review of 10,000 words.

Workplace-based assessments

Regular workplace-based assessments are conducted throughout training. These include:

- CBD (Case Based Discussion)
- CEX (Clinical Evaluation Exercise)
- PBA (Procedure-based Assessment)
- DOPS (Direct Observation of Procedural Skills in Surgery)
- Multi Source Feedback (Peer Assessment Tool)
- Assessment of Improvement Project
- Observation of Teaching.

Programme Outcomes

<p><u>Knowledge and understanding of:</u></p> <p>Surgical Practice</p> <ol style="list-style-type: none"> 1. Basic Science 2. Common Surgical Conditions 3. Basic Surgical Skills 4. Assessment and Management of the surgical Patient 5. Perioperative Care 6. Assessment and Management of Patients with Trauma 7. Surgical Care of the Paediatric Patient 8. Management of the Dying Patient 9. Organ and Tissue Transplantation 10. Health Promotion <p><u>Each of the 10 areas outline the curriculum and are titles of separate Unit specifications</u></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. The principle methodology will be bedside teaching. Each student will be assigned to a clinical team and will be supervised by a consultant. The student will see patients at speciality clinics and on the ward together with the supervisor. The student will also undertake surgical ward duties and outpatients as defined by the hospital. There will also be on-call duties. 2. Students will be required to undertake self-directed reading of medical journals based on their clinical specialism in order to build up an understanding of the leading edge surgical practice. 3. Students will be required to maintain an e-portfolio detailing their clinical experience and they will need to show reflection on that experience. The e-portfolio will be monitored by the supervisor to ensure that it meets requisite standards.
	<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 key assessment instrument is the e-portfolio, which will be audited annually by a NHS appointed auditor (who will have an honorary University contract).</p> <p>Case Based Discussions (CBD) Multi-Source Feedback (MSF) Clinical Evaluation Exercise (CEX) Dissertation defended in a traditional <i>viva voce</i> examination.</p>
<p><u>Cognitive (thinking) skills:</u></p> <p>a) Ability to use appropriate diagnostic skills in the assessment of the patient disease status and initiate appropriate treatment.</p> <p>b) Critically evaluate the effectiveness of an on-going patient treatment and care.</p> <p>c) Make informed judgement on complex or urgent clinical issues, often in absence of incomplete data</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 cognitive skills</i></p> <ol style="list-style-type: none"> 1. Bed-side teaching 2. Clinical consultations 3. Grand Round 4. Hospital seminars 5. Current literature <p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the cognitive skills</i></p> <ol style="list-style-type: none"> 1. Peer reviewed case presentations 2. e-portfolio 3. Improvement project

<p><u>Practical/Transferable skills (able to):</u></p> <p>a) Attainment of core competencies appropriate to level of training as defined by the Joint Committee on Surgical Training.</p> <p>b) Adopt a systematic approach to collecting and analysing clinical data. Effective communication with patient and medical colleagues.</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 practical/transferable skills</i></p> <ol style="list-style-type: none"> 1. Bed-side teaching 2. Clinical consultations 3. Grand Round 4. Hospital seminars 5. Current literature 6. Simulation
<p>c) Develop an ability to work quickly under pressure moving from one clinical scenario to another.</p>	→	<p><u>Assessment Strategy:</u> <i>Explain the strategies used to assess the achievement of each part of the practical/transferable skills</i></p> <ul style="list-style-type: none"> • CBD • CEX • PBA (Procedure-based Assessment) • DOPS (Direct Observation of Procedural Skills in Surgery) • MSF • Assessment of Audit • Observation of Teaching • Improvement Project

External Reference Points

The following reference points were used in designing the programme

- Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-A1.aspx>);
- Joint Committee on Surgical Training



syllabus_core
surgery_2015.pdf

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 John C. Clapham Professor Douglas McWhinnie
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