

**KENT AND  
MEDWAY  
MEDICAL  
SCHOOL**

Regulations for the Conferment of the Award of Bachelor of Medicine Bachelor of  
Surgery

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**APPROVED BY  
ACADEMIC BOARD OF CANTERBURY CHRIST CHURCH UNIVERSITY  
SENATE OF THE UNIVERSITY OF KENT**

**EFFECTIVE FROM 1 SEPTEMBER 2020**

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**1. Preamble**

- 1.1 The Academic Board of Canterbury Christ Church University and the Senate of the University of Kent have established the Kent and Medway Medical School

[hereafter, KMMS] and hold joint responsibility for the academic standards of all Awards made to students of the KMMS.

- 1.2 The Vice Chancellor of Canterbury Christ Church University, as Chair of Academic Board and the Vice-Chancellor of the University of Kent, as Chair of Senate approve all recommendations in respect of the conferment of awards. All awards made under these Regulations will be joint awards of Canterbury Christ Church University and The University of Kent [hereafter, 'the Universities'].
- 1.3 No amendment to these Regulations may be made except with the explicit approval of both the Academic Board of Canterbury Christ Church University and the Senate of the University of Kent.
- 1.4 The Academic Board of Canterbury Christ Church University and the Senate of the University of Kent acting together can, in exceptional circumstances, set aside any aspect of these regulations.

## 2. Scope of the Regulations

- 2.1 This document sets out the Regulations for the conferment of the following awards delivered by the Kent and Medway Medical School [hereafter, KMMS]:
  - (i) Bachelor of Medicine Bachelor of Surgery (abbreviated to BMBS);
  - (ii) Bachelor of Medical Science (abbreviated to BMedSci)
  - (iii) Diploma of Higher Education in Medical Science (abbreviated to Dip HE Medical Science)
  - (iv) Certificate of Higher Education in Medical Science (abbreviated to Cert HE Medical Science)
- 2.2. The BMedSci, Dip HE in Medical Science and the Cert HE in Medical Science are available only as exit awards, for those students registered with the KMMS for the Award of BMBS.
- 2.3. The Award of BMBS, BMedSci, Dip HE in Medical Science and Cert HE in Medical Science will be made by the Universities jointly on the recommendation of the Progression and Award Board of Examiners [hereafter Board of Examiners], set up under these Regulations.
- 2.4. The recommendations of the Board of Examiners with regard to the conferment of academic awards will require the approval of the Chair of the Academic Board of Canterbury Christ Church University and the Chair of the Education Board on behalf of Senate at The University of Kent.
- 2.5. No body other than the Board of Examiners has authority to recommend the conferment of an award of BMBS.
- 2.6. The Regulations are consistent with the guidelines of the General Medical Council, as they were when these Regulations were approved.
- 2.7. These Regulations are additional to the *Regulation and Credit Framework* of Canterbury Christ Church University and the *Regulations for Taught Programmes of Study* and the *Credit Framework* of the University of Kent, which set out the respective regulatory frameworks of the Universities.
- 2.8. The Regulations apply to all students registered on the Programme of Study for the BMBS, delivered by the KMMS irrespective of the date of registration. Where there is a previously approved Regulation that confers any additional rights on a student due to the date of the student's initial registration, and continuing

registration on the Programme the student may rely upon the previously approved Regulation.

2.9. The Universities may jointly approve and publish operational procedural documents supporting the implementation of these Regulations. If there is any conflict between these Regulations and the procedural documents, these Regulations have precedence subject to any interpretation being in favour of the student.

2.10. These Regulations should be read alongside the following KMMS Policies and Procedures:

- (i) *Academic Appeals;*
- (ii) *Academic Misconduct Procedures;*
- (iii) *Academic Offences;*
- (iv) *Appointment of External Examiners;*
- (v) *Low Level Concerns, Fitness to Study and Fitness to Practise Policy;*
- (vi) *Interruption of Studies;*
- (vii) *KMMS Assessment Strategy;*
- (viii) *KMMS Complaints Procedure;*
- (ix) *Mitigation of Extenuating Circumstances Procedure;*
- (x) *Operation of the Boards of Examiners;*

### 3. General Regulations

#### **Award of Bachelor of Medicine Bachelor of Surgery**

3.2. The Award of BMBS is comprised of 780 credits and is awarded at Level 7.

3.3. The programme of study comprises five stages, each consisting of a set of programme components that a student must satisfy before they can progress into the next stage of the Programme or graduate with an award.

3.4. The credit structure of the BMBS award, by stage of study, is as follows:

- (i) Stage 1 comprises 60 credits at Level 4 and 60 Credits at Level 5;
- (ii) Stage 2 comprises 120 credits at Level 5;
- (iii) Stage 3 comprises 180 credits at Level 6;
- (iv) Stage 4 comprises 180 credits at Level 6;
- (v) Stage 5 comprises 180 credits at Level 7.

3.5. To qualify for the BMBS a student must:

- (i) complete satisfactorily the requirements of the award on which they are registered;
- (ii) pass 780 credits of which:
  - 180 credits are at Level 7;
  - 360 credits are at Level 6;
  - 180 credits are at Level 5;
  - 60 credits are at Level 4.

- 3.6. A Board of Examiners may recommend that a student be awarded a BMBS with Distinction in line with the regulations on achieving the KMMS BMBS degree with Distinction.
- 3.7. To qualify for a BMBS with Distinction the following three criteria must all be met by the student:
- (i) Achieve a distinction in final year/stage 5
  - (ii) Achieve an average distinction mark across stages 1-4
  - (iii) Do not drop below 5 percentage points from the distinction mark in any particular year/stage during years/stages 1-4.

### **Education Performance Measure (EPM)**

- 3.8. The Education Performance Measure (EPM) will be used to rank the KMMS graduates for their UK Foundation Programme applications. The current calculation of the EPM is detailed in the KMMS Assessment Strategy

### **Award of Bachelor of Medical Science**

- 3.9. A Board of Examiners may recommend that a student be awarded the degree of BMedSci at Level 6.
- 3.10. To exit the Programme with a BMedSci a student must:
- (i) pass at least 360 credits of which:
    - at least 120 credits are at Level 6 and form part of the BMBS programme;
    - at least 120 credits are at Level 5;
    - all credits are at Level 4 or above.
- 3.11. A Board of Examiners may recommend that a student, who exits the Programme on completion of Stage Four be awarded a BMedSci with Distinction.
- 3.12. To qualify for a BMedSci with Distinction the following two criteria must all be met by the student:
- (i) Achieve an average distinction mark across the completed stages
  - (ii) Do not drop below 5 percentage points from the distinction mark in any completed stage
- 3.13. The BMedSci will not be awarded as an Ordinary Degree or Unclassified Degree, and no Ordinary Degree or Unclassified Degree may be awarded as an exit award from the Programme.

### **Award of Dip HE in Medical Science**

- 3.14. A Board of Examiners may recommend that a student be awarded Dip HE in Medical Science at Level 5.
- 3.15. To exit the Programme with a Dip HE in Medical Science a student must:
- (i) pass 240 credits of which:
    - at least 120 credits are at Level 5;

- all credits are at Level 4 or above.

3.16. The Dip HE in Medical Science is not classified.

### **Award of Cert HE in Medical Science**

3.17. A Board of Examiners may recommend that a student be awarded Cert HE in Medical Science at Level 4.

3.18. To exit the Programme with a Cert HE in Medical Science a student must:

- (i) pass 120 credits of which:
- all credits are at Level 4 or above.

3.19. The Cert HE in Medical Science is not classified.

### **Intercalated degrees**

3.20. A student who has completed Stage Three of the Programme may, with permission, undertake an intercalated Bachelor's degree or an intercalated Master's Degree before entering Stage Four.

3.21. A student who has completed Stage Four of the Programme may, with permission, undertake an intercalated degree of Doctor of Philosophy before entering Stage Five.

### **Period of Registration**

3.22. The maximum period of registration for the BMBS will be ten years, except where a student undertakes an intercalated degree. The ten years will exclude interruptions that derive from periods during which students have been unable to engage with their studies due to reasons linked to characteristics protected by the Equality Act 2010.

3.23. The maximum period of registration where a student undertakes an intercalated Bachelor's degree or Master's degree will be eleven years. The eleven years will exclude interruptions that derive from periods during which students have been unable to engage with their studies due to reasons linked to characteristics protected by the Equality Act 2010.

3.24. The maximum period of registration where a student undertakes an intercalated doctorate will be thirteen years. The thirteen years will exclude interruptions that derive from periods during which students have been unable to engage with their studies due to reasons linked to characteristics protected by the Equality Act 2010.

3.25. A student who has exceeded the maximum period of registration will not be permitted to continue on the Programme and will be eligible for the appropriate exit award as based on the credit passed.

3.26. Exclusion criteria from the KMMS BMBS degree due to failure

- (i) The maximum amount of stage failures a student can have in the five-year programme is two failed academic years (stages). They will be excluded from the programme upon failing a third academic year (stage).

### **OR**

- (ii) A student will be excluded from the programme if they fail the same stage twice.

### Periods of Interruption

3.27. Any authorised interruption must be dealt with in line with the KMMS *Interruption of Studies Procedures*.

3.28. A student may not undertake any learning and/or assessment opportunities during the period of interruption.

### Language of delivery

3.29. Teaching and assessment on the BMBS Programme will be delivered in English.

### Mode of Study

3.30. The BMBS Programme will be studied in full-time mode, and no student will be admitted to or permitted to study on the Programme on a part-time basis

## 4. General Assessment Regulations

### Assessment Definitions

4.1. For the purposes of assessment, the following applies:

- (i) *Assessment* is the process by which it is determined that a student demonstrates achievement of the learning outcomes of a module and of the Programme;
- (ii) a *Component of Assessment* is an element of assessment for a module from which a single mark or grade is derived and for which the mark or grade is used in determining whether or not the module has been passed and what mark or grade is achieved for that module;
- (iii) A criterion is a reference point on which a component of assessment is assessed. Some components of assessment have multiple criteria that, in addition to contributing to the overall grade, are extracted and analysed separately.
- (iv) Sequence one is the first formal opportunity to undertake assessment for a component of assessment where an Applied Knowledge Test (AKT) or Objective Structured Clinical Examination (OSCE) is used in a module; Sequence two is the second or additional assessment opportunity used in AKTs and OSCEs (see Assessment strategy for applications in the various modules)
- (v) a student is *referred* in a module (only applicable to certain components of the Finals module in final year), where the Board of Examiners has determined that all or part of the assessment has been taken and not passed and where the student has a further opportunity to undertake assessment for the module;
- (vi) *reassessment* is a second opportunity to undertake assessment for a criterion of assessment in a module, which has been referred by a Board of Examiners (only applicable to certain components of the Finals module in final year);
- (vii) *reassessment of a stage* is a second opportunity to undertake a stage of the programme where the Board of Examiners has determined that the stage has not been passed and where the student has a further opportunity to repeat the stage.
- (viii) a student is *deferred* in a module, where it is determined through the application of the KMMS *Mitigation of Extenuating Circumstances Procedures*, that the

student should be given a new opportunity for assessment for that module, in which instance the superseded assessment or reassessment will not count as an “attempt”;

- (ix) a student is given a *fail* for a module, where the assessment for that module has not been passed and where the student has no further opportunities for reassessment, in which instance the module will be recorded as failed.
- (x) Where a student fails a module or stage and they have no further opportunities for reassessment of the module or stage they will be *excluded due to failure*

### **Academic Misconduct**

- 4.2. Students are required to act with honesty and integrity in fulfilling requirements in relation to assessment of their academic progress. Where it is suspected that a potential breach of the Academic Misconduct Policy has occurred the case will be referred under those procedures.
- 4.3. The Universities reserve the right to investigate an allegation of academic misconduct made following a student receiving their award. In such cases, the University will investigate the allegation under the procedures above to determine what action should be taken.
- 4.4. The Academic Board of Canterbury Christ Church and the Senate of the University of Kent acting jointly shall have the power at any time to deprive any holder of an award of the University following the recommendation of a Panel appointed jointly by the Chairs of the Academic Board of Canterbury Christ Church and the Senate of the University of Kent for the purpose of reviewing the case.

### **Assessment**

- 4.5. In order to pass a module and achieve the associated credit, a student must pass all criteria for the assessment components of that module.
- 4.6. Where continuous (e-portfolio) or a sequential testing processes (AKTs and OSCEs) are used as criteria for assessment, no reassessment opportunities are offered to pass a module
- 4.7. Where there is only a single sitting of an assessment, such as the Medical Licensing Assessment Applied Knowledge Test (AKT) in the Finals module of the final stage of the programme, students will be permitted a reassessment opportunity if they do not pass on the first attempt.
- 4.8. Except where specifically provided otherwise, a student is not permitted to repeat a component of assessment for the purposes of improving the awarded mark or grade, if it has already been passed. This is also the case if a student has exempted the second sequence of the OSCE process in a particular year, since by achieving exemption they have also passed the OSCE.
- 4.9. A module may be given the grade of Distinction if the module assessment criteria produces marks and where a standard setting process has been used to set the standard, as set out in the KMMS Assessment Strategy. If a module only produces an outcome grade of pass or fail, then a grade of Distinction is not awarded in such a module.
- 4.10. Where standard setting methods are used to determine the pass mark for components of assessment, the standard setting process will incorporate the setting of grade boundaries for pass marks and will be published with the students’ individual results.

- 4.11. Where a component of assessment in a module is referred and the student passes that module following reassessment of that component (only applicable to certain components of the Finals module in final year), the module will be capped at a Pass on the relevant pass mark. Where it is so determined through the application of the KMMS *Mitigation of Extenuating Circumstances Procedures* that a student should be given a new opportunity for assessment for a module component, the superseded assessment will not count as an “attempt”, and the grade or mark will not be capped at the pass mark.
- 4.12. Where it is determined through the application of the KMMS Mitigation of Extenuating Circumstances Procedures that a student has been successful in mitigation for an AKT that they have attempted, that attempt will not be considered in the calculation of module grade. If the sequence 1 AKT has been mitigated after the student has sat the assessment, additional questions in the module will be provided in assessments in the sequence 2 AKT in years 1 and 2. If the sequence 2 AKT has been mitigated after the student has sat the exam the overall module grade will be calculated from the sequence 1 performance. No additional assessments attempts will be provided.
- 4.13. Where a module is deferred for the mitigation of extenuating circumstances and the student passes the module, as if as a first assessment, the grade or mark will not be capped.
- 4.14. Where a component of assessment, such as a log or e-portfolio, contains multiple activities or criteria, there will be clear, transparent and reliable processes outlined in the KMMS Assessment Strategy, which sets out how these activities will combine to produce a grade or mark for the component of assessment and under what circumstances a student will be permitted to remedy a deficiency for those multiple activities..
- 4.15. In instances where the student fails or defers their final examinations in year 5 of the Programme due to the mitigation of extenuating circumstances, that student will be offered a choice of either attending a shortened elective component or joining the revision group.

### **Module Reassessment**

- 4.16. Module Reassessment is only applicable in the Finals module of the final year for assessment components that do not use the sequential testing processes. Where the Board of Examiners determines that a student has not passed the module, the student will be permitted to undertake reassessment in all referred components of assessment that have not been passed, because: EITHER
- (i) the module pass grade or mark has not been achieved, or because all components of assessment must be passed; OR
  - (ii) a student has a right to a reassessment in all referred components of assessment.

### **Progression**

- 4.17. A student who is not eligible for progression and who has exhausted their opportunities for reassessment of a stage, will be deemed to have failed the Programme, and may be eligible for an exit Award.
- 4.18. Where it is so determined through the application of the KMMS *Mitigation of Extenuating Circumstances Procedures* that a student is unable to complete a Stage and progress to the next Stage of the Programme or be awarded the BMBS due to extenuating circumstances, the student will be permitted to retake the whole stage, as if as a first opportunity.

### **Submission of Work for Assessment**

- 4.19. A student must submit all work for assessment in the manner and by the date previously notified to them, unless an extension of time has been granted in line with the KMMS Mitigation of Extenuating Circumstances Procedures.
- 4.20. Failure to submit work for assessment (other than where mitigation of extenuating circumstances is granted in line with the KMMS *Mitigation of Extenuating Circumstances Procedures*), will be deemed to constitute failure in that assessment and a mark of 0 will be recorded.

### **Regulations relating to formal examinations, including Objective Structured Clinical Examinations (OSCEs)**

- 4.21. Students must comply with the requirements set out in the KMMS *Assessment Strategy*.
- 4.22. Failure to attend an examination (other than where mitigation of extenuating circumstances is granted in line with KMMS *Mitigation of Extenuating Circumstances Procedures*), will be deemed to constitute failure in that examination and a mark of 0 will be recorded.
- 4.23. Where an examination is scheduled over more than one day, a student will be required to attend on all scheduled days, and failure to do so, (other than where mitigation of extenuating circumstances is granted in line with the KMMS *Mitigation of Extenuating Circumstances Procedures*), will be deemed to constitute failure in that examination and a mark of 0 will be recorded.
- 4.24. Where there is inclement weather, the *Inclement Weather Policy* will apply.

## **5. Board of Examiners**

- 5.1. There will be a Board of Examiners, which will:
- (i) consider the overall profile of marks for each student and recommend students for awards or make recommendations for a course of action in the case of failure;
  - (ii) make recommendations about students, not in their final year, with regard to progression or make recommendations for a course of action in the case of a student not being eligible to progress to the next level;
  - (iii) confirm arrangements regarding the timing of reassessment, where applicable and where required (in Finals module in final year);
  - (iv) ensure that the assessment process is operated in a fair and reliable manner making use of agreed degree classification criteria and in line with these Regulations and the KMMS Assessment Procedures;
  - (v) assure the appropriate standards for the awards;
  - (vi) consider any issues relating to the delivery of modules;
  - (vii) confirm the numerical or graded mark achieved by students on modules;
  - (viii) confirm the module profile for each student and that each module has been passed or failed;
  - (ix) confirm the award of Distinction for a module (where applicable);

- (x) confirm that a student may be awarded a BMBS with Distinction or a BMedSci with Distinction on completion of Stage Four through achieving a result as per the criteria for Distinction specified;
- (xi) award credit where students have passed a module;
- (xii) take account of the decisions made in line with the KMMS *Mitigation of Extenuating Circumstances Procedures*;
- (xiii) where appropriate, to nominate students for prizes and awards.
- (xiv) Where it is impracticable for students to be reassessed in the same criteria or elements and by the same methods as at the first attempt, the Board of Examiners may make such special arrangements as it deems appropriate to conduct the reassessment.

5.2. The Board of Examiners must only recommend the conferment of the Award of BMBS where there are no concerns regarding fitness to practise.

### **Scaling of marks**

- 5.3. The Board of Examiners may permit the scaling of marks by the Board of Examiners as a tool to rectify a significant error in the assessment process.
- 5.4. The process of scaling marks to rectify a significant error in the assessment process does not relate to standard setting for assessments, which occurs prior to the Board of Examiners.
- 5.5. The scaling of marks should only be considered where there is significant error in the assessment process, which is clearly identified, which would mean that the assessment type or delivery was flawed, and when all other means to rectify the problem have been explored and discounted.
- 5.6. Scaling can take place in either direction but when scaling down, the student will be offered the opportunity to accept the scaled mark or to be reassessed in the assessment which will be treated as a first assessment attempt. A student must be informed of their pre- and post-scale mark before they make their decision.
- 5.7. The scaling of marks must always maintain the ranked position of each student within a specific assessment. Norm-referencing is not permitted as a means of marking assessment.
- 5.8. Prior to the scaling of marks by Boards of Examiners, the method that is intended to be employed must be agreed by the relevant Chair of the Board of Examiners and the External Examiner(s).
- 5.9. Scaling must not advantage or disadvantage a subset of students. Any scaling function applied to a set of marks must not be used in a way that reverses the rank order of any pair of students.
- 5.10. The definition of any scaling function used must encompass the full range of raw marks from 0 to 100% for example, 'Add 3 marks to all students' or 'multiply all marks by a factor of 0.75'. It would not be acceptable to partially scale, for example, 'add three marks to all fails'.
- 5.11. Scaling must apply to all students undertaking the same assessment at the same time. The use of scaling must be made transparent to students. The details must be recorded in the Board of Examiner minutes and students fully informed.
- 5.12. Scaling can be applied to any work, not just an examination, where there has been a flaw in the assessment process.
- 5.13. Examples of where scaling might be applied are as follows:

- 5.13.1. a misprinted examination paper;
- 5.13.2. an incorrect formula in an examination paper;
- 5.13.3. in a practical examination, an instrumental malfunction not obvious at the time of the examination;
- 5.13.4. a mistake in an examination paper;
- 5.13.5. the incorrect length of time given to complete an examination.
- 5.14. The approaches used to scale the marks should be discussed at the Board of Examiners, clearly documented in the Board of Examiner minutes and students fully informed of its use

#### **Chair's action**

- 5.15. A Board of Examiners can resolve to delegate to the Chair the authority to take action where, following appropriate involvement by the External Examiner:
  - (xv) there has been full discussion of an assessment matter and a full course of action has been identified, and the Chair is asked to confirm that the assessment process is complete;
  - (xvi) subsequent to the Board clear evidence of an administrative error has been discovered;
  - (xvii) subsequent to the Board, a student presents substantive evidence to support a request for Mitigation of Extenuating Circumstances;
  - (xviii) there has been an academic appeal which has been upheld.
- 5.16. All Chair's Actions must be minuted and reported to the next meeting of the Board of Examiners.

### **6. External Examiners**

- 6.1. External Examiners for the Programme are, in their expert judgment, required to report whether or not:
  - (i) the KMMS is maintaining the threshold academic standards for its awards in accordance with the frameworks for higher education qualifications and applicable subject benchmark statements;
  - (ii) the assessment process measures student achievement rigorously and fairly against the intended outcomes of the Programme and is conducted in line these Regulations and the KMMS Assessment Procedures;
  - (iii) the academic standards and the achievements of students are comparable with those in other higher education institutions of which the External Examiners have experience.
- 6.2. External Examiners are required to attend meetings of Boards of Examiners at which decisions are to be made about recommendations for awards.
- 6.3. The outcome of a Module will not be changed at a meeting of a Board of Examiners as a result of review by an External Examiner of one or more components of assessment, unless the assessed work of all students undertaking the component(s) of assessment is reconsidered.
- 6.4. An External Examiner must endorse the outcomes of assessments before the publication of results.

- 6.5. In circumstances where an External Examiner is unwilling to endorse a pass list or similar document:
- (i) attempts must be made by the relevant Board of Examiners to address the concerns of the External Examiner, and the outcome will be reported to the External Examiner, to the relevant Board of Examiners and to the Joint Quality Committee of the KMMS;
  - (ii) where the concern cannot be resolved by the relevant Board of Examiners, the External Examiner will be required to make a written report to the Vice-Chancellors of the Universities, or their nominees, acting jointly, who will resolve the matter on behalf of the Academic Board of Canterbury Christ Church University and the Senate of the University of Kent.
- 6.6. The independence of External Examiners in making judgements about the examination process and award of qualifications is guaranteed, and no External Examiner will be dismissed for exercising judgement.

## **7. Exclusion from the Programme**

- 7.1. In addition to exclusion due to failure, a student may be excluded, either temporarily or permanently, from the Programme for reasons of fitness to practise or academic discipline or misconduct, in line with the KMMS *Low Level Concerns, Fitness to Study and Fitness to Practise Policy* and KMMS *Academic Discipline and Misconduct Policy*.
- 7.2. Where a student is to be excluded, a recommendation will be made to Universities Joint Quality Committee, which will ensure that the authorised nominees of the Universities take the decision conjointly, and report the decision to the Academic Board of Canterbury Christ Church University and the Senate of the University of Kent.
- 7.3. A student excluded for reasons of fitness to practise has the right to appeal against the decision under the procedures set out in KMMS *Academic and Fitness to Practise Appeals*.
- 7.4. A student excluded for reasons of academic discipline or misconduct has the right to make a representation to the Vice-Chancellors of the Universities in writing against the decision of the Investigator within twenty working days of the date of the formal written response, as set out in KMMS *Academic Discipline and Misconduct Policy*.
- 7.5. Where a student has been excluded from the Programme for a temporary period, the submission of assessed work and attendance at examinations are not permitted.
- 7.6. Where a student has been excluded permanently from the Programme for reasons of fitness for practice, the student's details will be submitted to a national database in line with the KMMS *Low Level Concerns, Fitness to Study and Fitness to Practice Policy*.

## **8. Academic appeals**

- 8.1. An academic appeal is defined as a request for a review of the decision-making of an academic or professional body charged with making academic decisions on progression, assessment, mitigating circumstances, academic conduct, or awards, such as a Board of Examiners, a Fitness to Practise Panel, a Mitigating Circumstances Panel or the investigation of an Academic Offence.
- 8.2. A student may not appeal against the academic judgement of the examiners or panel members.
- 8.3. A student may appeal against a decision of an academic body other than a Fitness to Practise Panel, where specific, satisfactory evidence can be produced by a student that:

- (i) written extenuating circumstances evidence was appropriately submitted but not properly considered in accordance with *KMMS Mitigation of Extenuating Circumstances Procedures*;

AND/OR

- (ii) there had been a material administrative error that had not been properly remedied and had a detrimental impact;

AND/OR

- (iii) the assessments had not been conducted in accordance with the Regulations for the Programme;

- (iv) the student has valid and specific grounds for claiming that there is substantial independent written evidence, from a qualified professional, directly relevant to performance in assessment and that such evidence:

- shows the student performance to have been materially affected; AND
- is, for demonstrable reasons, of a sort which the student could not reasonably have been expected to submit at the appropriate time under the *KMMS Mitigation of Extenuating Circumstances Procedures*; AND
- has not been previously received and reviewed by the KMMS; AND
- relates to one or more assessment/s recent enough to have been considered when the Board of Examiners or other academic body last made a decision relating to the student;

AND/OR

- (vi) there is evidence of prejudice or bias, or reasonable perception of prejudice or bias against the student.

8.4. A candidate may appeal against the decision of a Fitness to Practise Panel where satisfactory evidence can be produced by a student that:

- (i) the decision-making process did not follow the procedures;

AND/OR

- (ii) the Panel reached an unreasonable decision;

AND/OR

- (iii) the proposed action is disproportionate or not permitted under the procedures;

AND/OR

- (iv) there was bias or reasonable perception of bias during the procedure

AND/OR

- (v) the sanctions are unreasonable;

AND/OR

- (vi) insufficient account was taken of presented extenuating circumstances evidence;

AND/OR

- (vii) there are new material facts that become known only after the meeting of the panel.

## 9. Transcript of Results

- 9.1. When a student leaves the programme, either on completion of studies, the granting of an exit award or a programme transfer, the student will receive a Final Transcript of Results, which will conform to a standard layout and state:
- (i) the name of the student, the student identification number, the programme of study and mode of attendance;
  - (ii) for each module passed:
    - its title, credit rating and level;
    - the academic year in which it was studied;
    - the mark or grade and result obtained;
  - (iii) the award once it has been conferred.
- 9.2. At each stage of their studies, a student will receive an Intermediate Transcript of Results, which will conform to a standard layout and state:
- (i) the results confirmed by the Board of Examiners for each module, whether distinction, pass or fail.
- 9.3. A Transcript of Results will not constitute a certificate or award.

## 10. Posthumous awards

- 10.1. Where a student has died before completion of the programme, the Board of Examiners may recommend a Posthumous Award, if it is satisfied that the evidence indicates that the Award would have been passed.
- 10.2. The recommendation will be made to the Joint Quality Committee, which will ensure that the authorised nominees of the Universities take the decision conjointly, and report the decision to the Academic Board of Canterbury Christ Church University and the Senate of the University of Kent.

## 11. Specific Module Grade Calculations for the BMBS

11.1. The KMMS Assessment Strategy outlines definitions relating to specific module grade calculations for the BMBS

## 12. Stage 1 – Overall Module Grade Calculations

To be awarded the credits available for each module in Stage 1, students must pass each module as detailed below:

12.1. Community and Primary Care in Practice 1, Level 4, 20 credits, 10 ECTS

### Indicative Assessment

1. Criterion 1: A small group assignment relating to the primary care environment experienced during the learning phase of this module. The assessment of this assignment will be in the form of a specified presentation made to colleagues within the Primary Care Network (PCN). This assignment will contribute 35% of the mark for this module. The pass mark for this criterion will be determined via a modified Angoff method.
2. Criterion 2: A project as part of a student selected component (SSC) quality improvement initiative. Students will be asked to complete an individual SSC project

relating to the general practice or primary care environment. This SSC outcome will be presented and assessed by colleagues from the PCN where the project was completed. This project will contribute 40% of the mark for this module. The pass mark for this criterion will be determined via a modified Angoff method.

3. Criterion 3: A maximum of 20 questions in the End of Year (EoY) Applied Knowledge Test (AKT) regarding the learning outcomes of this module. This component will contribute 25% of the mark for this module. The pass mark for this criterion will be determined as per the AKT standard setting process.
4. Criterion 4: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme. The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

12.2. Professional Development and Person-Centred Practice 1, Level 4, 20 Credits, 10 ECTS

#### **Indicative Assessment**

1. Criterion 1: An essay of maximum 2000 words which requires the students to identify, evaluate, interpret and reflect upon the development of their professional Knowledge, Values, Behaviours and Skills as a medical professional during this year-long module. This has a pass/fail outcome only, with no marks or distinction associated with this assessment criterion. A resubmission opportunity will be offered for this criterion.
2. Criterion 2: A SSC assessment, the form of which will be appropriate to the chosen topic or project as determined by the module guide. This has a pass/fail outcome only, with no marks or distinction associated with this assessment criterion. A resubmission opportunity will be offered for this criterion.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. To pass the module overall students must be awarded at least a Pass in each criterion of this module. Students who fail one or more components will fail the module and the academic year.

12.3. Foundations of Health and Disease, Level 4, 20 credits, 10 ECTS

#### **Indicative Assessment**

1. Criterion 1: This module will have a maximum of 120 test items in the End of Module (EoM) AKT (50% weighting of overall module mark) and a maximum 60 test items in the EoY AKT (50% weighting of overall module mark). The test items will be a combination of Single Best Answer (SBA) or Very Short Answer (VSA) questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.

2. Criterion 2: A student must achieve a mark equal to or above the Minimum Acceptable Score (MAS) for each knowledge Fundamental Track (FT) to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

#### 12.4. Skills for Clinical Practice 1, Level 5, 20 credits, 10 ECTS

##### **Indicative Assessment**

1. Criterion 1: There will be 15 stations used in this EoY 1 Sequential Objective Structured Clinical Examination (OSCE). The first sequence will have 9 stations and the second sequence a further 6 stations. The OSCE will be blueprinted to the learning outcomes from year 1. The exemption criteria to complete the OSCE after sequence 1 is a) achieve an overall sequence 1 OSCE score on or above 2 x Standard Error of Measurement (SEM) above the overall sequence 1 OSCE pass mark and b) pass at least 70% of the stations in sequence 1, i.e. 7 stations. If a student does not exempt after sequence 1 and is required to sit sequence 2, the criteria to then pass the OSCE is a) achieve an overall OSCE score (sequence 1 and 2 in combination) on or above 1xSEM above the overall OSCE pass mark and b) pass at least 70% of the stations across the whole OSCE (sequence 1 and 2 in combination), i.e. 11 stations.
2. Criterion 2: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

#### 12.5 Heart Lungs and Blood, Level 5, 20 credits, 10 ECTS

##### **Indicative Assessment**

1. Criterion 1: This module will have a maximum of 130 test items in the EoM AKT (60% weighting of overall module mark) and a maximum 70 test items in the EoY AKT (40% weighting of overall module mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.

2. Criterion 2: A student must achieve a mark equal to or above the MAS for each knowledge FT to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme. The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

## 12.6 Nutrition, Metabolism and Excretion, Level 5, 20 credits, 10 ECTS

### Indicative Assessment

1. Criterion 1: This module will have a maximum of 130 test items in the EoM AKT (60% weighting of overall module mark) and a maximum 70 test items in the EoY AKT (40% weighting of overall module mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.
2. Criterion 2: A student must achieve a mark equal to or above the MAS for each knowledge FT to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25% or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

## 13. Stage 2 Overall Module Grade Calculations

### 13.1. Community and Primary Care in Practice 2; Level 5, 20 credits, 10 ECTS

#### Indicative Assessment

Criterion 1: Each student will be evaluated across Workplace Based Assessments (WBAs) in the year, the details of which will be available in the module guide. The WBAs will contribute 20% of the mark for this module. The WBAs are formative in nature and the 20% will be allocated to students upon successful completion (i.e. full participation) of all their WBAs across the year.

Criterion 2: A project as part of a student selected component (SSC) initiative. Students will be asked to complete an individual SSC project relating to a long-term illness management of a particular condition or problem in the general practice or primary care environment. This

SSC outcome will be presented and assessed by GP educators and or other KMMS colleagues. This project will contribute 50% of the mark for this module. The pass mark for this criterion will be determined via a modified Angoff method.

Criterion 3: A maximum of 30 questions in the EoY AKT regarding the learning outcomes of this module. This component will contribute 30% of the mark for this module. The pass mark for this criterion will be determined as per the AKT standard setting process.

Criterion 4: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

13.2. Professional Development and Person-Centred Practice 2, Level 5, 20 credits, 10 ECTS

#### **Indicative Assessment**

1. Criterion 1: An essay of maximum 2000 words which requires the students to identify, evaluate, interpret and reflect upon the development of their professional Knowledge, Values, Behaviours and Skills as a medical professional during this year-long module. This has a pass/fail outcome only, with no marks or distinction associated with this assessment criterion. A resubmission opportunity will be offered for this criterion.
2. Criterion 2: A SSC assessment, the form of which will be appropriate to the chosen topic or project as determined by the module guide. This has a pass/fail outcome only, with no marks or distinction associated with this assessment criterion. A resubmission opportunity will be offered for this criterion.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. To pass the module overall students must be awarded at least a Pass in each criterion of this module. Students who fail one or more components will fail the module and the academic year.

13.3. Skills for Clinical Practice 2, Level 5, 20 credits, 10 ECTS

#### **Indicative Assessment**

1. Criterion 1: There will be 21 stations used in this EoY 2 Sequential OSCE. The first sequence will have 12 stations and the second sequence a further 9 stations. The OSCE will be blueprinted to the learning outcomes from year 1 and 2. The exemption criteria to complete the OSCE after sequence 1 is a) achieve an overall sequence 1 OSCE score on or above 2xSEM above the overall sequence 1 OSCE pass mark and b) pass at least 70% of the stations in sequence 1, i.e. 9 stations. If a student does

not exempt after sequence 1 and is required to sit sequence 2, the criteria to then pass the OSCE is a) achieve an overall OSCE score (sequence 1 and 2 in combination) on or above 1xSEM above the overall OSCE pass mark and b) pass at least 70% of the stations across the whole OSCE (sequence 1 and 2 in combination), i.e. 15 stations.

2. Criterion 2: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

#### 13.4. Neuroscience and Behaviour, Level 5, 20 credits, 10 ECTS

##### **Indicative Assessment**

1. Criterion 1: This module will have a maximum of 130 test items in the EoM AKT (60% weighting of overall module mark) and a maximum 70 test items in the EoY AKT (40% weighting of overall module mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.
2. Criterion 2: A student must achieve a mark equal to or above the MAS for each knowledge FT to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

#### 13.5. Reproduction and Endocrinology, Level 5, 20 credits, 10 ECTS

##### **Indicative Assessment**

1. Criterion 1: This module will have a maximum of 130 test items in the EoM AKT (60% weighting of overall module mark) and a maximum 70 test items in the EoY AKT (40% weighting of overall module mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.

2. Criterion 2: A student must achieve a mark equal to or above the MAS for each knowledge FT to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

### 13.6. Musculoskeletal and Immune Systems, Level 5, 20 credits, 10 ECTS

#### Indicative Assessment

1. Criterion 1: This module will have a maximum of 130 test items in the EoM AKT (60% weighting of overall module mark) and a maximum 70 test items in the EoY AKT (40% weighting of overall module mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass this module at the end of the year, a student must achieve an overall module mark equal to or above the overall module pass mark.
2. Criterion 2: A student must achieve a mark equal to or above the MAS for each knowledge FT to pass the module.
3. Criterion 3: A student must achieve a successful sign-off in their e-portfolio section related to this module. This will include aspects of professional behaviour and satisfactory attendance and engagement with the learning activities of this module.

A Fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in this module, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

### 14. Stage 3 Overall Module Grade Calculations

#### 14.1. Clinical Foundation Course, Level 5, 10 credits, 5 ECTS

#### Indicative Assessment

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 1 module.

1. Criterion 1: Students must achieve a pass in the Intermediate Life support assessment to pass this module.

2. Criterion 2: Students must successfully complete the reflective assignments associated with this module, as specified in the module guide, to pass this module.
3. Criterion 3: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.2. Clinical Pharmacology and Therapeutics, Level 6, 10 credits, 5 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be assessed via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the IP1 module.

1. Criterion 1: Students must achieve a pass in their prescribing assessment, as specified in the module guide, to pass this module.
2. Criterion 2: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.3. Scientific Basis of Medicine, Level 6, 20 credits, 10 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 1 module.

1. Criterion 1: Students must achieve a pass in their Research protocol submission, as specified in the module guide, to pass this module.
2. Criterion 2: Students must successfully complete all the critical review of scientific literature assignment, as specified in the module guide, to pass this module.
3. Criterion 3: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.4. Clinical Rotations – Medicine, Level 6, 30 credits, 15 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 1 module. Professional skills learnt in this module will be assessed as part of the CPSA (OSCE) of the Integrated Practice 1 module.

1. Criterion 1: Students must achieve a pass in their Case-based discussions, as specified in the module guide, to pass this module.
2. Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass this module.
3. Criterion 3: Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass this module.
4. Criterion 4: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.5. Clinical Rotations – Surgery & Perioperative Care, Level 6, 30 credits, 15 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 1 module. Professional skills learnt in this module will be assessed as part of the CPSA (OSCE) of the Integrated Practice 1 module.

1. Criterion 1: Students must achieve a pass in their Case-based discussions, as specified in the module guide, to pass this module.
2. Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass this module.
3. Criterion 3: Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass this module.
4. Criterion 4: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.6. Clinical Rotations – Elderly Medicine and Psychiatry, Level 6, 20 credits, 10 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 1 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 1 module. Professional skills learnt in this module will be assessed as part of the CPSA (OSCE) of the Integrated Practice 1 module.

1. Criterion 1: Students must achieve a pass in their Case-based discussions, as specified in the module guide, to pass this module.
2. Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass this module.
3. Criterion 3: Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass this module.

4. Criterion 4: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for this module, as specified in the module guide, to pass this module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.7. Integrated Practice 1, Level 6, 60 credits, 30 ECTS

##### Indicative Assessment

1. Criterion 1: There will be 21 stations used in this EoY 3 Sequential OSCE. The first sequence will have 12 stations and the second sequence a further 9 stations. The OSCE will be blueprinted to the learning outcomes from year (learning stages) 1 to 3, but predominantly from the year 3.
2. The standard setting method and process used for these OSCEs will be the Borderline Regression method (BRM) for the first sequence. For the second sequence the BRM will also be used for stations that have been used before in a previous first sequence to a similar cohort. If a new station is used for the first time in sequence 2, then the modified Angoff method will be used to set the pass standard for such stations, unless the station has a previously determined BRM pass mark from a full cohort OSCE, like from an OSCE bank at another UK medical school. The pass marks for individual OSCE stations are combined (usually averaged) to derive the overall OSCE pass mark. Multiples of the SEM (which is a statistic related to the reliability of the assessment) is added to the overall pass mark at different sequences of the OSCE to increase the confidence of a true passing performance at that point.

Students must pass at least 70% of stations in sequence 1 and for those also required to sit sequence 2 must pass 70% of stations across the whole OSCE (sequence 1 and 2 in combination) to pass the OSCE.

The exemption criteria to complete (and pass) the OSCE after sequence 1 is a) achieve an overall sequence 1 OSCE score on or above 2xSEM above the overall sequence 1 OSCE pass mark and b) pass at least 70% of the stations in sequence 1, i.e. 9 stations. If a student does not exempt after sequence 1 and is required to sit sequence 2, the criteria to then pass the OSCE is a) achieve an overall OSCE score (sequence 1 and 2 in combination) on or above 1xSEM above the overall OSCE pass mark and b) pass at least 70% of the stations across the whole OSCE (sequence 1 and 2 in combination), i.e. 15 stations. The final OSCE mark, if passed, will form 50% of the IP1 module mark.

1. Criterion 2.1: The AKT - This module's sequential AKT will have a maximum of 120 test items in the Sequence 1 AKT (50% weighting of overall AKT mark) and a maximum of 120 test items in the Sequence 2 AKT (50% weighting of overall AKT mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass the AKT a student must achieve an AKT mark equal to or above the overall AKT pass mark. The final AKT mark, if passed, will form 50% of the IP1 module mark.
2. Criterion 2.2: The AKT - To ensure all KMMS students have a broad-based, rounded knowledge from this module's learning, KMMS will track the performance of students in the designated major subject or speciality FTs which constitutes the knowledge learning within this module. A student must achieve a mark equal to or above the

Minimum Acceptable Score (MAS) for each designated major subject or speciality FT to pass the module..

The AKT and OSCE must both be passed independently from each other to pass the module and the academic year. A fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in both the AKT and OSCE, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme. The criterion to be awarded a distinction in a module is a mark of 25% or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.

## 15. Stage 4 Overall Module Grade Calculations

### 15.1. Specialist Clinical Rotations, Level 6, 40 credits, 20 ECTS

#### Indicative Assessment

Successful completion of all the specialist rotations included in this module is required for entry to the Integrated Practice 2 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 2 module. Professional skills learnt in this module will be assessed as part of the CPSA (OSCE) of the Integrated Practice 2 module. The criteria listed below are applicable to each of the specialist rotations included in this module.

1. Criterion 1: Students must achieve a pass in their Case-based discussions, as specified in the module guide, to pass the specialist rotation and the module.
2. Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass the specialist rotation and the module.
3. Criterion 3: Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass the specialist rotation and the module.
4. Criterion 4: Students must successfully complete all the reflective assignments associated with this module, as specified in the module guide, to pass this module.
5. Criterion 5: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for each specialist rotation included in this module, as specified in the module guide, to pass the specialist rotation and the module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

### 14.2. General Practice and Public Health Medicine, Level 6, 20 credits, 10 ECTS

#### Indicative Assessment

Successful completion of this module is required for entry to the Integrated Practice 2 module assessments. Most of the evidence for successfully completing the requirements of this module will be submitted via the e-portfolio of the students. Professional knowledge learnt in this module will be assessed as part of the applied knowledge test of the Integrated Practice 2 module. Professional skills learnt in this module will be assessed as part of the CPSA (OSCE) of the Integrated Practice 2 module.

1. Criterion 1: Students must achieve a pass in their Case-based discussions, as specified in the module guide, to pass the module.
2. Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass the module.
3. Criterion 3: Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass the module.
4. Criterion 4: Students must successfully complete all the reflective assignments associated with this module, as specified in the module guide, to pass this module.
5. Criterion 5: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for each specialist rotation included in this module, as specified in the module guide, to pass the specialist rotation and the module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

#### 14.3. Individual Research Project, Level 6, 60 credits, 30 ECTS

##### **Indicative Assessment**

Successful completion of this module is required for entry to the Integrated Practice 2 module assessments.

1. Criterion 1: Students must achieve a pass for their individual research report, as specified in the module guide, to pass the module.
2. Criterion 2: Students must achieve a pass for their research project presentation, as specified in the module guide, to pass the module.
3. Criterion 3: Students must successfully achieve a pass for their Professionalism/Engagement/Ethics and Attendance domains during the research project, to pass the module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

Students who produce exceptional work during their research project can be nominated for a KMMS Research Merit award, as specified in the module guide.

#### 14.4. Integrated Practice 2, Level 6, 60 credits, 15 ECTS

##### **Indicative Assessment**

1. Criterion 1: The OSCE - There will be 21 stations used in this EoY 4 Sequential OSCE. The first sequence will have 12 stations and the second sequence a further 9 stations. The OSCE will be blueprinted to the learning outcomes from years (learning stages) 1 to 4, but predominantly from the year 4.

The standard setting method and process used for these OSCEs will be the Borderline Regression method (BRM) for the first sequence. For the second sequence the BRM will also be used for stations that have been used before in a previous first sequence to a similar cohort. If a new station is used for the first time in sequence 2, then the modified Angoff method will be used to set the pass standard for such stations, unless the station has a previously determined BRM pass mark from a full cohort OSCE, like from an OSCE bank at another UK medical school. The pass marks for individual OSCE stations are combined (usually averaged) to derive the overall OSCE pass mark. Multiples of the SEM (which is a statistic related to the reliability of the assessment) is added to the overall pass mark at different sequences of the OSCE to increase the confidence of a true passing performance at that point.

Students must pass at least 70% of stations in sequence 1 and for those also required to sit sequence 2 must pass at least 70% of stations across the whole OSCE (sequence 1 and 2 in combination) to pass the OSCE.

The exemption criteria to complete (and pass) the OSCE after sequence 1 is a) achieve an overall sequence 1 OSCE score on or above 2xSEM above the overall sequence 1 OSCE pass mark and b) pass at least 70% of the stations in sequence 1, i.e. 9 stations. If a student does not exempt after sequence 1 and is required to sit sequence 2, the criteria to then pass the OSCE is a) achieve an overall OSCE score (sequence 1 and 2 in combination) on or above 1xSEM above the overall OSCE pass mark and b) pass at least 70% of the stations across the whole OSCE (sequence 1 and 2 in combination), i.e. 15 stations. The final OSCE mark, if passed, will form 50% of the IP2 module mark.

Criterion 2.1: The AKT - This module's sequential AKT will have a maximum of 120 test items in the Sequence 1 AKT (50% weighting of overall AKT mark) and a maximum of 120 test items in the Sequence 2 AKT (50% weighting of overall AKT mark). The test items will be a combination of SBA or VSA questions, each item counting 1 mark. There is no negative marking used. Standard setting is done using the modified Angoff (primary) and modified Cohen (secondary, if needed). To pass the AKT a student must achieve an AKT mark equal to or above the overall AKT pass mark. The final AKT mark, if passed, will form 50% of the IP2 module mark.

Criterion 2.2: The AKT - To ensure all KMMS students have a broad-based, rounded knowledge from this module's learning, KMMS will track the performance of students in the designated major subject or speciality FTs which constitutes the knowledge learning within this module. A student must achieve a mark equal to or above the Minimum Acceptable Score (MAS) for each designated major subject or speciality FT to pass the module.

The EoY AKT and EoY OSCE must both be passed independently from each other to pass the IP2 module and the academic year (learning stage 4). A fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in both the EoY AKT and EoY OSCE, then the module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module.

## **16. Stage 5 Overall Module Grade Calculations**

15.1. Regional Attachments, Level 7, 110 credits, 55 ECTS

### **Indicative Assessment**

Criterion 1: Students must achieve a pass in their Case-based Discussions, as specified in the module guide, to pass the placement and the module.

Criterion 2: Students must achieve a pass in their Clinical skills logbook, as specified in the module guide, to pass the placement and the module.

**Criterion 3:** Students must achieve a pass in their Workplace-based assessments, as specified in the module guide, to pass the placement and the module.

**Criterion 4:** Students must successfully complete all the reflective assignments associated with this module, as specified in the module guide, to pass this module.

**Criterion 5:** Students must successfully pass the Intermediate Life Support course, as specified in the module guide, to pass this module.

**Criterion 6:** Students must successfully achieve sign-off from their Clinical Supervisor in their Professionalism/Engagement and Attendance domains for each placement included in this module, as specified in the module guide, to pass the placement and the module.

A fail (zero mark) will be awarded for any criterion component that is not attempted.

## 15.2. Year 5 Finals, Level 7, 70 credits, 30 ECTS

### **Indicative Assessment**

#### **Criterion 1:** The MLA CPSA Sequential OSCE

There will be 24 stations used in this MLA CPSA Sequential OSCE. The first sequence will have 16 stations and the second sequence a further 8 stations. The OSCE will be blueprinted to the learning outcomes from years (learning stages) 1 to 5.

The standard setting method and process used for these OSCEs will be the Borderline Regression method (BRM) for the first sequence. For the second sequence the BRM will also be used for stations that have been used before in a previous first sequence to a similar cohort. If a new station is used for the first time in sequence 2, then the modified Angoff method will be used to set the pass standard for such stations, unless the station has a previously determined BRM pass mark from a full cohort OSCE, like from an OSCE bank at another UK medical school. The pass marks for individual OSCE stations are combined (usually averaged) to derive the overall OSCE pass mark. Multiples of the SEM (which is a statistic related to the reliability of the assessment) is added to the overall pass mark at different sequences of the OSCE to increase the confidence of a true passing performance at that point.

Students must pass at least 70% of stations in sequence 1 and for those also required to sit sequence 2 must pass 70% of stations across the whole OSCE (sequence 1 and 2 in combination) to pass the OSCE.

The exemption criteria to complete (and pass) the OSCE after sequence 1 is, a) achieve an overall sequence 1 OSCE score on or above 2xSEM above the overall sequence 1 OSCE pass mark and, b) pass at least 70% of the stations in sequence 1, i.e. 12 stations. If a student does not exempt after sequence 1 and is required to sit sequence 2, the criteria to then pass the OSCE is, a) achieve an overall OSCE score (sequence 1 and 2 in combination) on or above 1xSEM above the overall OSCE pass mark and, b) pass at least 70% of the stations across the whole OSCE (sequence 1 and 2 in combination), i.e. 17 stations. The final OSCE mark, if passed, will form 40% of the Finals module mark.

#### **Criterion 2:** The MLA AKT

This AKT will be a single sequence (sit) assessment and those students who are unsuccessful at passing it will be afforded a resit opportunity before the final Preparation for Practice module. If a student is unable to demonstrate a passing performance during the

resit MLA AKT, then the Finals module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme.

This module's AKT will be the GMC's MLA AKT. The exact number of items and format for the AKT questions will be confirmed to students at the start of the academic year. To pass the AKT a student must achieve an AKT mark equal to or above the overall AKT pass mark (which is standard set by the GMC). The final AKT mark, if passed, will form 40% of the Finals module mark. If a student fails the first sitting of the AKT, they will be permitted to write a resit AKT before the Preparation for Practice module. A student's mark for the AKT component will be capped at the pass mark if they pass the resit opportunity.

Criterion 3: The Written papers assessment - To ensure all KMMS students have a broad-based, rounded knowledge from the BMBS course, students will also sit an assessment to cover knowledge and skills not examined by the MLA AKT or OSCE, such as written communications. The standard for this assessment will be set using the Borderline Regression method. More information about this assessment will be provided in the module guide. The Written papers assessment mark, if passed, will form 20% of the Finals module mark. If a student fails the first sitting of this assessment, they will be permitted to write a resit before the Preparation for Practice module. A student's mark for the Written papers assessment component will be capped at pass mark if they pass the resit opportunity.

Criterion 4: Students must successfully pass the national online Prescribing Safety Assessment (PSA), as specified in the module guide, to pass this module. The PSA is a pass/fail part of the Finals module and does not form part of the final year mark. If a student fails the first sitting of the PSA, they will be permitted to write a resit PSA before the Preparation for Practice module.

Criterion 5: E-portfolio - Students must successfully achieve sign-off in their e-portfolio for both the Elective and Preparation for Practice learning components included in this module, as specified in the module guide, to pass the Finals module.

For the Elective:

- i) Students must achieve a pass for their 500-word Elective report, as specified in the module guide, to pass the Finals module. If a student did not attend (or was unable to attend) their planned Elective, due to an agreed alternative arrangement with the School or other approved mitigating circumstances, e.g. after failing a component of Finals, then a 500-word reflective piece should be submitted instead.
- ii) Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for their Elective by the host supervisor. If a student did not attend (or was unable to attend) their planned Elective, due to an agreed alternative arrangement with the School or other approved mitigating circumstances, e.g. after failing a component of Finals, and instead attends a local placement then they must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for that placement.

For Preparation for Practice:

- i) Criterion 1: Students must achieve a successful sign-off in their Workplace based Assessments, as specified in the module guide, to pass this PfP learning component and the Finals module.
  
- ii) Criterion 2: Students must successfully achieve sign-off in their Professionalism/Engagement and Attendance domains for each rotation included in this module, as specified in the module guide, to pass this PfP learning component and the Finals module.

A fail (no sign-off) will be awarded for any criterion component that is not attempted.

Please note: All 5 criteria must be passed independently from each other to pass Finals and the academic year (learning stage 5).

A fail (zero mark) will be awarded for any criterion component that is not attempted. If a student is unable to demonstrate a passing performance in all criteria, then the Finals module and stage are failed and must be repeated in the next academic year, if the student is not excluded from the programme. The criterion to be awarded a distinction in a module is a mark of 25 percentage points or more above the pass mark for the module. Students referred in any failed component of the module cannot achieve a distinction for the overall module grade.