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# **Student Selected Component (SSC) Handbook: Information for Supervisors**

Year 1 and 2 KMMS  
Academic year 2023 - 2024

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## MESSAGE FROM THE LEAD FOR SCHOLARSHIP AND SCIENTIFIC ENQUIRY | LEAD FOR STUDENT CHOICE

Thank you kindly for your consideration to act as SSC supervisor for our medical students at Kent and Medway Medical School. We acknowledge that your commitment contributes substantially to the quality and success of our undergraduate programme and appreciate that your expertise and time will help shape our students into well-rounded doctors, equipped with the advantage of having engaged with unique and inspiring student choice options across their programme.

We hope that your journey with our medical students will not only be fruitful, but pleasurable. Please rest assured that our continued support will accompany you throughout the student choice process, and please do not hesitate to contact us at any stage should you have questions.

Thank you once again,

Dr Claire Parkin  
Reader in Medical Education

### About SSCs

Student Selected Components (SSCs) represent the personal 'choice' element of the BMBS programme at KMMS which, when added to the 'core' elements enrich students' learning. They give students opportunities to increase confidence, present their work, consider career paths, and learn more about specialities of medical, healthcare, social care, and scientific practice.

### SSC Learning Objectives

- To enrich student experience through individual choice.
- Be different from core topics and provide time for reflection.
- Maximise the benefits of learning medicine at KMMS.
- Encourage awareness of the context of medicine.
- Be beneficial for potential future careers (e.g., academic, research or clinical).
- Be broadly based but with an element of creative thinking.
- Involve interaction with others and/or teamwork.
- Encourage personal development.
- Reflect the needs of today's and tomorrow's patients.
- Create 21<sup>st</sup> century doctors able to thrive in modern healthcare environments.
- Allow for a report, scientific writing, reflective writing, and an oral exercise that can include a presentation, poster, or publication.
- To provide foundations for potential integrated degrees or year 4 research projects.

Student Selected Components (SSCs) have been required in the undergraduate medical curriculum by the General Medical Council (GMC) since 1993. SSCs are deemed no less important than the core curriculum and focus on the long term intellectual and attitudinal demands of professional clinical life (GMC, 1993).

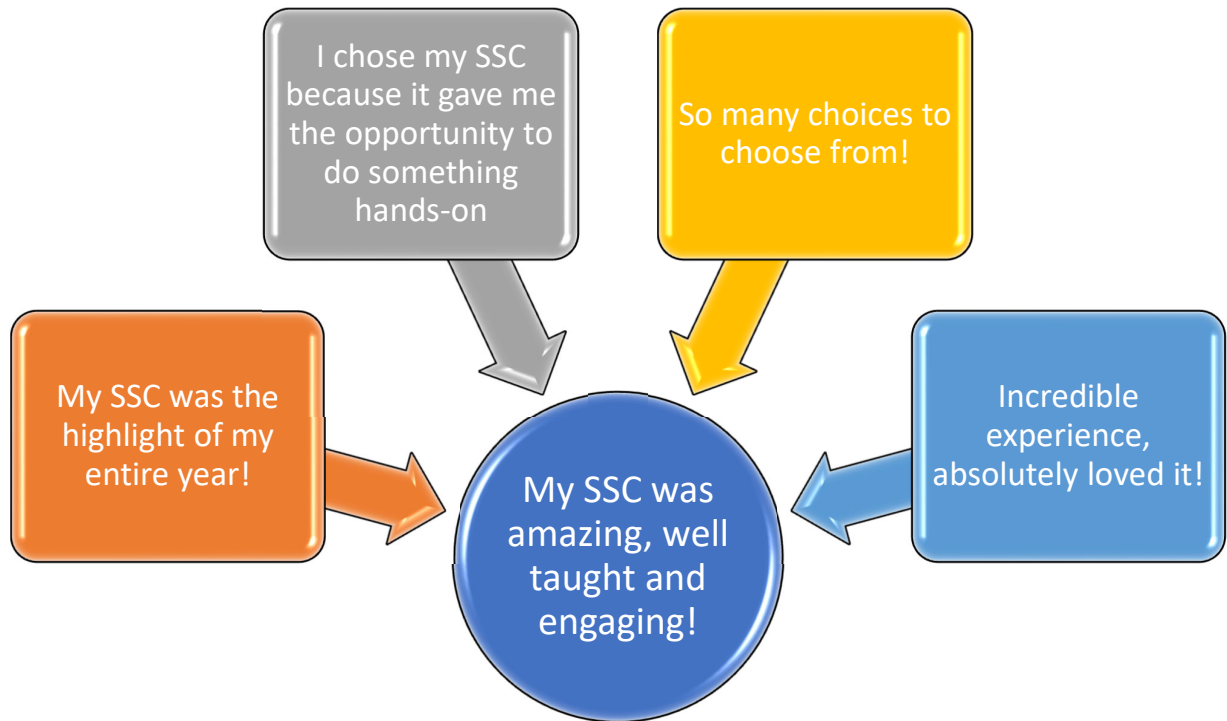
The aim of the SSC programme is to offer a wide choice of engaging opportunities, a place for our students to gain exposure to non-core elements of their medical programme and a place to be inspired and to develop an enthusiasm for a wide range of settings and topics in relation to medicine and health.

According to the GMC (2003), SSCs must allow students to do the following:

- Learn about and begin to develop and use research skills.
- Have greater control over their own learning and develop their self-directed learning skills
- Study, in depth, topics of particular interest outside the core curriculum
- Develop greater confidence in their own skills and abilities.
- Present the results of their work verbally, visually or in writing
- Consider potential career paths.

At KMMS, we are keen to have as wider range of SSCs available as possible. It might be that not all SSCs will run every year. There will be student number restrictions associated with some SSC's and provision of some SSCs may be rotational as and when supervisors are available.

## What our students say:



## Constructing an SSC

There are 4 types of student choice offering throughout the BMBS programme. In Year 1 and 2 there are 6 - 8 week long SSCs for the Professional Development and Person-Centred Practice (PDPCP) module and clinically embedded SSCs for the Community and Primary Care Practice (CPCP) module. In Year 4, there is the Individual Research Project (IRP) module and in Year 5 the students will choose their clinical electives. In year three, the Scientific Basis of Medicine (SBM) module will be the preparation stage for the year 4 IRP and therefore student choice regarding their year 4 research focus will commence in year 3.

**This handbook is for Year 1 and 2 PDPCP SSCs only.** SSCs in years 1 and 2 are delivered through 2 modules: Community and Primary Care Practice (CPCP) and Professional Development and Person-Centered Practice (PDPCP). SSCs for CPCP will be embedded in practice-based placements and provided by clinical educators in primary care. SSCs for PDPCP will be provided in half-day teaching sessions in Years 1 and 2.

SSCs are classified in 4 domains:

- Clinical/vocational
- Underpinning science (clinical or basic sciences)
- Research oriented/library projects
- Arts/humanities/social sciences

We therefore encourage SSCs from a range of disciplines and interests.

The following are reasons you may wish to develop an SSC with us at KMMS:

- Exposure to different experiences widens student's interests in possible career paths.
- You would be developing a student's self-confidence, encouraging self-directed learning, and promoting life-long learning.
- You may instill a passion for the student's choice of intercalated degree or their individual research project in year 4.
- This program provides a constructive and innovative way of getting involved in teaching or developing an existing teaching module further.
- SSCs provide an opportunity to work with students on particular areas of study that you are involved with.

The primary intention is that the BMBS programme overall but especially its SSC options, will foster the development of the student from dependent to independent learner. Concepts such as personal development planning and continued professional development will enable critical thinking, as well as reflective and evaluative skills. They will be expected to become more active in identifying their own learning needs and implementing strategies to meet these needs. The SSC options are the tangible manifestation of the BMBS curriculum spiral, which culminates in Individual Research Project (IRP) experience in 4th year and the Clinical Electives in 5th Year.

A secondary intention is that the SSC approach will create a culture of joint academic and clinical collaboration across our institutions. SSC options do not have to be restricted to the

Medical School or clinical medicine and will incorporate social sciences, humanities disciplines, interdisciplinary collaborations as well as healthcare support services. Individualised student journeys made possible by this integrated approach will be key to allowing students to fully utilise the innovations and opportunities of both universities and the healthcare system in Kent and Medway.

There will be a range of SSCs that can be offered and so you are invited to be innovative in your approach. **You can offer more than 1 SSC topic.** This means that you can take smaller groups of students per SSC, but at your discretion can bring them together for joint seminar sessions or workshops and presentations.

The format of the teaching element of the SSC can be as varied and innovative as you like as long as it meets the learning objectives for both the SSCs overall and the GMC outcomes for graduates. Year 1 students need to stay 'on campus', which means external colleagues would need to be willing to come to the University of Kent or Canterbury Christ Church University to undertake the SSC and Kent/ CCCU colleagues would need to teach the students in their respective departments. This does not preclude 'field trips', which we would encourage after discussion with the team. Year 2 SSC students are able to undertake SSCs outside of the university campuses and therefore SSCs can run at hospital sites/ external organisations etc.

Whilst it is understood that it would be impractical to undertake research during such a short course of engagement, we are very keen that research is valued and understood by our students as early as possible in their studies. We would like to encourage you to introduce an element of research into your SSC (e.g. looking at a research process, a research paper, understanding the importance and interpretation of some relevant statistical analysis, or, simply including a quick overview of the history of research in your field, explaining why it has led to the current way of working /accepted practice).

### **The role of an SSC supervisor:**

You must be able to:

- Provide details of the SSC and learning outcomes.
- Complete / update the SSC proposal forms each academic year.
- Risk assesses your SSC and complete a risk assessment form\*
- Complete an SSC overview form (this is the information that students will access and make their SSC choices from).
- Agree to undertake supervision of the student(s) during the SSC placement.
- Meet with the students for at least 2-3 hours a week.
- Understand your commitment to meet with the student(s) during the placement to discuss progress and on (or around) the last day of the placement to give immediate *verbal* feedback on achievements during the SSC period.
- Arrange SSC presentations for the final day.
- Understand your commitment to mark the SSC presentations using the provided marking rubrics and e-forms.
- Attend mandatory training and engage with mandatory HR processes as requested.

- **DO NOT INVITE EXTERNAL COLLEAGUES TO DELIVER ON YOUR SSC UNLESS APPROVED BY THE SSC LEAD. IT IS IMPERATIVE THAT ALL RELEVANT HR PROCESSES ARE ADHERED TO. THERE MUST BE NO DEVIATION FROM THIS.**

### **Numbers of students in SSCs:**

This is for your consideration however we would encourage you to consider taking a minimum of 10 students. This does not preclude smaller numbers being accepted on any one SSC but please talk to the SSC team first if this applies to you.

If you are restricted for student space, then you might have a second or third SSC offering (e.g., project work outside of the lab space) to allow you to provide SSC choices for a minimum of 10 students. Offering several SSC topics at once means that you will still be able to bring students all together for joint seminars, workshops and the assessment day.

You will also be asked to indicate the maximum number of students you would want overall and the number of students you get will also depend on how many opt for your SSC(s).

When constructing your SSC, the following should be considered:

### **PDPCP1 LEVEL 4 - Learning Outcomes:**

1. Demonstrate concern for the interests, dignity and respect of patients and colleagues.
2. Recognise sociological and contextual factors that impact on perceptions of wellbeing, health seeking behaviour and the course of illness.
3. Describe what is meant by medical professionalism.
4. Describe the professional, ethical, and legal frameworks and responsibilities of doctors and medical students to patients in life and death.
5. Describe principles and methods for patient safety, including safeguarding, quality assurance and improvement and systems innovations.
6. Identify how patient care is delivered in the health service, including the range of settings in which patients seek and receive care.
7. Demonstrate awareness of the importance of own physical and mental wellbeing, self-care, and threats to resilience.
8. Describe how an optimum healthcare team works together and interpret potential barriers to interprofessional working and the effect of these on person-centred care.
9. Define scholarly skills for learning and scientific enquiry, including identifying, accessing, understanding, integrating, and communicating information orally and in writing, using information effectively and safely.

### **PDPCP2 LEVEL 5 - Learning Outcomes:**

1. Identify effective approaches for caring for patients in special circumstances respecting their interests, dignity, and respect.



2. Evaluate the principles of building relationships with patients with life-changing and chronic diseases.
3. Generate appropriate responses to people's needs in the context of their personal, social, cultural, and environmental factors.
4. Describe the professional, ethical, and legal frameworks and responsibilities of doctors and medical students, including for children, persons lacking capacity and persons with protected characteristics.
5. Evaluate principles and methods for patient safety, including safeguarding, quality assurance and systems innovations.
6. Demonstrate knowledge and critical understanding of the principles of team building, mentorship, and leadership.
7. Evaluate means to work constructively, considerately, and effectively with team members and other colleagues in difficult situations, including conflict resolution.
8. Describe mechanisms for resilience within the self and the team.
9. Apply scholarly skills for scientific enquiry and innovation, including identifying, accessing, understanding, integrating, and communicating information orally and in writing, using information effectively and safely.

#### **PDPCP1 and 2 SSC important dates:**

Students would be with you for 3 hours every Wednesday morning, on the following dates:

<b>SSC dates for Year 1 (Module PDPCP1) and Year 2 (Module PDPCP2)</b>		
<b>Year 1 PDPCP1</b>	<b>SSC will run on:</b>	<b>Delivery Dates</b>
	Week 1	17 <sup>th</sup> April 2024
	Week 2	24 <sup>th</sup> April 2024
	Week 3	1st May 2024
	Week 4	8 <sup>th</sup> May 2024
	Week 5	22 <sup>nd</sup> May 2024
	Week 6 - Presentations	29th May 2024
<b>Year 2 PDPCP2</b>	<b>SSC will run on:</b>	<b>Delivery Dates</b>
	Week 1	10 <sup>th</sup> Jan 2024
	Week 2	17 <sup>th</sup> Jan 2024
	Week 3	24 <sup>th</sup> Jan 2024
	Week 4	07 <sup>th</sup> Feb 2024
	Week 5	14th Feb 2024
	Week 6	21st Feb 2024
	Week 7	28 <sup>th</sup> Feb 2024
	Week 8 - Presentations	13 <sup>th</sup> March 2024

All SSCs should be risk assessed using an established risk matrix, which will be sent to you by the SSC team. Please contact them for more information on [curriculum@kmms.ac.uk](mailto:curriculum@kmms.ac.uk). All

risk assessments completed for new SSCs will be reviewed by the Co-Lead for PDPCP SSCs Dr Helen Bintley.

**Important assessment information:**

Assessment of the PDPCP1 and 2 SSCs is in the form of an oral presentation. The PDPCP1 and PDPCP2 SSC is a 'satisfactory completion element' and is pass/fail only. The details of the presentation can be decided by yourself in conversation with the students. You will be expected to mark student presentations, decide the pass/fail mark, and provide *verbal* feedback to the student. All marking criteria will be provided to you. You will return your mark sheets and feedback via an automated Microsoft Form which will be provided to you. All assessments will need to be recorded for moderation purposes and instruction on this and other assessment requirements will be provided for you as part of your role.

In the marksheet for each student you will be asked to complete a short feedback form that details whether the assessed work has been satisfactorily completed as well commenting on aspects such as student engagement, attitude, and attendance. Providing constructive feedback to the student at this stage is especially important and it is as necessary for students who have done well as it is for students who have not met the expected standard. A copy of your feedback will be sent to the students through our internal assessment processes. Please note that written feedback and any indication of an assessment outcome (pass/ fail) should be completed but NOT communicated to the students on the assessment day. This is because all marks need to be moderated and ratified before being released to students.

See [Appendix 1](#) for oral presentation guidance and [Appendix 2](#) for marking criteria, marking rubric and feedback forms.

**NB: If a student misses the presentation day for whatever reason, or they are a failing student, they will be given the opportunity to re-sit. The re-sit process will be managed by the SSC team. There is also a 'first sit' deferral system in place for those students who submit mitigation for non-attendance at the assessment day. This, again, will be managed by the SSC team. However, if you are concerned that this may apply to one or more of your students, please let us know as soon as possible so we can provide the appropriate support for the student.**

### Marking Deadlines:

SSC Assessment PDPCP1 - Year 1	Due date	Verbal Feedback given to student	Marks and Feedback sent to KMMS administration	Mark and written feedback to the students
Level 4 Oral Presentation	29th May 2024	29th May 2024	5th June 2024 TBC	12th June 2024 TBC
SSC Assessment PDPCP2 - Year 2	Due date	Verbal Feedback given to student	Marks and Feedback sent to KMMS administration	Mark and written feedback to the students
Level 5 Oral Presentation	13th March 2024	13th March 2024	20th March 2024 TBC	27th March 2024 TBC

### Oral presentation guidance

The structure of the oral presentation can be decided by yourself. They can be Poster or PowerPoint, or any other form of oral presentation. They can be group presentations, or individual although all students must EACH present for 5-10 minutes (Y1) or 10-15 minutes (Y2) and answer 1-2 (Y1) or 2-3 (Y2) questions related to their presentation.

**It is important that no costs are incurred by students in the production of any oral presentation materials.**

### SSC Proposal forms:

Thank you very much for considering undertaking an SSC with us at KMMS. If you would like to proceed with an expression of interest, please complete [the Student Selected Component Proposal Form](https://forms.office.com/Pages/ResponsePage.aspx?id=2rlgA90iq02MIW5kS6FPE9kOBjGygKRNPbBQbvaf075UMTdLN1JaSzM5Qlk1RIlQWFdRTVo0QU9ITy4u)  
(<https://forms.office.com/Pages/ResponsePage.aspx?id=2rlgA90iq02MIW5kS6FPE9kOBjGygKRNPbBQbvaf075UMTdLN1JaSzM5Qlk1RIlQWFdRTVo0QU9ITy4u>)

### Questions?:

Please feel free to contact Dr Helen Bintley to discuss a proposal before completing the form if you feel it would be useful. Dr Bintley can be contacted on:  
[helen.bintley@kmms.ac.uk](mailto:helen.bintley@kmms.ac.uk).

### Below are a number of FAQs for your information:

#### How do I give feedback to students during the SSC?

Supervisors are expected to let students know how they are doing during the first weeks of the SSC and especially at a half-way meeting point when the students should go over the strengths and weaknesses of the work with you. This can be undertaken as a group or individually depending on the situation.

The assessment day marking process enables supervisors to give formal written feedback. As stated earlier, you will be asked to complete an e-feedback report form for each student which details whether the assessed work has been satisfactorily completed as well commenting on aspects such as student engagement, attitude, and attendance.

### **Will there be opportunities to showcase student achievements?**

Yes. Prizes for the best SSC projects may be awarded by KMMS.

The processes of the administration of these awards are handled by the KMMS Prizes and Awards Committee (PAC). The SSC marking form describes some broad criteria for recognition of outstanding presentations and gives you the opportunity to recommend those students who have excelled and whom you may think worthy of an SSC prize.

The prizes available for SSC students are as follows:

- (Y1) **The Jim Appleyard Prize for Person-Centred Medicine** (£500) - awarded to a student who gives the best SSC presentation, or best essay in PDPCP1 or QI Project, either of which must be related to person-centred medicine. This prize may be split across more than one recipient.
- (Y1 and Y2) **Team Buckley Physiotherapy / Osteopathy Prize** (£100) - awarded to the student for best performance in an SSC with a musculoskeletal focus, or best performance in the MIS module.
- (Y1 and Y2) **Inner wheel District 12 Prize** (2 x £250) - awarded to two students for best performance in an SSC (PDPCP1 or 2, or CPCP 1 or 2) related to women's health.

**Nominations can be completed at the time of marking and are detailed at the end of the marksheet for your convenience.**

Consider when nominating a student for a prize how the student may have:

- Displayed individual excellence throughout their SSC.
- Undertook scholarly and professional developmental activities which influenced and enhanced their learning, or your own learning.
- Supported peers.
- Exhibited innovation in relation to their SSC.

### **How do students choose and register their projects?**

Students will be offered their choice of SSCs online and by the Co-Lead for PDPCP SSCs, usually in the term before the SSCs commence. This will enable administrative arrangements to be put in place early and give SSC supervisors the necessary notice period. Each student will be required to express a number of preferences for each SSC. The Curriculum Team will endeavour to allocate each student to their top choice as much as possible. To encourage students to opt for your SSC(s) we suggest that you **use a dynamic and exciting title and outline statement**. Some students choose their SSCs based on subject matter alone, but we are aware that others take other factors into account (e.g., hands-on elements, travel time, etc). **Please see appendix 3 for an example of a dynamic title and outline statement.**

### **Will I have to run the SSC(s) every year?**

Your SSC(s) will only run if you are available to deliver it and if there are adequate student numbers who choose your SSC.

You will be asked to declare your availability at the end of the current academic year in readiness for the forthcoming academic year.

### **Can I deliver an SSC to year 1 as well as year 2?**

Your SSC(s) will only run if you are available to deliver them. You should look at the dates carefully and consider if you can commit to both sets of SSCs in a given academic year.

You must also take account of the incremental increase in module credit weighting from year 1 (level 4) to year 2 (level 5) and develop and deliver your SSC accordingly. Therefore, if you offer a year 1 and year 2 SSC there should be substantial differences in the learning content, suitable for the relevant level.

Finally, please take into account that Y1 SSCs must take place on either the Kent or CCCU university campuses whereas Y2 SSCs can be undertaken on or off campus after discussion with the leads for PDPCP SSCs.

### **A group of students has chosen my SSC(s), what next?**

Once you have agreed to undertake supervision of the students for the SSC project, the students will need to meet with you to discuss the SSC in more detail.

Your initial discussions should include:

- Aims and Objectives – Overview of the project.
- Learning Outcomes
- Discussion of the Risk Assessment you completed and any health and safety concerns and training you will provide in the setting where the project takes place.
- Expectations of the presentation and assessment
- NB: Any ethical and regulatory issues: At this stage students should not be doing any project work that requires ethics approvals.

You might want to hold these initial introductory discussions on the first day of the SSC, however, prior to commencement of the SSC, you will need to contact the students to introduce yourself and give them any requisite pre-SSC information, location, timings / timetable details and so on.

You will also need to have a face-to face or online meetings with the students on or around the last day of the placement to give immediate verbal feedback on achievements during the SSC period, in addition to giving feedback mid-SSC.

Supervisors are also asked to 'talent spot' and to encourage such students to develop their work into an abstract and/or poster for presentation to conferences. Even a weakly presented project might still have the potential for re-working. The Lead for SSCs is also the Editor of the Advanced Journal of Professional Practice (AJPP). If the student work is suitable, there may be the opportunity to publish SSC posters, written papers, reflections on practice or book reviews. See: <https://journals.kent.ac.uk/index.php/ajpp/index>

### **I have never run any kind of SSC before. How much work is involved?**

There is not a short answer to this as it honestly depends on the type of project / placement offered. For taught courses, there will be more face-to-face interaction with students. For project work, there could be somewhere between 8-12 hours work involved (for you! More for the student!). There are approximately 3 hours a week over 6 or 8 weeks. If you offer more than 1 SSC, then it will be at your discretion to bring students together in one place to work together in integrated seminars or workshops.

### **Remuneration for your SSCs**

Supervisors from the University of Kent or Canterbury Christ Church University will normally be reimbursed through departmental recharge (we pay your school for your time). If you feel that an SSC could not be accommodated in your workload allowance for your role, please talk to the Lead for PDPCP SSCs who will be able to advise you about alternative options for reimbursement.

KMMS academics will run SSCs within their job plan as directed by and with the agreement of their line manager.

Supervisors who are external to KMMS and the partner Universities can be paid by Hourly Paid Contract (HPL).

For all supervisors, there may be a small amount of funding available for specific resources (e.g., laboratory consumables) or travel funded (e.g., for the group to have a local “field trip”). These costs should be indicated on your SSC proposal form.

### **Special Requirements**

Any special requirements (e.g., accessible lecture theatres, preferences for location of the SSC) can be indicated on your proposal form. We would also encourage you to discuss this with both your line manager and the Lead for PDPCP SSCs in order to make sure we accommodate your needs appropriately.

### **References**

General Medical Council (1993, 2003) *Tomorrow's Doctors*. London: GMC. Available here: <https://www.educacionmedica.net/pdf/documentos/modelos/tomorrowdoc.pdf> (accessed July 23 2020)

General Medical Council (2018) *Outcomes for Graduates*. London: GMC. [https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018\\_pdf-75040796.pdf](https://www.gmc-uk.org/-/media/documents/dc11326-outcomes-for-graduates-2018_pdf-75040796.pdf) (accessed July 23 2020)

### **Presentation Resources**

Scientific Poster Tutorials: <https://www.makesigns.com/tutorials/poster-design-layout.aspx>

Using PowerPoint for Posters: [https://www.youtube.com/watch?v=1c9Kd\\_mUFDM](https://www.youtube.com/watch?v=1c9Kd_mUFDM)

University of Kent Poster Printing facilities:

<https://www.kent.ac.uk/brand/visual/posters.html> /

<http://campus.medway.ac.uk/it-services/printing.html?tab=poster-printing>

CCCU poster printing facilities – <https://cccu.canterbury.ac.uk/marketing-and-communications/services/print-and-reprographics.aspx>

## Appendix 1 - Presentation Guidelines

All students are required to present an overview of their SSC projects on the final day of their placement. The presentation should be of 5 - 10 minutes duration for year 1 students or 10-15 minutes duration for year 2 students, plus 5 minutes for questions and be supported by some form of media which can be **EITHER** PowerPoint, or other electronic presentation of choice (e.g., a video), or an academic Poster.

The presentation (and selected media) can include an explanation of the following as related and relevant to your project, however, this is only a recommendation:

- 1) Cover slide: Name, Student Number, Title
- 2) Introduction to the SSC topic area / what will be covered by the presentation.
- 3) Background Literature (key points only) / research
- 4) Aims and Objectives of the SSC
- 5) Explain any related methodology or methods for data collection (if relevant)
- 6) Explain how data was used or analysed (if relevant)
- 7) Results and Conclusions
- 8) Summary

The presentation will be formally marked using the criteria below.

Students should be encouraged to search for and use supporting evidence (e.g., research findings) and to observe academic convention, **Harvard Cite Them Right** citation and referencing convention, and slide numbering etc.

**RE-SITS:** If for any reason the student does not turn up to the presentation day, if they are a failing student, they will be given the opportunity to re-sit. The re-sit will be delivered to the Lead for SSCs as well as yourself where you are available. **Please notify the Leads for PDPCP SSCs ASAP if the student is absent on the day.**

### Tips for your students...

- **Do you have an introduction to the presentation?**
- Have you inserted slide numbers?
- Are your titles and subheadings consistent?
- Have you substantiated your ideas with citations?
- Do your citations follow KMMS guidelines using Harvard Cite Them Right convention?
- Have you proofread to remove SPAG errors?
- Do you have a Reference List?
- Have you rehearsed to ensure that you remain within the time allocated?
- How many slides...could points 6,7,8 be combined onto a single slide?
- **Do you have an 'end 'slide that draws your presentation to a close and invites questions?**

## Appendix 2 – Marking Rubric, Feedback form (KMMS)

### SSC Marking Criteria – PDPCP1/2

	Acceptable (A) Criteria	Unacceptable (U) Criteria
<b>Academic Content</b> Additional criteria for Year Two students:	<ul style="list-style-type: none"> <li>Presentation is well-structured with clear knowledge and understanding of the subject.</li> <li>There is evidence of good research and preparation.</li> <li>Sound exploration of connections between concepts</li> <li>Key points were emphasised, and the SSC learning has been summarised and SSC objectives are completed.</li> </ul>	<ul style="list-style-type: none"> <li>Gross errors in content</li> <li>Very poor structure</li> <li>No clear direction</li> <li>Weak conclusions or no conclusions reached.</li> <li>No proposals for future practice.</li> <li>Theory practice links are inadequate and unsafe.</li> </ul>
<b>Presentation Style</b>	<ul style="list-style-type: none"> <li>Presented at a steady and audible pace, with enthusiasm, successful use of visual aids and good time management.</li> </ul>	<ul style="list-style-type: none"> <li>Lack of enthusiasm or attempt to present engaging material.</li> <li>Poor presentation, structure, and organisation</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Overcame nervousness, presented a professional image and responded well to questions.</li> <li>Good engagement with the SSC</li> </ul> <p>Each domain must achieve an A grade to pass.</p>	<ul style="list-style-type: none"> <li>Complete lack of engagement with the SSC presenting an unprofessional image and failure to respond to questions.</li> </ul> <p>There should be no U concerns. If there are, the student will need to repeat the presentation at a resit opportunity.</p>



<p><b>Prize Nominations for Outstanding Presentations</b></p>	<p>If you feel that this student developed an exceptional grasp of knowledge, was able to present that knowledge and able to competently answer questions above and beyond the pass criteria above, you can nominate the student for an SSC prize.</p> <p>For example, please describe how the student may have:</p> <ul style="list-style-type: none"> <li>• Displayed individual excellence through their SSC.</li> <li>• Undertook scholarly and professional developmental activities which influenced and enhanced their learning.</li> <li>• Supported peers.</li> <li>• Exhibited innovation in relation to their SSC.</li> </ul>
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**Marking forms** will be provided by the curriculum team and will reflect the descriptors above. These are Google e-forms and will be provided to you nearer the assessment dates.

**Recording** presentations is mandatory, for moderation purposes.

### Appendix 3 - Example of dynamic SSC title and outline statement (with permission from the author)

#### **SSC Title: Written in Bone: Analysis and Interpretation in Osteoarcheology (Y1)**

##### **Learning Outcomes:**

- Recognize the practices and professional standards underlying the analysis and interpretation of human skeletal remains
- Show awareness of the different academic and professional contexts in which osteoarcheologist's operate, and how the field intersects with medicine, forensic investigation, and anthropology.
- Demonstrate knowledge of skeletal anatomy and recording techniques in osteoarcheology through direct hands-on work with skeletal remains.
- Carry osteo-biographical recording and analysis independently and as part of a group.
- Effectively present and communicate interpretations from osteo-biographical data.

##### **Course Outline:**

Human skeletal remains are recovered and analyzed in a wide range of ancient and modern contexts, from Paleolithic burials of early human ancestors, through to present-day commercial development, conflict, and crime-scene settings. An understanding of human osteology is thus essential across a variety of disciplines including anatomy, medicine, sports science, forensics, biological anthropology, and archaeology. The skeletal system interfaces with many other bodily systems and is continually shaped by our social and physical surroundings over the life-course. Biological processes related to one's sex, ageing, disease, injury, diet and migration, as well as sociocultural practices including medical care, violence, social hierarchies, and occupational activities, all influence the human body and leave physical traces. Osteoarcheology, the scientific study of ancient skeletal remains, offers a wide range of theories, methods, and standardized practices developed to decode the stories written in bone, and to help us better understand human experience across time and space.

This SCC will provide medical students with an introduction to the recovery, recording and analysis of human skeletal remains, primarily in an archaeological context, but with links to forensic and medico-legal contexts. This module is taught by specialists from the Archaeology Program with experience working on a variety of research projects and osteological collections in partnership with institutions such as the British Museum, The Forensic Anthropology Center at Texas State University, the US Department of Defense, Historic England, and the Canterbury Archaeological Trust. Teaching will be lab-based with weekly hands-on practical. Students will work with Roman and Medieval-period skeletons, which offer exceptional evidence of trauma and pathology and will be the subject of their final assessment. Each session will build on the former so that by the end of the course, students will be able to demonstrate an understanding of osteoarcheological analyses by

constructing an osteo-biography (case history) of an individual and effectively communicate and present their interpretations.

### **Week by Week breakdown of content:**

Week 1: Introduction to Osteoarcheology: This session will introduce you to Osteoarcheology: it's development, evolution, and global? application. We will explore its relationship to other fields including medicine, forensic sciences, and anthropology, and discuss the professional, legal, and ethical frameworks in which we operate. The interactive discussion will draw on a range of famous case studies to explore the ethical and legal implications of our work. From Kennewick Man and the Native American Graves Protection and Repatriation Act (NAGPRA) to the curation and presentation of human remains in anatomy museums, we will explore the complexities and responsibilities surrounding caring for the dead.

Week 2: The human skeletal system and comparative anatomy: Drawing on archaeological and radiographical materials, this session will introduce you to human skeletal anatomy: how we identify the different skeletal elements, their distinctive markers, and differences between adults and non-adults. It will also briefly explore the human skeletal system in the context of evolutionary and comparative anatomy. This practical will train you in handling and laying out adult and non-adult human skeletons in anatomically correct positioning. It will also provide lots of tips for identifying their key morphological features in whole and fragmented bones. We will compare animal and human remains, including casts of our earliest ancestors to discuss bone functionality and understand how and why skeletal form has changed (or not) over millennia.

Week 3: Building a Biological Profile: This session will introduce you to how we estimate an individual's age-at-death, biological sex, and ancestry through macroscopic and chemical analysis, such as DNA. We will also consider geographical and temporal variation in human skeletal morphology. This is an area where Forensic Investigation and Osteoarcheology strongly overlap, and we will be reviewing the various approaches in archaeological and modern contexts. Using professional recording standards set by the Chartered Institute for Archaeologists and BABAO, this session will train you in identifying age-at-death and biological sex from the cranial and post-cranial skeleton. We will compare male and female, and adult with non-adult remains, to gain an appreciation for how bones and teeth grow and develop, and the various biological and exogenous factors that can influence them.

Week 4: Skeletal indicators of health and lifestyle: Our skeletons are influenced by internal and external factors and are constantly responding to processes and events that take place over the course of our lifetime. This session will train you in identifying markers of disease, trauma, and activity in the human skeleton. It will consider how bone adapts and remodels in response to such influences and the various ways that people have addressed this in the past and today. Lifestyle indicators are meticulously recorded and analyzed in accordance with the most recent standards. In this practical we will be using professional documentation to record and help interpret evidence for disease, trauma and activity-related-changes in skeletal remains.

Week 5: Reading the Skeleton: This final session draws together the theory and practice learned on the module to create your own osteo-biography of an ancient skeleton. In small groups you will be assigned a recently excavated Roman-period skeleton from Canterbury, and using professional standards and documentation, you will construct an osteo-biography or 'case history'. In the commercial world, osteoarcheologist's need to work efficiently, effectively in a team, and under tight time pressures; this exercise is about meeting the brief in a 3-hour period. At the end of the session, you will then practice communicating the initial findings of your osteological analysis to the group. Building on our feedback, this will form the basis of your presentations in Week 6.

Week 6: Student Presentations