

STUDENT SELECTED COMPONENT PROPOSAL GUIDELINES

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SSC Administrator – Miss Catherine Allan & Miss Leonie Davidson

1. Introduction

The Student Selected Component (SSC) Programme part of the curriculum had been developed in response to General Medical Council recommendations for a “core plus options” approach to undergraduate medical training.

Over the years, the GMC has continued with this approach but has removed the term SSCs from its documentation. Instead, the GMC document on [Promoting Excellence: Standards for Medical Education and Training \(2015\)](#) states “*Medical school curricula must give medical students the opportunity to choose areas they are interested in studying while demonstrating the learning outcomes required for graduates.*”

The Learning Outcomes are:

- Doctor as a scholar and scientist
- Doctor as a practitioner
- Doctor as a professional

Further details on the learning outcomes can be found in the GMC document on [Outcomes for Graduates \(2015\)](#).

Proposals for new SSCs are welcome to the School of Medicine from individuals or groups within the school, university and wider community.

The SSC Academic Lead is responsible for approving all new SSCs. This is to ensure that each SSC is designed to high levels of academic standards and offers students the best possible teaching and learning experience.

These guidelines will assist you in completing the online SSC Proposal Form and guide you through the submission and approval process.

The deadline for SSC proposals catered towards year 5 students is 30th April of each academic year.

The deadline for SSC proposals catered towards year 1 and 2 students is 31st August of each academic year.

2. Completion of the SSC Proposal Form

SSCs run during specific times of the year for each year. You should select the year to which your proposal relates. It is expected that proposals for year 5 should contain a different level of content compared to years 1 and 2. You will then be able to choose the time(s) that you wish to run your SSC.

Section 1: Details of the SSC Organiser(s)

Please provide the details of the organiser(s). It is important that you state the location details of your appointment, as this will allow us to inform the allocation of funding.

Section 2: Details of the SSC

The information supplied in this section will be made available to students in the form of a SSC outline to assist them in making preferences. This is your opportunity to “sell” the SSC to the student.

SSC Title:	Please provide a descriptive title.
Medical area:	This is defined as the primary and/or secondary specialisation or subject area(s) of the proposed SSC.
Aims:	Please state the aims of the course.
Learning Objectives:	Please state the desired learning objectives for this SSC detailing what the student will learn and experience.
Outline/Activities:	Please provide an outline of the SSC providing a brief introduction to the specialisation or subject matter and the methods of teaching and learning will take place during the SSC.
Facilities Available:	Please detail the facilities the students will utilise during the SSC. For example; laboratory, medical library, computers, medical equipment, lecture theatres, medical/department facilities, etc.
Location(s):	Please indicate the location(s) that the student will complete the SSC at. If it is more than one location, please state the percentage of time spent at each site.

Section 3: Resources & Facilities

The information provided in the following sections is used for planning and administration purposes and will not be viewed by students.

Please provide the following information as appropriate to the proposed SSC.

Teaching Space:	If applicable, please provide details of the teaching space that will be utilised during the delivery of the SSC and its location. For example; seminar rooms and lecture theatres.
Equipment:	Please provide details of any specialised equipment the students will utilise during the SSC and its location. For example; computer, laboratory or clinical equipment.
Other Resources:	Please provide details of any other resources utilised by the students during the SSC and their location.

Section 4: Teaching and Learning

Please indicate which methods of teaching and learning will be used and the approximate amount of time spent by the student in each of the proposed teaching methods.

The teaching methods used will, by necessity, vary from course to course. It is clear that in many cases one-to-one tutoring will be available with students accompanying tutors during their various activities. In all cases tutors will be encouraged to direct the students to essential educational materials with seminars being self-directed learning sessions where possible. Many of the existing courses combine practical experience with library or computer projects and require the production of written work in the form of case studies, project reports or short dissertations, some of which may lead to publications. A number of tutors suggest that the students will present their findings in meetings or seminars involving a wider group of people. Visits to outside agencies or groups involved in delivery of health care in the community are also included in some of the SSC courses.

Tutors are to provide students with the following amount of minimum **tutor contact time** for each of the SSCs:

	SSC	Duration of each SSC	Hours/week	Total Hours
Years 1-2:	1b, 1c, 2b and 2c	2 weeks	2	4
Year 5:	5a and 5b	5 weeks	2	10

This can include, for example; lectures, ward rounds, outpatient attendance, clinical demonstration, tutorials, laboratory practical, problem based learning, clinical case interpretation and literature research.

Section 5: Assessment

All students are required to write a reflection on their SSC experience (500 words in Years 1 & 2, and 1500 words in Year 5). The reflection must be submitted to the School however tutors can also request to see a copy from the student when they submit their final work, which can be used as part of the assessment, ie how well has the student reflected on their experiences? Reflection should not simply be an account of their experience.

In addition to the reflection, students are required to produce a second piece of written work (detailed below) for formal assessment of the SSC. Please indicate which methods of assessment will be used, their frequency/number, duration and/or length, and the % contribution to the final mark for course.

It is stipulated that assessment cannot be made purely on the basis of a written examination at the end of the module. A combination of continuous (in-course) or terminal (end-course) methods of assessment may be used in any one module. These can include essays and reports, MCQs, short answer papers, poster presentation or oral presentations. In-course assessments can include the generation of a workbook/portfolio, an assessed tutorial or assessed clinical skills.

SSCs are assessed on various domain such as attendance, standard of written assessment, motivation, team working, etc. Each domain is assessed using a 10 point scale – 0 being not completed and 10 being excellent. They form section E of each part 1 (year 1), part 2 (year 2) and so on of the course.

Section 6: Confirmation of the SSC Organiser

Please tick the box to confirm you agree to the conditions of the SSC and that the details provided are correct.

3. SSC Approval

Once the completed SSC Proposal Form is received, the Head of the SSC Programme assesses it. If the form is incomplete or further clarification is required, the Head of the SSC Programme will either contact you directly or return the form with recommendations for change. The completed form will be approved by the Head of the SSC Programme.

SSCs approved by the Head of the SSC Programme will then be referred to the student office SSC administrator to be made available to students for the next SSC period.

4. Further Information

If you require any further assistance in completing this form or would like to discuss the proposed SSC, please contact either Dr Nimesh Patel (n.s.patel@qmul.ac.uk) or Catherine Allan (catherine.allan@qmul.ac.uk).