

SSC2 Handbook 18/19



The Milky Way above Mount Bromo, East Java
Photo courtesy of Dr James Miller on Elective 2014
MDU April/May 2014 Elective Photo Competition Winner

The information in this handbook was correct as of September 2018. In the unlikely event of substantial amendments to the material, the SMD will attempt to inform students of the changes by email. Any changes will also be placed on QM+. The College cannot accept responsibility for the accuracy or reliability of information given in third party publications, software or websites referred to in this Handbook.

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KEY CONTACTS

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OVERVIEW OF THE YEAR 2 SSC PROGRAMME 2018-19

SSC2a: Starting September 2018

SSC2b: 2 weeks from Tuesday 4th December – Friday 14th December 2018

SSC2c: 2 weeks from Tuesday 7th May – Friday 17th May 2019

Website access

This booklet and other general information regarding the SSC Programme is available at <http://qmplus.qmul.ac.uk>. The information will be updated from time to time so please ensure that you regularly access this site.

The SSC Portfolio

Students are required to keep a SSC Portfolio of all their work and documentation over the five years of the MBBS degree. Most students use a ring-bound folder for this purpose. Students may be asked to provide this portfolio or work from it for exam board purposes.

Hurdles & Completion

The SSC programme constitutes Section E of the MBBS degree and students will not be able to graduate unless the programme has been successfully completed. This is monitored by embedded hurdles to progression at the end of each year for all five years.

Annual Hurdle

Students must successfully complete all 3 SSCs before being allowed to proceed to the 3rd Year of the MBBS course.

KEY DATES FOR YEAR 2

SSC2a:

Make contact with supervising tutor by	Friday 12 th October 2018
Discuss with supervising tutor Part 1 (Research Paper) and Part 2 (Oral Presentation Title) by	Friday 2 nd November 2018
Submit requested information for Part 1 and Part 2 to by	1pm Wednesday 7 th November 2018
Submit draft of Part 1 to supervising tutor by	Friday 30 th November 2018
Submit final version of Part 1 directly to marking tutor and QM+ by	12pm Friday 21 st December 2018
Students should send draft presentations to supervising tutor no later than 3 weeks before they are due to present. Presentations should be submitted to QM+ by 12pm on the Monday of the week you are due to present	
Part 2 Presentation dates LONDON (all at 11am – 1pm on a Wednesday) You are only required to attend your session (allocations released late November). Failure to attend will require the submission of extenuating circumstances	Wednesday 16th January 2019 Wednesday 23rd January 2019 Wednesday 30th January 2019 Wednesday 6 th February 2019 Wednesday 13th February 2019 Wednesday 20th February 2019 Wednesday 27th February 2019
Part 2 Presentation dates MALTA You are only required to attend your session (allocations released late November). Failure to attend will require the submission of extenuating circumstances	TBC

Failure to send your draft work on time to your supervising tutor may result in a delay in the return of your work, therefore you are advised not to leave completing your work until the last minute.

SSC2b and c:

SSC titles advertised on QM+ and self-organised form opens -	Monday 8 th October 2018
SSC allocation quiz opens -	6am Monday 15 th October 2018
SSC allocation quiz closes	9am Monday 22 nd October 2018
Notification of SSC allocation	Monday 29 th October 2018
Self-organised SSC2b form closes	9am Monday 5 th November 2018
SSC2b	Tuesday 4 th December – Friday 14 th December 2018
Deadline for submission of SSC2b work to QM+	12pm (MIDDAY) Monday 17 th December 2018
Self-organised SSC2c form closes	9am Monday 25 th March 2019
SSC2c	Tuesday 7 th May – Friday 17 th May 2019
Deadline for submission of SSC2c work to QM+	12pm (MIDDAY) Monday 20 th May 2019

NB: if you are re-taking the year you must self-organise your SSC. If you fill in the allocation quiz your choices will be discarded.

WORK NOT SUBMITTED BY THE RELEVANT STATED DEADLINE ABOVE WILL RESULT IN A SUBMISSION PENALTY

GENERAL INTRODUCTION (YEARS 1-5)

The Student Selected Component (SSC) part of the curriculum has been developed to allow students to exercise a degree of choice in their medical education and provides students with a progressive programme of study which develops, integrates and reinforces transferable and other skills each year whilst fulfilling the key requirements of “Promoting Excellence: Standards for Medical Education and Training”, (General Medical Council, 2015); this states that “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 Key Aims of the SSC Programme are:

- Provide a critical role in supporting, reinforcing/underpinning the development of key skills and learning developed in the core curriculum. This includes acquiring a broader based knowledge providing an appreciation of medicine in its wider context; studying subjects of interest in greater depth, such as:
 - Basic science;
 - Clinical science;
 - Clinical and communication skills;
 - Community health and primary care; or
 - Role of medicine in society.
- Provide a key role in equipping students with transferable skills essential to their long term professional development, such as:
 - Writing skills;
 - Independent study and self-directed learning;
 - Presentation skills;
 - Critical analysis of clinical and scientific evidence;
 - Teaching skills;
 - General intellectual development; and
 - Clinical and basic science research skills.
- Enhancing the student experience by offering the opportunity to focus and develop particular areas of interest to them, in greater depth.
- Carried out well, SSCs can often inspire students to want to find out more.
- Development of an integrated programme which provides students with a range of training skills which can be built upon each year, for example:
 - Help to inform career choices by offering more in depth study/training in a wide range of clinical specialities.
 - Introduce students to the importance of research in modern medical practice.

- Allow students to identify learning opportunities in areas outside of those offered by the school and partner trusts; and to facilitate the prosecution of such opportunities.
- To provide an appropriate environment in which to integrate and consolidate key skills (e.g. communication and clinical skills) learnt in other parts of the curriculum.

Learning Objectives

The SSC Programme has, firstly, the overall goal of providing the opportunity for students to obtain a rounded understanding of the scientific principles underpinning medical practice and to develop the skills with which to contribute to this process. Secondly, to provide additional opportunities for students to access and experience a wide range of clinical specialties to help make informed career choices. Therefore, at the end of the 5-year SSC Programme the student will have demonstrated his or her ability to:

1. Exercise choice in their medical education. The student will be able to:
 - a. Explain why they have chosen their particular SSCs.
 - b. Demonstrate that they have studied a range of topics over the course of the year.
 - c. Show that they have exercised good judgement in making their choices so that, in appropriate cases time has been spent studying subjects where extra attention was needed.
 - d. Show that they have developed key generic skills by accessing a wide choice of subject and topic areas.
 - e. Demonstrate a range of transferable skills essential to long term professional development/practice (writing and presentation skills; critical and reflective thinking and analysis; teaching skills).

2. Acquire broader based knowledge producing an appreciation of medicine in its wider context.
The student will be able to:
 - f. Demonstrate that they have taken the opportunity to study subjects outside traditional medical school curriculum material if they so wish.
 - g. Be able to show that they have worked successfully with people from other professional backgrounds involved in the delivery of health care.
 - h. Have gained an appreciation of differing methods for the delivery of health care and education, including the role of lay people and organisations.
 - i. Have supported the development of skills and learning developed in the core curriculum.

3. Study a subject in depth.
The student will:

- j. Have taken the opportunity to spend a period of time studying subjects of their own choice to a greater depth than is usually possible in the traditional medical curriculum.
 - k. Show that they have achieved the objectives of each of their selected study components by the production of their SSC portfolio.
 - l. To introduce students to the rigour and the key underlying principles of medical and clinical science and other disciplines allied to medicine as well as appreciating the importance of the principles underpinning a scientific approach to medical practice and the responsibilities of doctors who undertake medical research.
 - m. Be able to understand the central role of evidence-based medical practice.
4. Develop skills of independent study and self-directed learning.
- The student will be able to:
- n. Describe the way in which they were involved in planning a timetable and a suitable learning contract with the course tutor(s) at the beginning of each module.
 - o. Show, by means of written material produced for the course tutor(s) and / or the reports in the portfolio, that they have made appropriate use of available SDL materials, library facilities, video or computer assisted learning packages and other educational resources.
 - p. Appreciate a lifelong culture of self-directed learning, good time management and professionalism.
5. Use the opportunities offered to study topics of their own choosing and interest. The student will:
- q. Feel able to consider one or more of the subjects covered in their SSC courses for future study or even as a career option.
 - r. Have behaved in a positive and appropriate manner in situations where they have represented the Medical School at outside agencies and institutions.
 - s. Where applicable, students who wish to intercalate will have begun to acquire the requisite skills and knowledge base.
 - t. Be better informed to make appropriate career choices and decisions.

SSCs at Bart's & The London

Our approach to the SSC Programme recognises the different learning needs of students as their degree course builds over the five years of the MBBS course. Students are required to complete all SSCs during their degree course. Each year the SSC programme builds upon skills and knowledge learnt in the previous year.

About 5 weeks in total in Years 1 and 2 are devoted to study in SSCs. You will choose SSCs from a range of options that will allow you to research topics in greater depth and to study subjects that fall outside the main Core Curriculum. You will be encouraged to choose SSCs that offer a variety of learning experiences.

Students also have the opportunity to self-organise their own SSC (see below for more details).

In Year 5, students are split into eight groups. Each group completes their SSC during a designated period. The specific aims and learning objectives of each module are provided by the tutor running the SSC and detailed in each individual SSC outline. Students may choose to work outside these timetabled slots if it is appropriate to the SSC they are doing.

Year 1

Introductory SSCs in a wide range of basic science and clinical subjects. The majority of these SSCs have a taught component and formal assessment.

Year 2

More clinical choice is offered but with a similar degree of tutorial/lecture-based input. In these first two years we also offer the students the opportunity to undertake dissection, which is no longer a component of the core curriculum.

Year 3

These SSCs build on the skills developed in Years 1 and 2 and are tailored to coincide with the students' first experience of clinical rotations. They aim to maximize this learning by enabling clinical tutors to involve students in a particular aspect of their specialty and learn in more depth whilst on the wards. They are not SSCs in the purest sense but provide an opportunity for the student to further develop critical thinking.

Year 4

Students write a 6000-8000 word dissertation in an area of medicine, clinical practice, or biomedical science. Students can choose from the range of subjects offered or can choose their own as long as they have identified a tutor who is willing to supervise them. Students receive some help in critical appraisal, public health, improving writing skills and medical authoring. This is an opportunity for students to assess the wider impact of medicine on society, including public health issues and the role of evidence based medicine in medical practice. Students and tutors are encouraged to explore the possibility of conducting research and/or audit as part of this SSC where possible; in this case the work must be suitable and the timescale appropriate.

Year 5

Students are given the opportunity to choose medical placements in England or abroad to develop particular interests and skills. SSC5a is a 5 week block running 4 times throughout the year. Self-organised SSCs may cover the full 5 weeks or can be split into a 2 and a 3 week block for an aggregate grade. Plus a 6-week elective, which can inspire career choices or enable students to develop skills they think they may lack prior to entry into the Foundation School. The learning experience is defined by set learning objectives and a review of outcomes.

Students will often select one SSC as an opportunity to go abroad. The School recognises that SSCs taken abroad can represent excellent educational opportunities not available in England, and that non-clinical SSCs can give excellent opportunities for portfolio building and will

consider all requests for such attachments. You should be aware however, that the run up to finals in mid-March, including the situational judgment test (SJT), the prescribing safety assessment (PSA) and the FPAS process represents a major challenge, achieving success in which is probably facilitated by uninterrupted clinical exposure within the context of the NHS. When considering their SSC plans in Year 5, students should reflect on whether their academic prowess and clinical skill is adequate to compensate for the risk to success imposed by interrupting their NHS clinical experience. Students may wish to use their ranking at the end of Year 3 to guide them in this decision. It is not usually appropriate for students in the lowest 3 deciles to go abroad or take a non-clinical SSC. The academic and pastoral support available through the academic review group (ARG) and student support office is not deliverable remotely and students in need of such support may be considerably disadvantaged should they arrange SSCs a great distance from Whitechapel. ARGs and the Head of Student Support reserve the right to rearrange SSCs at short notice.

SSC SELECTION

The cornerstone of SSC programme is to introduce students to the many and varied branches of medicine, surgery, primary care and allied health professions that are available in a medical career. Students are encouraged to choose SSCs which represent a wide spread of disciplines and methods, so that they can develop transferable skills and eventually have a better understanding of their career options and the different ways to progress in their career. Likewise they should ensure that they experience as wide a range of skills and environments as possible in their choice of SSCs.

Student selections are monitored in Years 1 and 2 to ensure that students obtain as wide-ranging set of SSCs as possible. Students can decide to select similar SSCs, but this must be justified to the Head of the SSC programme, Dr Nimesh Patel.

In the first two years of the course some SSCs can involve review or revision courses involving the basic sciences of medicine such as anatomy, physiology and pharmacology. These SSCs usually develop the subjects to a much higher level than the core and are ideal when the student wants to explore their particular interests further. Additionally they help to ensure that students have sound basic science knowledge necessary for a proper study of medicine.

Descriptions of the individual SSC modules for Year 2 are available in the SSC section of the Year 2 Homepage. It is important to note that not all SSCs will be available during all SSC periods. You will be advised in advance of the SSC selection period on what SSCs will be available. Students may discuss their preferences with their mentors or seek the advice of the SSC Lead (Dr Nimesh Patel). Allocation of SSCs is made on a first-come first-served basis.

During this selection period you will be asked to submit up to ten preferences online for SSCs you would like to complete. Students will be notified by email soon after the end of the selection period for the associated SSC in Year 2.

Students who do not make a selection by the stated deadline must self-organise their SSC. There is no guarantee that students will receive one of the SSCs they have chosen. Many SSCs only have a limited number of participants and are extremely popular. Students are strongly advised to choose at least one SSC that has a large intake. Students are not permitted to self-organise on to an SSC that is offered by the School.

Venues and times to meet your SSC tutor/supervisor will be notified a few days before the start date of your SSC.

Students should not contact tutors in advance of making their choices and should not make private arrangements with tutors. Grades from tutors will only be accepted for the SSC that the School has arranged with the student.

If you feel you must contact a tutor you should first discuss this with the Head of the SSC Programme (Dr Nimesh Patel).

Self-Organised SSCs

Students also have the opportunity to self organise their own SSC during the relevant SSC period, in an area that interests them or where they wish to find out more, indeed we encourage this approach. Students may discuss any self-organised SSC with the Head of the SSC Programme (Dr Nimesh Patel) if they wish before submitting the form for formal approval. This is not required as your form will be reviewed by Dr Patel after submission.

The Self-organised SSC form and guidance notes can be obtained on QM+ and must be completed online four weeks before the start of the relevant SSC block. No paper forms or forms sent by email will be accepted.

You will be required to obtain all information and documentation by contacting the tutor and/or firm directly. Once the completed form is submitted to the SSC Academic Lead, it will be assessed for approval. You will be contacted in due course if your Self-organised SSC proposal has been approved. Advice about self-organising SSCs can be sought from any member of the SSC team. If you are uncertain as to how best to go about this then come and talk to us.

Accommodation arrangements and any fees payable to the host are the responsibility of the student for all SSCs.

SSC2a

This SSC introduces students to the role and importance of research in Medicine. The underlying principle is based around building a skills base which can be introduced and developed each year within the curriculum, and fulfils learning outcome 3 “professional knowledge” as laid out by the GMC (Outcomes for Graduates, 2018; GMC). SSC2a has a different format to the other SSCs in year 2 in that it will build on the skills developed in SSC1a and has two distinct parts. Students will work on their own to produce an oral presentation and a piece of written work.

All students will be assigned a supervising tutor to provide help and support as required and who will be responsible for guiding the student through the different parts of the SSC. Students will be given the contact details of their tutor and must get in touch with them no later than **Friday 12th October**, or soon after. It is the student’s responsibility to make contact with the tutor.

Specifically, tutors will:

- Provide a suitable research paper (and research questions derived from it).
- Provide email guidance/help to your students with specific queries.
- Provide feedback on one draft of the written report (part 1).
- Provide feedback on one draft of the oral presentation (part 2).

IMPORTANT: To receive feedback on your draft work you should arrange with your supervising tutor a date to submit these to them, or at least no later than 3 weeks before the final version is due. The supervising tutor has the right to decline giving you feedback if you fail to submit your draft to them at the agreed time, or with less than three weeks notice.

Paper Critique (Part 1):

‘The role of research in modern medical practice’

- Students will be expected to review and critique a research paper and from this identify and develop a research question, this could be in any branch of the medical sciences; basic science, clinical (primary, community or hospital based medicine), social sciences (allied to medicine), epidemiology etc.
- Research papers will be issued to students prior to or at their meeting with the supervising tutor.
- Reports should be between 2000-2500 words.
- Students need to justify the rationale of the article; including, what research has been done before, what are the likely benefits arising from the work; and, finally as the research question, what future research/studies could be conducted to develop the area they have described and what are the implications for clinical practice now and in the future.
- All students must use the same format and headings: Title, lay abstract, background information and rationale for carrying out the work, approaches to the question and results, likely impact of research outcome, future work, and conclusion.
- The lay abstract should be of the research paper and not of your critique.

- Students will be expected to work on their own. Completed work would need to be submitted by the deadline set out on page 4 (electronic copy to QM+ and the marking tutor, the student office will not accept a hard copy).

Oral Presentation (Part 2):

'How do we treat disease; current and future treatments'

- Students may build on the themes developed in Part 1 or identify a new area for Part 2.
- Students will work to produce a 10-minute presentation in a disease/pathology/syndrome of their choice (title to be agreed by their tutor). The title must be submitted to the Student Office through QM+ by the deadline set out on page 10.
- This can be related to the disease described in the research paper from Part 1.
- Students will identify a disease/syndrome/pathology and explore the currently available treatments and examine what future treatments are likely to become available and how effective they are likely to be.
- Seven presentation sessions will be scheduled for the second half of the year (January - March). Students will be split into groups of no more than 8 and in each 2-hour session students will present in 15 minutes slots (10 minutes plus up to 5 minutes for questions).
- Tutors will be advised to stop students at 10 minutes.

A copy of the PowerPoint presentation must be submitted to QM+ by 12pm the Monday prior to the student's presentation session.

Each part of SSC2a will constitute approximately half the marks for the SSC.

- All students will be expected to attend their presentation session only. Attendance will be recorded and is part of the SSC. Students will be asked to rate presentations (other than their own).
- Students must stay for the whole session.
- Detailed guidelines/criteria for assessing oral presentation will be provided; these will be available on QM+.
- Grading will be carried out in the same way as for other SSCs. In this case, the oral presentation will be marked by students (25%) and staff (75%). The research paper critique will be marked by another tutor familiar to the SSC2a process and a random selection will be moderated by the SSC team.
- Grade boundaries are set at the same level as SSC2b and 2c.

The assessment sheets used to mark each Part of this SSC can be found at the end of this handbook.

ASSESSMENT OF SSC2b and 2c

SSCs have, by their very nature, the potential for a wide variation in learning style and format. This is reflected in equally diverse methods of assessment of student performance and achievement. Students completing each SSC are formally assessed and graded by the organising tutor and given an overall assessment of student performance at the end of the module. The type and nature of the assessment(s) is detailed by tutors in the SSC outlines.

A combination of continuous (in-course) or terminal (end-course) methods of assessment may be used in any one module. These can include:

- Unseen Essay
- Unseen MCQ
- Unseen short answer paper
- Essay (title previously given)
- Report/Literature survey
- Practical project/audit report
- Patient case report(s) – written
- Practical examination
- OSCE
- Oral examination
- Poster presentation
- Patient/case presentation – oral
- Publication – paper
- Workbook/portfolio
- Assessed tutorials
- Assessed clinical presentations
- Essays
- Patient literature
- Information leaflet/video
- Viva Voce

With the exception of the anatomy SSC, all SSCs require students to produce a 500 word reflection and a second piece of written work as determined by their SSC tutor. The anatomy SSC requires students to attend a data interpretation exam and a 500 word reflection.

All written work must be your own and not a group effort. If your tutor assigns you written work as a group effort, you must let the School know immediately.

In all cases, tutors will be asked to comment on attendance, general conduct and professionalism. You will be graded on these aspects (see page 16). These are key attributes necessary for a successful career in medicine.

All SSC fails (E grade), borderline fails (D grade) and a random selection of other assessments are moderated internally by the Principal Internal Examiner.

Excellent performance in SSCs helps determine the award of merit/distinction in Part 1 of the MBBS programme.

All written work must be submitted to your tutor directly and electronically via QM+.

Teaching Methods

The teaching methods used will, by necessity, vary from course to course and are shown in the individual SSC outlines. It is clear that in many cases one-to-one tutoring will be available with students accompanying tutors during their various activities.

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

In all cases tutors will be encouraged to direct the students to essential educational materials and seminars will be self-directed learning sessions where possible. Many of the 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 publication.

A number of tutors suggest that students 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.

GRADING OF CLINICAL SSC1b and 1c

Each SSC will be formally assessed by the SSC tutor at the end of the module. A standardised assessment form will be completed for each student, which will be passed onto the Principal Internal examiner for the SSC programme.

Tutors are asked to give a score (out of 10) in each of the 5 domains for each student, each of which constitutes a specific percentage of the overall grade:

1. Attendance and professionalism (30%)
2. Standard of written assessment(s) (25%)
3. Motivation/engagement/performance in the SSC (15%)
4. Achievement of learning objectives as set out on the SSC outline (15%)
5. Ability to work as part of a team (15%)

A score of less than 5 in each domain is considered to be a fail. A fail in any domain should be justified to the student in the feedback section of the assessment form.

The assessment is carried out online. The URL link and instructions for the relevant assessment form will be sent to tutors prior to the start and at the end of each SSC.

The SSC team will collate the scores from the assessment to give the student an overall final grade:

A = Excellent ($\geq 85\%$)

B = Good ($\geq 65\%$ upto 85%)

C = Satisfactory ($\geq 50\%$ upto 65%)

D = borderline fail ($\geq 40\%$ upto 50%)

E = Fail ($\geq 0\%$ upto 40%)

A 'D' or 'E' grade requires that the student complete a compensation SSC of a form and timeframe decided on by the Head of the SSC Programme. This usually takes the form of an essay selected from a range of titles.

Satisfactory performance in Section E (SSC Programme) will be determined at the appropriate Year Exam Board. Failure to comply with the requirements as laid down in the academic regulations may result in the student being deregistered from the course.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU PROVIDE YOUR TUTOR WITH A COPY OF YOUR WORK FOR GRADING.

REMEMBER THAT YOU WILL NOT BE ABLE TO PROGRESS TO YEAR 2 WITHOUT HAVING SATISFACTORILY COMPLETED ALL 3 SSCs.

GRADING OF NON-CLINICAL SSC1b and 1c

Each SSC will be formally assessed by the SSC tutor at the end of the module. A standardised assessment form will be completed for each student, which will be passed onto the Principal Internal examiner for the SSC programme.

Tutors are asked to give a score (out of 10) in each of the 5 domains for each student, each of which constitutes a specific percentage of the overall grade:

1. Attendance of scheduled sessions and professionalism
2. Standard of written assessment(s) (may include any in-course assessment or final examination)

If the above two domains are your only areas of assessment an example weighting might be 40% for attendance and 60% for standard of written assessment.

However, tutors may also wish to grade their students in other domains/areas of assessment. This may include, but is not limited to:

3. Motivation
4. Engagement
5. Performance in the SSC
6. Achievement of learning objectives as set out on the SSC outline
7. Ability to work as part of a team

The overall weighting must equal 100%, if the tutor decides to use further domains. The maximum number of domains any student can be assessed is six.

A score of less than 5 in each domain is considered to be a fail. A fail in any domain should be justified to the student in the feedback section of the assessment form.

The assessment is carried out online. The URL link and instructions for the relevant assessment form will be sent to tutors prior to the start and at the end of each SSC.

The SSC team will collate the scores from the assessment to give the student an overall final grade:

A = Excellent ($\geq 85\%$)

B = Good ($\geq 65\%$ upto 85%)

C = Satisfactory ($\geq 50\%$ upto 65%)

D = borderline fail ($\geq 40\%$ upto 50%)

E = Fail ($\geq 0\%$ upto 40%)

A 'D' or 'E' grade requires that the student complete a compensation SSC of a form and timeframe decided on by the Head of the SSC Programme. This usually takes the form of an essay selected from a range of titles.

Satisfactory performance in Section E (SSC Programme) will be determined at the appropriate Year Exam Board. Failure to comply with the requirements as laid down in the academic regulations may result in the student being deregistered from the course.

IT IS YOUR RESPONSIBILITY TO ENSURE THAT YOU PROVIDE YOUR TUTOR WITH A COPY OF YOUR WORK FOR GRADING.

REMEMBER THAT YOU WILL NOT BE ABLE TO PROGRESS TO YEAR 2 WITHOUT HAVING SATISFACTORILY COMPLETED ALL 3 SSCs.

GRADING CRITERIA

In order to ensure maximum consistency of grades across modules, the following criteria indicate the level of achievement expected from students within each grade band.

Grade A (Excellent)

- Full attendance at all sessions.
- All learning objectives achieved with exceptional performance.
- Highly motivated, showing great self-initiative and commitment, with appropriate attitude and conduct throughout.
- Assessments submitted on time. Excellent presentation in the appropriate format- full understanding of concepts and achieves outstanding results.
- Makes a major and insightful contribution to group/team activities.

Grade B (Good)

- Good attendance at all sessions.
- All learning objectives achieved with good performance.
- Highly motivated, showing great self-initiative and commitment, with appropriate attitude and conduct throughout.
- Assessments submitted on time. Presentation in the appropriate format demonstrates understanding of all major concepts and achieves above average results.
- Makes a significant contribution to group/team activities.

Grade C (Satisfactory)

- Good attendance at sessions- perhaps one absence or missed appointment.
- All the major learning objectives achieved with adequate performance.
- Is generally well engaged in the SSC activities, does not necessarily show great initiative, with appropriate attitude and conduct throughout.
- Submitted on time. Presentation may not be in an entirely appropriate format but demonstrates understanding most of the major concepts and achieves average results.
- Makes an effort to make some contribution to group/team activities.

Grade D (Borderline Fail)

- Incomplete attendance or more than one missed appointment. Some avoidable or unexplained absence.
- Has failed to achieve some of the learning objectives and performance has been generally poor.
- Is poorly motivated and lacks initiative. Engagement with the module is marginal, some evidence of inappropriate attitude and conduct.
- Submitted late. Presentation may be disorderly but demonstrates understanding of basic concepts but is lacking in important areas and achieves average results.
- Makes little effort to make a contribution to group activities.
- Student may be flagged for unprofessional behaviour.

Grade E (Outright Fail)

- Unacceptable absence from module activities with no good reason.
- Has failed to achieve most of the learning objectives and performance has been unsatisfactory.
- Is unmotivated and lacks initiative. Engagement with the module is unacceptable; with possible inappropriate attitude and conduct.
- Submitted late. Presentation may be incomplete demonstrating a lack of understanding of basic concepts and poor results.
- Makes no effort to make a positive contribution to group activities and may have a negative impact on the group.
- Student will be flagged for unprofessional behaviour.

Written output (including PowerPoint presentations) from ALL SSCs MUST be submitted to your tutor and electronically to QM+. Work will not be accepted if submitted directly to the student office. Failure to submit your work to QM+ will result in a fail grade for that SSC. Failure to submit work to your tutor will result in professionalism points. Students MUST KEEP examples of ALL their work.

IMPORTANT: Failure to submit work by the deadline will result in a penalty. For every period of 24 hours, or part thereof, that an assessment is overdue there shall be a deduction of 5% of the total marks available. After seven calendar days (168 hours or more late) that mark shall be reduced to zero (fail).

PLAGIARISM

Submitted work will be checked for plagiarism (not attributing information to its proper source, or paraphrasing information from a source without acknowledgement) using Turnitin. The plagiarism detection system will check your essay against a database which contains both previously submitted essays and a wide range of internet sources. Trivial similarities between your work and other material will be ignored; however, significant similarities will be investigated and students found to have plagiarised their submitted work will be referred to school and college authorities as per the College's Assessment Offences Regulations.

Definition

Plagiarism is the use or presentation of the work of another person, including another student, as your own work (or as part of your own work) without acknowledging the source. This includes submitting the work of someone else as your own, re-submitting your own previously submitted work, and extensive copying from someone else's work without proper referencing. Copying from the Internet without acknowledging the source is also plagiarism. You may use brief quotes from the published or unpublished work of other persons, but you must always show that they are quotations by putting them inside quotation marks, giving the source (for example, in a footnote), and listing the work in the bibliography at the end of your own piece of work. It is also plagiarism to summarise someone else's ideas or judgments without reference to the source.

Following investigation if work is deemed to be plagiarised the student will automatically incur an outright fail. Depending on the nature and scale of the offence, more severe penalties may be incurred in line with existing College policies. For full details on the School's Plagiarism Policy please refer to the MBBS Assessment & Progression Handbook.

By submitting work you acknowledge and agree to the plagiarism declaration below:

By submitting your work for marking I declare that the coursework material attached herewith is entirely my own work nor work that I have previously submitted, and that I have attributed any brief quotations both at the appropriate point in the text and in the bibliography at the end of this piece of work. I also declare that I have not used extensive quotations or close paraphrasing and that I have not copied from my own previous work, the work of another person nor used the ideas of another person, without proper acknowledgement.

HOW TO SUBMIT WORK

With the exception of SSC2a Part 2, your work needs to be submitted to both your tutor and QM+. Details of how to submit to QM+ are below.

Your files should be uploaded as an office or pdf file (no scanned pages). Files produced on Pages (on a Mac) should be saved as a pdf prior to upload. You may use the following software to create pdf files on a PC (<http://www.bullzip.com/products/pdf/info.php>). You may then use the following website to merge your pdf files on either a PC or Mac - <http://foxyutils.com/mergepdf/>. Please do not compress (i.e. zip) your files. The maximum upload size is 20Mb per submission.

IMPORTANT: Ensure your files are named with your name and the correct file extension.

Work for each of the relevant SSCs in Year 2 should be submitted to QM+:

- SSC2a Part 1
- SSC2a Part 2
- SSC2b Assignment Submission
- SSC2c Assignment Submission

Specific instructions for submission of each SSC will be displayed on the submission page. You are not expected to click a send for marking button. **You can only upload once and that submission is final.**

IMPORTANT: Hard copies and submission over email will not be accepted by the Student Office and will be returned to you, therefore always ensure that you have uploaded the correct version of your work.

If you have difficulty submitting work to QM+ please visit the student office for assistance before the relevant deadline. It is the responsibility of the student to ensure work is submitted on time. Failure to do this will usually incur an E grade.

By submitting work you acknowledge and agree to the plagiarism declaration below:

Once marked, your mark and feedback on your work will be emailed to you to keep for your portfolio.

EXTENSIONS

Students who wish to request extensions to deadlines must do so using the extenuating circumstances form before the relevant deadline of the SSC. The form can be accessed via QM+. As per the EC policy in the MBBS Assessment & Progression handbook, supporting documentation that is not submitted with the EC form must be submitted within seven days. ECs will not be considered until supporting documentation has been received and ECs will be rejected if evidence is not received within seven days. If there is any delay in obtaining supporting documentation you should inform the SSC Administrator immediately.

ECs that request extensions which are submitted after the submission deadline for the SSC will not be considered, unless there is good reason why the request could not be made earlier.

ECs will normally be considered by the Head of SSCs and the Head of Year, with an outcome expected within 10 working days.

The maximum length of extension will be no more than 2 weeks, and the actual length of the extension will be based on the ECs and other deadlines of the course.

Students should continue to work on their SSC and submit their work as soon as possible due to post-deadline penalties as outlined above in the event ECs are not accepted or a reduced extension is applied.

FREQUENTLY ASKED QUESTIONS

Can I change to a different SSC if I don't like the one I have been allocated?

You cannot change to a different SSC once the final allocations list has been made available. You must attend the SSC that you are allocated. Failure to do so will result in a fail grade. You may not attend an SSC that you were not allocated to either as any coursework that you undertake will not be marked and you will be given a fail grade.

Can I drop an SSC?

No, once you have been allocated to an SSC, apart from in exceptional circumstances, you will be required to complete that SSC and failure to do so will result in a fail grade.

How can I get my first SSC choice?

We try very hard to allocate students their first or second choice. The chance of getting your first choice is increased by choosing an SSC title that either offers a lot of places or is not a mainstream or popular choice.

What happens if I did not make a selection in the allocated selection period?

If you did not make a selection in the allocated selection period, you will be expected to self-organise your SSC.

I am retaking the year, but I have already passed Section E?

You are still required to participate in the SSC Programme. You will not be able to choose an SSC from the list the School offers and, therefore, must self-organise your SSC. Failure to engage and pass the SSCs will result in the allocation of professionalism points, as well as a meeting with your AYT.

I am retaking the year, but I have to re-do my SSCs?

You will not be able to choose an SSC from the list the School offers and, therefore, must self-organise your SSC. If you fill in the allocation quiz your choices will be disregarded.

Do I have to submit a reflection even though my tutor has given me another piece of work?

Yes, students must submit two pieces of written work to QM+ at the end of the SSC. One of which is a reflection and the other an agreed piece by your tutor. This is required as part of the assessment criteria for the SSC.

Do I have to submit my tutor defined work to QM+?

Yes, all written work, including powerpoint presentations, assessed by the tutor must be submitted to QM+.

What happens if I don't submit my all work to QM+?

If you fail to submit all of your work to QM+ you will fail the SSC even you complete the SSC and have been graded by the tutor.

Can I work in a group?

Yes you can work in groups but you must produce a final piece of work written independently in your own words

What happens if I cannot contact my SSC2a tutor?

If you need to contact your tutor, but are unable to do so either by phone, email or in person, before your SSC is due to start, please try their secretary, School/Hospital switchboards, NHS or School SSC administration team in the Student Office (Adriana Coracini in the first instance).

What is a hurdle to progression?

Students must pass all SSCs each year. Failure to do so may result in the student being unable to progress to the following year. Students must pass all SSCs to be allowed to graduate.

What happens if I fail an SSC?

If you fail an SSC, in the first instance you may be asked to meet with the Head of the SSC Programme to discuss the matter. In most cases you will be expected to produce an additional piece of written work in order to pass the SSC. Failing to resubmit work, or if there is no viable explanation for failing an SSC, will result in an outright fail. All resubmitted/remediated work is capped at a C grade.

What impact does failing an SSC have on my progression?

Failing an SSC excludes you from the possibility of receiving a Merit or Distinction at the end of year. Some intercalated courses require you to have passed all elements at the first attempt, therefore if you fail the SSC at the first attempt you are likely to be excluded from joining the intercalated course. You will need to pass any remediation set by the School for the failed SSC in order to progress to the following year.

I failed an SSC, can I still take my end of year exams?

Yes, failing an SSC does not prevent you from taking the end of year exams.

Where/how do I submit my coursework?

All coursework (SSC 2a, 2b, 2c) needs to be submitted to QM+ and a copy should be kept in your portfolio (electronic or hard copy). Failure to submit your work to QM+ will result in a fail grade for that SSC. Failure to submit work to your tutor will result in professionalism points.

What happens if I submit my SSC late?

Unless you have extenuating circumstances that have been agreed with the Head of the SSC Programme, you will be penalized, 5% score deduction per day for up to 5 days. Work not submitted within 5 days following the deadline will incur an outright fail.

Can I start my Self Organised SSC before it has been approved (by both my tutor and the Academic Lead/SSC Lead)?

No, you may not. In the rare instance that the SSC is not approved, if you have undertaken the project already, it will not be graded and you will have to do another SSC. Please ensure that you submit the self-organised SSC proposal form using the online form (4 weeks prior to your SSC start date) for the Head of the SSC programme (Dr Nimesh Patel) to approve.

Why should I take SSCs seriously?

SSCs are an integral part of the MBBS course as they allow you to study particular areas of

interest not offered in the “core” subjects, which will aid you in or help you to decide on your intended career path. Those students who approach SSCs with the right attitude invariably get a lot out of them. SSCs also determine the award of merit or distinction. Another reason to take this programme seriously is that you have to pass all SSCs in order to progress to each year and graduate!

SUMMARY

- 1) Each student will be expected to successfully complete three SSCs in Year 2 during the designated two-week blocks and weekly Wednesday morning slots.
- 2) Students may submit preferences for the relevant SSC during the stated selection period. Students will be notified by email prior to the allocation quiz being made open and SSC outlines will be available on the SSC Homepage on QM+ prior to the selection period.
- 3) Although every effort will be made to ensure that students receive one of their preferences, this cannot always be guaranteed. Students are advised to include in their choices at least one or two SSCs that take a large number of students.
- 4) Students have the opportunity to organise their own SSC with the approval of the Head of the SSC Programme. A Self-organised SSC form (available on QM+) must be submitted as early as possible and no later than 4 weeks prior to the start of the relevant SSC period. It is the responsibility of students to contact the self-organised tutor/organisation directly and to provide the required information. Once the completed form is submitted, it will be assessed and you will be contacted to confirm approval or otherwise.
- 5) Students who fail to submit preferences by the stated deadline will be expected to self-organise their SSC.
- 6) Under no circumstances should students contact tutors directly to request a placement. The allocation process works on a first-come first-served basis. The earlier you fill in the form, the more likely you will be allocated your first choice.
- 7) All students are required to check their School e-mail address regularly. We will contact you periodically to notify you of important SSC programme information. This is our main form of communication with you.
- 8) All students are required to keep a SSC Portfolio for the duration of their MBBS degree. All SSC related documentation such as assessment, forms, handbooks, etc should be kept. You may be asked to provide copies of your assessment and other documentation for examination board purposes at any time during your degree.
- 9) All work must be submitted to your tutor and electronically to QM+. Work will not be accepted by email or in person to the student office.
- 10) All words, paraphrasing of others' words and copying of other people's ideas must be

properly acknowledged. In particular, data downloaded from the Internet or World Wide Web must also be properly acknowledged. Failure to do so is plagiarism, and this is an examination offence, which can incur serious penalties. Accidental omission of acknowledgment is not a defence against plagiarism.

- 11) Assessment for each SSC is determined by your tutor and is detailed in the SSC in this handbook. Your tutor will designate deadlines for the submission of assessed work, which will be no later than the deadlines given in this handbook. Failure to meet the deadline could result in a reduction of one or more grades.
- 12) Assessment will be graded by the tutor and forwarded to the Student Office where a sample of assessments will be marked by internal and external assessors to ensure marking consistency. Students must keep a copy of their assessment and related documentation in their SSC Portfolio for examination board purposes.
- 13) At the end of the SSC, the tutor will complete a student SSC assessment form. This will be returned to the Student Office who will inform students of their grades.
- 14) In order to progress to the next year of the course students must have satisfactorily completed all three SSCs.
- 15) Any student who receives a 'D' or 'E' will usually be expected to produce an additional piece of written work in order to pass the SSC. Students may also be required to attend a meeting with the Head of the SSC Programme (Dr Nimesh Patel).

MARK SHEET - SSC2a PAPER CRITIQUE ASSESSMENT (Part 1)

	Score 3 for each box if:	Score 2 for each box if:	Score 1 for each box if:	Score 0 for each box if:
Lay abstract	Could easily be understood by a lay reader. The abstract very clearly and thoroughly described the research question or paper in a logical manner, suggesting a good understanding of the issues involved, with difficult concepts well explained. No use of jargon.	Could be understood by a lay reader without too much difficulty. The abstract was clear and described the research question or paper in a logical manner, suggesting a reasonable understanding of the issues. Very little use of jargon.	A lay reader would have some difficulty in understanding. Abstract was presented in a muddled and haphazard manner suggesting limited understanding of the issues. Some use of jargon which obscured a lay understanding.	Would not be understood by a lay reader. Abstract presented very poorly explored. Facts were inaccurate and misleading. Abstract is clearly below the standard described in the 1 box,
Background and rationale	Clearly gone to great lengths to research and present information clearly. Utilised a wide range of sources. Completely accurate, all facts were precise and explicit.	Project was well researched and utilised several different sources. Generally mostly accurate	Research material generally acceptable, used a limited range of sources.	Did not utilise resources effectively together with little information gathering. Work is clearly below the standard described in the 1 box.
Approaches to the question and results	Results and methods clearly explained. Brought in personal ideas, critique and information to enhance the write-up,	Results and methods reasonably clearly explained. Some initiative taken to develop own views and ideas.	Superficial explanation of results and methods. Limited development of own views and ideas.	Presentation of results and methods is unclear. Presentation of own ideas or views almost absent. Work is clearly below the standard described in the 1 box.
Impact of the research	Work was presented in a very clear, understandable and interesting fashion, indicating a clear understanding of importance of the work and research area and likely impact.	Work was presented in a clear, interesting fashion. Reasonable understanding of the importance of the work and research area and likely impact.	Ability to present work clearly is less developed and interest in the subject is superficial. Limited understanding of the importance of the work and research area and likely impact.	Presented poorly with no clear organisation or plan. Work is clearly below the standard described in the 1 box.
Future work	Clear vision of where the research may lead and why, leading to an increased understanding and engagement with the subject area.	Some vision of where the research may lead and why, leading to a better understanding and engagement with the subject area.	Little vision of where the research may lead and why.	No vision of where the research may lead and why. Little assessment of the likely impact and value of the research area. Work is clearly below the standard described in the 1 box.
Totals	15	10	5	0

A = 85%; B = 65%; C = 50%; D = 40%; E = 30% (these marks should be considered as a guide, grade boundaries may be subject to change)

Descriptors are only a guide to assessment. Half marks may be awarded.

MARK SHEET - SSC2a ORAL PRESENTATION ASSESSMENT (Part 2)

(zero marks and half marks may be awarded)

Criteria	Descriptor	Score 1	Score 2	Score 3	Score 4	Score
Content	Importance of topic, relevance, overall understanding of topic	Topic lacks relevance or focus; poor understanding of current and future treatments	Topic would benefit from more focus; limited understanding of current and future treatments	Topic is adequately focused and relevant; good understanding of current and future treatments	Topic is tightly focused and relevant; excellent understanding of current and future treatments	
Clarity	Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points	Ideas are not presented in proper order; transition is lacking between major ideas; several parts of presentation are wordy or unclear	Some ideas not presented in proper order; transitions are needed between some ideas; some parts of presentation may be wordy or unclear	Most ideas are in logical order with adequate transitions between most major ideas; presentation is generally clear and understandable	Ideas are presented in logical order with effective transitions between major ideas; presentation is clear and concise	
Research	Level of detail, depth, adequate background of information	Presentation does not provide adequate depth; key details are omitted or underdeveloped	Additional depth needed in places; important information omitted or not fully developed	Presentation provides adequate depth; few details for clarity are omitted; major ideas adequately developed	Presentation provides good depth and detail; ideas well developed; facts have adequate background	
Referencing	Proper referencing for major ideas, inclusion of visual aids that support message	Little or no referencing for major ideas; visual aids are missing or inadequate	Referencing may be out-dated or thin; visual aids need work	Adequate visual aids provided for key concepts by facts; sourcing is generally adequate and current	Effective visual aids provided in the form of facts; sourcing is current and supports major ideas	
Delivery	Adequate volume, appropriate pace, personal appearance, enthusiasm/energy, posture	Low volume or energy; pace too slow or fast; distracting gestures or posture; unprofessional appearance	More volume/energy needed at times; pace too slow or fast; some distracting gestures or posture; adequate appearance	Adequate volume and energy; generally good pace; few or no distracting gestures; professional appearance	Good volume and energy; appropriate pace; avoidance of distracting gestures; professional appearance	
Interactions	Adequate eye contact with audience, ability to listen and/or answer questions	Little or no eye contact with audience; poor listening skills; uneasiness or inability to answer audience questions	Additional eye contact needed at times; better listening skills needed; some difficulty answering audience questions	Fairly good eye contact with audience; displays ability to listen; provides adequate answers to audience questions	Good eye contact with audience; excellent listening skills; answers audience questions with authority and accuracy	