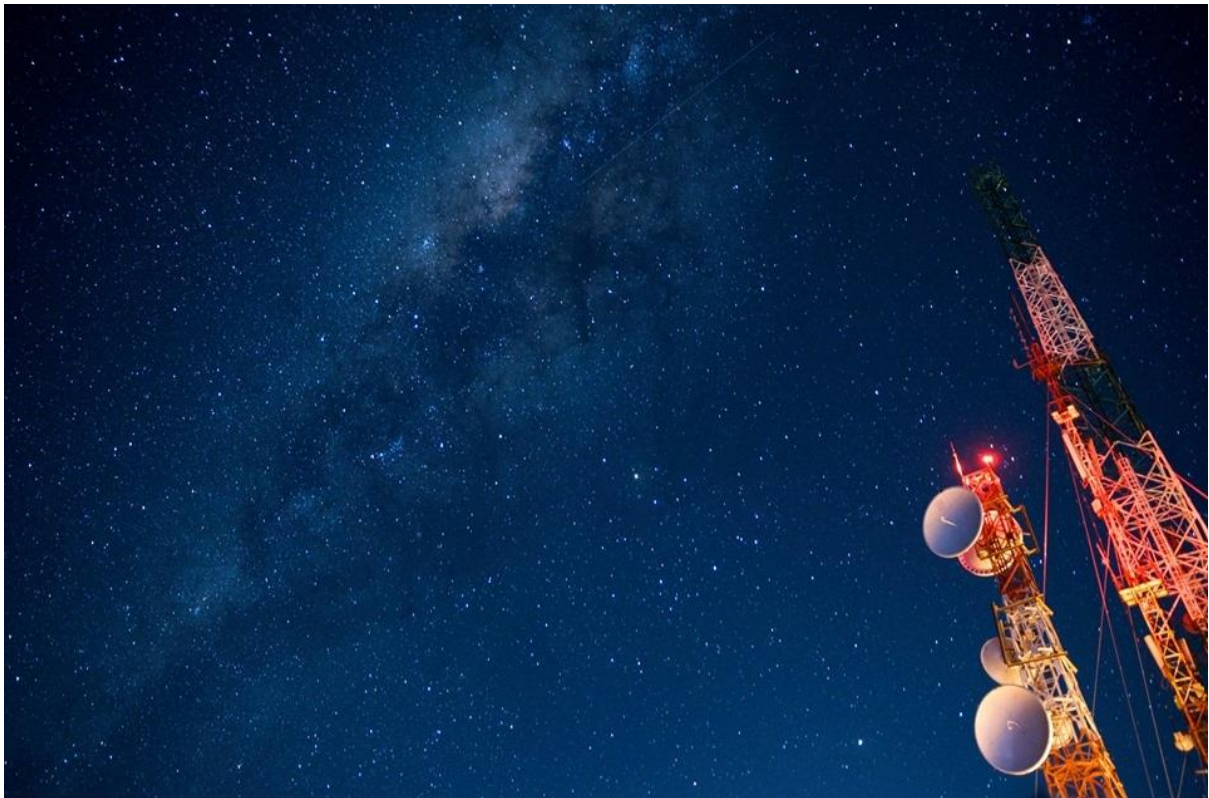


SSC4 Handbook 18/19



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 August 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 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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SSC Administrator

TBC

OVERVIEW OF THE YEAR 4 SSC PROGRAMME 2018-19

SSC4: A dissertation of 6000-8000 words in length on a wide variety of subjects; it can include a practical component with a reduced word count (e.g. research or audit).

Website access

This booklet and other general information regarding the SSC Programme is available QM+. 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 the SSC before being allowed to graduate the MBBS course.

KEY DATES FOR YEAR 4

SSC titles advertised on QM+	Friday 21 st May 2018
SSC allocation quiz opens	6am Monday 4th June 2018
SSC allocation quiz closes	9am Monday 11th June 2018
Notification of SSC allocation	Monday 15th June 2018
Self-organised SSC4 form deadline	9am Monday 1 st October 2018
Student to make contact with Tutor	No later than Friday 12th October 2018
Submission area for SSC4 opens on QM+	Monday 3 rd December 2018
Deadline for submission of SSC4 work to QM+	12pm Monday 3 rd June 2019
Tutor Marking Deadline	Monday 24 th June 2019

NB: if you are re-taking the year you must self-organise your SSC.

**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.

Descriptions of the individual SSC modules for Year 4 are available in the SSC section of the Year 3 Homepage. You will be advised in advance of the SSC selection period (during Year 3) on what SSCs will be available. We will attempt to capture all future Year 4 students, however, it is inevitable that some students may be missed. If you are one of these students please contact the SSC Administrator ASAP to ensure you are placed in an SSC of your choice. 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.

The selection period will take place during/after the CCS2 weeks in Year 3. During the 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 4.

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. Each SSC only has a limited number of participants and are extremely popular.

Venues and times to meet your SSC tutor/supervisor will be the responsibility of the student.

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 in an area that interests them or where they wish to find out more, indeed we encourage this approach. Students may wish to discuss a self-organised SSC with the Head of the SSC Programme (Dr Nimesh Patel) before submitting the form for formal approval. However, this is not necessary as your form will be sent directly to Dr Patel on submission for review

The self-organised SSC form and guidance notes can be obtained from QM+ and must be completed online by 9am Monday 1st October 2018. 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.

If you have been allocated an SSC and now wish to self-organise, you may do so. However, by doing so you automatically give up your allocated SSC. Following the submission of your self-organised form you must contact your allocated tutor with copy to the SSC Administrator (Miss Adriana Coracini). Failure to do so will result in the allocation of two professionalism points.

SSC4 INTRODUCTION

The SSC part of Year 4 has a completely different character to the seven SSCs in Years 1, 2 and 3. In this year, the SSC is timetabled as approximately ½ a day per week to form one SSC referred to as "SSC4". Tutors from within the School of Medicine and Dentistry have provided project titles, which are designed to stimulate and challenge the student to write reflectively upon one or more elements of medical science and/or medical practice. Students are also encouraged to organise their own SSC. An introductory session on the aims and objectives of the SSC as well as how to access and evaluate peer reviewed publications, the public health components of the SSC, and on medical authorship will be held at the start of the year.

AIMS

The aims of SSC in the fourth year are threefold:

1. To allow students to explore an area of medicine of their choice with a degree of analysis and reflection that is not possible within the core curriculum. The objective of this SSC is to enhance the student's experience of their medical education by providing the opportunity for an in-depth study.
2. To provide all students with essential authoring skills needed to complete the project. This will facilitate written communication in a knowledgeable, accurate and compelling style.
3. To allow students to investigate the ways that specific areas of medicine impact on Public Health. This is an opportunity for students to assess the wider impact of medicine on society.

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. Continuation of previous work is also possible (contact the Head of the SSC Programme to discuss).

GUIDANCE FOR STUDENTS

An estimated 6 to 8 months may be required to complete the SSC. Students are, therefore, expected to contact and meet their Tutors at a mutually convenient time as soon as possible after the beginning of Year 4 (**no later than 12th October**), to:

- agree details and plan of the project;
- agree learning outcomes;
- discuss the focus of the literature research;
- if possible, an outline for the dissertation.

Further meetings may be needed to:

- review progress;
- review drafts;
- feedback on learning outcomes.

Lack of appropriate engagement with your Tutor could affect your grade, it is therefore essential that you make full use of this resource.

Failure to contact and interact with your tutor will constitute unprofessional behaviour and will be flagged.

If ethical review is necessary for research or audit/research projects, then it is critical that enough time is allowed to ensure successful approval. Make sure that the Tutor concerned is informed in good time. Ethical approval can take up to 3 months. The process of obtaining ethical approval can itself provide a valuable learning experience and, if appropriate could be incorporated into the dissertation. Please see Page 14 for further information.

Your Tutor will be able to provide you with some background information and the necessary means to complete the project. If at any time you feel you have not been given adequate resources to complete the dissertation, you should contact your Tutor in the first instance. If problems continue during the SSC you should contact the SSC Administrator, Miss Adriana Coracini, or Dr Nimesh Patel (n.s.patel@gmul.ac.uk), who will endeavour to rectify any major problems.

Time Management

As a guide to your time management, you should allow the equivalent of a minimum of 60 hours study to undertake the necessary preparatory reading and writing up of this dissertation (over a 6 to 8 month period). There is no bar to submitting your dissertation before the specified deadline. The SSC Administrator will be sending reminders at strategic times.

During your 4th year, you will have the equivalent of nearly three weeks, which should be adequate to complete the writing, you are strongly advised to use your time effectively, and to spread the work out during the year and not to leave it all to the end just before the

submission date and end of year examinations. It is vital that you plan with your Tutor to ensure that they have sufficient time to get back to you after they have looked at your draft and that you then have time to finish it. Submit your dissertation as soon as you have completed it. There is no need to wait until the deadline, which is **the latest** that the work can be accepted without extenuating circumstances.

Details on the marking scheme are shown in the section on assessment. The penalties for late submission will leave students at real risk of not only having to complete this dissertation but to do another one as well, so it is advisable to not waste the available time.

The number of half-days during each of the elements of the 18/19 academic year is as follows:

Module		Total number of HALF-DAY SSC sessions to be made available in that whole element	Duration of element (weeks)	Average half-day sessions per week
HD	Paediatrics / Child Health	2	4	0.5
	O&G Hospital	2	4	0.5
	HD General Practice	2	2	1
B&B	Psychiatry	4	5	0.8
	Neurology-Neurosurgery	3	5	0.6
	B&B General Practice	1	2	0.5
Locomotor	Healthcare of the Elderly	3	3	1
	Dermatology	2	2	1
	Musculoskeletal	3	3	1
	Locomotor General Practice	4	2	2

No SSC sessions will be available during any of the classroom weeks. There are no sessions during the Ophthalmology week. If possible, students should take these sessions whenever they have a blank or 'self-directed learning' half-day on their timetable – it doesn't have to be at any particular time and should not interfere with important elements of the attachment.

This time is on top of the Wednesday afternoon half-day sports session.

Altogether this will provide 28 half-days during the whole of the academic year.

The Dissertation

Students are required to complete a 6000 to 8000 word dissertation under the supervision of their Tutors. The word limit is deliberately broad to allow students the best possible opportunity to fully express their view and ideas. The dissertation must include discussion of the relevance of the selected topic to public health. The topics have been designed to stimulate and challenge the student to write reflectively upon one or more elements of clinical science and/or clinical practice (see public health objectives below). This is an opportunity for students to assess the wider impact of medicine on society.

Public Health Objectives for Year 4 SSC

While researching the literature students should also address the following issues as they relate to their chosen topic (this will, of course, vary accordingly depending on the choice of SSC undertaken)

1. The impact of the selected SSC topic on people and populations:
 - Demonstrate knowledge and understanding of the burden of disease in relation to the selected topic (to society, the NHS, people).
 - Demonstrate an understanding of published evidence, relevant to the SSC topic, to support the use of guidelines for treatment (or screening programmes).
 - Demonstrate an awareness of national priorities or targets for Health or the Health Service.

2. Resource implications for implementing particular health care policies.
 - Review available sources of statistics and reflect upon the burden of illness
 - If appropriate demonstrate awareness of cost issues. (You are not expected to do any cost analysis)
 - If appropriate, demonstrate awareness of the impact on International Health.

If you wish to and your Tutor agrees we would be happy for you to widen the public health aspect of your topic. For example it would be appropriate (in addition to covering the above learning objectives) to consider the role of politics and the media, where relevant, in health care, disease prevention and health promotion as some issues have high media impact.

Suggested questions to think about when planning the dissertation (you need not address all of them, and you might think of some others not listed here!):

- Is there research into the aetiology/cause of this condition? What is the evidence, and do the causal relationships fulfil Bradford Hill criteria?
- How can this research be applied to treating or preventing disease?
- What is the impact of this condition on the population?
- What is the incidence (pick-up rate)? What is the prevalence?
- What are the risk factors related to this condition?

- Is there a public health policy for preventing this condition – is this a population strategy or a high risk one? Why (are particular age groups at higher risk? What factors are associated with higher risk? What is the evidence?)
- Is there evidence of the effectiveness of treatment or prevention? (Incidence, surveillance, monitoring)
- What is the popular perception – how might the media influence this perception?

Ethical Approval

Students that wish to carry out a piece of primary research which involves participation of students, staff or the public need to obtain ethical approval. This first needs to be sought from the Institute of Health Sciences Education Peer Review Committee (see page 29) using the following form - <https://d.pr/f/G1Tm9b>. Once approved, you then apply to the Research Ethics Committee of QMUL using the following site: <http://blsmd.uk/qmethics> Even if you think you don't need ethics then you should visit this site and read the notes carefully.

If your piece of research requires patient participation then you will require NHS ethics approval. You can check if you need NHS ethical approval using the HRA Tool: <http://blsmd.uk/hraethics>.

Resources

There is a wide range of public and global health resources available; the list below is only a small sample:

www.dh.gov.uk/ links:

<http://www.dh.gov.uk/PolicyAndGuidance/fs/en> (Policy & Guidance)

www.hpa.org.uk (Health Protection Agency) (formerly Public Health Laboratory Service)

www.statistics.gov.uk/ (Office of National Statistics – ONS)

The statistics published by the ONS can also be accessed in the following publications:

Mortality Statistics General: Series DH1

Mortality Statistics Cause: Series DH2

Mortality Statistics Childhood, Infant and Perinatal: Series DH3

Cancer Statistics Series MB1

The ONS also publishes quarterly Journals where the statistics are investigated in more depth. E.g. Population Trends & Health Statistics Quarterly

www.lho.org.uk (London Health Observatory)

www.odpm.gov.uk (Office of the Deputy Prime Minister)

www.who.int/about/en/ (World Health Organisation)

www.bbc.co.uk, www.bbc.co.uk/health/features/

www.telegraph.co.uk

www.the-times.co.uk/news/pages/resources/librarycontl.html

www.cnn.com/WORLD

www.nice.org.uk (National Institute for Health and Clinical Excellence)

www.nhsdirect.nhs.uk/ (NHS direct)

www.publichealth.hscni.net (*public health agency*)

www.whatispublichealth.org/index.html

Book: Official Health Statistics An unofficial guide. Ed Susan Kerrison & Alison Macfarlane, Arnold, London (2000) [Library Classmark WA 950 03] – This has good information on UK official statistics.

File management

Large files*: Previous students have had problems in emailing (& even printing) large files. If you have a large file (because you have downloaded or scanned in pictures) then you can convert your file to PDF.

Viruses: If you download from the internet at home and you do not have sufficient virus protection you can easily get your computer or discs infected. This can affect output.

Computer glitches: It is essential that you backup their work regularly! Computer failure hard/drive failure, lost or stolen memory stick, does not constitute an acceptable excuse for non- or late submission. It is advisable to keep a paper copy of the latest draft and, keep back up files of the text on more than one hard disc, CD, memory stick, or online cloud service, etc. Then if the computer crashes while reading or writing from your only disc, you will not have lost everything!

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.

GUIDANCE FOR TUTORS

The nature of the Student-Selected Components in Year 4 is different from that of other years of the current curriculum. The first three years of the degree programme should have provided students with a foundation in most core aspects of medicine and allied sciences. SSCs in these years will have prepared students for the objectives and outcomes of SSC4. Many will have begun to think about possible future career specialisations and may have determined areas, which particularly interest them. The primary objective of the Year 4 SSC is to allow students to develop these interests and write both knowledgeably and lucidly about one specific area in a degree of depth not possible within the core components of the MBBS curriculum. The dissertations need to incorporate synthesis and discussion of evidence and information. Where possible, Tutors may wish to consider a research and/or audit component to the SSC.

Students choose a dissertation title from a list provided by Tutors from within the School of Medicine and Dentistry and other associated partners, including several GPs. With your support and supervision, they are required to write a 6000-8000 word dissertation with some coverage of the topic's relevance to public health, as appropriate. The public health objective is that whatever topic the student selects, they should think about the implications for people (patients, individuals), society and the population that might be affected by a particular condition.

The topics have been designed to stimulate and challenge the student to write reflectively upon one or more elements of clinical science and/or clinical practice. This is an opportunity for students to assess the wider impact of medicine on society.

If you require further guidance in generating SSC dissertation titles please contact the SSC Administrator.

Whilst titles are predetermined, we encourage the particular interests of students to be reflected in the learning outcomes for their final dissertation and so allow flexibility in these titles. Students will have plenty of time to complete the dissertation although they should be encouraged not to leave it to the last minute before writing up. They will have approximately the equivalent of half a day per week throughout the year.

The students are advised to make contact with Tutors by the 6th of November to:

- agree details and plan of the project;
- agree learning outcomes;
- discuss the focus of the literature research;
- if possible, draft an outline for the dissertation.

Further meetings may be needed to:

- review progress;
- review drafts;
- feedback on learning outcomes.

Students will be provided with your contact details. If you have not been contacted by the student you may wish to contact them directly, or inform the Student Office who can do it on your behalf. Students are aware of the importance of full engagement with their Tutor. Students are aware that failure to engage with their Tutor may lead to a grade reduction as well as being flagged for unprofessional behaviour.

Time Management for Students

We would be grateful if you could support those students who prefer to get most of the work finished early. However those who choose to do it in the given time will need to be able to see you. Hence it would be useful if you would be prepared to make time for the students and in particular, fix times when they (if they wish) can send you a draft leaving enough time for you to return it so that they can finish the project by the stated deadline (12pm Monday 3rd June 2019). We estimate that you may need to meet your student(s) about three times over the course of the year, and be able to comment on drafts. Some of this can be done by email. Students should be encouraged to contact Tutors by email with questions or problems when they arise.

Guidance on Dissertation Content

It is envisaged that many projects will be library and internet-based and that the students will need some initial guidance in finding sources. Part of the SSC can also have a practical, clinical, audit or research component if you deem it appropriate. For instance, it is possible that students may be required to interview patients or study notes. Where patient contact is required for a project, questionnaires are used or patient records accessed, the Tutor should make the student aware of ethical considerations and should take responsibility for the process of obtaining the necessary ethical committee approvals. Ethical approval may take 3 months or more. If insufficient time is allowed for this it may not be possible to do it. If there is a research component, then please ensure that the ethical aspects are covered. It is also important that the student maintains confidentiality as well as the obligations under the data protection act.

It is important that the project assigned to the student is set at an academic level appropriate for a 4th year undergraduate student, and can be successfully completed within the designated time.

Public Health Component for SSC 4

Part of the requirements is to incorporate some aspects of public health into the dissertation (see Public Health Objectives). Suggested questions to think about when planning the dissertation (you need not address all of them, and you might think of some others not listed here!):

- Is there research into the aetiology/cause of this condition? What is the evidence, and do the causal relationships fulfil Bradford Hill criteria?

- How can this research be applied to treating or preventing disease?
- What is the impact of this condition on the population?
- What is the incidence (pick-up rate)? What is the prevalence?
- What are the risk factors related to this condition?
- Is there a public health policy for preventing this condition – is this a population strategy or a high risk one? Why (are particular age groups at higher risk? What factors are associated with higher risk? What is the evidence?)
- Is there evidence of the effectiveness of treatment or prevention? (Incidence, surveillance, monitoring)
- What is the popular perception – how might the media influence this perception?

The minimum that the students should consider (if appropriate) is the national/local policies and guidance regarding the subject in question (this should be available if the subject is screening or a disease, but possibly not relevant if it is more scientific or unusual). If there is no policy or guidance the student should report this. They could also consider the national and/or international impact of their subject. If it is a disease that people die of; the death rates, the proportion of people who die from it, etc. If it is a treatment; how will it improve the death rate, morbidity rate, is it relatively expensive, etc. This does not have to be more than a paragraph or two and some discussion could be part of the text, without a separate heading.

SSC4 is a Hurdle to Progression

As SSC4 is a hurdle for progression to Year 5 and therefore analogous to an exam, we would be grateful if you would kindly mark the dissertation and return the mark to the Student Office within 2 weeks of receiving the dissertation (**by 24th June 2019**). This is so that the year 4 Examination Board, which will be held about 3 weeks after the deadline for submission of dissertations, can consider all SSC grades.

Year 4 Prize for Best Dissertation

There is a prize (Sutton Prize), for the best two dissertations. Please consider recommending the work for this prize if you think that it is exceptional. The Prize will be awarded no later than the November of the following academic year.

Student Feedback

At the end of Year 4, students will be asked to complete an SSC Evaluation form (Bristol online survey). Once these have been collated and processed, the feedback will be transmitted back to you in summary form.

Guidance for students with problems

A few students will have problems which make it likely that they will submit late. They should contact their Academic Year Tutor to discuss their problems and the SSC Lead to indicate that they may need an extension. Students must submit an extenuating circumstances form to support this. The Academic lead will agree a new submission date, if deemed appropriate.

The SSC Tutor may wish to give relevant supporting evidence, but they cannot grant an extension.

Extenuating circumstances for extension of deadline: these need to be submitted in writing. The form can be accessed via QM+. Supporting evidence will be needed - e.g. medical certificate, supporting verification by Academic Year Tutor or Mentor.

If a student is likely to submit late, whether or not they have extenuating circumstances, they must keep their SSC Tutor and the Student Office informed of progress.

GRADING OF SSC4

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.

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.

Students are able to view the marking scheme used at the following website: <http://blsmd.uk/SSC4MarkSchemeStudentVersion>. A copy of this website is also available on QM+.

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 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 GRADUATE WITHOUT HAVING SATISFACTORILY COMPLETED ALL 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

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 sent and 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 tutor's name and the correct file extension.

Work for SSC4 should be submitted to:

- <http://blsmd.uk/SSC4submissionarea1819>

Specific instructions for submission of each SSC will be displayed on the submission page. Briefly, to submit work you should upload the file by clicking "Add Submission" and then 'Save Changes' once you have uploaded your file. You make changes to your submission before the next step. You MUST then press the "Send Assignment" button to complete your submission. Your work will not be considered as submitted until you have completed the process described. **You can only upload once and that submission is final** - we are unable to return submissions for re-submission, therefore, please ensure you upload the correct version of any work. You may seek advice on how to upload files from the SSC Team.

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 correctly and on time. Failure to do this will usually incur an E grade.

Once marked, your mark and feedback on your work will be emailed with end of year results to you to keep for your portfolio.

REGULATIONS & GUIDANCE

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.

You cannot drop an SSC 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.

Each student will be expected to complete the dissertation-based SSC during the course of the year (see guidance for students above).

Allocation of SSCs is made on a first-come, first-served basis. 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, and submitting your choices early.

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

If you are retaking the year and have 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 or Professionalism Tutor.

If you are retaking the year *ab initio* 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.

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).

All students are required to check their School email address regularly. We will contact you periodically to notify you of important SSC Programme information/changes. This is our main form of communication with you. Failure to do so is regarded as an issue of professionalism.

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.

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 and allocation of professionalism

points for lack of approach to learning. All resubmitted/remediated work is capped at a C grade.

All coursework 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.

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.

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.

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 5 days past following the deadline will incur an outright fail. No work will be accepted after 5 days past the deadline.

You may not start your self-organised SSC before it is approved. 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 by the deadline using the online form for the Head of the SSC programme (Dr Nimesh Patel) to approve.

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.

In order to progress to the next year of the course students must have satisfactorily completed the SSC.

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).

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!

IHSE Peer Review Process Flow Chart

