

| Programme Information | | |
|-----------------------|----------------|-----------------------|
| Programme Title | Programme Code | HECoS Code |
| Medicine | A100 | For Registry Use Only |

| Award | Length of Study | Mode of Study | Entry Point(s) | Total Credits | |
|-------|------------------|---------------|---------------------|---------------|------|
| | | | | ECTS | CATS |
| BSc | 6 academic years | Full-time | Annually in October | 370 | 740 |
| MBBS | | | | | |

| Ownership | | | |
|----------------------|---|---------------------------|--|
| Awarding Institution | Imperial College London | Faculty | Faculty of Medicine |
| Teaching Institution | Imperial College London | Department | School of Medicine |
| Associateship | Imperial College School of Medicine (AICSM) | Main Location(s) of Study | South Kensington Campus and Charing Cross Campus |

| External Reference | | |
|--|---|-----------------------|
| Relevant QAA Benchmark Statement(s) and/or other external reference points | General Medical Council: Outcomes for Graduates | |
| FHEQ Level | BSc | Level 6 |
| | MBBS | Level 7 |
| EHEA Level | BSc | 1st Cycle |
| | MBBS | 2 nd Cycle |

| External Accrator(s) (if applicable) | | | |
|--------------------------------------|-------------------------|------------------------|--|
| External Accrator: | General Medical Council | | |
| Accreditation received: | | Accreditation renewal: | |

| Collaborative Provision | | | |
|-------------------------|--------------------|--------------------------|-----------------------|
| Collaborative partner | Collaboration type | Agreement effective date | Agreement expiry date |
| N/A | N/A | N/A | N/A |

| Specification Details | |
|-----------------------|---|
| Programme Lead | Professor Amir Sam, Head of Imperial College School of Medicine |

| | |
|--|---------------|
| Student cohorts covered by specification | 2025-26 entry |
| Date of introduction of programme | October 19 |
| Date of programme specification/revision | November 2025 |

Programme Overview

The Faculty of Medicine at Imperial College London is among the largest in Europe, with a wide range of partners including GP practices, and hospital and mental health trusts, both inside and outside of London.

This programme is delivered through a range of teaching methods, including small group teaching, team-based learning, interactive lectures, technology-enhanced learning, laboratory and clinical skills classes and case-based learning. You gain clinical experience early in your degree, giving you direct contact with the diverse local patient population and enabling you to apply skills learnt in the classroom at an early stage.

The curriculum of this course reflects the values of the NHS Constitution: “Working together for patients, respect and dignity, everyone counts, commitment to quality of care, compassion and improving lives”. Further research of NHS Values, the NHS Constitution and how you might organise some relevant work experience are essential to making a strong application to this programme.

At Imperial, your studies will emphasise the integration of scientific knowledge and research methods with safe, effective and compassionate patient care. The intention is that the Imperial graduate will be able to practise evidence-based Medicine in any setting.

Those who successfully complete the programme will graduate with:

- Bachelor of Science (BSc)
- Bachelor of Medicine and Bachelor of Surgery (MBBS)

The curriculum is structured into three phases and is delivered as a matrix of modules and domains. Modules are topics taught in discrete periods of time and domains are overarching themes that weave through the programme and are delivered through the modules.

The first phase (Years 1 to 3) focuses on the integration of science and clinical knowledge and skills, while ensuring that you build the values and behaviours needed to practise medicine. You will focus on your communication skills and topics within professional values, and behaviour, tackling issues such as uncertainty and resilience. Phase 2 (Year 4) allows you to build on research skills developed in Phase 1 through one of a range of pathways. At the end of Phase 2, you will graduate with a BSc, and the award title will reflect your pathway option. Phase 3 (Years 5 and 6) centres on preparation for practice as a Foundation Doctor in the NHS, with a range of clinical placements in primary and secondary care settings. Towards the end of the programme following final examinations, you will undertake a period of pre foundation assistantship during which you will be embedded in a clinical team locally. You will then embark on an elective period, where you organise your own extended placement, either in the UK or abroad.

The programme is accredited by the General Medical Council (GMC) and has been carefully aligned with the GMC's *Outcomes for Graduates* (2018). The programme leads to a primary medical qualification, one of the requirements to practise as a doctor. The General Medical Council (GMC) introduced a Medical Licensing Assessment – the MLA - in 2024/25 to demonstrate that those who obtain registration with a licence to practise medicine in the UK meet a common threshold for safe practice. Applicants should be aware that to obtain registration with a licence to practise, medical students will need to pass both parts of the MLA, obtain the primary medical qualification and demonstrate their fitness to practise.

Learning Outcomes

These Programme Intended Learning Outcomes are derived from GMC Outcomes for Graduates (2018) and use the same broad domains from that document. They additionally reflect the intercalated BSc in the Imperial MBBS programme and ensure that our curriculum is fully aligned with the Imperial Learning and Teaching Strategy (2017).

At the end of this programme, you will be able to:

Professional values and behaviours

1. Demonstrate the professional values, behaviours and responsibilities of a doctor, putting the patient at the centre of all decision-making.
2. Apply ethical and legal principles to patient care and scientific research.
3. Apply the concepts of quality improvement, patient safety and safeguarding to clinical care.
4. Demonstrate intellectual curiosity, managing uncertainty and ambiguity, and recognise and evaluate complexity in both clinical and research settings.
5. Effectively participate in multidisciplinary teams and demonstrate leadership skills where appropriate, recognising the boundaries of own competency.
6. Demonstrate self-awareness and reflective practice and develop the skills and strategies to support own studies and wellbeing.
7. Demonstrate commitment to lifelong learning and evidence-based practice, supporting others in their learning.

Professional skills

8. Communicate effectively, openly and sensitively, with due regard for confidentiality, through a range of media in clinical and scientific settings.
9. Describe and apply the pathophysiology of common diseases to clinical diagnosis and management.
10. Elicit patient-centred case histories and carry out appropriate physical and mental state examinations and procedural skills safely and sensitively.
11. Synthesise the findings from history, examination and investigations to propose a diagnosis and develop a shared management plan for common acute, chronic and urgent physical and mental health presentations.
12. Explain the pharmacology of common medications and apply this knowledge to the management of patients as safe, competent prescribers who recognise the causes and consequences of prescribing errors.
13. Explain the process of translation of scientific discovery to the clinical setting and the application of a scientific approach to patient care.

Professional knowledge

14. Explain the NHS model of healthcare in the United Kingdom, including patient pathways.
15. Describe the normal human structure, function and development at all stages of life, including the mechanisms responsible for homeostasis.
16. Apply key biopsychosocial theories to illness, disability and disease, and describe how these impact on health outcomes and patient care.
17. Consider the impact of social context on a patient's health and apply the principles of population health to the prevention of illness and the promotion of health.
18. Apply knowledge of the research pathway and a range of research skills to critically appraise the work of others and to design and implement effective studies.

The Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College London degree programme. The Graduate Attributes are available at: <https://www.imperial.ac.uk/about/education/our-graduates/>

Entry Requirements

Academic Requirement

A Levels: Minimum entry standard **AAA** overall

To include:

| | |
|-------------------------------------|--|
| | <p>A in Chemistry A in Biology A in a third subject Pass in the practical science assessment for all science subjects which form part of the offer.</p> <p>General Studies and Critical Thinking may be taken but are not accepted as part of the offer. International Baccalaureate (IB): Minimum entry standard Minimum 38 overall with 6 in Chemistry and 6 in Biology.</p> <p>For further information on entry requirements, please go to www.imperial.ac.uk/study/apply/undergraduate/entry-requirements/</p> |
| English Language Requirement | <p>Higher requirement Please check for other Accepted English Qualifications</p> |
| Admissions Test/Interview | <p>All candidates applying to this course must take the University Clinical Aptitude Test (UCAT) in the year of application in order to be considered for interview.</p> <p>Invitation to an interview will be based on:</p> <ul style="list-style-type: none"> • the content of your UCAS application • your performance in the UCAT <p>If selected, you will be required to attend an interview. Further details about the selection criteria and interview process can be found on our admissions website.</p> |
| Other Admissions-Entry Requirements | <p>All candidates on receipt of an offer must complete an enhanced disclosure and barring service certificate application. An internal application deadline is set annually by university's Admissions. Further information can be found in the university's Disclosure and Barring Service Certification Policy.</p> <p>All candidates are asked to complete an Occupational Health Questionnaire, including vaccination history, ahead of entry, by the university's Occupational Health Service. The General Medical Council requires that we ensure you are not affected by a condition that would make it impossible to acquire the skills to qualify and work safely as a doctor. Applications from candidates with disabilities are welcomed and, wherever possible, we will seek to provide any extra support that may be necessary.</p> |

The programme's competency standards documents are available from the department.

Learning & Teaching Approach

Learning and Teaching Delivery Methods

Years 1 and 2 of Phase 1 are primarily delivered through a mixture of interactive large group and small group teaching. You will have preparatory work to undertake online before attending face to face teaching, in a model known as the 'flipped classroom' approach. The large group teaching includes interactive lectures, team-based learning and skill-based learning, with clinical skills and scientific practicals. The small group teaching will involve tutorials, clinical skills and scientific practicals and situational learning such as clinical placements. This teaching will cover content related to the modules of Phase 1 and the programme domains. A proportion of the teaching will be delivered by case studies that will enable you to integrate your knowledge of the scientific and clinical elements from different modules and domains. There will also be simulation designed to prepare you for clinical placements.

In Years 1 and 2, patient contact will be delivered through the Patients, Communities and Healthcare modules. There will be opportunities to see patients in their homes, in general practices and in hospital settings, and to interact with community health providers. In Year 3, you will have extended clinical placements. Medicine and

Surgery will be hospital-based and Medicine in the Community will be based in primary care. There will also be two weeks of campus-based teaching at the end of each rotation to consolidate learning from the clinical placements.

In Phase 2 (Year 4) you will select a BSc pathway. Module 1 of your pathway will comprise 3 three-week teaching blocks with a consolidation week after each block. Module 2 will involve group work to produce a literature review and in Module 3 you will work independently on a research project. Under certain circumstances, it may be possible to undertake an intercalated BSc at another UK university.

In Phase 3 (Years 5 and 6), you will have clinical placements based in the hospital and community in clinical specialties, medicine and surgery. These placements are designed to integrate your clinical knowledge and prepare you for practice as a Foundation Doctor. In addition to being embedded in clinical teams, a range of structured teaching and simulation sessions will be provided to give you experience of unfamiliar situations, managing uncertainty and to enable you to practise making decisions. You will also have an opportunity to select a specialty choice placement during Phase 3.

After Year 6 examinations and the Medical Licensing Assessment, there will be the Preparedness for Practice module which contains a pre foundation assistantship during which you will be embedded in a clinical team locally, as well as an elective period where students organise their own extended placement, either in the UK or abroad. The Preparedness for Practice module will need to be completed to a satisfactory standard in order to obtain the final award.

Overall Workload

Your overall workload consists of face-to-face sessions and independent learning. Medicine is an intensive programme and you can normally expect to have timetabled teaching from 0800 to 1800 Monday to Friday, except for Wednesday afternoon, which is kept free for your extracurricular activities. You will be expected to attend a number of “out of hours” shifts while on placement in Phase 3. There is time built into the programme for consolidation, preparatory work and independent learning.

At Imperial, each ECTS credit taken equates to an expected total study time of 25 hours. Each Year of the programme will amount to 60-80 credits. The credits are notional as typically an MBBS degree is not credit rated. They have been applied to give an idea of the volume of workload and hours of study per module.

Assessment Strategy

Assessment Methods

The programme employs an approach to assessment known as ‘programmatically assessment’. This is a centrally managed assessment strategy, intended to support your learning throughout the programme. You will receive regular information-rich feedback from tutors to foster self-directed learning behaviour. We use a variety of assessment data points as each module progresses. This comprises a number of instruments for assessment, including written examinations, practical examinations and a series of Workplace Based Assessments (WBA). The WBA assesses clinical skills or practical procedures undertaken *in situ* in the clinical context by a healthcare professional.

You will receive regular feedback on your performance via a tutor. This will help you to reflect on your learning and make appropriate adjustments if necessary.

At the end of each year, we will review your assessment data and make a decision on your readiness to progress into the next year of the programme.

Phase 1

During Phase 1, there will be a number of **formative** and **summative** assessments of knowledge and practical skills. The formative assessments are designed to help you understand how you are progressing with your learning and you will be able to discuss these with your tutor. The full range of assessments will include:

- Single best answer questions (SBAQs) and very short answers questions (VSAQs) which will take place in class
- Short answer questions (SAQs) facilitating a more in-depth understanding of key topics. These will be self-assessed against model answers and also discussed with tutors.

- Assessment of both individual and group module components. Multiple data points are aggregated.
- Collaborative projects to promote team working skills.

Clinical skills will be assessed from Year 1 – you will be assessed on patient encounters in a form of workplace based assessments (WBA) from your first clinical placement. In Year 2 you will have a formative and a summative Clinical Practical Assessment (CPA), and in Year 3 you will have a summative Objective Structured Clinical Examination (OSCE).

- Summative knowledge assessments: There will be summative assessments containing a range of item formats including SBAQs, VSAQs and/or SAQs. There will also be a spot test in both years 1 and 2.

Phase 2

The emphasis in Phase 2 is on acquiring generic transferable research skills rather than in-depth knowledge of your chosen BSc pathway. There will be an emphasis on developing team work skills and writing skills required to present research for publication in the future.

Written assessments will include:

- Project report
- Review articles
- Scientific Abstracts
- Lay communications/ press releases
- Digital storytelling
- Report writing

Practical assessments will include:

- Oral presentation of research project and future directions
- Oral presentations or debates of controversial issues; draw appropriate conclusions, and justify a point of view
- Poster presentation of clinical case study

Phase 3

Phase 3 assessment was recently reviewed due to the GMC-mandated introduction of a national Medical Licensing Assessment (MLA) in 2024/25.

Therefore, these assessments now include:

1. A number of in course assessments, typically workplace-based assessments, for each placement
2. Knowledge based written assessments
3. Clinical and Professional Skills Assessment (PACES)
4. The MLA Applied Knowledge Test (AKT)
5. The MLA Clinical and Professional Skills Assessment (CPSA)
6. Prescribing Safety Assessment (PSA)

Academic Feedback Policy

Feedback is essential for learning and you will receive feedback on a regular basis throughout the programme to inform you about your learning, with advice about areas where you are performing well and where you can improve if appropriate. We will use the principles of good feedback to provide specific and timely feedback to enable you to build on your knowledge and skills make any changes before the next assessment point.

The style of feedback provided varies depending on the context and will include: formative online self-assessments, formative in-class tests, formative examinations, immediate verbal feedback during clinical teaching and

presentations, written clinical encounter forms during clinical placements and marks and domain-based performance indicators in summative exams.

Feedback is provided in line with the university's Policy on Academic Feedback.

Imperial's Policy on Academic Feedback and guidance on issuing provisional marks to students is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Re-sit Policy

Imperial's Policy on Re-sits is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Mitigating Circumstances Policy

Imperial's Policy on Mitigating Circumstances is available at: www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Additional Programme Costs

This section should outline any additional costs relevant to this programme which are not included in students' tuition fees.

| Description | Mandatory/Optional | Approximate cost |
|---|--------------------|---|
| Travel – to and from clinical placements Some of these costs are covered by the NHS Bursary in Years 5 and 6. | Mandatory | The price will vary depending on where you live and where your placement is located. A weekly travel card for zones 1-5 costs £76.40 (March 2025) |
| Elective – additional costs may be incurred for travel and accommodation, depending on where you decide to go. This may be subsidised under certain circumstances on application. | Optional | Will vary depending on selected destination |
| Clinical Research and Innovation – research experiences. | Optional | A range of research experiences are available in London and the wider UK. |
| Research project opportunities at Institute of Science Tokyo | Optional | Varies |
| Phase 2 | Optional | Some Phase 2 pathways will have optional additional costs – please see relevant module specifications. |

Important notice: The Programme Specifications are the result of a large curriculum and pedagogy reform implemented by the Department and supported by the Learning and Teaching Strategy of Imperial College London. The modules, structure and assessments presented in this Programme Specification are correct at time of publication but might change as a result of student and staff feedback and the introduction of new or innovative approaches to teaching and learning. You will be consulted and notified in a timely manner of any changes to this document.

Programme Structure¹**Phase 1a - FHEQ Level 4**
You will study all core modules.

| Code | Module Title | Core/ Elective | Group* | Term | Credits |
|--------------|---|-------------------|--------|-------------------|---------|
| MEDI40001 | Principles of Medicine | Core | | Autumn | 10 |
| MEDI40002 | Bioregulatory Systems 1a | Core | | Autumn- Spring | 20 |
| MEDI40003 | Clinical and Scientific Integration 1a | Core | | Autumn- Summer | 10 |
| MEDI40004 | Patients, Communities and Healthcare 1a | Core | | Autumn- Summer | 10 |
| MEDI40005 | Lifestyle Medicine and Prevention 1a | Core | | Autumn- Summer | 10 |
| Credit Total | | | | | 60 |

Phase 1b - FHEQ Level 5
You will study all core modules.

| Code | Module Title | Core/ Elective | Group | Term | Credits |
|--------------|---|-------------------|-------|-------------------|---------|
| MEDI50001 | Bioregulatory Systems 1b | Core | | Autumn- Spring | 20 |
| MEDI50002 | Clinical and Scientific Integration 1b | Core | | Autumn- Spring | 10 |
| MEDI50004 | Patients, Communities and Healthcare 1b | Core | | Autumn- Spring | 10 |
| MEDI50003 | Lifestyle Medicine and Prevention 1b | Core | | Autumn- Spring | 10 |
| MEDI50005 | Clinical Research and Innovation | Core | | Summer | 10 |
| | I-Explore | Compulsory | | Autumn- Summer | 5 |
| Credit Total | | | | | 65 |

Phase 1c- FHEQ Level 5/6
You will study all core modules.

| Code | Module Title | Core/ Elective | Group | Term | Credits |
|------|--------------|-------------------|-------|------|---------|
|------|--------------|-------------------|-------|------|---------|

¹ **Core** modules are those which serve a fundamental role within the curriculum, and for which achievement of the credits for that module is essential for the achievement of the target award. Core modules must therefore be taken and passed in order to achieve that named award. **Compulsory** modules are those which are designated as necessary to be taken as part of the programme syllabus. Compulsory modules can be compensated. **Elective** modules are those which are in the same subject area as the field of study and are offered to students in order to offer an element of choice in the curriculum and from which students are able to select. Elective modules can be compensated.

| MEDI60024 | Patients, Communities and Healthcare 1c | Core | | Autumn-Summer | 60 |
|--|---|-------------------|-------|---------------|---------|
| Credit Total | | | | | 60 |
| Phase 2- FHEQ Level 6 You will study all core modules. You must choose one elective module from Group A and one elective module from Group B. You may only take Self-directed Learning; Group and independent analyses in Humanities, Philosophy and Law if you have completed Topics in Humanities, Philosophy and Law | | | | | |
| Code | Module Title | Core/ Elective | Group | Term | Credits |
| MEDI60003 | Topics in Anaesthesia and Critical Care | Elective | A | Autumn | 25 |
| MEDI60004 | Topics in Cancer Frontiers | Elective | A | Autumn | 25 |
| MEDI60005 | Topics in Cardiovascular Sciences | Elective | A | Autumn | 25 |
| MEDI60006 | Topics in Endocrinology | Elective | A | Autumn | 25 |
| MEDI60007 | Topics in Gastroenterology and Hepatology | Elective | A | Autumn | 25 |
| MEDI60001 | Topics in Global Health | Elective | A | Autumn | 25 |
| MEDI60002 | Topics in Molecular and Translational Haematology | Elective | A | Autumn | 25 |
| MEDI60015 | Topics in Humanities, Philosophy and Law | Elective | A | Autumn | 25 |
| MEDI60008 | Topics in Immunity and Infection | Elective | A | Autumn | 25 |
| MEDI60009 | Topics in Neurosciences and Mental Health | Elective | A | Autumn | 25 |
| MEDI60010 | Topics in Pharmacology | Elective | A | Autumn | 25 |
| MEDI60011 | Topics in Remote Medicine | Elective | A | Autumn | 25 |
| MEDI60012 | Topics in Reproductive and Developmental Sciences | Elective | A | Autumn | 25 |
| MEDI60014 | Topics in Translational Respiratory Medicine | Elective | A | Autumn | 25 |
| MEDI60013 | Topics in Surgical Design, Technology and Innovation | Elective | A | Autumn | 25 |
| MEDI60016 | Group and Independent Analyses in Anaesthesia and Critical Care | Elective | B | Spring | 10 |
| MEDI60056 | Group and Independent Analyses in Cancer Frontiers | Elective | B | Spring | 10 |
| MEDI60057 | Group and Independent Analyses in Cardiovascular Sciences | Elective | B | Spring | 10 |
| MEDI60058 | Group and Independent Analyses in Endocrinology | Elective | B | Spring | 10 |
| MEDI60059 | Group and Independent Analyses in Gastroenterology and Hepatology | Elective | B | Spring | 10 |
| MEDI60061 | Group and Independent Analyses in Global Health | Elective | B | Spring | 10 |

| | | | | | |
|-----------|--|----------|---|--------|----|
| MEDI60068 | Group and Independent Analyses in Immunity and Infection | Elective | B | Spring | 10 |
| MEDI60069 | Group and Independent Analyses in Molecular and Translational Haematology | Elective | B | Spring | 10 |
| MEDI60062 | Group and Independent Analyses in Neuroscience and Mental Health | Elective | B | Spring | 10 |
| MEDI60063 | Group and Independent Analyses in Pharmacology | Elective | B | Spring | 10 |
| MEDI60064 | Group and Independent Analyses in Remote Medicine | Elective | B | Spring | 10 |
| MEDI60065 | Group and Independent Analyses in Reproductive and Developmental Sciences | Elective | B | Spring | 10 |
| MEDI60066 | Group and Independent Analyses in Surgical Design, Technology and Innovation | Elective | B | Spring | 10 |
| MEDI60067 | Group and Independent Analyses in Translational Respiratory Medicine | Elective | B | Spring | 10 |
| MEDI60017 | Group and Independent Analyses in Humanities, Philosophy and Law | Elective | B | Spring | 10 |
| MEDI60018 | Research Project in Anaesthesia and Critical Care | Elective | | Summer | 25 |
| MEDI60051 | Research Project in Cancer Frontiers | Elective | | Summer | 25 |
| MEDI60052 | Research Project in Cardiovascular Sciences | Elective | | Summer | 25 |
| MEDI60050 | Research Project in Endocrinology | Elective | | Summer | 25 |
| MEDI60049 | Research Project in Gastroenterology and Hepatology | Elective | | Summer | 25 |
| MEDI60048 | Research Project in Global Health | Elective | | Summer | 25 |
| MEDI60071 | Research Project in Immunity and Infection | Elective | | Summer | 25 |
| MEDI60070 | Research Project in Molecular and Translational Haematology | Elective | | Summer | 25 |
| MEDI60047 | Research Project in Neuroscience and Mental Health | Elective | | Summer | 25 |
| MEDI60053 | Research Project in Pharmacology | Elective | | Summer | 25 |
| MEDI60046 | Research Project in Remote Medicine | Elective | | Summer | 25 |
| MEDI60045 | Research Project in Reproductive and Developmental Sciences | Elective | | Summer | 25 |
| MEDI60055 | Research Project in Surgical Design, Technology and Innovation | Elective | | Summer | 25 |
| MEDI60054 | Research Project in Translational Respiratory Medicine | Elective | | Summer | 25 |

| MEDI60019 | Research Project in Humanities, Philosophy and Law | Elective | | Summer | 25 |
|---|--|-------------------|-------|---------------|---------|
| Credit Total | | | | | 60 |
| Phase 3a - FHEQ Level 7 | | | | | |
| You will study all core modules. | | | | | |
| Code | Module Title | Core/ Elective | Group | Term | Credits |
| MEDI70034 | Patients, Communities and Healthcare 3a | Core | | Autumn-Summer | 60 |
| MEDI70033 | Pathology | Core | | Autumn-Summer | 5 |
| Credit Total | | | | | 65 |
| Phase 3b - FHEQ Level 7 | | | | | |
| You will study all core modules. | | | | | |
| Code | Module Title | Core/ Elective | Group | Term | Credits |
| MEDI70036 | Patients, Communities and Healthcare 3b | Core | | Autumn-Summer | 40 |
| MEDI70035 | Preparedness for Practice | Core | | Summer | 20 |
| Credit Total | | | | | 60 |

* 'Group' refers to module grouping (e.g. a group of electives from which one/two module(s) must be chosen).

Progression and Classification

In order to progress through the MBBS/BSc degree and obtain the final award, you must achieve the following:

Phase 1

You must achieve a 'pass' in each module.

In Year 2, you are required to take an I-Explore module. All Year 2 students must satisfactorily attend and engage with their I-Explore module and complete all associated assessments. Students who fail their I-Explore module at the main sitting will be required to re-sit. The exam board may decide to compensate the module for students who have failed both sittings, if they achieved a score between 30.00 and 39.99% and have otherwise successfully completed the year.

You may choose to follow extracurricular Horizons modules in Years 1 and 4 (Phase 2). Years 3, 5 and 6 are predominantly placement-based and are therefore not compatible with participation in Horizons.

Subject to approval of the Examination Board, you are permitted to undertake a programme transfer in one of two instances during Phase 1:

- a) Following successful completion of Year 1 and Year 2 of the MBBS, you wish to take the BSc in Medical Sciences (with specialism) as a final award.
- b) Following successful completion of Year 1 and Year 2, and unsuccessful completion of Year 3 of the MBBS, you wish to take the BSc in Medical Sciences (with specialism) as a final award.

Phase 2

You must achieve an aggregate mark of at least 40.00% in each module.

The BSc is classified as follows:

Third class: a student must achieve an aggregate mark of 40.00%

Lower Second class: a student must achieve an aggregate mark of 50.00%

Upper Second class: a student must achieve an aggregate mark of 60.00%

First class: a student must achieve an aggregate mark of 70.00%

The BSc award is weighted at 100% on Phase 2.

Phase 3

You must achieve a 'pass' in each module. This includes a 'pass' in the [Prescribing Safety Assessment \(PSA\)](#) in Phase 3b which the school elects to incorporate as a summative assessment within the programme.

The MBBS degree is not classified. In order to be considered for the award, you must successfully complete all required modules in Phases 1, 2 and 3.

Throughout the programme, there are General Medical Council-mandated 'gateway' assessments, including Directly Observed Procedural Skills (DOPS) which students will typically be required to complete on placement during the course of an academic year. These assessments can be repeated as necessary until they have been satisfactorily completed. Entry into summative examinations towards the end of each year is contingent on satisfactory completion of placements and any associated gateway assessments. Students will be informed when gateway assessments apply and will be given clear deadlines by which to have completed them.

Please find the full Academic Regulations at www.imperial.ac.uk/about/governance/academic-governance/regulations/. Please follow the prompts to find the set of regulations relevant to your programme of study.

Programme Specific Regulations

This programme has the following exceptions to the *Regulations for Taught Programmes of Study*:

1. Assessments in Phase 1 and Phase 3 are standard set using a variety of methods, are variable across academic years and across different examinations, and are not fixed at 40%. For examinations that run over 2-3 consecutive sessions, the pass mark may not be the same on all sessions, due to the use of borderline regression.
2. Practical assessments are not open double marked. Marks are awarded from multiple examiner judgements across multiple stations. At least one Internal Examiner and one External Examiner will rotate through practical assessment stations in order to further quality assure the standards. Post hoc analysis of results is also undertaken. A candidate cannot fail on the basis of a single station or an individual examiner judgement.
3. Students who fail an assessment at the first attempt and pass it on re-assessment - without approved mitigating circumstances - will have their result capped at the pass mark set for the specific re-assessment session. For modules comprising multiple assessments (e.g. *Bioregulatory Systems*), capping is applied to the failed assessment component rather than the overall module, due to variation in the pass marks.
4. Students that do not pass all modules by the end of the year (i.e. they have failed the first sit and re-sit) and do not have an accepted claim for mitigating circumstances for the relevant assessment(s) - with the exception of I-Explore and points 6 and 7 below - will be deemed to have failed the programme and will be required to withdraw (Academic Failure) as they will have exceeded the maximum number of attempts.
5. Students that do not pass all modules by the end of the year (i.e. they have failed the first sit and re-sit) but have an accepted claim for mitigating circumstances for the relevant assessment(s), -with the exception of I-Explore and points 5 and 6 below - will not be permitted to progress to the next year of the programme. They will be required to repeat the year in full, attending learning and teaching activities as specified by the academic team and passing all assessments, regardless of whether any have been passed previously. Repeat years will only be permitted as long as the student will not exceed the maximum registration period for the programmes (programme length plus 2 years (8 years)). NB the maximum period of registration includes any period of Interruption of Study.
6. MBBS students who on their first entry do not successfully complete one or more examination assessments in Phase 3a (Year 5) of the programme may, at the discretion of the Board of Examiners, progress into Phase 3b (Year 6). Similarly, students who do not successfully complete one or more assessments in Phase 2 (Year 4) of the programme may, at the discretion of the Board of Examiners, progress into Phase 3a (Year 5). Progression under this regulation will be permitted only where a standard resit opportunity is provided within the first eight weeks of the subsequent year, at which point students must redeem any failure carried forward. If unsuccessful, they must step off the programme, or where an appropriate claim for Mitigating Circumstances has been accepted, return to repeat Phase 3a (Year 5). If a standard resit opportunity is not available within the first eight weeks of the subsequent year, students will be required to undertake and pass the resit(s) prior to progressing to the subsequent year.
7. Students are permitted a maximum of four valid attempts at the Applied Knowledge Test (AKT) summative assessment in Phase 3b. Students are permitted to have up to two attempts at the AKT in any academic year. A successful attempt at the AKT will remain valid for 2 years. This programme specific regulation is applied due to externally set guidance from the Medical Schools Council with respect to the AKT. As per the programme regulations, the number of attempts for all other programme assessments, without approved mitigating circumstances, is two. In all cases, including the AKT, opportunities for reassessment are provided subject to the maximum registration period not being exceeded.

Supporting Information

The Programme Handbook is available from the department.

The Module Handbook is available from the department.

Imperial's entry requirements for postgraduate programmes can be found at:

www.imperial.ac.uk/study/apply/postgraduate-taught/entry-requirements/accepted-qualifications/

Imperial's Quality & Enhancement Framework is available at:

www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance

Imperial's Academic and Examination Regulations can be found at:

www.imperial.ac.uk/about/governance/academic-governance/regulations

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www.imperial.ac.uk/admin-services/secretariat/university-governance-structure/charters/

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www.officeforstudents.org.uk/advice-and-guidance/the-register/

This document provides a definitive record of the main features of the programme and the learning outcomes that you may reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and professional staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.