

# Bachelor of Medicine and Bachelor of Surgery (MBBS) 2026/27

## Programme Specification



## BACHELOR OF MEDICINE AND BACHELOR OF SURGERY (MBBS)

### PART 1 – PROGRAMME SPECIFICATION

This programme specification provides a succinct overview of the key aspects of the programme and outlines the learning outcomes that you are expected to achieve and demonstrate, provided you fully utilise the learning opportunities available.

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#### 1. Awarding institution

- St Mary's University, Twickenham

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#### 2. Partner institution and location of teaching (if applicable)

- St Mary's University and affiliated NHS Trusts and primary care providers.

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#### 3. Type of collaborative arrangement (if applicable)

N/A

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#### 4. Name and level of final award title(s) including sub-awards

- MBBS (Hons) Bachelor of Medicine and Bachelor of Surgery

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#### 5. Interim/Exit award(s) with award titles (if specific titles have been designated)

Where you either decide to withdraw yourself from the programme or are withdrawn from the programme by the Board of Examiners because you have not met the criteria for progression to either the next level of study, or for final award, due to academic failure or fitness to practice concerns, you may be eligible for interim awards depending on the number of credits achieved.

You will be eligible for the following awards provided that the conditions listed have been met. All awards will be classified in line with St Mary's academic regulations.

- Cert HE in Medical Sciences upon completion of a minimum of 120 credits at L4 or above
- DipHE in Medical Sciences upon completion of a minimum of 240 credits with at least 120 credits at L5
- BSc (Hons) Medical Sciences upon completion of a minimum of 360 credits with at least 120 credits at L5 and 120 credits at L6.

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#### 6. Faculty with responsibility for the programme

Medicine

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## 7. Language of delivery and assessment

English

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## 8. UCAS code

A100 for 5-year course (entry at year 1)

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## 9. HECos codes

- 100271 (Medicine)

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## 10. Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition

- Accreditation: General Medical Council (GMC)
- Compliance with Outcomes for Graduates, General Medical Council (GMC)
- UK Foundation Programme (UKFP) recognition for progression into Medical Practice

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## 11. QAA subject benchmark(s) or other relevant external reference points

- [General Medical Council Outcomes for Graduates \(2018\)](#)
- [General Medical Council Promoting Excellence: Standards for Medical Education and Training](#)
- [UK Quality Code for Higher Education \(QAA\), including the Frameworks for Higher Education Qualifications \(FHEQ\)](#)
- [Medical Licensing Assessment \(MLA\) Requirements](#)

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## 12. Normal completion time and maximum duration of study

- Normal completion time: 5 years (full-time)
- Maximum duration: 7 years (including and deferrals)

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## 13. Mode of study and normal start month

- Full-time
- September

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## 14. Mode of delivery

- Campus and Placement based

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## 15. Approval and name of authorised body

- External Accreditation: General Medical Council (GMC).
- Internal programme validation: Academic Board.

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## 16. Valid cohorts, commencing study in (month/year)

- From September 2026.

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## 17. Additional Programme Costs

- Your tuition fees will cover the cost of all mandatory elements of your programme.
- Additional costs could be incurred depending on optional modules chosen and other projects undertaken.
- For further information about additional costs please see our [additional costs webpage](#).

## PART 2 – CURRICULUM SPECIFIC DETAILS

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## 18. Summary of the programme

At [St Mary's University School of Medicine](#) our goal is simple: to develop scientifically and digitally excellent, human-centred medical leaders who are committed to making a sustainable difference to our world. You will train to become human-centred medical leaders through a degree that integrates scientific excellence, digital health, and education with compassionate care and ethical practice.

You will gain compassionate clinical experience, benefit from cutting-edge digital learning, and join a vibrant community with a global perspective, all underpinned by a passion for teaching excellence. We will empower future doctors with our 'CARE Principle':

- Compassion: For your patients, yourself and other students.
- Ambition: Study world leading science and clinical practice through a values-led curriculum.
- Readiness: Prepare for your future career as you learn through active clinical service in the NHS, from year 1.
- Excellence: Join a TEF Silver University with brand new, digitally advanced facilities on our nurturing green campus in London.

Our programme will be taught at our [beautiful and historic campus](#) located in Twickenham, London. You will be taught by academics, clinical practitioners, and patients in our new School of Medicine and on Clinical Placements. We prepare students for a medical career through an integrated, patient-centred curriculum aligned with General Medical Council (GMC) standards.

The programme combines scientific knowledge, clinical practice, and professional development to produce competent, ethical and compassionate doctors. Our holistic curriculum will equip you with the values, learning experience, and purpose to change lives. You will be taught in small classes and serve patients in diverse community and hospital settings, with pastoral support throughout. St Mary's medical graduates will learn to care for their patients, for each other and for themselves, so you will thrive professionally and personally.

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## 19. Programme Aims

Main educational aims of programme are as follows:

- Develop graduates with strong clinical, ethical, and professional skills.

- Ensure compliance with the General Medical Council's Outcomes for Graduates.
- Provide early and progressive clinical exposure across diverse healthcare settings.
- Equip students with lifelong learning skills, research capabilities, and leadership qualities.
- Promote awareness of health inequalities and social determinants of health.

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## 20. Criteria for admission

### Programme entrance requirements

St Mary's University promotes inclusiveness and encourages applications from diverse backgrounds. The policy employs a contextualised admissions approach, considering factors such as educational and socio-economic backgrounds alongside academic potential. This approach is particularly geared towards addressing barriers to entry by offering reduced academic offers to widening participation candidates. We will be accepting applications from international students for entry in 2026. You can apply directly to St Mary's University, or via the University and College Admissions Service (UCAS). We are unable to accept applications from UK/Home students in 2026.

Applications are processed through UCAS for home candidates, while international candidates can apply via UCAS or direct application. All candidates receive equal consideration, and interviews are scheduled in January, March, and June, depending on the number of offers made.

### Full-time undergraduate programme admission process

- Applicants must meet both general university entry requirements and specific programme requirements. Evidence of study within the last five years and an academic reference are mandatory. The admissions process includes online interviews to assess non-academic requirements.
- GCSEs: Minimum grade 6 in Maths, English Language, Biology, and Chemistry or Dual Science
- A Levels: Typical offer of AAA, including Chemistry or Biology and another science.
- St Mary's University offers contextual admissions to promote inclusiveness, considering factors like educational and socio-economic backgrounds, applicant's school history, and personal circumstances such as age, disability, time in care, and school performance.
- IB: Overall score of 36 points with specific subject requirements
- All applicants must take the UCAT, which assesses various skills relevant to medical education. The admissions team implements a gathered field approach to evaluate applications against peers, ensuring the best candidates are selected.
- The university considers applications for deferred entry and requires all candidates to be at least 18 years old by January 1 of the enrolment year.
- Applicants with disabilities are encouraged to declare their needs, allowing the admissions team to make reasonable adjustments during the interview process.
- An Enhanced DBS check is mandatory for clinical placements, and any criminal convictions may affect admission eligibility.
- The university provides generic feedback to unsuccessful applicants and allows appeals against admission decisions based on specific grounds.

### Disclosure Barring Service (DBS) and Occupational Health

- This course will involve you working with vulnerable groups of individuals, including children. To ensure that the University offers places on their programmes to suitable candidates, you must have Enhanced Disclosure and Barring Service (DBS) clearance (formerly termed CRB). We will arrange this for you.
- For international students, an in-country police check is also required.
- We will be able to guide you through this process once you have been offered a conditional place of study at St Mary's University.
- It is important to note that should your enhanced DBS check prove to be unsatisfactory for the purpose of studying medicine, your offer of a place may be withdrawn.
- If you have already enrolled on the course and your DBS check subsequently discloses a criminal conviction, you may be required to withdraw from the course even if you have already started.
- If you are aware that your DBS check will disclose a previous conviction, please contact the course leader for advice as not all convictions may preclude you from continuing with the course.
- We will also require a satisfactory occupational health clearance.

## UCAS

- Support is available to create your [Create your UCAS personal statement](#) through our online builder and we will email you a copy of your completed version at the end.
- For further Information about entry requirements please [get in touch](#).
- If you are currently living in the United Kingdom and Ireland, you will need to [apply directly through UCAS](#). You can check our [step-by-step application guide](#) for detailed information.
- All candidates must also satisfy the general admission requirements of St Mary's University as outlined in the [Admissions Policy](#), as well as those specified in the University Academic Regulations.

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## 21. Scheduled learning time

(The number of guided learning hours (GLH) is 10 hours per 1 credit) - [QAA Student Contact Hours](#).

Approximate learning hours:

Type of learning time	Number of hours	Expressed as %
Contact time	2,089.5	33%
Placement/work-based learning hours	2604	40%
Guided learning hours	833	13%
Independent study time	913.5	14%
<b>TOTAL*</b>	<b>6440</b>	<b>100%</b>

*\*A typical 3-year undergraduate programme has a total of 3600 hours. A typical 1-year Masters level programme has a total of 1800 hours*

Over five years, the distribution of learning activities changes significantly. Lectures and seminars are more frequent in Year 1 and gradually decrease by Year 5. Clinical placements start to increase steadily



as students progress to Year 5. Phase 2 of the programme requires the most time commitment in the later years. Simulation skills are prominent in the initial years before stabilising in subsequent years. Guided study hours remain consistent throughout the five years of study. Independent study begins with a higher number of hours in Year 1 and gradually decreases by Year 5. The total number of learning hours per year increases as students advance through the programme.

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## 22. Programme learning outcomes

Learning outcomes are statements on what successful students have achieved as the result of learning. These are threshold statements of achievement; the learning outcomes broadly fall into the categories outlined below. Graduates of the MBBS (Hons) programme will be able to:

### GMC's overarching outcome for graduates:

- Medical students are tomorrow's doctors. In accordance with good medical practice, newly qualified doctors must make the care of patients their first concern, applying their knowledge and skills in a competent, ethical, and professional manner and taking responsibility for their own actions in complex and uncertain situations.

### Knowledge and understanding

- Demonstrate comprehensive medical knowledge, clinical skills, and professional behaviours necessary to deliver safe, effective, and compassionate patient care across diverse settings.
- Understand and respond to the social determinants of health, recognising their impact on patient outcomes locally, nationally, and globally.
- Apply knowledge of anatomy, physiology, and biomedical sciences to support understanding of pathologies, and facilitate examination and intervention for patients.
- Appraise and apply research methodologies and evidence-based practice to inform medical practice and patient care.
- Understand public health principles to promote health, prevent disease, and reduce the burden of illness in society.
- Apply principles related to quality improvement, clinical governance, and non-technical skills to clinical practice.
- Demonstrate understanding of the professional responsibilities, ethical principles, and legal requirements governing medical practice, including patient consent, confidentiality, safeguarding, and fitness to practice.

### Cognitive skills

- Critically analyse and reflect on clinical practice to support continuous personal and professional development, ensuring lifelong learning and adherence to fitness practice requirements.
- Integrate scientific principles, research evidence, and clinical guidelines to inform medical practice and promote evidence-based healthcare.
- Apply critical thinking to interpret clinical histories, examination findings, and investigations to develop a differential diagnosis in varied clinical settings.
- Evaluate risk factors and update risk assessments, using situational awareness to identify potential sources of error in clinical practice.

- Critically appraise medical research to inform clinical practice, improving evidence-based decision-making.
- Demonstrate leadership, management, and teamwork skills to enhance patient safety, service quality, and education within healthcare teams.

### Practical skills

- Apply digital technologies and innovations to enhance clinical decision-making, patient management, and healthcare delivery.
- Demonstrate resilience, adaptability, and innovation in addressing the evolving challenges of healthcare delivery and medical education.
- Complete diagnostic procedures required of a graduate medical professional, as identified by the General Medical Council, to ensure safe and effective patient care.
- Complete therapeutic procedures required of a graduate medical professional, ensuring safety, effectiveness, and alignment with GMC guidelines.
- Prescribe medications and other licensed products in a safe, effective, and efficient manner, demonstrating understanding of pharmacology, drug interactions, and the considerations for vulnerable populations.
- Demonstrate competence in delivering basic/intermediate life support skills in accordance with the latest guidelines and clinical protocols.
- Assess patients' healthcare needs holistically, considering physical, mental, and social factors, to make a comprehensive diagnosis and management plan.
- Work in multi-disciplinary teams, taking on leadership and teaching roles to support best medical practice and patient outcomes.

### Key / transferable skills

- Communicate effectively and empathetically with patients, families, carers, and multidisciplinary teams, respecting diversity, cultural perspectives, and ensuring informed consent and shared decision-making.
- Exhibit professionalism, ethical integrity, and leadership, maintaining patient safety and quality improvement at the core of practice. Demonstrate reflective practice and continuous professional development.

### MBBS Programme learning outcomes mapped to the [GMC's Outcomes for Graduates \(OfG\)](#)

Programme Learning Outcomes	Mapped to GMC Outcome for Graduates (2018)
Demonstrate comprehensive medical knowledge, clinical skills, and professional behaviours.	Professional Values; Professional Skills; Professional Knowledge
Understand and respond to the social determinants of health.	Health Promotion and Illness Prevention; Professional Values
Apply knowledge of anatomy, physiology, and biomedical sciences to patient care.	Professional Knowledge



Appraise and apply research methodologies and evidence-based practice.	Professional Knowledge; Professional Skills
Understand and apply public health principles for prevention and health promotion.	Health Promotion and Illness Prevention
Apply principles of quality improvement, clinical governance, and patient safety.	Patient Safety and Quality Improvement; Professional Skills
Demonstrate ethical practice, professional responsibilities, and safeguarding.	Professional Values; Professional Skills
Critically analyse and reflect on clinical practice for lifelong learning.	Professional Values; Professional Skills
Integrate scientific evidence, research, and clinical guidelines into clinical decision-making.	Professional Knowledge; Professional Skills
Apply critical thinking to develop differential diagnoses.	Professional Skills
Recognise and work within limits of competence and seek appropriate supervision.	Professional Values; Patient Safety
Prescribe safely, effectively, and appropriately.	Safe Prescribing; Patient Safety
Complete diagnostic and therapeutic procedures effectively and safely.	Clinical and Practical Skills
Apply digital health technologies ethically and securely.	Digital Capabilities; Professional Knowledge
Communicate empathetically, supporting shared decision-making and informed consent.	Communication Skills
Demonstrate leadership, teamwork, and professional collaboration to enhance patient care.	Leadership and Team Working
Deliver patient-centred care considering physical, mental, and social needs.	Professional Knowledge; Professional Skills
Manage emergencies and deliver basic and intermediate life support.	Patient Safety; Clinical and Practical Skills

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## 23. Programme structure and module requirements

This section outlines the phases, modules and key topics within each.

Phases	The programme is divided into two phases. The programme's core, spiralling curriculum is delivered across five years. Phase 1 includes year 1 and 2. Phase 2 includes years 3 – 5.
Credit structure	Credits are allocated by level of study. Each year is worth 120 credits totalling 600 credits for all 5 years of the MBBS programme.
Modules	Each year is worth 120 credits and mapped to: 1. Integrated Applied Science and Clinical Medicine (IASCM) 2. Medicine and Society (MedSoc) 3. Clinical and Professional Practice (CPP)
Key topics	Key topics are delivered sequentially throughout the academic year. These are outlined for IASCM, MedSoc and CPP in the programme structure table below for each year of the five-year programme.
Blocks	Key topics are delivered in structured blocks across the two phases of the programme.
Assessments	Our comprehensive MBBS Assessment Strategy, provides a mapping of all assessments aligned to IASCM, MedSoc and CPP triangulated to learning outcomes.
Professionalism	Professionalism is embedded within the programme's learning outcomes spanning all five years.

#### MBB4000 MBBS Year 1 - totalling 120 credits (year-long)

	Key topics	No. of credits	Sem/ block of delivery	Status
<b>Integrated Applied Science and Clinical Medicine (IASCM) 1</b>				
Key topic	Anatomy (Year 1)	Pass/Fail	1, 2 & 3	Core
Key topic	Physiology (Year 1)	Pass/Fail	1, 2 & 3	Core
Key topic	Embryology and Development	Pass/Fail	1, 2 & 3	Core
Key topic	Cell and Molecular Biology (Year 1)	Pass/Fail	1, 2 & 3	Core
Key topic	Microbiology (Year 1)	Pass/Fail	1, 2 & 3	Core
Key topic	Immunology (Year 1)	Pass/Fail	1, 2 & 3	Core
Key topic	Haematology (Year 1)	Pass/Fail	1, 2 & 3	Core

Key topic	Biochemistry and Biophysics	Pass/Fail	1, 2 & 3	Core
Key topic	Radiology	Pass/Fail	1, 2 & 3	Core
Key topic	Pharmacology	Pass/Fail	1, 2 & 3	Core
<b>Medicine and Society (MedSoc) 1</b>				
Key topic	Psychology and Sociology of Health and Illness	Pass/Fail	1, 2 & 3	Core
Key topic	Epidemiology and Population Health Sciences	Pass/Fail	1, 2 & 3	Core
Key topic	Medical Biostatistics	Pass/Fail	1, 2 & 3	Core
Key topic	Medical Law and Ethics	Pass/Fail	1, 2 & 3	Core
Key topic	Evidence Based Medicine and Research Skills	Pass/Fail	1, 2 & 3	Core
<b>Clinical and Professional Practice (CPP) 1</b>				
Key topic	CPP 1 Campus: Clinical and Communication Skills	Pass/Fail	1, 2 & 3	Core
Key topic	CPP 1 Placements	Pass/Fail	Jan - May	Core

### MBB5000 MBBS Year 2 - totalling 120 credits (year-long)

	Key topics	No. of credits	Sem/ block of delivery	Module status
<b>Integrated Applied Science and Clinical Medicine (IASCM) 2</b>				
Key topic	Anatomy (Year 2)	Pass/Fail	1, 2 & 3	Core
Key topic	Pharmacology (Year 2)	Pass/Fail	1, 2 & 3	Core
Key topic	Microbiology (Year 2)	Pass/Fail	1, 2 & 3	Core
Key topic	Physiology	Pass/Fail	1, 2 & 3	Core
Key topic	Immunology (Year 2)	Pass/Fail	1, 2 & 3	Core
Key topic	Haematology (Year 2)	Pass/Fail	1, 2 & 3	Core
Key topic	Cell and Molecular Biology (Year 2)	Pass/Fail	1, 2 & 3	Core

Key topic	Radiology and Pathology	Pass/Fail	1, 2 & 3	Core
<b>Medicine and Society (MedSoc) 2</b>				
Key topic	Epidemiology and Public Health	Pass/Fail	1, 2 & 3	Core
Key topic	Medical Biostatistics	Pass/Fail	1, 2 & 3	Core
Key topic	Psychology of Health and Illness	Pass/Fail	1, 2 & 3	Core
Key topic	Sociology of Health and Illness	Pass/Fail	1, 2 & 3	Core
Key topic	Medical Ethics	Pass/Fail	1, 2 & 3	Core
Key topic	Medical Law	Pass/Fail	1, 2 & 3	Core
<b>Clinical and Professional Practice (CPP) 2</b>				
Key topic	CPP 2 Campus: Clinical Skills	Pass/Fail	1, 2 & 3	Core
Key topic	CPP 2 Campus: Clinical Communication Skills	Pass/Fail	1, 2 & 3	Core
Placement	CPP 2 Placements	Pass/Fail	October-May	Core
<b>Student Selected Components (SSC2)</b>				
SSC	Student Selected Components (SSC2)	Pass/Fail	October-May	Core

### MBB6000 MBBS Year 3 - totalling 120 credits (year-long)

	Key topics	No. of credits	Sem/ block of delivery	Module status
<b>Integrated Applied Science Clinical Medicine (IASCM 3), Medicine and Society (MedSoc 3) and Clinical and Professional Practice (CPP 3)</b>				
Clinical Practice	General Medicine	Pass/Fail	Sept - Nov	Core
Clinical Practice	Care and Community	Pass/Fail	Nov - Jan	Core
Clinical Practice	Surgery	Pass/Fail	Jan - April	Core
Clinical Practice and SSC	General Practice with Student Selected Components (SSC 3)	Pass/Fail	April - June	Core

#### MBB7000 MBBS Year 4 - totalling 120 credits (year-long)

	Key topics	No. of credits	Sem/ block of delivery	Module status
Clinical Practice	Speciality Medicine and Surgery	Pass/Fail	Sept - Nov	Core
Clinical Practice	Mind and Body	Pass/Fail	Nov - Jan	Core
Clinical Practice	Women's Health and Urology	Pass/Fail	Feb - April	Core
Clinical Practice	Paediatrics	Pass/Fail	April - June	Core
Clinical Practice	Integrated Clerkship	Pass/Fail	Sept - June	Core

#### MBB7001 MBBS Year 5 - totalling 120 credits (year-long)

	Key topics	No. of credits	Sem/ block of delivery	Module status
Clinical Practice	Front Door Medicine	Pass/Fail	Sep	Core
Clinical Practice	General Practice	Pass/Fail	Oct	Core
Clinical Practice	Mental Health	Pass/Fail	Nov	Core
Clinical Practice	Research	Pass/Fail	Dec - Jan	Core
Clinical Practice	Assistantship	Pass/Fail	Jan - Feb	Core
Clinical Practice	Choice blocks	Pass/Fail	Mar - April	Core
Clinical Practice	Elective*	Pass/Fail	May	Core

#### Disclaimers

- Medical education responds continually to changes in the health of the population and healthcare systems. And it has to keep up with developments in the technologies used to diagnose, treat and manage illness. Medical education must also adapt to the needs of society and be appropriately responsive to patients and the public.
- Please note it is possible that a module listed on the website will not be able to run some electives\* due to reasons beyond our control. For more information please refer to our [course information disclaimer](#).

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## 24. Work placements or study abroad

These are summarised for each year as follows:

### Year 1

Placements form part of CPP in years 1 and 2. CPP 1 Campus: covers areas such as Infection Control, PPE, Manual Handling, Clinical Skills: BLS and First Aid, Observations and Early warning score, Nutrition / BMI and Urine testing, IM and SC injections, Cardiac Examination, ECG Recording and Interpretation, and Respiratory Examination.

In the programme structure below, CPP 1 Campus includes five three-week teaching blocks focused on Clinical Communication Skills. They cover Listening and gathering information, Medical History Taking, Past Medical, Surgical & Drug History, Social & Family History Taking, Interpersonal Skills / Record Keeping, and Explanation, culminating in a block that integrates all Clinical Communication Skills.

Clinical and Professional Practice (CPP 1) Placements takes place from January to May. Students will spend 8 half days (alternating over a 16-week period) in a local GP practice. Their afternoon will be split across observation/history taking and the CPP 1 GP Project. Students will also spend 8 half days (alternating as above) with a Music Therapy charity provided by Intergenerational Music Making (IMM).

### Year 2

CPP 2 begins after student induction. CPP2 Campus includes 17 one-week teaching blocks covering topics such as BLS, Infection Control, PPE, Manual Handling, Breast examination, Testicular examination, Hernia examination, Rectum examination, Peripheral vascular system examination, Venepuncture, Musculoskeletal assessment, Eye examination, ABCDE approach for deteriorating patients, ENT Examination, and Integrated Communication Sessions.

CPP 2 Campus also includes six three-week teaching blocks focused on Communication Skills. One of these blocks is allocated for revision at the end. This covers history taking and advice giving, communication and inclusivity - hearing and visual impairments, learning disability, dementia, sharing significant information, clinical histories, and lastly systems review.

Clinical and Professional Practice (CPP 2) Placements occur from October to May, aligning with the curriculum and learning outcomes. Students will spend 12 half days in a local GP practice and will conduct their CPP2 Social Action Project. They will gain wider experience in patient and healthcare interactions by developing interests through their first Student Selected Component (SSC2). The SSC2 will provide students with the option to choose from a suite of experiences in allied healthcare or related non-NHS settings.

### Year 3

From year 3 onwards teaching for the three-core module, IASCM, MedSoc and CPP are integrated within the Clinical Placements throughout the academic year. These are: General Medicine, Care and Community, Surgery, General Practice (including Student Selected Components (SSC 3)). Each of these areas are delivered as 8-week teaching blocks followed a one-week intensive teaching week back on campus.

### Year 4



Year 4 has four separate 9-week clinical placement blocks. The last week for each of these clinical placement blocks is an intensive, timetabled teaching week on campus. The programme structure below indicates the four broad clinical placement blocks which will focus on the following areas:

- Speciality Medicine and Surgery: Clinical placement in various specialities such as Musculoskeletal, Medicine for the Older Person, Endocrinology, Neurology, and Dermatology.
- Mind and Body: Clinical placement in Mental Health and Cancer Care and End of Life.
- Women's Health and Urology: Clinical placement in Women's Health and Urology
- Paediatrics: Clinical placement in Paediatrics

Alongside the clinical clocks as above, in year 4 students will embark on their yearlong Longitudinal Integrated Clerkship (LIC) which runs from September to June in the fourth year. The LIC will be embedded across the duration of Year 4 with student spending a half day per week in a defined clerkship role in an allocated GP. This will enable students to become immersed in the patient journey, following a defined patient group as they navigate through several different care settings within both primary and secondary care. Students in year 4 also conduct their final Speciality Choice Block, SSC4. SSC 4 focuses on quality improvement in healthcare. It is designed to build on the clinical audit skills learnt in SSC 3.

## Year 5

Clinical Placements in year 5 are six core blocks each of which is four weeks long, which are: Front Door Medicine, General Practice, Mental Health, Research, Assistantship and lastly, a choice block. The choice block consists of a number of options from which students can select their preferred option.

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## 25. Links to industry and employability

### Employability

Once you graduate and successfully complete the [GMC Medical Licensing Assessment \(MLA\)](#) (a requirement for all students graduating from UK universities 2024/25 onwards), you will meet core requirements of a junior doctor and can apply for provisional registration with the GMC\*.

You will be eligible to apply for the UK [NHS](#) Foundation Programme. This two-year foundation programme provides paid training to new graduates to further develop your skills and clinical and professional competencies. Upon completion of the foundation programme, doctors can then apply for specialist training in more than 60 different areas.

To enter onto this programme, you will need to have the right to work in the UK. You will also complete a competitive process with other UK graduates. Places on this programme are not guaranteed for every UK graduate.

If you decide to work elsewhere in the world, we will work with you to make sure you understand that route's requirements.

At St Mary's University, we offer lifetime career support. Please contact our [Career Services](#) at [careers@stmarys.ac.uk](mailto:careers@stmarys.ac.uk) for information and help regarding jobs, interview preparation, postgraduate opportunities, and more.

## **Professionalism development opportunities**

This programme is designed to develop the skills and knowledge of students for applications for registration with the General Medical Council. The "career development" aspect of PDP is addressed within this programme through the integration of a portfolio of lifelong learning. Students will receive support to develop independent study and time management skills as adult learners.

Throughout the programme, students are expected to maintain an e-portfolio to support reflective learning and track progress. This resource will be utilised in regular appraisals to ensure appropriate progress and foster autonomy in their learning development. This system mirrors those used in postgraduate medical training.

Students are informed about the expectations of professionalism during induction and are supported through training that addresses underlying issues that may affect behaviour, such as mental health or personal problems.

St Mary's University - Fitness to Practise Policy and Procedures (MBBS) strongly emphasises the need for early intervention when concerns arise to help students succeed and prevent escalation of issues.

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## **26. Programme awards and regulations**

This programme conforms to the [University Academic Regulations](#) which outlines all programme specific regulations and are regularly reviewed to ensure compliance with all relevant accreditation, standards and reference points included in sections 10 and 11 above.

This includes progression criteria, and other requirements for programme awards and regulatory compliance.

The minimum attendance thresholds are 100% for all clinical placements and 80% for all other taught sessions.

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## **27. Equality, Diversity and Inclusion**

The promotion of equality and diversity and the inclusion of students is central to the learning and teaching on this programme. All students irrespective of their background or previous experiences, will be respected and valued and will be encouraged to engage and fulfil their potential.

In accordance with accreditation and reference points included in section 10 and 11 above, as well as other relevant guidance and the University's commitment to equality and diversity, the programme has adopted core EDI principles which will be reflected in the curriculum content, the approaches to learning and the assessment methods. These will enable the celebration of a diversity of experience and interests and will fulfil the objective of removing barriers to learning, wherever possible.

The programme is structured in such a way that all students will have the opportunity to address issues of equality, diversity and inclusion pertinent to the field of study within the curriculum and in assessments, wherever relevant.

Our governance structures include an Equality, Diversity and Inclusion Committee Chaired by the Director of Undergraduate Medicine. The purpose of the Committee is to ensure all aspects of the programme and

Faculty adhere to good practice in EDI in Medicine. Drawing on expertise from the [MSC EDI alliance](#), the Committee will consider EDI in curriculum, assessment, awarding gaps, recruitment of students (contextual), staff recruitment, student/staff training and resources. The Committee will work to sign up to the [BMA Charter for Racial Harassment](#), and also work towards Athena Swan and SMU EDI targets. It will act as an advisory group to the School of Medicine Quality, Curriculum and Student Experience Committee and also review all adjustment and accommodation requests submitted through the via Student Faith and Belief Forms.

## 28. Widening Access and Participation

As part of the university's regulatory commitment with the OfS, through our approved [Access and Participation Plan](#) , we are required to address the access, success, retention, financial support and progression for all students from traditionally disadvantaged or under-represented populations. This might include (but are not limited to) students from low socio-economic backgrounds, students of ethnicities or genders, students with disabilities, mature students etc. The long-term aim of this programme will address the APP targets and commitments by:

- Increasing access to this programme for a diverse range of students, including mature students, students from areas of traditionally low participation and students of different ethnicities.
- Monitoring and addressing any differences in retention rates between different student groups
- Ensuring equality of awarding outcomes (grades and final degree) across different student demographic groups.
- Offering opportunities for increasing the skills required for graduate employability or further study for all students, especially those from groups under-represented in post-graduate programmes or graduate level employment.

## PART 3 – TEACHING, LEARNING & ASSESSMENT

### 29. Programme learning and teaching strategies

The Bachelor of Medicine, Bachelor of Surgery (MBBS) degree at St Mary's University employs a comprehensive array of teaching methodologies. Over the course of five years, students will participate in clinical placements across various GP, community and hospital environments. On campus, teaching is delivered through lectures, workshops, tutorials, simulations and self-directed learning.

The School of Medicine offers a complete medical curriculum aligned with the General Medical Council (GMC), the regulatory body for medical training providers in the United Kingdom, as well as those sites in sections 10 and 11 above. We aim to collaborate closely and effectively with the GMC to ensure robust accreditation for our MBBS degree. This includes annual reviews conducted by the GMC from the inaugural cohort's first year until graduation.

The MBBS (Hons) programme at St Mary's University features a blended, research-enriched, clinically integrated curriculum designed to progressively enhance students' clinical, scientific, and professional competencies in accordance with the GMC Outcomes for Graduates (2018).

Students will experience a range of evidence-based teaching methods:

- Lectures and Keynote Sessions: Delivering core scientific knowledge and medical theory.

- Small Group Tutorials and Workshops: Reinforcing clinical reasoning, communication, and teamwork skills.
- Problem-Based Learning (PBL) and Case-Based Learning (CBL): Facilitating enquiry-based, student-centred approaches that develop diagnostic and decision-making abilities.
- Simulation-Based Education: High-fidelity and low-fidelity simulation sessions (e.g., clinical skills labs, emergency scenarios and VR) to develop technical and non-technical skills.
- Clinical Placements: Embedded from Year 1, in primary care, community settings, and secondary care trusts, offering real-world patient care experiences.
- Longitudinal Integrated Clerkship, in year 4 where students start to transition to independent practice by managing a caseload in primary care.
- Bedside Teaching: Hands-on clinical teaching alongside patients, developing clinical examination, diagnostic, and professional communication skills.
- Interprofessional Education (IPE): Collaborative learning with students from other healthcare professions to develop team-based clinical skills.
- Self-Directed Learning and E-Learning: Structured study tasks, virtual patients, and access to digital learning platforms to encourage independent lifelong learning habits.
- Research-Enhanced Learning: Opportunities to undertake clinical audits, research projects, and critical appraisals to develop academic inquiry and evidence-based practice skills.

A focus on reflection, resilience, leadership, and professionalism underpins the teaching methods across all phases of the programme.

### 30. Programme assessment strategy

Assessments are mapped to the intended learning outcomes and aligned with the General Medical Council's standards for Medical Education. A variety of formative and summative assessment methods are used to ensure students achieve clinical competence, academic knowledge, professional values, and digital literacy.

The programme has an extensive and diverse assessment strategy which is detailed in the programme handbook. An overview of our assessment methods is as follows:

Assessment method(s)	Description
<b>Written Examinations</b>	<ul style="list-style-type: none"> <li>• Single Best Answer (SBA) questions</li> </ul>
<b>Objective Structured Clinical Examinations (OSCEs)</b>	<ul style="list-style-type: none"> <li>• Clinical skills assessment through simulated patient stations</li> </ul>
<b>Workplace-Based Assessments (WPBA)</b>	<ul style="list-style-type: none"> <li>• Mini Clinical Evaluation Exercises (Mini-CEX)</li> <li>• Direct Observation of Procedural Skills (DOPS)</li> <li>• Case-Based Discussions (CBD)</li> <li>• Multi-Source Feedback (MSF)</li> </ul>
<b>Logbooks and Portfolios</b>	<ul style="list-style-type: none"> <li>• Evidence of clinical exposure, critical reflection, and competence achievement.</li> </ul>

<b>Student Selected Components (SSCs)</b>	<ul style="list-style-type: none"> <li>Assessed via project work, presentations, and research portfolios.</li> </ul>
<b>Professionalism Appraisal</b>	<ul style="list-style-type: none"> <li>Ongoing assessment of professional behaviours via faculty and clinical placement feedback.</li> </ul>
<b>Medical Licensing Assessment (MLA) Preparation</b>	<ul style="list-style-type: none"> <li>Internal progress testing using MLA-style questions.</li> </ul>
<b>Reflective Practice Submissions</b>	<ul style="list-style-type: none"> <li>Structured reflection on clinical encounters, leadership experiences, and patient care.</li> </ul>
<b>Group Projects and Presentations</b>	<ul style="list-style-type: none"> <li>Team-based work evaluated on research, communication, and leadership abilities.</li> </ul>
<b>Progress Testing</b>	<ul style="list-style-type: none"> <li>Regular knowledge assessments throughout each academic year to benchmark longitudinal knowledge growth.</li> </ul>

All assessments contribute to readiness for the GMC Medical Licensing Assessment (MLA) and professional clinical practice.

Pass marks and progression requirements are detailed in the [University's Academic Regulations](#) and the MBBS Programme Handbook.

## PART 4 – [UNIVERSITY AND SCHOOL OF MEDICINE SUPPORT](#)

### 31. Student support and guidance

The university offers a comprehensive range of student support services to enhance academic success and overall well-being. These include [Student Services](#), which provide mental health resources, [counselling](#), counselling and [wellness programmes](#), alongside [Student Disability Services](#), ensuring accessibility through assistive technology, mentoring, Disabled student allowance and needs assessments. Details of where and how to register with a GP will be shared with the students at their initial induction and covered every year at the start of academic year orientation/induction week. [Student Funding Services](#) offer support through Financial aid, grants, and scholarships to support students facing financial challenges. While the Residential Life team support students with them on campus and off campus accommodation needs. Broader wellbeing is supported through extensive University [Sport](#) and wellbeing programmes and associated onsite facilities.

St Mary's Students Union (SMSU) is also a rich source of support for students through wellbeing initiatives, belonging activities and independent trained advisors.

Within the School of Medicine, students receive tailored academic support to enhance their learning experience. Each student is assigned a Personal (Academic) Tutor, who is a member of the School of Medicine providing academic guidance, help address concerns and assist students in setting educational goals. The School of Medicine follows an open-door policy, offering academic assistance on module-related content, research, and assessment understanding. Additionally, the Director of Undergraduate Medicine is available to support students with academic success strategies, as well as guide them towards relevant university services to ensure they receive the help they need throughout their studies.

In addition, within the School of Medicine the Head of Professional Development and Practice and the Student Education & Welfare Manager will provide a vital liaison between the University, the students and clinical partner institutions and placement providers. They will provide essential support and guidance for students undergoing proceedings of the School's Professionalism processes (including Fitness to Practice).

Placements provide continuous support through a nominated educational supervisor, clinical supervisor and placement coordinators. These staff members act as liaisons between the medical school and placements, ensuring that students receive the guidance they need during their placements. Regular check-ins and feedback help to monitor progress and address any concerns. In addition, when students are studying outside of the SoM, such as during clinical placements, they have access to online learning resources and remote support through the university's virtual learning environment (VLE) and Togetherall (24/7) platform. This ensures that students can continue to access learning materials, academic advice and university services regardless of their location.

The University is committed to inclusion and respect as core values. In order to allow students to either seek help or report an incident of bullying, harassment or misconduct there is a bespoke [Report and Support](#) channel that enables disclosures, access to support and the ability to formally report an incident. It should be noted that this is separate to SoM student raising a concern about Patient Safety or concerns about the Learning Environment. This is outlined in our Students "Raising a Concern" document.

The St Mary's Widening Participation Team also provides a range of activities and support initiatives to increase students' engagement with the wider university, eliminate identified barriers and enhance student experiences, particularly for students from disadvantaged or non-traditional backgrounds. These might include a pre-entry programme for invited students, Student Engagement Fund and Digital Equality Scheme, Induction and Engagement weeks, peer mentoring opportunities, buddy schemes, themed sessions and targeted activities for particular groups, such as commuting students.

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## 32. Quality management arrangements

The MBBS programme is committed to fostering an inclusive, responsive, and high-quality medical education environment. The programme at St Mary's University School of Medicine is governed by a comprehensive quality management system aligned with the General Medical Council's Promoting Excellence and the Office for Students regulatory framework.

The School of Medicine Quality, Curriculum and Student Experience Committee provides academic leadership and operational oversight of programme delivery, assessment, student outcomes, and clinical safety. It reports to the Academic Strategy, Portfolio and Student Experience Committee and Academic Board.

Specialist sub-committees including the Placement Committee, Patient and Public Committee, Staff-Student Liaison Committee, Equality, Diversity and Inclusion Committee, Health and Conduct Committee (Fitness to Practice), Admissions, Marketing and Recruitment Committee, and the Medical Assessment



Committee — ensure that all aspects of education, professionalism, and patient safety are actively monitored and enhanced.

Annual Monitoring Programme Reviews, external examiner reports, placement evaluations, student feedback, and survey results are systematically reviewed to drive continuous improvement. Quality assurance processes are designed to safeguard academic standards, uphold public safety, and enhance the student experience, with escalation routes embedded across the governance structure.

Fitness to Practise is a fundamental component of the MBBS (Hons) programme. It ensures that students uphold the standards of professional behaviour expected by the General Medical Council (GMC) throughout their education and clinical placements. Students are expected to:

- Act with honesty, integrity, and professionalism.
- Prioritise patient safety and welfare at all times.
- Recognise and work within the limits of their competence.
- Communicate effectively and respectfully with patients, carers, and colleagues.
- Maintain patient confidentiality and safeguard vulnerable populations.
- Uphold and demonstrate the St Mary's values

### **Fitness to Practise Concerns**

Students on the MBBS programme are required to demonstrate high standards of conduct, professionalism, and competence, in line with General Medical Council (GMC) guidance. The University's Fitness to Practise Policy and Procedures ensure that any concerns relating to a student's health, behaviour, or professional performance are addressed fairly and transparently, with public safety as the overriding priority.

Students are informed from Year 1 about professionalism expectations, both within the University and on clinical placements. Concerns may be raised by staff, placement providers, or external parties and are managed through a clear three-stage process (informal enquiry, formal investigation, panel hearing). Outcomes range from action plans and support measures to withdrawal from the programme where appropriate.

The University has a duty to disclose relevant outcomes to professional bodies such as the GMC, placement providers, and statutory agencies where necessary. Full details are available from the School of Medicine and University Registry.