Merger with City, University of London

City, University of London and St George's, University of London have signed an agreement to merge. Subject to the necessary regulatory approvals, the merged institution will be called City St George's, University of London and will begin operating from 1 August 2024.

For students joining in 2024, there will be no change to the delivery, content and structure of the course. St George's will be going through the process to enable it to offer students the choice to still graduate with a St George's Hospital Medical School degree certificate or choose to graduate with a degree certificate from City St George's.

Further information, including frequently asked questions and contact details to submit further questions, are available on our website: https://www.sgul.ac.uk/study/prospective-students/merger

St George's University of London

Programme Specification

A	NATURE OF THE AWARD	
1	Programme Title	Intercalated BSc
2	Final award	BSc
3	Intermediate awards	N/A
4	Awarding institution/body	St George's Hospital Medical School, a constituent college of the University of London
5	Teaching institution	St George's, University of London
6	Programme accredited by SGUL	In conjunction with Year 3 Biomedical Science
7	UCAS/B900 code	N/A
8	QAA benchmark statements	Biomedical Science
9	Date specification produced	March 2024

B	FEATURES OF THE PROGRAMME	
1	Mode of study	Full-time
2	Usual length of programme	One year
3	Other features of the programme	Delivered in conjunction with year 3 of the BSc Biomedical Science programme. The standard degree award title is BSc (Hons) Basic Medical Sciences. Where a student successfully completes a minimum of 75 credits at Level 6 in a defined subject area, the following award titles will be conferred: BSc (Hons) Basic Medical Sciences with Anatomy BSc (Hons) Basic Medical Sciences with Cell & Molecular Biology BSc (Hons) Basic Medical Sciences with Genomics BSc (Hons) Basic Medical Sciences with Global Health BSc (Hons) Basic Medical Sciences with Immunity & Infection BSc (Hons) Basic Medical Sciences with Medical Ethics & Law BSc (Hons) Basic Medical Sciences with Physiology & Pharmacology BSc (Hons) Basic Medical Sciences with Psychology, Psychiatry & Neuroscience

C	EDUCATIONAL AIMS OF THE PROGRAMME

The course is for medical students only and is designed to:

- Provide advanced coverage of a variety of topics to Honours Degree level.
- To provide students with a more advanced scientific basis for research and medicine
- To teach students practical research skills, data analysis and presentation, and evaluation of their data in light of current evidence
- To teach students to express scientific ideas in concise and clear written English
- To enable students to critically evaluate scientific literature and formulate hypotheses
- To further develop transferable skills appropriate to medicine. These include the ability to structure and communicate ideas both orally and in writing, to assess evidence critically, to use information technology and to initiate independent library research and evaluate such research.

D	LEARNING OUTCOMES OF THE PROGRAMME	
Advanced knowledge and understanding of the following learning outcomes:		***Related teaching and learning methods and strategies:*** • Lectures • Seminars • Self-directed study • Presentations • Discussion groups • Extended essays • Training in a research environment • Mini-thesis on research project • Library searches for written in-course assessments • Creating hypotheses for research project ***Assessment:*** Assessments vary between modules. Taught modules normally incorporate written in-course assessments and/or oral presentation (20%-60%), and a final written examination (80%-40%). Research projects are assessed by in-course assessments (10%), written report (75%) and viva (15%).
1	In depth knowledge of specific fields of research	
2	Skills and critical evaluation of scientific/ clinical research	
3	Application of scientific principles to clinical medicine	

Cognitive skills: the ability to		***Related teaching and learning methods and strategies:*** • Lectures • Seminars • Self-directed study • Presentations • Discussion groups • Extended essays • Training in a research laboratory • Mini-thesis on research project • Library searches for written in-course assessments • Creating hypotheses for research project ***Assessment:*** Assessments vary between modules. Taught modules normally incorporate written in-course assessments and/or oral presentation (20%-60%), and a final written examination (80%-40%). Research projects are assessed by in-course assessments (10%), written report (75%) and viva (15%).
1	Understand the different approaches to research including qualitative and quantitative methods	
2	Evaluate scientific methodology and data and formulate hypotheses based on existing evidence	
3	Collect, analyse and interpret data	
4	Review scientific and clinical data	

Practical skills: the ability to		***Related teaching and learning methods and strategies:*** • Lectures • Seminars • Self-directed study
1	Perform advanced technical laboratory skills	

2	Undertake computer analysis of data and data presentation	• Presentations • Discussion groups • Extended essays • Training in a research laboratory • Mini-thesis on research project • Library searches for written in-course assessments • Creating hypotheses for research project ***Assessment:*** Assessments vary between modules. Taught modules normally incorporate written in-course assessments and/or oral presentation (20%-60%), and a final written examination (80%-40%). Research projects are assessed by in-course assessment (20%), written report (65%) and viva (15%).
3	Use IT for library searches and information retrieval	
4	Give oral presentations of scientific experiments/case reports or overviews of a detailed scientific topic	
5	Develop good writing skills – e.g. scientific reports, reviews of scientific literature and answering examination questions	
6	Develop advanced skills in data interpretation as a basis for scientific and clinical research	

Transferable skills: the ability to		***Related teaching and learning methods and strategies:***
1	Develop the ability to structure and communicate ideas both orally and in writing	• Lectures • Seminars • Self-directed study • Presentations • Discussion groups • Extended essays • Training in a research laboratory • Mini-thesis on research project • Library searches for written in-course assessments • Creating hypotheses for research project ***Assessment:*** Assessments vary between modules. Taught modules normally incorporate written in-course assessments and/or oral presentation (20%-50%), and a final written examination (80%-50%). Research projects are assessed by in-course assessments (10%), written report (75%) and viva (15%).
2	Assess evidence critically	
3	Find and use information technology	
4	Initiate independent laboratory and library research an to evaluate such research	
5	The ability to set up independent learning objectives beyond those established in the teaching room	

E PROGRAMME STRUCTURES AND FEATURES

The Intercalated course comprises two 12-week semesters. All research projects commence in Semester 5, but taught modules may run in either Semester 5 or 6.

The modules offered provide advanced coverage of a variety of topics at Honours Degree level. Students select a taught module pathway to a total of 75 credits and can either undertake a research project (45 credits) which is supervised by a member of staff within their own research laboratory or a further 45 credits of taught modules.
(*N.B. Available modules are subject to change each year*).

30-credit modules:

Biology of Cancer
Cardiovascular & Respiratory Diseases
Cell & Molecular Biology
Clinical Applications of Genomics in Rare Disease and Cancer
Clinical Neuroscience
Conflict and Catastrophe Medicine
Development and Disease
Global Health Diseases
Human Medical Genetics
Images of Anatomy
Immunity and Infection
Medical Microbiology
Future of Medicine Ethics and Neuroethics
Psychology, Psychiatry & the Mind

Research Ethics and Clinical Ethics
Science of Reproduction

15-credit modules:

Behavioural Medicine
Biomedical Research Techniques for Drug Development
Clinically Applied Musculoskeletal Anatomy
Experimental Design and Data Analysis
Genes and Gene Expression in Eukaryotic Cells
Global Governance for Health
Global Health & Comparative Health Systems
Learning and Teaching: Student and Professional
Medical Ethics and Law
Neglected Tropical Diseases
Neuroscience of Sensation & Perception
Personalised Medicine
Pharmacology and Physiology of Drugs of Abuse
Primary Care: Complexity and Diversity

45 credit Research Project modules:

Research Project in Anatomy, Development and Cell Biology
Research Project in Behavioural Medicine
Research Project in Biochemistry and Molecular Biology
Research Project in Cardiovascular Sciences
Research Project in Clinical Neuroscience
Research Project in Clinical Sciences
Research Project in Community Health and Social Medicine
Research Project in Global Health
Research Project in Human Genetics
Research Project in Immunity & Infection
Research Project in Medical Ethics, Law & Humanities
Research Project in Medical Microbiology
Research Project in Pharmacology
Research Project in Physiological Sciences
Research Project in Psychiatry
Research Project in Public Engagement/Science Communication

F GENERAL TEACHING AND LEARNING STRATEGIES

The teaching and learning strategies used in the course are varied according to the content of the subject matter, the course tutors and the number of students enrolled in any module. This can range from between 10-75 students. Emphasis is placed on self-directed learning along with strategies that maximise course participant involvement and give opportunities for reflection and consolidation of prior and present learning. An important teaching strategy is to emphasise critical analytical skills. Evaluation and feedback is a key to both learning and teaching strategies. In addition, the course is enhanced by specialist lectures and one to one teacher/learner interaction with regard to project-supervisor and student.

G ASSESSMENT

Modules are assessed by a combination of in-course assessment (essays, projects, practicals, oral and/or poster presentations) and written examination papers in April/May.

In-course assessments and examination papers are marked in detail by one internal examiner or assessor, with at least one other internal or external assessor having an overview of the work submitted for the assessment. Assessments are moderated by external examiners, who are also required to approve examination papers.

Research Projects are assessed by an in-course mark (from the supervisor) and a combined mark based on the written report and an oral defence of this report (from internal and external examiners, independent of the project supervisor).

H SUPPORT FOR STUDENTS AND THEIR LEARNING

There is an intercalated BSc information event day held in February/March for all prospective intercalated students. At this event the Course Director gives a formal introduction to the course. A dedicated Canvas page outlines the modules available to the students. Following the introductory talk, students are able to meet with module leaders who provide students with the opportunity to gain further information regarding the module options open to them.

Module co-ordinators are responsible for the content of their courses and the teaching methods employed. To some extent this depends on the size of the class although generally a variety of teaching methods are used including lectures, seminars, tutorials and discussion groups. Course content is monitored by the Intercalated BSc course committee and external examiners. Project supervisors are responsible for overseeing individual research projects and this may require training in laboratory techniques and in Health and Safety issues. The supervisor is also responsible for guiding the student to the appropriate scientific/clinical literature and in helping them and providing feedback for their project dissertation.

Intercalating students keep their personal tutors allocated on arrival at St George's and student counselling is also available on site. General sessions on course structure, organisation, assessment, and study advice are delivered at the start of the academic year by the programme team, with more specific guidance provided at module level.

I CRITERIA FOR ADMISSIONS

Students undertaking an intercalated BSc are selected from Year 2, MBBS T year and P year of the MBBS5 programme. The criteria for entry to the programme is successful completion of their current year on the MBBS5 programme and on the basis of academic performance. Students with frequent professionalism and/or attendance issues may not be permitted to intercalate.

The number of internal intercalated BSc places varies annually.

J CAREER OPPORTUNITIES

Most intercalating students will eventually pursue a career in medicine but obtaining a BSc is a qualification favourably regarded by future employers. In addition, students obtain a good appreciation of scientific/clinical research and a better understanding of continual medical progress. They may also gain a publication and present their findings to a scientific conference. Skills acquired during this year are beneficial throughout their medical career.

K METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

A range of methods are employed, and these include:

- Intercalated BSc course committee that reviews course content and formal student feedback
- Formal student feedback by electronic survey, distributed to all students and the end of each module
- Informal student feedback from students on the Intercalated BSc course committee/at module level
- Reports of external examiners (reviewed by the Examination Board)

Other methods employed:

- Staff appraisal against St George's criteria
- Teaching skills courses for staff available
- Research activities of staff
- Peer observation and review of teaching

L REGULATION OF ASSESSMENT

The course complies with the General Regulations for Students and Programmes of Study as devised by St George's. Examinations are conducted according to the Schemes of Assessment for the programme.

M INDICATORS OF QUALITY AND STANDARDS

External review

- External examiner reports
- QAA Institutional Audit of St George's (2005) in the context of which the Intercalated Degree was a Discipline Audit Trail

Internal review

- Monitoring and responding to student feedback
- Monitoring course content
- Periodic Review of the Intercalated Degree (2018)

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching,

learning and assessment methods of each module can be found in the course handbook and, where they are produced, separate module guides.

Key sources of information are:
Course & module pages on Canvas
General Regulations for students and programmes of study
QAA subject review reports