

Programme Specification: Undergraduate

For students starting in Academic Year 2018/2019

1. Course Summary

Names of programme(s) and award title(s)	BSc (Hons) Medical Humanities
Award type	Intercalated
Mode of study	Full time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Duration	1 year This intercalated degree forms one year following at least two (and not more than four) of the MBChB Medical degree <i>(NB: this document relates solely to the third year of the programme, delivered by the School of Humanities)</i>
Location of study	Keele University – main campus
Accreditation (if applicable)	Not applicable
Regulator	Higher Education Funding Council for England (HEFCE)
Tuition Fees	UK/EU students: Fee for 2018/19 is £9,250 International students: Fee for 2018/19 is £14,000
Additional Costs	Refer to section 18

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. What is an Intercalated Degree programme?

MBChB students can opt to take a year out of their undergraduate medical studies in order to study a subject area in greater depth, before returning to complete the medical course; this is called an intercalated degree. Undergraduates may suspend their medical degree for a period of 12 months to undertake either a Bachelor's degree after Year 2 or Bachelor's/Master's degree after Year 4.

An intercalated degree provides an opportunity to acquire a better understanding of basic biomedical sciences, medical humanities, research methodologies and to pursue an additional qualification in a medicine-related subject that interests you. This may help you make informed choices about specialisation later on in your career, and increase your chances of successfully gaining employment within the healthcare system, particularly if you wish to pursue a medical academic career. Other benefits could include the improvement of long-term career

prospects, as you will have had the opportunity to gain key research skills, publish scientific papers, and make presentations at scientific conferences.

3. Overview of the Programme

This intercalated degree comprises 240 credits at levels 4 and 5 derived from the successful completion of the first two years of a UK MBChB degree, plus 120 credits at level 6 derived from modules in Humanities relating to perceptions and practice of medicine. Given that students will take the Humanities modules for one year at level 6, students on this programme will not be exposed to the same range of subjects or techniques as those studying for a Keele single- or combined-honours BA in Humanities disciplines. Nonetheless, they receive training in many of the skills acquired by Humanities students as these skills are routinely embedded in Humanities modules, such as the History dissertation module.

Course Content

- At least one dissertation or ISP (Independent Study Project) 30-credit module in a Humanities discipline, chosen from English Literature, Film, History, Media, Culture and Creative Practice, Music, or Music Technology. Students may choose to take up to two such modules.
- A least four 15-credit modules in Humanities disciplines or in related social-science programmes where there is a strong relationship with medical humanities. Students may take up to six such modules.

4. Aims of the Programme

The broad aims of the programme are to:

- To secure an appreciation of the cultural and historical contexts of medicine, via an investigation of literary, filmic and historical texts which address connections between disease, the individual patient or practitioner, and the practice of medicine
- To offer an intercalated programme at medical humanities at the Bachelors level. At present the majority of such programmes at British universities are Masters courses but this is likely to change as institutions develop their intercalated pathways

5. What you will learn

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

Students who complete the programme will be able to:

- Identify aspects of the doctor/patient relationship from the seventeenth to the twenty-first centuries.
- Analyse articulations of the doctor/patient relationship as it is depicted in different media or forums, and recognise the potential for this relationship to be modified according to the familial or socio-political context in which it is conducted, (for instance, with the introduction of additional stakeholders in the form of institutions, statutory frameworks, or other participants/factors).

Subject specific skills

Students who complete the programme will be able to:

- Identify the ways in which particular linguistic or visual representations of medical conditions,

institutions and scenarios, and/or relations between individual human agents, affect our understanding of them.

- Discuss the impact of changes to the medical environment (such as the shifting of disease aetiologies or the application of medical technology) on the experiences of patients, doctors, carers or others.

Key or transferable skills (including employability skills)

Students who complete the programme will be able to:

- Formulate a position and synthesise an argument in relation to a specific debate or topic (to be presented at length in a dissertation/ISP).

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

6. How is the Programme taught?

The programme will be delivered principally via seminars (comprising groups of up to 20 students, where key issues can be discussed in more depth). There will be scope in some modules for workshops (involving the practical application of techniques under study). Dissertation/ISP studies will entail some one-to-one supervision.

In addition to formally-scheduled classes and meetings, it is expected that the learning and teaching entailed in this programme will be supported by student activity, specifically by independent study based on directed reading from text books, research monographs, academic journals, official government publications and other media. These forms of independent study can be supported by Keele University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide range of resources and research tools, and as a platform for online discussions, quizzes and blogs.

Seminars, tutorials and online discussions provide opportunities for students to ask questions about, and articulate arguments in response to, aspects of the doctor/patient relationship, the experiences of disease, and/or responses to the institutions of medicine. These forums also offer students the opportunity to present their own ideas to members of staff and other students using an appropriate medium of communication. Independent study allows students to gain a systematic understanding of approaches and concepts inherent to the Humanities, and to understand how they may be used in the course of seminars and tutorials to analyse a variety of texts, historical accounts, or other material employed in Humanities studies.

7. Teaching Staff

The permanent teaching staff in Humanities who will be responsible for delivering the modular components of this Programme currently consists of a number of full professors, readers, senior lecturers and lecturers, drawn from the disciplines of History, English, Music, Media, and American Studies. Most current members of staff either have doctorates (PhDs or the equivalent) in relevant Humanities disciplines or are published authors (in the case of creative-writing staff). Most are active researchers whose work has been widely published in books, research monographs and leading international journals. The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK and North America. Several members of staff hold teaching qualifications and some are fellows or associates of the Higher Education Academy. Four have research publications in the field of either medical history or medicine in literature.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme’s content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

8. What is the Structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from course to course, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April.

Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided below.

Students taking the BSc in Medical Humanities MUST select one dissertation or ISP-equivalent module from a Humanities subject area, i.e. American Studies, English Literature, Film Studies, History, Media, Culture and Creative Practice, Music or Music Technology. They may choose to take two dissertation modules (in two different subject areas). They will then select a further 60 or 90 credits from taught, 15-credit modules from the School of Humanities (provided they meet any prerequisites of the module) such as:

- ENG-30076 That womb where you imprison'd were: Pregnancy, Childbirth and Maternity in the Early Modern Period
- ENG-30073 The Alcohol Question
- HIS-30100 Sickness and Suffering? Health, illness and medicine 1628-1808
- HIS-30101 From Sawbones to Social Hero? Doctors and medicine 1808-1886
- HIS-30127 Gender and Sexuality in Georgian Britain
- AMS-30038 High Culture: Drink, Drugs and the American Dream

Or from modules in Social Science disciplines with a specific medicine, health and wellbeing dimension, including:

- EDU-30063 The Making of Professionals: Education, Health and Social Work
- LAW-30072 Child Law
- LAW-30088 Healthcare Law
- LAW-30095 Law and the Older Person
- CRI-30041 The Politics and Cultures of the Death Penalty in the 21st century
- CRI 30049 Drugs: High Crimes or Misdemeanours
- SOC-30030 Sociology of Parenting and Early Childhood
- SOC-30034 Sex, Death, Desire: Psychoanalysis in Social Context

For further information on the content of modules currently offered please visit: www.keele.ac.uk/recordsandexams/az

Learning Outcomes

The table below sets out what students learn in each year of the Programme, the modules in which that learning takes place, and the main ways in which students are assessed on their learning.

Subject Knowledge and Understanding		
Learning Outcome (all at Level 6: the stated outcomes are achieved by	Module in which this is	Principal forms of assessment (of the

taking any of the modules offered) <i>Successful students will be able to:</i>	delivered	Level Outcome) used
Recognise and explain aspects of the doctor/patient relationship from the seventeenth to the twenty-first centuries	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Recall and relate instances, from literature, history, film or elsewhere, of specific encounters between patients and practitioners/institutions/government bodies/other stakeholders in health, illness and medicine	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Recognise the potential for a medical relationship to be modified according to the familial or socio-political context in which it is conducted, (for instance, with the introduction of additional stakeholders in the form of institutions, statutory frameworks, or other participants/factors).	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Critically evaluate current research and scholarship in the field of Medical Humanities	ISP modules	Dissertation

Subject Specific Skills		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Identify the ways in which particular linguistic or visual representations of medical conditions, institutions and scenarios, and/or relations between individual human agents, affect our understanding of them.	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Discuss the impact of changes to the medical environment (such as the shifting of disease aetiologies or the application of medical technology) on the experiences of patients, doctors, carers or others.	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Formulate a position and synthesise an argument in relation to a specific debate or topic at issue in Medical Humanities	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations

Plan and manage a substantial piece of research in a recognized area of Medical Humanities	ISP modules	Dissertation
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Key or Transferable Skills (graduate attributes)		
Learning Outcome	Module in which this is delivered	Principal forms of assessment (of the Level Outcome) used
<i>Successful students will be able to:</i>		
Work productively in both structured and unstructured contexts exercising initiative and personal responsibility	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Communicate fluently and persuasively, both orally and in writing	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Make use of IT resources appropriately and efficiently	All modules approved for the Intercolated BSc in Medical Humanities programme	Modules will be assessed in a variety of ways including: essays; essay plans; genre writing; document commentaries; case studies; short papers; unseen exams; seen exams; seminar presentations
Produce an extended piece of work	ISP modules	Dissertation
Demonstrate awareness of the issues of time management and resource constraints involved in project work	ISP modules	Dissertation

9. Final and intermediate awards

The single exit route for this programme will be the award of an Intercolated BSc (Hons) in Medical Humanities, comprising 240 credits secured via successful completion of years one and two of the MBChB Medical degree and 120 credits secured via successful completion of Humanities and other modules at Level 6.

10. How is the Programme assessed?

The wide variety of assessment methods used within the Intercolated BSc in Medical Humanities at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff take care to apply the principles of assessment laid out in the University's assessment strategy and pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used within the Intercolated BSc in Medical Humanities:

- **Unseen and seen examinations** in different formats test students' knowledge of theoretical approaches in different Humanities disciplines and the practical findings of relevant or associated research. Examinations also investigate students' ability to apply that knowledge in addressing different questions. Examinations may consist of essay, short answer, document extract or other types of questions

- **Essays** also test the quality and application of subject knowledge. In addition they allow students to demonstrate their ability to carry out basic bibliographic research and to communicate their ideas effectively in writing in an appropriate scholarly style using the Harvard system of referencing
- **Document commentaries, case studies and short papers** test the student's ability to apply disciplinary knowledge and techniques in a specified context which demands focus and succinct expression
- **Genre writing** will test the ability to adapt the prose form to express a particular voice or to articulate an opinion accurately, persuasively and creatively
- **Oral seminar presentations** assess students' subject knowledge and understanding. They also test their ability to work effectively as members of a team, to communicate what they know orally and visually, and to reflect on these processes as part of their own personal development

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year/stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

Activity	Year 1 (Level 4)
Scheduled learning and teaching activities	12%
Guided independent Study	88%
Placements	0%

12. Accreditation

This programme does not have accreditation from an external body.

13. Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

This programme deviates from University Regulation 1C, 8.8, in that it is technically feasible for students to avoid taking any modules that include an 'unseen' examination.

14. What are the typical admission requirements for the programme?

This programme is open to UK medical students who have successfully completed at least two (and up to four) years of their MBChB Medical Degree AND who have successfully completed a medical-humanities SSC (Student-

Selected Component) in the course of their medical training or possess equivalent experience (such as a grade C or above in a Humanities subject at A' level).

15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module and tutorial group leaders are responsible for providing support for learning on the modules and in the tutorial groups for which they are responsible. They also give individual feedback on in-course assessments and more general feedback on examinations.
- Students taking this intercalated degree will be accustomed to Higher Education but unfamiliar with modes of study in the Humanities. Therefore their dissertation supervisor/s in the Humanities will provide the students' first source of support in any Humanities-related question or difficulty, but students will also be allocated to a personal tutor drawn from staff in the Keele Medical School, to ensure a measure of continuity and support for candidates who have come from, and will be returning to, clinical medical studies. This will enable students to reflect on the similarities and differences between Medicine and Humanities with academic input from a clinician.
- Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services.
- Additional help with University level study skills can be sought from Student Services.
- All members of teaching staff on the Medical Humanities programme will be available to see students during advertised weekly office hours and at other times by appointment.

16. Learning Resources

Humanities modules are taught in modern teaching rooms across the University, many of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students on the Programme include:

- The extensive collection of books, periodicals and digital resources relevant to undergraduate study held in, or accessible via, the University Library. These materials have been built up over the period of Keele's existence as an autonomous institution offering degrees in Humanities, with a particular emphasis on acquisitions in medical humanities since the founding of the Keele Medical School (opened 2002).
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources including lecture PowerPoints, electronic materials available in a repository maintained by the University Library and other resources accessible from external providers via the internet.

17. Other learning opportunities

Study abroad (semester)

Study abroad usually takes place at level 5 (year 2) for students at Keele (while this programme relates chiefly to level 6 (year 3)) and therefore it is not an option on this programme.

Study abroad (international year)

This usually takes place after the completion of year two of undergraduate study, and therefore is not an option for this programme.

The range of learning opportunities for intercalating students will be governed largely by their home Medical School (Keele, or elsewhere), but there will each year be a range of informal opportunities offered by

Humanities research seminars, guest lectures and via other means (the majority of which carry no cost commitment for students).

18. Additional costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation.

We do not anticipate any further additional costs for this undergraduate programme.

19. Quality management and enhancement

The quality and standards of learning in Medical Humanities are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Humanities is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the Medical Humanities Programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year and as part of the University's Curriculum Annual Review and Development (CARD) process.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every Medical Humanities module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of the Curriculum Annual Review and Development (CARD) process.
- Findings related to the Medical Humanities Programmes from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the Medical Humanities Programme is considered and acted on at regular meetings of the Programme's Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/ga/externalexaminers/currentexternalexaminers/>

20. The principles of programme design

The Intercalated BSc in Medical Humanities Programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code>
- b. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

21. Document Version History

Date of first approved version (v1.0): 19th September 2017

Revision history

Version number	Author	Date	Summary of and rationale for changes