



CARDIFF UNIVERSITY

MEDICINE
(MBBCh)

SSC and Projects
Handbook



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The Student Selected Component Programme

Introduction

“The greatest educational opportunities will be afforded by that part of the course which goes beyond the limits of the core and that engenders an approach to medicine that is constantly questioning and self-critical.”

In recognition of this observation by the General Medical Council, approximately a quarter of the undergraduate medical curriculum is currently devoted to elective studies or Student Selected Components (SSCs). SSCs provide the stimulus and the opportunity for you, under appropriate guidance and direction, to acquire knowledge through a process of exploration and your own intellectual efforts.

SSCs complement core teaching, allowing you to study areas of particular interest, introducing research skills and encouraging analytical and critical thought. You are encouraged to develop skills and knowledge in a variety of medical specialties, including those outside the realm of traditional medicine. SSCs are studied throughout the five years of the MB BCh degree course, increasing in duration and complexity as the course progresses.

Aim

To focus on the long-term intellectual and attitudinal demands of a professional life that will constantly be challenged by growth of knowledge and change of circumstances.

Learning Outcomes

After completing each SSC, you should be able to:

- Pursue and study a non-core topic of interest in-depth.
- Develop an insight into scientific method and understand basic research skills.
- Acquire knowledge through a process of enquiry and exploration.
- Develop an approach to medicine that is constantly questioning and self-critical.
- Demonstrate ability to exercise initiative, analytic and critical thought.
- Prepare a written report independently.
- Sample areas of medicine to help you make future decisions on your career.
- Develop skills of lifelong learning.

Overview

Yr2	Yr3	Yr4	Yr5
Family case study (FCS)	Oncology project	Elective preparation	Elective
Experience SSCs	Yr 3 project		
Phase 2		Phase 3	
Intermediate MB		Final MB	

Many of the University departments (Heath Park Campus and Cathays Park Campus), as well as some outside institutions, are involved in supporting the SSC programme. In the later years of the curriculum, District General Hospitals throughout Wales contribute and the Final Year SSC Elective provides students with an opportunity to study in medical centres abroad.

In **Year 2**, there are two types of SSC – one is a project related to a family and the other consists of SSC ‘experiences’. These latter SSCs emphasise ‘experience’ projects that expose you to a diversity of settings and a wide range of topics. A wide spectrum of opportunities is available in clinical, community and laboratory settings.

There are also opportunities for study beyond the boundaries of traditional medicine, including modules in social work, complementary medicine and the professions allied to medicine. A total of 15 days of these types of SSCs are undertaken during the year. For the family case study project, you will visit a family and study in-depth an aspect related to medical care in the family.

Your ability to pursue study independently will have developed sufficiently by **Year 3** to permit longer SSCs. During a six-month Oncology Project, you will appreciate the varied dimensions of care of an individual with cancer. Later in the year, you take one SSC over a dedicated period of nine weeks. These may be clinical studies, community or population-based studies, or laboratory studies.

The **Year 4** SSC commitment is limited to the preparation for the Elective Project, which will take place in Year 5. Students will be provided with a timeline when it is available.

In **Year 5** you will take on two SSCs. In the Final Year Elective SSC, you will spend an eight-week period in a setting of your choice, often in medical centres abroad.

You will be given more information on the SSC programme throughout the MB BCh course, in the form of talks, handouts and information packs. More up-to-date information can also be found on the SSC section of Learning Central.

Students undertaking SSCs are asked to note

1. Health and Safety regulations must be adhered to at all times.
2. Cardiff university policy for each SSC must be observed. If you receive contradictory advice from your tutor or indeed from anybody else, you should refer them to the SSC handbook and you should also contact the SSC administration for clarification.
3. During any SSC project, the student must not undertake any activities, which have not been approved as part of either a tutor proposed or a self-designed project without first gaining authorisation from the SSC administration. This is a fundamental rule which if not adhered to may result in any work involving such activities being excluded from marking.
4. Ethical approval of SSC project: Before undertaking any project (whether research, audit or service evaluation), students and supervisor **MUST** have considered any ethical issues that may arise and the need for ethical approval. The General Medical Council makes clear that research must only be carried out if the project has received permission from a properly constituted and relevant ethics committee. In general, ‘research’ covers all projects where there is some sort of intervention that is not part of routine clinical care. ‘Audit’ or ‘Service Evaluation’, where information is collected about current practice, does not usually require ethical approval. Please refer to [Appendix A](#), which provides further guidance on this subject. Recent studies have shown that students and tutors are sometimes confused as to whether a particular project requires ethical approval. If in doubt, you should discuss your proposed project with the SSC Director.

A submission to the Local Research Ethics Committee (LREC) and/or the equally essential submission to the local NHS Health Board Research & Development Office is likely to take up the majority of any SSC period and therefore, projects requiring new ethical approval are highly unlikely to be feasible under current arrangements. If your project required ethical approval, you will need to state this on the cover page of your

written submission. You will also need to send a copy of the letter of ethical approval to the SSC office before starting your project.

Where your proposed project is an audit or service evaluation, you should seek approval from the relevant department of the NHS Health Board. The Service Level Agreement between the School of Medicine and individual NHS Health Boards in Wales specifies that Health Boards will ensure adequate resources are available to support medical students undertaking audit/service evaluation projects as part of their studies. The Medical School can also provide you with a letter confirming that your project is an audit/service evaluation – please contact your year coordinator for this.

5. Submission of SSC work: For all SSCs, you **MUST** hand-in your work electronically via **Learning Central** (previously Blackboard) unless specified otherwise. For some SSCs, you may also be required to hand in one hard copy to your tutor. **Please note: The final submitted document must be solely your own work; supervisors/tutors may not help students in the writing or copy editing of the final submitted project.**

When submitting your project to Learning Central you must label **the file to be uploaded** in the following fashion:

Surname-Firstname-StudentNo-ProjectTitle

for example

Smith-John-092223-SCP

Deadlines for projects are strictly enforced. All work submitted after the deadline is liable to be marked as 0%. If there are extenuating circumstances which means you cannot meet a deadline you **MUST** inform your year coordinator **BEFORE** the deadline expires. In addition, you will be required to fill in a form (available on Learning Central) in order to provide details of the extenuating circumstances. For the purposes of the deadline, the date and time of the electronic submission (via Learning Central or, only in the event of a Learning Central failure, via email) will be taken as the moment of submission.

Remember: No electronic submission by the deadline = 0%

6. Unless specifically defined as a group project, no combined projects are allowed. When indicated, students may use the same data but reports must be unique to each student.

7. All SSC assignments should be word-processed using double spacing and wide margins. The number of words needs to be stated on the cover page. The word count should include the body of the text (but not tables and illustrations) and should exclude appendices and references.

8. Word limit: Please ensure you keep to the word limit as individually stated for each SSC. For further information on “Word Count Policy” and penalties for exceeding the word limit, please refer to Learning Central (under Admin: Assessment).

9. In certain circumstances you may undertake modified SSCs in line with the Schedule of Assessment.

10. Plagiarism: Plagiarism is the intentional presentation of someone else’s work, published or unpublished, written or in some other form, as one’s own. Copying from unacknowledged sources, even if the original wording is changed, still constitutes plagiarism. Plagiarism is viewed seriously by the University and is regarded as unfair practice and is a disciplinary matter.

All projects are examined using software to detect plagiarism. Where projects show evidence of significant copying from previous work without appropriate acknowledgement, this is considered as an attitude and conduct issue and appropriate measures taken.

If plagiarism is suspected the unfair practice procedure will be instituted, and if proven student will be required to attend the Student Progress Committee and appropriate penalties will be imposed. For further information on plagiarism, please refer to Learning Central (under Admin: Assessment)

Please also refer to Learning Central for further information of the ‘SSC Assessment Policy’, which includes double-marking policy and plagiarism.

11. Unique SSC: You are strongly encouraged to arrange your own ‘unique’ (DIY) SSC in an area that particularly interests you. If you have a clear idea of the type of project you would like to undertake, you can discuss your proposals with a tutor. You and your tutor should agree a proposed project and fill in the Unique SSC form available on Learning Central.

12. The type of project you undertake, as part of your SSC does not normally require any complicated statistical analysis. However, if you need statistical support for your work, you should discuss this with your SSC tutor.

13. Confidentiality: Confidentiality is an integral part of medical professionalism; it should be borne in mind during all SSC projects. It is important that students take the issue of confidentiality extremely seriously, not only as regards to anonymising individuals to which they refer in their assignments but also anonymising agencies and settings mentioned. This includes information sent in as part of appendices to assignments. The Data Protection Act and GMC recommendations on confidentiality must be observed at all times – any breach is a disciplinary matter.

For further information on the SSC Assessment Policy including the policy for Double-Marking, please refer to Learning Central (under Admin: Assessment).

Student Selected Component Portfolio

All the work you complete as part of the SSC Programme must be kept together in a file. This 'portfolio' provides a continuous record of the SSCs undertaken in each of the five years of the curriculum. You must keep this file up-to-date, as members of the Student Selected Component Panel can request to examine your portfolios at any stage of the SSC Programme. If you are working as a member of a group, all notes relating to meetings and activities of the group should be kept for inspection. You must respect patient confidentiality when compiling your portfolios. Patients discussed in any pieces of work must not be identifiable, either from personal details or photographs UNLESS you have obtained a written consent.

Med School Contacts

Academic Leads:

SSC Director - Dr Samantha Hibbitts
hibbittssj@cf.ac.uk

Year 2 SSC - Dr Helen Jones
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Family Case Study
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Oncology Project – Dr John Staffurth
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Year 3 SSC – Dr Samantha Hibbitts
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Year 5 Elective SSC – Dr Patrick Cartlidge
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Year 5 Coordinator – Becky Masefield
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Undergraduate Contacts at Host Institutions

For contact details of any institutions not listed here please contact the Undergraduate office.

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Phase 2 of the Curriculum: Year 2

Experience SSCs

Aims/Objectives & Learning Outcomes

The aims and objectives of SSCs in Year 2 are specific to each individual 'experience' SSC and are set by the tutor, or tutors, responsible for each of the projects.

However, in general, by the completion of this year's SSC programme, you should be able to:

- Pursue and study non-core topics
- Provide evidence of having undertaken a diversity of experiences
- Produce a portfolio containing evidence from all of the 'experience' SSCs you have attended
- Demonstrate satisfactory participation in all of the experiences provided

Overview

In order to satisfy the General Medical Council's recommendation that SSCs present diversity of opportunity for students, a major emphasis is placed on 'experience' projects. These SSCs expose you to a wide range of settings and topics, providing 'tasters' of particular areas of medicine, professions allied to medicine and science-related medical topics.

You can develop skills and improve your knowledge in a range of medical specialties, and opportunities are provided in clinical, community, laboratory and other settings. Examples of current SSCs include opportunities to examine the contribution of a particular individual, service or department to patient care. Studies can also go beyond the core MB BCh curriculum and the boundaries of traditional medicine in, for example, complementary medicine.

You will complete a total of fifteen days of Experience SSCs in Year 2, in addition to the Family Case Study. There are four blocks of SSCs: Blocks 1 and 2 are before Christmas, Block 3 after Christmas and Block 4 after the Easter period. You will do either Block 1 and Blocks 3 & 4 OR Block 2 and Blocks 3 & 4 (hence the 15 days). Whether you do Block 1 or Block 2 will depend upon the projects you are allocated and when they are available as not all projects are available in every block. Each of Blocks 1, 2 and 3 can be made up of either 2 + 3, or 5-day projects. Subject to availability, you can choose a ten day 'set' of SSCs, which contains a balanced mix of experiences.

These SSCs run on a particular day of the week, over the appropriate number of consecutive weeks. The particular day will depend on the block and/or the SSC project. Work or visits

undertaken towards these SSCs should not interfere with aspects of core curriculum teaching.

After Easter, the remaining Block 4 experience time will run as five consecutive days. You will undertake this SSC as part of a rotation with other course activities. This SSC block will be in the form of either a specialist structured supervised programme or a short research project regarding the topic of alternative medicine.

There will be an introductory talk by the Year 2 SSC Coordinator at the end of Year 1.

Assessment

You are not graded or marked on Year 2 Experience SSCs, but are assessed on the basis of 'satisfactory completion'.

'Satisfactory completion' of each SSC undertaken is dependent upon 'satisfactory' attendance AND 'satisfactory' completion of written work.

The portfolio is handed in at the end of the Year 2 and **must** contain evidence from all the SSCs attended during the year. If your tutor sets a piece of work (e.g. presentation, essay, poster, etc), a hardcopy of this piece of work will be sufficient evidence of that SSC for the portfolio. **It is expected that you will retain copies of notes, presentations, posters, essays etc. for your portfolio and where appropriate, include the original work that was assessed by tutor, which contains their comments or feedback.**

If the tutor sets no work, you will need to write something for the portfolio, which will be your evidence for that particular SSC – details are as below.

Other SSCs

Where the tutor sets no work, the following should be completed as evidence for the SSC:

Each 2-day or 3-day SSC in Blocks 1 - 3

You can **either** write a report on **ONE** paper from a primary research journal that relates to the areas observed in the SSC **OR** write a reflection of your time on the SSC.

Each 5-day SSC in Blocks 1 - 3

You must write a report on **ONE** paper from a primary research journal that relates to the areas observed in the SSC **AND** write a reflective piece. Alternatively, you can choose to write reports on **TWO** research papers (and no reflection).

For each research paper:

You should read the paper and write a report on it, addressing the following points:

- Summarise the key findings and indicate whether you think that the aim of the work reported in the paper was relevant and important?
- Do you think that the conclusions of the paper provided useful information?
- What would you like to know about the area relating to the particular SSC, which was addressed neither by your SSC experience or the subject matter of the paper?

Your report must be word-processed, with references cited and listed using the Harvard system. The reports must be included in the portfolio. The word limit for the report is 500 words.

For the reflection:

The reflective piece of writing should include:

- A factual account of your experiences
- How what you saw did/will change your approach or learning in the future
- What you did well but importantly, what can you improve upon for next time ie detail your action points
- Your reflection must be between 300-500 words.

A good reflection will have the above points in equal measure.

Block 4 SSC

For Block 4, most students study an alternative medicine. (However, there are limited places on a few additional SSCs and details will be provided at the time).

You will write an essay (1000 words, excluding references) on an alternative medicine of your choice. Your essay must be word-processed, with references cited and listed using the Harvard system. The project will be marked 'Satisfactory Completion' as judged by the report.

The essay should include these areas:

- Background about the chosen field of the alternative medicine.
- Organisations e.g. professional bodies.
- **The scientific basis and evidence** for the effectiveness (or not) of the therapy, using **scientific peer reviewed journals**.
- Critical evaluation of the effectiveness of the therapy.

If you fail to accrue 15 'days' of SSCs by the end of Year 2 or you do not maintain a satisfactory record in a portfolio, you will have to undertake additional work during the vacation before being allowed to progress to Year 3. The Exam Board may require you to undertake an alternative activity to complete these Experience SSCs during the vacation, which must reach a satisfactory standard.

Contact for Year 2 SSC

Dr Helen Jones

Biomedical Science Building

Tel: 029 2087 4771 (ext 74771)

Email: joneshe1@cf.ac.uk

Family Case Study

All students take the Family Case Study during the second year of the course. It runs for around 3-5 months and provides an opportunity to practice self-directed learning techniques. Students, in pairs, are allocated to a family with a young family, or who are expecting their first child, OR to a family where at least one member has retired OR to an elderly family or person. Ideally the visits take place in the family's own home. Local general practitioners recruit the families, but the academic staff of the Department of Primary Care provides the support and guidance for the project.

Aims

- To observe and gain an understanding of a family going through changed circumstances.
- To appreciate how families make decisions about health.
- To be aware of the support families have from health services and from other sources.
- To understand how the physical and social environment impact on family health.

Learning Outcomes

On completion of this project you should be able to:

- Describe the family and how they have responded to life changing events.
- Describe the cultural and social environment of the family and how this affects their health and contact with the health service.
- Describe the health behaviours of the family and how the family makes decisions about health.
- Describe the family's opinions of support available from the health service including members of the primary health care team and how the family uses these services.
- Describe the other sources of support and information on health matters that the family has available.

The Experience

Students are expected to make at least three visits to the family during the study. After an initial lecture to launch the project, there are two supporting seminars and a further lecture as well as drop in sessions.

Ideally you should visit your family (usually paired with another student) at approximately monthly intervals. The actual timing and arrangements are left to you. Remember to pay attention to the safety aspects of visiting your family, which are given in the Course Handbook and in the Family Case Folder given to you at the start of the project.

You will NOT be given a checklist of questions to ask, as you are encouraged to explore issues in your own way. However, the handbook should guide you. Much of the first seminar is devoted to considering some of the issues you may wish to discuss with the family in order to meet the learning outcomes. You should also present your report, compiled on an individual basis, in your own style. This is an adult learning experience, allowing you to make your own decisions about the nature of information to collect, the method used, and how to integrate the data and present it in written form. Although the Family Case Study is undertaken in Year 2, the content relates most closely to the topics associated with the Health in Society Panel, studied in Year 3.

Throughout the project there will be opportunities to ask questions and discuss topics through forums. Dr. Gerrard is very keen to support you in your learning methods and is happy to discuss these personally or on email.

Assessment

At the end of the study you will write a 3,000-word report recording your experiences.

It is essential that the report reflects the work undertaken during this study honestly and accurately. A record of dates and frequency of visits must be included. Transgressions from a truthful report will be deemed a matter for investigation under the University's rules regarding unfair practice. The report will comprise a diary addressing the learning outcomes and 3 pieces of analytical work, as specified in the handbook – with references, covering aspects of primary health care interaction, social aspects of health care provision, and a health care topic, all of which should be inspired by your experience with your family.

Contact for Family Case Study

Dr Frances Gerrard
Department of Primary Care and Public Health
Ysbyty Bronglais

Email: gerrardFE@cardiff.ac.uk

Phase 2 of the Curriculum: Year 3

The Year 3 SSC Project

Aims

The Year 3 SSC Project enables you to pursue any non-core topic of interest in greater detail and acquire knowledge and understanding through a process of enquiry and exploration. The tutor, or tutors set specific educational objectives of the Year 3 SSCs, responsible for each of the projects, although the generic objectives are as follows:

Learning Outcomes

On completion of this component of SSC, you should be able to:

- Demonstrate the ability to exercise initiative, analytical and critical thought
- Demonstrate basic skills in literature search/review, data collection, data analysis and /or research principles
- Understand the ethical issues involved in research
- Prepare a written report in the form of a scientific paper.

Overview

The choice of projects available in Year 3 embraces activities that are either research-based or non-research-based and clinical or non-clinical in type. They are undertaken in settings (hospitals, community or laboratory) that are appropriate to the nature of the project. Research groups are active in many areas, so some modules may have a research orientation. You are able to study a particular topic and pursue your interest in some depth under the guidance of a tutor with specialist knowledge of the field.

Method

You will have the opportunity to undertake a project during the last nine weeks of your 3rd year exam period (ie May - July.) During this time there are no core commitments, so you can devote your attention exclusively to these studies. Study during this SSC period is full-time. Although more than one student may undertake the same SSC, joint reports are NOT acceptable. Broadly there are two types of projects:

1. 'Tutor-developed Projects' -

These are projects, which are designed by the tutor. Details of all approved projects are advertised to students

in order that students can create a list of projects they would like to undertake, ordered by preference. Once students have submitted their choices the Medical School will allocate students to projects.

2. 'Unique Projects'

Students are encouraged to arrange their own 'Unique' SSC in an area of personal interest.

There are two ways in which you can approach a 'Unique' project. You can either approach a specialist who works in the field which you are interested in and work with them to develop a project, or you can create an outline of the project you would like to undertake and approach an appropriate specialist with a view to supervising you for the project you have outlined.

Please note that the tutor need not be a medical professional but should be formally recognised by the School of Medicine as having sufficient experience in the area you wish to study. They should have the necessary academic skills in order to be able to supervise a student and be a marker of the assignment – If we do not know your proposed tutor we may make further enquiries to confirm their suitability and the School of Medicine may require your tutor to provide evidence in the form of a brief CV.

Guidance documents are provided which outline the role of an SSC tutor. You should present these documents to any proposed tutors and only proceed if the proposed tutor understands the role and agrees to complete all elements of it, including the marking of the final project.

Once you and your tutor have reached agreement on the proposed project you the student should fill in the online 'Unique SSC' form, the link to which will be provided by the Year 3 Coordinator in accordance with the timeline once released. The SSC Director in conjunction with the SSC Panel will consider the 'Unique' SSC proposal. In the event that a proposal is not approved students will be provided with feedback and there will be a defined period of time in which students can amend and re-submit their proposal.

Common reasons for the 'Unique' SSC not being approved include:

- The proposed project does not go beyond the core curriculum.
- The proposed project involves study outside Wales, or in the case of a literature review, the proposed tutor is from outside Wales.
- The school does not agree with the category of the project according to your application (research, service evaluation, audit etc).
- The proposed project involves research but the student has stated that ethical approval is not required (**ALL RESEARCH PROJECTS REQUIRE EITHER ETHICAL**

APPROVAL OR CONFIRMATION FROM AN APPROPRIATE BOARD THAT IT IS NOT REQUIRED).

- Insufficient detail is provided on the form

Making a choice and the Timeline:

Unique proposals can be submitted from early in the year. The year coordinator will release the timeline for all other activity by the end of September.

Transport

Please note that, due to the nature of SSC activity in Years 2 and 3, Cardiff University does not provide transport for students undertaking SSCs. You should carefully check the venue of each of the modules and make sure that you can access the location either by car or public transport, as many are based away from the Heath Park site.

Assessment

Detailed guidance on the format of Year 3 project is provided at the beginning of the Year 3 SSC programme, following an introductory talk by the SSC Director and further down this document.

The format for the end of year 3 SSCs is that of a brief paper similar in style to the papers (both research as well non research articles) submitted to journals. It must ~~not~~ exceed should be approximately 1,500 words (excluding diagrams, tables, figures, references, appendices but including an Abstract/Summary of no more than 150 words).

The official word count policy is available on Learning Central. The word limit set constitutes “good writing”.

The guide on the following pages is designed to help you with the write up. An example-marking sheet also follows after the guide.

When submitting your final project you should upload it to Learning Central and also present a copy to your tutor for marking. **The deadline given to students is the deadline for tutors to return marks, not for students to submit the project.** The student and tutor should agree a date by which the student will send the project to the tutor in order that the marking deadline can be met.

The project for each student will be marked by two people; the lead tutor and a colleague nominated by the tutor, known as a “buddy marker”.

Your tutor and their buddy marker will submit the marks for each project using an online tool. Tutors should not return the marks to the student. Marks will be returned to students by the Medical School once they have been considered at Exam Board.

There is very little time to chase marking prior to the Exam Board, making it essential that tutors meet set deadlines. Students are asked to emphasise this to their tutors.

It is your responsibility to negotiate a reasonable timescale for marking whilst being mindful of your tutor’s other commitments (e.g. Annual Leave, Clinical Commitments etc.).

Guide for Preparing Your Paper

Ensure you include the standard cover sheet (examples and template on Learning Central) providing your name, student number, name of tutor etc. If your project had ethical approval you must state this, for our reference, here also.

Abstract/Summary (150 word limit)

For a research orientated or similar SSC use the following subheadings for the abstract: Objective; Design; Setting; Population/Participants; Results; and Conclusions.

For any other type of SSC provide a brief summary covering: What was the purpose of the SSC; what did you actually do; what you found, your observations or results; and conclusions.

Introduction

Here you describe: Why the SSC was chosen & the background to the topic.

Aims/Objectives

Here you provide the aims and objectives of your SSC.

Methods

If your work is research: Here you describe: what you did, how data was collected or interviews performed, statistical analysis used etc. If you have a sample you need to explain how you chose that sample and why. Also if ethical approval was needed or not.

If your work is not research: you describe what you did to meet the aims/objectives of your SSC. This may have involved, for example, talking to patients, looking at patient’s case notes, interviews, making a film/DVD or literature review (if literature review is one of the methods, you will need to describe how you did the literature review, the searching techniques used, their limitations etc.)

Results

If your work is research: Here you describe what the data showed – include graphs and tables if appropriate (maximum of three graphs or tables in total).

If your work is not research: you describe what you found after whatever you did to meet your aims/objectives. For example, if you did a literature review then you describe the findings of your literature review. For a non research project, sometimes it is useful to combine the Results and Discussion sections.

Discussion

If your work is research: A summary of your findings, their significance and generalisability to other situations. Limitations to your study methods & results and how your findings compare to the literature.

If your work is not research: Here you discuss reviews of the literature, what you found & how they compare with the literature, limitations of the study, suggestions for future work, & what you think is needed to be done next.

Conclusions

Here you reflect on your SSC project and describe the key messages & lessons learned.

References

We require 'Vancouver' referencing to be used for this SSC. Also, if you need examples of the type of paper you should be producing, look at the 'Pico papers' reported in recent copies of the British Medical Journal (bearing in mind that their word count is much lower than the requirement for this SSC!).

Academic Lead for Year 3 SSC

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Contact for Year 3 SSC

Andy Edwards

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Marking Scheme for Year 3 Student Selected Component Project

Project Marking Criteria	Mark Awarded	Feedback for Student
1. Abstract/Summary		
No abstract/summary	0	
Present but inadequate, lacking some major points	1	
Adequate - covers major points	2	
Structured - covers all points coherently and logically	3	
2. Aims, objectives and hypothesis		
None stated	0	
Some stated	1	
Well-formulated, specific, measurable	2	
3. Introduction/Background		
Scanty, major elements missing, irrelevant	0	
Some, but unbalanced, key literature not cited	1	
Appropriate and fairly balanced	2	
Well formulated, student has developed good insight and understood key themes	3	
Thorough, student has used background to develop new themes and inform current study	4	
4. Methods		
Methods not described	0	
Poorly described or inappropriate to aims	1	
Basically adequate and appropriately described	2	
Fairly well described, relevant, ethical approval considered & obtained if appropriate	3	
Good and appropriately described (including sample selection and size & problems encountered where relevant)	4	
Thoroughly described (including ethical and sample selection issues if relevant), considers reproducibility, generalisability, problems encountered; & (For literature review) searching techniques	5	
5. Results/Analysis		
Few/no results, no analysis	0	
Results presented but cannot be deduced from methods, poorly analysed	1	
Results presented, deducible from methods with basic analysis and relevance to argument	2	
Clear presentation of relevant results including negative data and adequate analysis	3	
Clear & thorough presentation of results with appropriate use of tables, figures and graphs or examples	4	
Comprehensive, excellently presented in a variety of forms	5	

6. Discussion		
Little or no discussion	0	
Lacks scope or depth, or is seriously flawed and unbalanced	1	
Basic discussion of results with some evidence of critical thinking	2	
Adequate discussion of results with good evidence of critical analysis	3	
Comprehensive, results/analysis put into context of background/previous literature	4	
Excellent, results used to make sensible suggestions for implications or limitations of data & to develop new ideas	5	
7. Conclusions		
No conclusions	0	
Simple descriptive conclusions	1	
Reflection on background, methods, results	2	
Succinct & concise, identifies key issues & themes	3	
8. References		
Few, inadequate, missing references or mixes Vancouver and Harvard; if Vancouver numbering is incorrect	0	
Adequate and relevant; some inconsistencies in referencing	1	
Adequate and relevant; consistent and correct referencing	2	
Comprehensive, consistently and correctly presented both in the text and at the end	3	
9. Concepts, Ideas and Paradigms		
Major flaws, student did not follow advice	0	
Minor flaws, student did not seek advice	1	
Satisfactory, student simply followed advice	2	
Good, evidence that student developed own ideas (i.e. did not just to what was told)	3	
Excellent, student made major contribution to developing new ideas, concepts or paradigms that informed the project	4	
10. Presentation		
Confusing and illogical, irrelevant points and rambling.	0	
Clear but basic	1	
Clear, logical and concise	2	
Excellent - explicit, accurate, logical, confident & consistent, clarity of writing.	3	
Reports 5% above the word count will be penalised by a point drop in the domain mark.		

<p>11. Tutor's Impression Add mark from 0-3 to take account tutor's impression of attendance, effort, attitude and conduct. If you have major concerns about any of these factors, DO NOT mark project but contact Medical School Office as soon as possible</p>		
<p>TOTAL MARK X2.5 PERCENTAGE</p>	<p>(/40) X2.5 %</p>	

Oncology Project

Learning Outcomes

On completion of the Oncology Project, through in-depth personal experience of a patient with cancer and tutorial discussions over approximately 6 months, you should have an improved understanding of:

- The natural history of a malignant disease and the basic principles of its biology and therapeutic strategies. This should cover relevant issues such as epidemiology, predisposing factors, screening, pathology, prognosis and any relevant therapeutic interventions such as surgery, radiotherapy, chemotherapy biological therapies and palliative care
- The impact of a malignant disease and its treatment on a patient and their family/carers. This should cover any observed physical, emotional, psychological and spiritual affects and any coping mechanisms observed during the project.
- How decision making in cancer patients is reached. This should cover observations regarding the functioning of the medical multidisciplinary team, communication between doctors and patients, and the involvement of patients and their carers in the treatment actually undertaken. This should include observations on patient awareness of the risks and benefits of different treatment approaches and their reflections during or after such treatment

In addition:

- We will expect you to develop and demonstrate an empathetic and professional approach to a patient with cancer and their carers, and towards your learning and
- To improve your communication skills to allow you to develop a confident relationship with your patient and their carers, and within your tutorial group and
- To reflect on the learning that you have experienced during the oncology project

Overview

The Oncology Project allows you to experience the physical, emotional and social effects of cancer on a patient and their carers through the powerful impact of the one-to-one interaction with your own patient over a six-month period. This should be supported by self-directed learning around the basic principles of cancer biology and its treatment and a reflective approach to issues triggered from this patient's cancer journey. The oncology project is run via tutorials with experienced cancer professionals, which will support your learning and

allow you to appreciate the varied dimensions of care of patients with cancer.

Method

The Oncology Project runs for an approximately six-month period during Year 3, in parallel to core curriculum commitments. Due to the nature of the project and the need to visit patients and attend clinics, specific time is not put aside for this module as appointments cannot be predicted. Work or visits undertaken towards the Oncology Project should fit around and not interfere with aspects of core curriculum teaching.

Groups of between six and eight students are assigned to medical and non-medical tutors drawn from Oncology, Palliative Medicine, General Practice, Surgery and other hospital specialties. Each tutor is responsible for recruiting patients and supporting the students in undertaking the project. Tutors also ensure that students establish a one-to-one relationship with a patient who has cancer at an active stage of the disease. Patients are generally drawn from each tutor's own clinical practice, having given their written informed consent to participate in the Oncology Project. Students interested in following/avoiding a patient with a particular cancer or from a specific patient group (such as paediatric oncology) are encouraged to raise this with their tutor as early as possible.

If you have personal issues you want to raise before the project starts, you can talk to your tutor – conversations will be treated as highly confidential.

Your relationship with the patient and the cancer journey as experienced by the patient are central to the project. You will follow the progress of the patient, attending the patient's key outpatient appointments and investigations, and we encourage you to visit the patient's home (although this is not an absolute requirement).

Interactions of this kind are recorded in a diary format, which acts as a framework for the written project. At approximately monthly intervals, the tutor will meet with their group of students to review interactions with patients, discuss issues that have arisen and recommend further reading.

There will be an introductory talk by a Consultant Oncologist at the start of the academic year. Relevant documents will be available on Learning Central.

Assessment

You must maintain a portfolio of your learning. Portfolio-based learning is a way of documenting the learning process and can also be used in tutorials and for assessment. The content also provides a chronological record of evolving changes in approach and thinking.

The log diary of the patient acts as a framework to develop thinking. You should document the following in the portfolio:

- The patient's medical history and the evolution of the patient's story.
- A diary of the student's interactions with the patient.
- Cross reference to other teaching on Oncology that the student is receiving during Year 3.
- Notes of the tutorials and the key things learnt during tutorials.
- References to other sources of reading and learning, both in the medical and lay press and media.

The case history should be recorded to highlight the following:

- Aspects of the case that were clinical milestones.
- Things that were handled well.
- Things that could have been handled differently.
- Sources of information relevant to the case (fully referenced).
- Specific clinical foci of learning from the case.
- Changes in the student's self-perception as a future doctor.

The Oncology Project must be presented in word processed form. All projects will be submitted on Learning Central. Further details of the project report and its marking will be given at the start of the project. The Oncology Project is subject to a summative assessment and contributes 25% to the Intermediate MB SSC mark. The marking criteria and a sample mark sheet appear on the following pages. The supervising tutor marks the portfolios from their own tutorial group, but double marking is carried out see below.

Tutorials

The tutorials are not formatively marked, but work within the tutorials will contribute to the Tutor's assessment of your performance. They are also an opportunity for you to get informal feedback on your progress. Tutorial work, such as presentations, can be included within the Portfolio.

Portfolio

The projects will be marked primarily from the portfolio, with a word limit of 4,500 words. Please note that the marking schedule has changed considerably in the academic year 2010-11 and there is no longer a requirement to produce a student selected essay and the word count has been reduced.

Marking schedule

Basic clinical knowledge: 14% of the marks – including, if relevant:

- Epidemiology, predisposing factors and genetics
- Screening, presentation and diagnosis
- Pathology, molecular biology, staging and prognosis

Basic clinical management: 18% of the marks – including, if relevant:

- The decision making process from the medical perspective, including communication between different healthcare staff and the 'multidisciplinary team'
- Treatment delivered including if relevant surgery, radiotherapy, chemotherapy, biological agents and palliative care. This should cover how agents work, the evidence for their use, how treatments are delivered, common side effects and side effect management
- Management of recurrent or progressive disease, including the need for follow-up, repeated imaging, use of tumour markers and decision-making in advanced disease
- Role and conduct of research and clinical trials in cancer patients

Holistic assessment of the patient: 22% of the marks – including, if relevant:

- The decision-making process from the patient's perspective, including communication between healthcare staff and patients and their families/carers AND communication between patients and their carers. How do patients obtain information in the modern era?
- An assessment of your patient's understanding of the risks and benefits of treatment options, during the decision making period, during treatment and once treatment has completed.
- A psychological assessment of the patient and their carers, including changes in mood throughout the project, coping mechanisms and support systems/religion/spirituality.
- An assessment of your patient's hopes and fears associated with their condition and their individual prognosis. The response to loss (of function, freedom, independence) and, if relevant, bereavement
- An assessment of the social and physical factors that affect your patient and awareness of the role of other disciplines including community, social and welfare services

Professional assessment of the student: 25% of the marks – including:

- A professional approach to the patient including demonstrating ability to engage and talk to a patient with cancer and their careers, particularly gaining confidence to address the many complex and challenging areas that are highly relevant in cancer patients.
- Commitment to the patient using evidence of hospital visits and home visits and the development of an appropriate approach to a cancer patient (empathy and understanding etc)
- A professional approach to the tutorials including attendance and presentations at tutorials, and demonstration of an ability to engage and talk to fellow professionals
- The process of personal and professional reflection on their experiences, including an assessment of efficacy of care from the patient's perspective, their emotional responses to their experiences and evidence of clear critical analysis and synthesis of ideas

Presentation of the written portfolio: 11% of the marks - including:

- Writing skills, grammar, presentation and referencing

Double Marking

A panel of 8 tutors performs double marking on a proportion of projects to ensure consistency between supervising tutors. Any discrepancies between the primary and double mark are discussed at a panel meeting and a final mark allocated. Tutors are given feedback on their marking allocation from previous years and have access to projects from previous years with standardised marking.

Academic Lead for Year 3 Oncology Project

Dr. John Staffurth

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Contact for Year 3 Oncology Project

Andy Edwards

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The Intermediate MB SSC Mark

The Intermediate MB SSC mark may be derived:

- 9-week SSC project 50% of total
- Family Case Study 25% of total
- Oncology Project 25% of total

The pass mark for the Intermediate MB SSC component is 50%

ANY STUDENT WHO DOES NOT SUCCESSFULLY PASS THE INTERMEDIATE MB SSC COMPONENT WILL BE REQUIRED TO UNDERTAKE A SUPPLEMENTARY SSC BETWEEN THE END OF JULY AND THE END OF AUGUST. STUDENTS CANNOT PROGRESS TO THE NEXT STAGE OF THE COURSE UNTIL THE INTERMEDIATE MB SSC COMPONENT HAS BEEN PASSED.

Marking Scheme for Year 3 Student Selected Component Oncology Project

Student Name:				
Project Marking Criteria		Score	Subtotal	Feedback /Comments
Basic clinical knowledge	Epidemiology, predisposing factors and genetics	/4	/ 14	
	Presentation and the diagnostic process (which may include screening if relevant)	/4		
	Pathology and molecular biology	/3		
	Staging and prognostication	/3		
Basic clinical management	Demonstrate an understanding of the medical decision making process and the MDT	/3	/18	
	Describe in detail the treatment planned/received	/5		
	Evidence for use of treatment used	/3		
	Side effects and side management/prevention and management of ongoing symptoms	/4		
	What was the outcome for the patient and how was it assessed?	/3		
Communication, understanding and decision making	Decision making from the patient's perspective: communication between staff and patient	/5	/13	
	Decision making from the patient's perspective: communication between patient and carers	/3		
	The patients understanding of the risks and benefits of treatment	/5		
Holistic assessment of the patient	Psychological assessment of the patient	/6	/22	
	Coping mechanisms including religion and spirituality	/5		
	Hopes and fears	/3		
	Loss and bereavement (including loss of function/health/independence)	/3		
	Social and physical assessment and support services	/5		
*Professional assessment of the student	Ability to develop a professional relationship with the patient and carers	/7	/25	
	Commitment to the patient	/5		
	Approach and attitude to the patient	/5		
	Commitment, approach and attitude to the tutorial	/5		
Quality of the written portfolio	Grammar, presentation and referencing	/4	/11	
	Reflection	/7		
Total mark			/100%	

***This section will not be double marked as the mark allocation is drawn from extensive knowledge of the student, patient and tutorial, which a double marker is considered less able to judge**

Phase 3 of the Curriculum: Year 5

Final Year Elective:

The 8 week elective period is undertaken during the spring of the final year of study. **A minimum of 4 weeks of the elective period must be spent in clinical studies, but students are expected to complete 6 weeks in clinical studies unless they have a good reason not to.**

Aim

To enhance the student's knowledge, skills and attitudes through work on a topic not covered by core teaching.

Objectives

The overall objective of the Elective project is to provide you with a defined learning experience, not obtained in the core curriculum, which fits in with and complements your pre-existing aptitudes and interests.

The objectives of the Elective project are specific to each individual and are set by the student undertaking the module.

Learning Outcomes

On completion of this SSC, you should be able to:

- Pursue and study a 'non-core' topic of your interest in greater detail.
- Acquire knowledge through a process of enquiry and exploration.
- Enhance your research skills.
- Demonstrate the ability to exercise initiative, analytical skills and critical thought.
- Sample areas of medicine in order to assist in making decisions on your future career.
- Prepare a Reflective Report

Overview

The Elective project gives you the opportunity to study any subject of interest. These studies may be undertaken in medical centres, research units or community practice anywhere in Britain or abroad.

Attachments may be with medical practitioners, or any of the professions allied to medicine, or in complementary health care, subject to the approval of the Elective Director.

Formal links with many centres have been established, ensuring a friendly reception as well as interesting and challenging experiences. These links help students to access placements in certain areas of the world, particularly the Far East, which can be difficult to secure otherwise. Details of these placements are available on learning Central. The contact is Martin Hughes, who you can contact on hughesmj1@cardiff.ac.uk

What is a Portfolio?

A portfolio is a collection of linked work used to demonstrate the development of a theme or skill. They serve two main purposes. First, they allow students to organise their work in a way that helps learning. Second, they can be used as evidence of learning.

In a reflective portfolio, students should record their thoughts on what they have experienced. Initially this can feel rather uncomfortable since we tend to reflect privately. However, deliberately sitting down and recording our thoughts enhances understanding and learning.

Elective

A Aims and objectives

These are designed to be quite general so that they apply to all students:

Aims

To plan and carry out a period of learning, in Britain or abroad, that extends beyond the core undergraduate curriculum.

To develop a critical appreciation of how lifelong learning can be enhanced by experiencing clinical and/or scientific practice in different health-care settings.

Objectives

3. Set personal learning aims and objectives for an elective period.
4. Choose a setting that is most appropriate for meeting these objectives.
5. Plan the elective period, including contact with the proposed elective centre, negotiating learning opportunities and/or projects with the allocated time.
6. Organise the logistical aspects (travel, visas, insurance, finance, safety etc.).
7. To perform adequate background preparations that would maximise the learning opportunities (e.g. by literature searches, reading of texts etc.).
8. Undertake learning in the chosen centre in order to meet the personal learning aims and objectives.

9. Reflect on the learning that has occurred throughout the entire process.

Personal learning aims and objectives

You should think about, and write down, one or two overall aims for your elective period. Your objectives are more specific statements about how you intend to reach your aims. For example, your aim might be to 'learn about the clinical presentation and management of malnutrition' and your objectives could be '(a) to spend an elective period in a part of the World where malnutrition is common, (b) to do a literature search on the causes and treatment of malnutrition, (c) attend regular ward rounds and see patients with malnutrition and (d) consider effective strategies to prevent malnutrition'.

Field of Study and Centre Chosen

Remember that the principle aim of the elective is to go beyond the core curriculum. However, there may be other reasons why you have chosen a particular topic. For example, you may have chosen a psychiatry-based topic because you are particularly interested in this field of medicine or are considering it as a future career..

There are no absolutes with respect to the chosen centre. However, you need to demonstrate that you have considered the possibilities open to you and are able to justify your choice of topic and location.

Assessment

This will take the form of:

1. A **"Satisfactory Completion Report"** from the supervising tutor of the host institution (see page ?/37). We will send your tutor further details nearer the time and
2. An Elective report (1000 word limit).

The Elective report should help you record full details of your learning throughout the process. **The report will be marked and students have to demonstrate satisfactory completion.**

In the report you should reflect on how the experiences during your elective period helped your learning and what you learnt from any challenges you dealt with while you were in your chosen centre.

After you return from your Elective, you should spend some time thinking about what you have learnt from the entire experience and to what extent you have met your personal learning aims and objectives. You should think about what went well, what aspects were most helpful and how you would do things differently in the future. Finally, you should consider to what extent you have met your own aims and objectives.

It is important to note that one of the aims of the elective for all students (whether going abroad or not) is to compare and contrast clinical and scientific practice in different settings. This should be included in this section. Even if you are staying in Cardiff, this is possible. For example, if your elective is in

forensic medicine, you should consider how the practice of medicine is different in a legal setting compared to a hospital one.

The Proposal

When you have decided upon your learning aims and objectives, the field of study and the institution/s in which you will undertake your elective, you must submit a proposal for approval. Proposals must be submitted using the electronic form on Learning Central. **The submission dates will be confirmed on Learning Central.**

The form also requires you to complete a risk assessment form that asks for information about health and safety issues, vaccinations that are required and whether a Post-exposure (HIV) prophylaxis (PEP) pack is advised.

This form will be reviewed by the Elective leader, who will provide further advice as required.

Letters of recommendation and any other forms that need to be signed in order for you to apply for an elective period at an external centre can be obtained from the Medical School Office.

If you submit a proposal and later find that you need to alter your plans (e.g. you are declined a place at your chosen centre) you **MUST** submit a fresh proposal with your new plans for approval. You are encouraged to submit your proposal as soon as possible.

Late variations in the Elective and keeping in touch

Due to the varied nature of the elective period, every year a few students have to change plans at the last minute. Sometimes, once at the elective centre, it becomes clear that the original proposal or some of the personal learning aims and objectives cannot be fulfilled. In these cases you should **e-mail or contact** the year coordinator for advice as soon as possible. In some cases it will be appropriate to simply discuss these changes in the relevant sections of your portfolio. More extensive changes will require you to submit a fresh proposal for formal approval.

For safety and insurance purposes, it is essential that the Medical School Office is aware of your location during your elective period. You should make sure we have an up-to-date e-mail address for you and that you check your mail regularly while you are away (or arrange for someone to pass messages to you). If you change your Centre of Study you **MUST** let us know.

Students will not be allowed to travel to particularly dangerous parts of the World (generally those listed on the Foreign Office Website as 'essential travel only'), even if you have local contacts in the area.

Planning Your Elective - what to do now. You need to start thinking about your elective NOW.

There are several sources of information to help you decide what you might wish to study and where. These include medical elective sites on the Internet (such as www.electives.net) hosted by the Medical Defence Union and several UK and International medical schools. The British Medical Association also produces a Medical Electives Handbook. You may also obtain information from doctors or other health-care staff in Cardiff within the various specialties. Charitable bodies and church groups may provide information about electives in the UK and abroad.

You need to think about your **Personal Learning Aims and Objectives** and start to consider your choice of elective centre. Many centres abroad require you to apply early. They will also require a letter of recommendation or a reference from the School of Medicine.

It is the responsibility of the student to make the necessary arrangements for their Elective SSC (for example, organise flights and accommodation), in addition to the actual placement.

Financial assistance for suitable proposals may be obtained from the elective project scholarships, as well as from external organisations. Applications for Cardiff University's internal scholarships must be submitted on a standard application form, provided by the Year 5 Coordinator. Applications are assessed by the Elective Period Advisory Committee and those considered to be worthy of award are identified and applicants notified shortly thereafter. External organisations have their own methods of awarding scholarships.

Students are provided standard travel insurance by the university. Individual certificates will be provided in advance of the elective period. ***Please note – the insurance provided by the university does not cover medical indemnity. You should check with any medical unions of which you are a member to ensure that they cover you for medical indemnity whilst on elective.**

Academic Lead for Elective

Dr Patrick Cartlidge

Email: cartlidge@cardiff.ac.uk

Contact for the Year 5 Elective

Becky Masefield, Year 5 Coordinator

Email: masefieldr@cardiff.ac.uk

Elective Period Sign-off Form

Cardiff University is very grateful to you for hosting one of our medical students on this very important aspect of their professional and personal development. To ensure that they represent Cardiff University and themselves appropriately, we would be grateful if you could complete this form and return it to the medical student.

Student name: _____

Cardiff University Number: _____

Please tick the relevant boxes

	Satisfactory	Unsatisfactory
Attendance	<input type="checkbox"/>	<input type="checkbox"/>
Please comment where appropriate:		
Honesty and integrity	<input type="checkbox"/>	<input type="checkbox"/>
Please comment where appropriate:		
Reliability and responsibility	<input type="checkbox"/>	<input type="checkbox"/>
Please comment where appropriate:		
Respect for others	<input type="checkbox"/>	<input type="checkbox"/>
Please comment where appropriate:		
Self-awareness & knowledge of limits - <i>recognizes need for guidance & supervision. Aware of appropriate professional boundaries. Knows own limits & seeks help when necessary.</i>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment where appropriate:		
Has the student gained satisfactory completion of the Elective?	<input type="checkbox"/>	<input type="checkbox"/>
Please comment here if you have ticked this section as unsatisfactory OR if you have any general comments:		

Tutor name: _____

Signature: _____

Position: _____

Date: _____

Student signature: _____

Appendix A

Ethical Approval of Medical Students Projects

Before undertaking any project, students and supervisors must have considered the need for ethical approval. Most student projects are carried out as part of the Student Selected Component (SSC) Programme and this document explains the procedure for obtaining ethical approval. It is envisaged that students will take the lead in this process although this does not absolve supervisors from ensuring their projects meet the regulatory requirements.

The time and work involved in obtaining ethical approval for a research project through the current Local Research Ethics Committee (LREC) system is fully appreciated and this can lead to significant issues for students undertaking projects of only a few weeks duration. Nevertheless, it is essential that we adhere to a robust safeguard of patients, students and their supervisors. The process outlined in this document has been designed to be thorough without being unnecessarily time consuming.

1. Does my project require ethical approval?

Audit or service evaluation projects do not require NHS ethical review. The table on page 37 lists the general differences between research, audit and service evaluation.

Many student projects fit into the categories of audit or service evaluation. Note that this includes some (but not all) questionnaire-based projects. If the project you are planning is an audit or service evaluation, you simply need to indicate this on the SSC project proposal form.

Note that you still need to seek approval from the relevant department of the NHS Health Board if your proposed project is an audit or service evaluation. The Service Level Agreement between the School of Medicine and individual NHS Health Boards specifies that Health Boards will ensure adequate resources are available to support medical students undertaking audit/service evaluation projects as part of their studies.

2. My project is Research – what do I do next?

If your proposed project is research involving human subjects, human tissue, blood or other body fluids, you must obtain ethical approval.

If the project does not involve NHS patients, staff or premises (eg administering a questionnaire to members of the public, school children or other groups), you should submit an application to the School of Medicine Research Ethics Committee (SOMREC). Application forms are available on the School of Medicine website.

Permission from the SOMREC is also required for any project that involves distributing questionnaires to other medical students, regardless of whether the project is classed as research, audit, or evaluation of service or teaching.

3. My project involves NHS patients, staff or premises and/or samples obtained from them.

Your proposed project must undergo formal ethical review by the NHS Research Ethics Committee. Further details and guidance are provided on NRES website – www.nres.nhs.uk. To create a new application you should register with the Integrated Research Application System (IRAS) at www.myresearchproject.org.uk and open a new application form. Answering the first six questions on the online form will result in an application form specific to your project being created. This form may be up to 24 pages long. However, many of the questions will not be relevant to a short student project and/or can be answered very quickly. Once the form has been completed and signed, it will be considered by your local NHS Ethical Review Committee. You may be asked to attend one of their meetings to explain your study.

The School of Medicine has no input into the ethical review process and is unable to speed up the process of approval.

DIFFERENCES BETWEEN RESEARCH, AUDIT AND SERVICE EVALUATION

RESEARCH	AUDIT	SERVICE/THERAPY EVALUATION
Motivated to generate new knowledge	Motivated to provide best care	Motivated to define current care
Quantitative research: is hypothesis based	Designed to answer the question: "Does this service reach a predetermined standard?"	Designed to answer the question: "What standard does this service achieve?"
Qualitative research: explores themes following established methodology	Measures against a standard	Measures current service without reference to a standard
May involve a new treatment	Doesn't involve a new treatment	Doesn't involve a new treatment
May involve additional therapies or investigations	Involves no more than administration of questionnaire or record analysis	Involves no more than administration of questionnaire or record analysis
May involve allocation to treatment groups NOT chosen by researcher or patient	Does not involve allocation to treatment groups: the HCP and patients choose	Does not involve allocation to treatment groups: the HCP and patients choose.
May involve randomisation	Does NOT involve randomisation	Does NOT involve randomisation