



UNDERGRADUATE TAUGHT PROGRAMMES UNIVERSITY COLLEGE LONDON

ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS FOR UNDERGRADUATE MEDICAL STUDENTS

This leaflet contains the following information:

- Key to the grades used on transcripts produced by UCL
- Information regarding the course requirements for Undergraduate Medicine
- A description of Higher Education in England, Wales and Northern Ireland

PROGRAMME OF STUDY

Undergraduate medicine at UCL is an integrated programme of study leading to the award of Bachelor of Medicine and Bachelor of Surgery (MBBS) which is recognised by the General Medical Council as a Primary Medical Qualification.

The programme of study comprises the following modules:

- Year 1 - Foundations of Health and Medical Practice; Infection and Defence; Circulation and Breathing; Fluids, Nutrition and Metabolism; Student Selected Components.
- Year 2 - Movement and Musculoskeletal Biology; Neuroscience and Behaviour; Endocrine Systems and Reproduction; Genetics, Development and Cancer, Student Selected Components.
- Year 3 - Intercalated BSc for non-graduate entrants.
- Year 4 - Integrated Clinical Care covering medical and surgical specialties and Anaesthetics;.
- Year 5 - Life Cycle and Specialist Practice including Child and Family Health (Paediatrics, General Practice, Child & Adolescent Mental Health); Women's Health and Men's Health with Dermatology (Obstetrics, Gynaecology, Breast Disease, Urology, Genito-urinary Medicine, Contraception & HIV medicine); Care of the Older Person, Ophthalmology, Cancer Medicine & Palliative Care, Psychiatry, ENT.
- Year 6 - Preparation for Practice, Student Selected Components and a Clinical Elective
- Clinical and Professional Practice Modules taught in each year including:
 - Integrated Clinical and Professional Practice: Anatomy and Imaging; Clinical Skills and Practical Procedures; Doctor as Data Scientist; Pathological Sciences; Use of Medicines.
 - Overarching Themes: Clinical Communication, Ethics and Law, Mental Health; Patient Safety and Patient Experience; Professionalism; Social Determinants of Health.
 - Student-Centred Learning, Person-Centred Learning: Patient Pathways and Portfolio

ASSESSMENTS

Integrated summative assessments are held at the end of each MBBS year of study and comprise a written component and a practical or clinical component. Pass marks are determined by standard setting using a modified Angoff method for the written component and a criterion referenced method for the practical/clinical component.

KEY TO GRADES

Transcripts list the component marks and overall result for each assessment as listed in the table below.

Grade Used	Explanation
AB / AZ	Absent
DA	Deferred Assessment
EP	Deferral of Assessment already attempted
CX	Module Completed but result not expected due to Covid-19
EX	Result Excluded from Final Classification
F / F1 / F3	Fail
FC	Failure Condoned
FQ / FZ	Failure to Qualify
IR	Result not yet available (Exam Irregularity)
NX	Result not expected
P	Pass
FC	Pass Condoned
WH	Result Withheld
ZZ	Ineligible for Assessment
G1	Group 1 – Pass (To 2016/17)
G2	Group 2 – Fail (To 2016/17)
G3	Group 3 - Outright Fail (To 2016/17)
P1	Group 1 - Pass 90-100% (Highest decile) (To 2022/23)
P2	Group 1 - Pass 80-90% (2nd decile) (To 2022/23)
P3	Group 1 - Pass 70-80% (3rd decile) (To 2022/23)
P4	Group 1 - Pass 60-70% (4th decile) (To 2022/23)
P5	Group 1 - Pass 50-60% (5th decile) (To 2022/23)

P6	Group 1 - Pass 40-50% (6th decile) <i>(To 2022/23)</i>
P7	Group 1 - Pass 30-40% (7th decile) <i>(To 2022/23)</i>
P8	Group 1 - Pass 20-30% (8th decile) <i>(To 2022/23)</i>
P9	Group 1 - Pass 10-20% (9th decile) <i>(To 2022/23)</i>
P10	Group 1 - Pass 0-10% (Lowest decile) <i>(To 2022/23)</i>
Y5	Group 2 - Pass 50-60% (5th decile) <i>(To 2022/23)</i>
Y6	Group 2 - Pass 40-50% (6th decile) <i>(To 2022/23)</i>
Y7	Group 2 - Pass 30-40% (7th decile) <i>(To 2022/23)</i>
Y8	Group 2 - Fail 20-30% (8th decile) <i>(To 2022/23)</i>
Y9	Group 2 - Pass 10-20% (9th decile) <i>(To 2022/23)</i>
Y0	Group 2 - Pass 0-10% (Lowest decile) <i>(To 2022/23)</i>
N7	Group 3 – Outright Fail 30-40% (7th decile) <i>(To 2022/23)</i>
N8	Group 3 – Outright Fail 20-30% (8th decile) <i>(To 2022/23)</i>
N9	Group 3 - Outright Fail 10-20% (9th decile) <i>(To 2022/23)</i>
N0	Group 3 - Outright Fail 0-10% (Lowest decile) <i>(To 2022/23)</i>
PV	Pass - Covid-19 adjusted assessment <i>(2019/20 and 2020/21 only)</i>
FV	Fail - Covid-19 adjusted assessment <i>(2019/20 and 2020/21 only)</i>

Degree Classification

Degree classification is Pass/Fail with **Distinctions** awarded to approximately the top 10% of the cohort as follows:

- Distinction in Medical Sciences – combined scores achieved in Years 1 and 2
- Distinction in Clinical Science – combined scores achieved in Years 4 and 5
- Distinction in Clinical Practice – scores achieved in Year 6

Certificates of Merit are awarded by the Medical School in each year of the programme to students whose marks place them in the 2nd decile. Merits are shown on the full transcript of medical studies available separately from the Medical School. Merits do not form part of the degree award.

Credit

Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified Academic Level, up to and including Level 7 Qualifications. Credits are awarded in line with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) where one credit equates to 10 notional learning hours. European Credit Transfer and Accumulation System (ECTS) equivalents are also shown.

MBBS credits are currently not transferable.

Year of Programme	Level	Credits	ECTS
Year 1	4	120	60
Year 2	5	120	60
Year 3 (IBSc)	6	120	60
Year 4	6	180	90
Year 5	7	180	90
Year 6	7	180	90

Covid-19 Pandemic - academic year 2019/20 - Teaching and Assessment

As a result of the Covid-19 pandemic and to comply with the requirements of the UK Government, face-to-face teaching was replaced with online teaching from 23 March 2020 for the remainder of the 2019/20 academic year. Modifications were also made to some assessments to enable them to be delivered remotely during this period to reflect that in-person assessments were not possible. In some cases where alternative assessments were not possible, and there was sufficient evidence that learning outcomes had been met elsewhere, the assessment was cancelled and the module excluded from the progression and award requirements. The grade CX indicates these modules.

First year undergraduate assessment

UCL replaced all first year undergraduate assessment with a single capstone assessment requiring students to reflect on and demonstrate their learning across the first year. The capstone assessment was marked as pass/fail and does not have marks assigned. A medical student who has passed the capstone assessment was able to progress to the second year.

<https://www.ucl.ac.uk/academic-manual/recent-changes/changes-academic-manual-covid-19>

MBBS assessment

Un-proctored online written assessments were held in Years 2, 4 and 5. Practical and clinical assessments were cancelled in Years 2, 4 and 5.

Covid-19 Pandemic - academic year 2020/21 – MBBS Assessment

Un-proctored online written assessments were held in Years 1, 2 and 4. Practical assessments were cancelled in Years 1 and 2.

Covid-19 Pandemic - academic year 2021/22 – MBBS Assessment

Un-proctored online written assessments were held in Years 1 and 2.

Covid-19 Pandemic - academic years 2019/20 to 2022/23 – MBBS Awards of Distinction

As mitigation for the modifications to the assessments, the criteria for awards of distinction were adjusted to draw only on marks achieved where both the written and practical or clinical components were held and remote proctoring of the written component was permitted.

Distinctions in Medical Sciences:

2019/20 - top 15% of the Year 2 cohort based on performance in the 2018/19 Year 1 assessments

2020/21 - no awards

2021/22 - no awards

2022/23 - top 15% of the Year 2 cohort based on performance in the 2022/23 Year 2 assessments

Distinctions in Clinical Sciences:

2019/20 - top 15% of the Year 5 cohort based on performance in the 2018/19 Year 4 assessments

2020/21 - top 15% of the Year 5 cohort based on performance in the 2020/21 Year 5 assessments

2021/22 - top 15% of the Year 5 cohort based on performance in the 2020/21 Year 5 assessments

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern

Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are “short cycle” qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see ‘Qualifications can cross Boundaries’ <http://www.qaa.ac.uk/standardsandquality/otherrefpoints/Qualsboundaries09.pdf>)

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at ‘Advanced’ (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).