



UNIVERSITY OF
LEICESTER

Leicester Medical School

MB ChB

**Progression regulations for the
degrees of Bachelor of Medicine
and Bachelor of Surgery**

2024-25

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These regulations will be subject to annual review and will apply to all students.

PRINCIPLES

- Candidates for the degrees of MB ChB shall be required to follow the approved programme of study for a period of 5 years.
- Candidates for the degrees of MB ChB with a Foundation Year shall be required to follow the approved programme of study for a period of 6 years.
- Registration on the MB ChB programme is for a maximum of 7 years for the five-year programme and 8 years for the six-year MB ChB with a Foundation year programme, and will not normally include more than one repeat year of study.
- Students will only be permitted a second repeat year that takes them over the maximum period of registration in very exceptional circumstances.

With regard to the General Medical Council (GMC) domains (*Promoting excellence: standards for medical education and training*) the Medical School will apply the following principles:

- **Safety:** The aim of the School is to ensure that students put the safety of patients at the heart of their clinical practice. The safety of patients will be central to all teaching and assessment.
- **Equality:** Students will be required to treat others with respect and apply the principles of equality and diversity to the safe care of all patients.
- **Curriculum:** The aim of the School is to provide contextual, constructed and collaborative learning opportunities, designed to foster the development of skills, understanding and attributes required of caring, competent, effective and safe future doctors.
- **Assessment:** Assessments are designed to ensure that students achieve all of these skills and attributes in a progressive manner and that graduates have achieved all of the competences specified by the General Medical Council and are fit to practise as safe Foundation doctors.
- **Support:** The aim of the School is to ensure that all students feel supported in order that they can progress to become caring, competent, effective and safe future doctors. We aim to teach students that it is only by taking responsibility for their own welfare that they can take responsibility for the welfare of patients.

The MB ChB programme is taught in an integrated manner and all summative assessments are therefore also integrated.

In all objective modes of assessment (i.e. written assessments, OSCEs, practical examinations), progress is measured against threshold marks determined for each element. In written assignments, progress is measured against explicit criteria specified for each grade.

Progress

A student must pass all summative examinations in any given academic Year **and** be in good standing, i.e., not in neglect of their academic obligations (definition given in section below) before proceeding to the next Year of the programme.

In addition to passing the summative examinations, a student must achieve a Pass grade in each additional domain of assessment specified for the Year; for example, the summative review of competence progression (SRCP) in the final year.

[Senate Regulation 4](#) requires students to engage fully with their programme of study and allows for the possibility that a student may be withdrawn from their studies or asked to repeat a year if they are in neglect of their academic obligations.

It should be noted that medical students are required on an annual basis to read and sign the student agreement with a commitment to comply with university regulations and medical school policies.

Neglect of Academic Obligations

Neglect of Academic Obligations is defined as the failure of students to engage appropriately with their taught programme of study. The nature of students' academic obligations (for example, attendance at lectures and placement, performance in summative assessments and engagement with the attendance policy) is defined by the Medical School as below.

If students are in doubt about their obligations, they should consult their Personal Tutor, Head of Year, Director of Phase 1, Director of Clinical Studies or Deputy Head or Head of School.

In the case of Medical Students, Neglect of Academic Obligations includes:

- Neglect of Academic Engagement
- Neglect of Apprenticeship Obligations
- Neglect of Professionalism Obligations
- Neglect of Patient Safety Obligations

Neglect of Academic Engagement

Neglect of Academic Engagement is a form of Neglect of Academic Obligations resulting from a failure of students to engage with the course academically. Both the University and the GMC require students to be committed to their course and to fully engage with their teachers. Failure of academic engagement could occur for many reasons and often results in students being below the pass / fail threshold in formative and summative assessments. Students who are failing to engage academically would normally be offered referral to the Academic Support Unit. Students who fail to engage academically in spite of attempts to correct this failing will be deemed to be in Neglect of Academic

Engagement. At summative resit examinations, this is defined as students whose performance is below a threshold determined by the Board of Examiners (typically defined as a student score that is more than 12% below the pass mark for a resit examination).

Neglect of Apprenticeship Obligations

Neglect of Apprenticeship Obligations is a form of Neglect of Academic Obligations that specifically applies to Medical Students and results from repeated failures to attend teaching without following the process and procedure set out in the Phase 1 and Phase 2 attendance policies. Failure to attend teaching is in itself a neglect of Academic Obligations. Students who fail to attend teaching will be supported in line with the attendance and leave policies and this may include referral to the School Health and Conduct Committee. An analysis of attendance and engagement of Phase 1 students will take place before, and be presented at, the resit Board of Examiners and those who are in neglect of academic obligations on the basis of neglect of apprenticeship obligations may not be offered an exceptional repeat year of study for academic failure by the Board of Examiners.

[Attendance and Engagement Policy – Phase1](#)

[Attendance and Absence Policy - Phase 2](#)

Neglect of Professionalism Obligations

Neglect of Professionalism Obligations is a form of neglect of academic obligations that specifically applies to Medical Students [see also Health and Conduct Committee (HCC) Regulations]. A medical student whose unprofessional behaviour has been a cause of serious concern may be deemed by the HCC to have neglected their Professionalism Obligations. This may result in referral to Fitness to Practice committee and regardless of this will be presented to the relevant Board of Examiners.

Neglect of Patient Safety Obligations

Neglect of Patient Safety Obligations is a form of neglect of Academic Obligations that specifically applies to Medical Students. A Medical student who has placed a patient's safety at risk due to unprofessional behaviour would normally be referred to the Health and Conduct Committee, which will act in accordance with Health and Conduct Committee (HCC) Regulations. A student may however be referred directly to the Fitness to Practise Committee (see FtP regulations). There may be occasions when a student's lack of academic knowledge, academic rigour or their failure to observe patient safety principles could place a patient at risk of injury or death. Such events constitute a Neglect of Patient Safety Obligations.

Health and Conduct Committee (HCC)

Any student who has attended HCC in that academic year will be considered for discussion at the relevant Board of Examiners for consideration of being in neglect of academic obligations.

In summary, a student is required to meet the following standards in order to progress:

- Required academic, including clinical, standards.
- Required apprenticeship standards (must not be in neglect of their engagement obligations).
- Required professionalism standards (must not be in neglect of their professionalism obligations).
- Required patient safety standards (must not be in neglect of their patient safety obligations).

When a student is repeating all or part of their Final year for any reason (e.g. prolonged illness preventing qualification post-Finals or Fitness to Practise etc.), a student must demonstrate continued clinical competence and maintenance of their clinical skills by taking and passing their Final year examinations in the year of their graduation, and other relevant Final year components as required by the Board/Chair of Examiners prior to being permitted to graduate.

Where a student in an earlier year has significant time away from the course (i.e. more than one year) they will be required to resit, as a formative assessment, the End of Year exams for the last year they successfully completed.

In the very exceptional event that a student is allowed to suspend their studies for more than 2 years, they would normally be required to repeat the last year that was successfully completed and in which they passed the relevant progression assessments and will be required to resit those progression assessments as a formative assessment.

PROGRESSION REQUIREMENTS: 5-YEAR MB ChB and 6-YEAR MB ChB WITH A FOUNDATION YEAR

Please note that, in exceptional circumstances, whereby it is not possible to run normal assessment processes, the Medical School reserves the right to use alternative forms of assessment and other sources of information on students' progression (including, but not limited to, formative assessments and structured training reports from Foundation Assistantships) to inform progression decisions, including whether or not to allow a student to graduate.

Year 0

Assessment: Specified elements of the following modules are assessed: Foundations of Biological Sciences; Introduction to Medical Sciences; Exploring Psychology; and Medicine: the Patient. Each module is assessed separately and must be passed. Assessments include written examinations, course work, presentations and a clinical examination.

In the event of a fail: Students who fail assessments may be able to resubmit or retake individual assessments during the academic year.

Progression: In order to progress to Year 1 a student must pass all of the Year 0 modules with a minimum score of 65% and an average score of at least 70% across all of four modules [BS0011, BS0012, MD0003, MD0004], with no less than 65% in any individual assessment component within modules MD0003 (Medicine: Principles of Anatomy & Physiology) and MD0004 (Medicine: the Patient) and must not be in neglect of their Academic Obligations.

Year 1

Assessment: Specified elements of the core Medical Sciences and Clinical Skills are assessed. Assessment comprises a written examination at the end of Year 1, which includes a Short Answer Question (SAQ) paper, a Single Best Answer (SBA) paper and an Integrated Understanding Assessment (IUA). These assessment components are combined to form the Year 1 Examination.

In the event of a fail: Students who fail the Year 1 Examination may take the Year 1 Resit Examination during the summer vacation in the same calendar year. A student in good standing and who has not previously repeated a year of study, who fails the Year 1 Resit Examination may not proceed to Year 2 of the programme but may be allowed an Exceptional Resit Year, at the discretion of the Board of Examiners.

Progression: In order to progress to Year 2 a student must pass the Year 1 Examination, or, if necessary, pass the Year 1 Resit Examination; must have completed all components of their Care Certificate programme and must not be in neglect of their Academic Obligations.

Year 2

Assessment: Specified elements of the core Medical Sciences and Clinical Skills are assessed. Assessment at the end of Year 2 comprises a written examination and two practical assessments: an Integrated Understanding Practical Assessment (IUPA) and an OSCE. Students will also be required to have evidence that they have completed their Phase 1 mandated Clinical Skills to a satisfactory standard. Combined, these components (Written paper, the IUPA, OSCE and Clinical Skills) form the Year 2 Examination and all four components (Written paper, IUPA, OSCE and Clinical Skills) must be passed in the same academic year.

In the event of a fail: Students who fail the Written paper, the IUPA or the OSCE may take the relevant Year 2 Resit Examination(s) (Resit Written and/or Resit IUPA and/or Resit OSCE) during the summer vacation of the same calendar year. A student in good standing and who has not previously repeated a year of study, who fails any of the Year 2 Resit Examinations or who has not satisfactorily completed the Phase 1 mandated Clinical Skills may not proceed to Year 3 of the programme but may be allowed an exceptional repeat year, at the discretion of the Board of Examiners.

Progression: In order to progress to Year 3 a student must pass all summative assessments in the main sit of the Year 2 examinations or, if necessary, pass the relevant Year 2 Resit Examination(s). In addition, a student must not be in neglect of their Academic Obligations. Within the consideration of patient safety, students must have satisfactorily demonstrated competency in all of the Phase 1 (years 1 and 2) core clinical skills in order to progress to Phase 2 (year 3) of the course.

Year 3

Assessment: The Year 3 Examination takes place at the end of Year 3. It consists of a written examination and an OSCE examination. Combined, these assessment components form the Year 3 Examination: both components (Written and OSCE) must be passed in the same academic year.

In the event of a fail: Students who fail either the written component or the OSCE component may take the relevant Year 3 Resit Examination(s) (Year 3 Resit Written and/or Year 3 Resit OSCE) in resit period of the same calendar year. A student in good standing and who has not previously repeated a year of study who fails either of the Year 3 Resit Examinations may not proceed to Year 4 of the programme but may be allowed an exceptional repeat year, at the discretion of the Board of Examiners.

Year 3 SSC: At the end of Year 3 all students will complete a Student Selected Component. Students must attend that satisfactorily (as judged in a tutor report) and complete a required mandatory formative assessment. As completion of the SSC and its sign-off occur after the Year 3 Exam Board, progression to Year 4 will not be determined by a student's SSC outcome. However, any student not satisfactorily completing their Year 3 SSC will be treated as a professionalism concern. For those students undertaking one or more Year 3 resit examinations, a tutor report will be requested for the period of the SSC that was completed prior to release of the

results from the main sit examination. Those students will be allowed, from results release onwards, to focus on revision for their additional exams. If their interim report is not considered satisfactory, then they will be managed as for those whose attendance or assessment were not satisfactory.

Should a student repeat Year 3, they must complete the SSC at the end of their repeat year, as normal.

Progression: In order to progress to Year 4 of the programme a student must satisfactorily attend all clinical attachments and either pass all summative assessments in the main sit of the Year 3 examinations or, if necessary, pass the relevant Year 3 Resit Examination(s) and must not be in neglect of their Academic Obligations.

Students must engage with Clinical Skills throughout the academic year. A Clinical Skills progression review will take place prior to the Year 3 main sit summative examinations. Within their patient safety obligations, students must have satisfactorily demonstrated competency in all required Year 3 core clinical skills in order to progress to Year 4 of the course. This will be assessed through successful completion of required skills.

Year 4

Assessment: The Year 4 Assessment takes place at the end of Year 4. The examination consists of a written examination and an OSCE examination. Combined, these assessment components form the Year 4 Examination: both components (Written and OSCE) must be passed in the same academic year.

In the event of a fail: Students who fail either the written component or the OSCE component may take the relevant Year 4 Resit Examination(s) (Year 4 Resit Written and/or Year 4 Resit OSCE) in the resit period of the same calendar year (i.e. the start of Year 5). A student in good standing and who has not previously repeated a year of study, who fails either of the Year 4 Resit examinations may not proceed to Year 5 of the programme but may be allowed an exceptional repeat year, at the discretion of the Board of Examiners.

Progression: In order to progress to Year 5 of the programme, a student must satisfactorily attend all clinical attachments in the year and either pass the main sit of the Year 4 Examinations or, if necessary, the relevant Year 4 Resit Examination(s) and must not be in neglect of their Academic Obligations.

Students must engage with Clinical Skills throughout the academic year. A Clinical Skills progression review will take place prior to the Year 4 main sit summative examinations. Within their patient safety obligations, students must have satisfactorily demonstrated competency in all required Year 3 and 4 core clinical skills in order to progress to Year 5 of the course. This will be assessed through successful completion of required skills.

Year 5

Assessment: The Finals Assessment will take place during the final year. The examination consists of the Medical Schools' Council's Applied Knowledge Test (AKT), an SAQ paper and an OSCE examination at the end of the Foundation Assistantship blocks. Foundation Assistantships will also be assessed on the basis of a Summative Review of Competence Progression (SRCP), based on supervisor reports from Assistantships and adequate engagement with demonstration of independent practice across mandated domains. Students will be required to have evidence that they have completed all mandatory clinical (procedural) skills to a satisfactory standard. Students will also be required to have evidence that they have completed their Elective/Year 5 Student Selected Component and failure to do so will be treated as a professionalism concern. For those students undertaking one or more Year 5 resit examinations, a tutor report will be requested for the period of the elective / SSC that was completed prior to release of the results from the main sit examination. Those students will be allowed, from results release onwards, to focus on revision for their additional exams.

Combined, these assessments form the Finals examination: all six components (AKT, SAQ, OSCE, Assistantships, Elective/Student Selected Component and clinical skills) must be passed in the same academic year. Students must also complete the Advanced Resuscitation Training (ART) course and take the associated test (and one resit if required), although a pass is not mandatory for progression.

In the event of a fail: Students who fail any of the AKT, SAQ or OSCE components of the Finals Examination may take the relevant Resit examination(s) (Resit AKT, Finals Resit SAQ and/or Finals Resit OSCE). Students who fail the Foundation Assistantships, Student Selected Component or Elective or have not completed the mandatory clinical skills will be given an opportunity to undergo a remedial activity as dictated by the Medical School. A student in good standing and who has not previously repeated a year of study, who fails the Resit AKT, Finals Resit SAQ paper, Finals Resit OSCE, the Foundation Assistantships, or does not satisfactorily complete their Elective/Student Selected Component and/or mandatory clinical skills will not be awarded with the degrees of MB ChB but may be allowed an exceptional repeat year, at the discretion of the Board of Examiners. Students who fail the test at the end of the ART Course must take the resit: it is not required to have passed the resit in order to graduate.

Progression: In order to progress to the award of the MB ChB degrees a student must:

- i) Satisfactorily attend all clinical attachments of the programme.
- ii) Pass the Year 5 Examinations and/or the relevant Year 5 Resit Examination(s)
- iii) Satisfactorily complete the Foundation Assistantships
- iv) Satisfactorily complete an Elective or Student Selected Component
- v) Satisfactorily complete all mandatory clinical (procedural) skills, as defined by the GMC Outcomes for Graduates (GMC, 2018)
- vi) Complete the ART course and have taken the test and one resit if needed (a pass is not required for progression)
- vii) Not be in neglect of their Academic Obligations.

Students will be allowed a maximum of four attempts at the AKT: if they are unsuccessful at their first attempt, they will be allowed to re-sit the AKT. If they are unsuccessful at their re-sit, they will be allowed a further attempt during their discretionary repeat year, if a discretionary repeat year is awarded and if they are unsuccessful at this third attempt, they will be offered a fourth and final re-sit attempt. The AKT must be passed in the academic year in which the student completes their degree (so that if a student passes the AKT but takes a discretionary repeat year due to other failed components, they will be required to re-take and pass the AKT again during their discretionary repeat year). A pass in the AKT will be required for students to graduate. A pass in the AKT at first attempt will be required for students to graduate with Honours. However, the AKT score will not otherwise be used to calculate the student's graduation decile.

[Note: In absolutely exceptional circumstances, when agreed with the relevant Phase director and subject to approval by the relevant Board of Examiners, students may be allowed to carry forward uncompleted DOPS to the following year subject to an agreed plan for missing DOPS to be achieved.]

a. Calculation of Honours

The degree of MB ChB may be awarded with honours at the discretion of the Board of Examiners.

Honours calculations are based on students' performance across the curriculum. Students will be nominated to the Board of Examiners for consideration of the award of MB ChB (Hons) by calculating a **graduation decile** for each student.

Details of the calculation of the deciles are set out in the Code of Practice for Assessment.

RESPONSIBLE AUTHORITIES/COMMITTEES/BOARDS

The Board of Examiners

A Board of Examiners shall be convened for the MB ChB programme, to consider the performance of students which contributes to an award of the University.

A Board of Examiners shall also consider the progression of students from one stage of a programme to the next.

The function of a Board of Examiners is to:

- Confirm the recommended examination outcomes received from one or more Panels of Examiners;

- Consider the academic performance, engagement, apprenticeship, professionalism and patient safety status of individual students as it relates to progression or award decisions;
- Agree progression and awards.

A Board of Examiners shall consist of:

- The Chair, which will normally be the Head of School. The Head of School may nominate a member of staff of the School to act as Chair for a meeting of the Board of Examiners.
- Two members of each Panel of Examiners contributing assessment outcomes to the Board, one of whom shall normally be the Chair of the Panel of Examiners.
- Such other members of the academic staff, including unit leads or clinical block leads, as are necessary to make informed progression and award decisions.
- External Examiners for each of the assessments included in the remit of the Board.

The members of a Board of Examiners shall be agreed annually.

Attendance at a meeting of a Board of Examiners should consist of at least 75% of the membership and must include the Chair. Where an individual external examiner is unable to attend a meeting of the Board of Examiners, they shall normally be required to submit written comments on the outcomes of assessments, and the performance of candidates so that these views may be taken into account during the meeting.

At least one external examiner, from a team of examiners, shall be present at a meeting of a Board of Examiners where awards are being made to students. When the Board of Examiners is expecting to consider progression decisions only, external examiners are not required by the University to attend. However, it is usual practice within the medical school that external examiners attend all Boards of Examiners.

A representative of the Academic Registrar, normally a senior member of the administrative staff of the University, shall attend each meeting of a Board of Examiners where awards to students are under consideration to ensure that the proceedings of the Board are carried out in accordance with the regulations. The business of a Board of Examiners making awards to students may not be transacted in the absence of the Academic Registrar's Representative.

The Panel of Examiners

The function of a Panel of Examiners is to:

- Consider patterns of student achievement for individual summative assessments, confirm the standards of achievement in the assessment, and ensure that marking

standards are sufficiently reliable to ensure that outcomes appropriately reflect student achievement against the written criteria;

- Recommend summative assessment outcomes to one or more Boards of Examiners.

A Panel of Examiners shall consist of:

- Chair of the Panel of Examiners. This will normally be the Head of Assessment. The Head of School may nominate an alternative member of staff of the School to act as Chair for a meeting of the Panel of Examiners.
- Such other members of the academic staff as are necessary to make informed progression decisions.

Conduct of business

There shall be a standard formal agenda for meetings of Panels and Boards of Examiners. The business of Panels and Boards remains confidential to the membership.

Panels and Boards shall make decisions on the basis of evidence of student achievement. Each Panel and each Board will be provided with a standard dataset to include the outcomes of each unit of assessment being considered by the Panel; and the profile of each student for whom a progression or award decision is to be made by the Board.

Component marks presented to a Panel or Board of Examiners will have been carefully considered by the markers who will have made informed academic judgments such that the overall outcomes fairly reflect the levels of attainment of the students. This should be done by carefully assessing the students' work against written criteria.

Boards of Examiners shall not adjust component marks to elevate candidates across a classification boundary.

All members of the Board are equal; no particular weight shall be given to the views of the external examiner(s). An external examiner has no veto in relation to decisions regarding individual students. If a vote in any particular case is necessary, the Chair shall have the casting vote.

A Panel or a Board may defer a decision in relation to an individual student if insufficient information about the performance of the student is available.

All recommendations for an award shall be recorded by the Academic Registrar's Representative; this shall constitute the definitive record against which results are entered into the SITS student record and notified to students, and shall be held by the Registry, according to the University's retention schedule.

The Academic Registrar's Representative shall ensure that the lists of recommended awards is signed by the Chair and those external examiners present at the meeting.

The department shall provide a secretary to the Board, who will take notes which will include an account of any discussion in relation to difficult cases.

The Chair of a Board may make decisions on behalf of the Board, where a decision in relation to an individual student has been deferred. This will include making recommendations for intermediate awards, where appropriate.

The Board may make recommendations for the award of prizes to students.

Mitigating Circumstances

Panels and Boards of Examiners will accept the recommendations of Mitigating Circumstances Panels but will not be expected to receive evidence. Boards of Examiners will determine the outcome of an assessment for an individual student in the light of the Mitigating Circumstances Panel's recommendation.

The examination marks and progress decisions released following the meeting of the Board of Examiners should clearly identify results where mitigation has been considered and applied.

Health and Conduct Committee

A Health and Conduct Committee (HCC) has been convened for the MB ChB programme. The HCC will act in accordance with its code of practice.

Fitness-to-Practise Committee

Issues of a student's fitness to practise shall be considered by the Fitness to Practise Committee (FTPC) of the Medical School and School of Healthcare. The operational policies of the FTPC are detailed in its regulations.

REGULATIONS FOR THE DEGREE OF BACHELOR OF MEDICAL SCIENCE -BMEDSCI

- a. The ordinary degree of BMedSci may be awarded as an intermediate award to students registered on the MB ChB, with the approval of the Board of Examiners, on successful completion of at least Years 1, 2 and 3 of the programme and provided they have satisfied the examiners of the programme.
- b. The BMedSci is an ordinary degree. Candidates who are permitted to transfer to the degree as provided above are eligible for award of the degree without further examination.

- c. Students who are awarded the degree of BMedSci are normally excluded from re-admission to the course for the degrees of MB ChB.

REGULATIONS FOR THE DEGREE OF BACHELOR or MASTER OF SCIENCE (INTERCALATED) – BSc or MSc

Students registered for the degrees of MB ChB may apply to intercalate one year of additional study leading to a BSc/BA degree or MSc/MA. The additional year of study leading to a Bachelors degree can be taken following successful completion of the second, third or fourth year of the MB ChB programme. The additional year of study leading to a Masters can only be taken following successful completion of the third or fourth year of the MB ChB programme.

Applications to take an intercalated PhD during the MB ChB programme will be considered on a case-by-case basis and, prior to return to the course, students will be required to resit, as a formative assessment, the End-of-Year examinations for the last year of the MB ChB programme that they successfully completed.

Students registered for one of the University of Leicester's Intercalated BSc/MSc degrees remain subject to the same requirements as students on the MB ChB programme with regard to professional competence (including the necessary attitudes and attributes) and safe practice. The student must satisfactorily demonstrate their ability to work and function in a professional manner and must satisfactorily demonstrate their ability to work as a safe future doctor. Concerns regarding professionalism or safe practice will be dealt with through the same mechanisms as for students on the MB ChB programme and will form part of the student record. Students on the Intercalated programmes will be subject to the same Fitness to Practise procedures as MB ChB students.

FAILURE TO ATTEND AN ASSESSMENT

If a student fails to attend a summative assessment, or a component part of a summative assessment (for example, failing to attend the Integrated Understanding Assessment within the Year 1 written assessment) and has not applied for and been granted mitigating circumstances, or has had a mitigating circumstances application declined, the student will be managed in exactly the same way as a student who has taken the assessment and failed. This means that such a student will be required to take the Resit Examination and will be assessed at the Resit Examination in exactly the same way as students who attended the examination and are resitting because of a previous failure.

Students who fail to attend an assessment can submit a mitigating circumstances application: if it is accepted for a first sit, they will be entitled to sit the Resit Examination as an uncapped main sit. Such students will be ranked in relation to students who took the main sit examination when calculating their eligibility for the award of distinctions, merits and honours. If the mitigation is accepted in relation to a Resit Examination, then the Board of Examiners will consider the individual student's circumstances to determine if a repeat year can be offered.

PROGRESSION REQUIREMENTS WHEN REPEATING A YEAR OF STUDY

Students repeating a year of study for any reason (academic failure, suspension of studies, accepted mitigation the previous year or an exceptional resit year) are obliged to repeat all the assessments for that year, regardless of whether any assessments were successfully passed in a previous year. Students will also be expected to repeat all timetabled teaching activities (including completion of activities and formative assessments associated with these activities) unless the Medical School grants return to the course at an agreed point during the academic year. Where this is granted, a student will still be expected to pass the summative examinations to the same standard as the whole cohort and mitigation will not be given for missing elements of the teaching in that academic year. For example, if a student repeats Year 3 of the course, they will normally be expected to repeat the entire teaching programme beginning after the summer break and they will be expected to sit the Year 3 written and OSCE examinations.

EXCEPTIONAL REPEAT YEAR

It should be noted that an individual student is only permitted one Exceptional Repeat Year across the whole duration of the course and that the decision for an Exceptional Repeat Year is always at the discretion of the Board of Examiners and not an automatic right.

For students studying the MB ChB course who fail a resit examination and have not applied for or been granted mitigation, the Board of Examiners has the discretion to offer an exceptional resit attempt. In these circumstances, a student would be expected to repeat the year in full that they have failed and to pass all substantive assessments for that year. Such a student will be offered one further exceptional resit of the assessment that they have previously failed twice (e.g. the Written paper or the OSCE) and two sits of the assessment(s) they have successfully completed the previous year. It is important that students understand the need to demonstrate continued competence across all domains being assessed in their repeat year of study, hence the requirement to pass all of the substantive assessments during that year.

The Honours calculations will be based on the marks achieved at the very first sit of any element of any summative examination where there was no mitigation. This also applies to the element(s) previously passed that the student is also obliged to pass again during the exceptional repeat year, which would therefore not be included in the Honours calculations.

The option to have an exceptional repeat of the year is not available to a student who:

- is considered to be in neglect of Academic Obligations
- has previously repeated a year of the course for academic failure
- will exceed the maximum period of registration on the degree if permitted an additional year of study.

In addition, a student who has failed at resit every element of the assessment (i.e. both Written and OSCE in Years 3, 4 and 5 or Written, OSCE and IUPA in Year 2) in a given academic year would not normally be offered a repeat year with an exceptional resit opportunity. Students who fail their third attempt at an assessment will be considered for course termination at an appropriate hearing following the relevant assessment period. This may result in termination of studies prior to any scheduled resits.

Year 1 students who repeated Year 1 at the end of the 2019/20 academic year: due to the Covid pandemic lockdown, it was agreed that all Year 1 students would be permitted to progress to Year 2 and the End of Semester Two Assessments became formative (ESA2F). The results from ESA2F were added to ESA1 to give an indicative End of Year Result and students who were more than three Standard Errors of Measurement from the Mean Student result were advised that it would be in their interests to repeat Year 1. Where students agreed that it was in their best interests to repeat Year 1 in 2020/21, the Board of Examiners agreed that this would not count as prejudicial to a future Exceptional Repeat Year in the event of future academic failure.

REPEAT YEAR WITH MITIGATION

The Board of Examiners may allow a student who has been granted mitigation for one or more summative assessments to repeat the year. Students repeating a year on the grounds of mitigation will be allowed both the main sit and a re-sit opportunity for each summative

assessment element. Students are not normally allowed more than one repeat year on the course and will not normally be granted a repeat year if it would mean they exceed the maximum period of registration on the course.

Students who repeat a year are required to sit all elements of any summative assessments (e.g. both Written and OSCE) together to ensure maintenance of clinical competence.

Regardless of whether mitigation is granted for the previous year, a student will normally only be allowed a maximum of three sittings of the same examination and a maximum of one repeat of any given year of study.

It is considered to be in students' best interests that they can only normally have one repeat year (whether as an exceptional repeat year or with mitigation) as graduation rates for students permitted more than one repeat year are only 41%. Students will only be permitted a second repeat year that takes them over the maximum period of registration in very exceptional circumstances, as those students have only a 27% chance of going on to graduate with the MB ChB, a rate which falls to only 14% if they exceed the maximum period of registration by more than one year.