

A NATURE OF THE AWARD		
1	Programme Title	Family Medicine
2	Final award	MSc
3	Intermediate awards	Pg Dip
4	Awarding institution/body	Concurrent Award: St. George's Hospital Medical School, a constituent college of the University of London and University of Nicosia
5	Teaching institution	University of Nicosia, Nicosia, Cyprus
6	Programme accredited by	N/A
7	UCAS/JACS code	N/A
8	QAA benchmark statements	N/A
9	Date specification produced	18 th May 2015

B FEATURES OF THE PROGRAMME		
1	Mode of study	Full and Part time
2	Usual length of programme	18 months (maximum 4 years)
3	Other features of the programme	Flexible exit points

C EDUCATIONAL AIMS OF THE PROGRAMME	
<p>The overall aims of the programme are to enable students to:</p> <ul style="list-style-type: none"> (a) Enhance their knowledge, advance their clinical skills and develop their professional behaviour and attitudes towards the management of patients in primary care; (b) Develop a comprehensive, holistic and evidence based approach to medical practice; (c) Apply the principles of patient-centred care and problem solving skills in the context of general practice; (d) Develop their skills in designing, conducting and disseminating research outcomes and activities. (MSc students only) <p>Specifically, the programme will:</p> <ul style="list-style-type: none"> • Train clinicians and postgraduate students of medicine in a wide range of knowledge, skills and attitudes appropriate to the practice of Family Medicine in the community; • Impart and enhance knowledge in the personal, family and social aspects of 	

health, illness and disease;

- Enhance professional competence, values and behaviours that are inherent to the discipline of Family Medicine;
- Promote skills in effective, continuing medical education, to revise past knowledge, and to keep abreast of advances in medical science and technology appropriate to primary care (MSc students only);
- Enhance knowledge and skills in health promotion, disease prevention and risk management;
- Develop participants' abilities to critically appraise the literature, in order to improve their professional performance; and
- Provide participants with training in research methods, with an appreciation of the existing body of research findings, so that they can undertake their own research independently (MSc students only).

D	LEARNING OUTCOMES OF THE PROGRAMME
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The intended course outcomes are that graduates will:

1. Provide an evidence based approach to health care practice;
2. Demonstrate skills to appraise research findings critically and apply findings from research, national guidelines and audit in the context of clinical management of patients;
3. Understand the basic principles of research methodology and apply their research skills in the context of Family Medicine (MSc students only);
4. Manage and communicate effectively in multi-disciplinary teams;
5. Demonstrate their problem-solving, patient-centred and holistic care skills in their practice of Family Medicine;
6. Demonstrate their primary care disease management skills in Acute and Chronic disease care;
7. Manage change and provide leadership in healthcare management (MSc students only);
8. Be able to teach and learn from other members of their team. (MSc students only).

E	Programme structure and features
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The typical duration for the MSc degree is 18 months. The maximum duration allowed for is four (4) academic years.

To be awarded the MSc degree, a student must complete at least 90 ECTS / 180 UK credits of graduate level coursework which includes a research thesis/project.

The typical pathway for full time students is set out below. Nonetheless the nature of the programme means that there are numerous pathways available to part-time students. To support each part-time student, the Programme Coordinator discusses their individual needs with them as part of their enrolment. This would be based on their clinical commitments as well as gathering an understanding of their study skills, and enables the School to identify the best pathway option for them.

Full-time Students

Students will complete 30 ECTS / 60 UK credits in every semester.

In total, students will take 10 courses (68 ECTS / 136 UK) (8 Core and 2 Elective) and undertake 2 research skills modules (22 ECTS / 44 UK) (2 Core). For the two elective courses, MSc students will be free to choose from a number of courses which are listed below, though the electives available will be based on student numbers in that cohort.

Programme Credit Structure

MSc Family Medicine (90 ECTS / 180 UK credits)

Eight modules to be taken from the following 7.5 ECTS / 15 UK credit core modules:

Family Medicine Core modules:

- Acute Serious Illnesses and Traumatic Conditions in Primary Care
- Communication and Consultation Skills in Primary Care
- Common Musculoskeletal Conditions in Primary Care
- Evidence-based Practice in Family Medicine
- Managing adults common diseases and multimorbidity in Primary Care
- Mental Health in Primary Care
- Paediatrics and Child Health Surveillance
- Women's Health

Two core research modules:

Research modules:

- Primary Care Research Project (7.5 ECTS/15 UK credits)
- Research Methodology in Family Medicine (14.5ECTS/29 UK credits)

Two modules to be taken from the following 4 ECTS/8 UK credits elective modules:

Elective modules:

- Chronic Disease Management in Primary Care
- Implementing Change in Primary Care
- Informatics for Primary and Community Health Care
- Learning and Teaching in Healthcare
- Medical Leadership & Innovation in Healthcare
- Prevention, Epidemiology and Health Promotion

Postgraduate Diploma in Family Medicine (60 ECTS / 120 UK credits)

Eight modules to be taken from the following 7.5 ECTS / 15 UK credit core modules:

Family Medicine Core modules:

- Acute Serious Illnesses and Traumatic Conditions in Primary Care
- Communication and Consultation Skills in Primary Care
- Common Musculoskeletal Conditions in Primary Care
- Evidence-based Practice in Family Medicine
- Managing adults common diseases and multimorbidity in Primary Care
- Mental Health in Primary Care
- Paediatrics and Child Health Surveillance
- Women's Health

Credits are awarded on the following basis:

SEMESTER	CREDIT LEVEL	ECTS CREDITS	UK CREDITS
1	Level 7	30	60
2	Level 7	30	60
3	Level 7	30	60

PROGRAMME REQUIREMENTS	ECTS	UK
Required Courses (10)	82	164
Elective Courses (2)	8	16
Total Requirements	90	180

For students who have completed graduate level courses as part of other graduate programs, and following approval, at most 30 UK credits (15 ECTS credits) from these courses may count towards the required 180 UK credits (90 ECTS credits) for graduate coursework.

'The description of the structure of the programme, including the lists of modules, is indicative and should not be regarded as full and definitive. For up-to-date information, see the student handbook'.

Programme reference points – the following reference points were used in the preparation of this specification:

WONCA, Europe: The European Definition of General Practice / Family Medicine
General Regulations of Study, SGUL
Postgraduate Programme Regulations, SGUL
Quality Assurance Agency: Quality Code

F	General teaching and learning strategies
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The philosophy behind teaching and learning in the MSc programme in FM reflects the needs of mature learners wanting to advance their knowledge and skills within the context of their everyday clinical practice. Thus several learning and teaching styles have been employed and include:

- Didactic learning – learning factual information from the teacher mainly in the form of aural and visual learning styles
- Interpersonal learning – learning in groups and teams allowing students to acquire the skills to effectively work and communicate in teams but also to learn from each other's experiences
- Experiential learning – learning through the experience of doing and reflecting on it
- Intrapersonal learning – self-directed learning on set learning objectives allowing the student to learn at their own pace and learning needs

The use of some web seminars and forums will enhance the programme, promoting interpersonal learning whilst case discussion will encourage logical learning i.e. the application of knowledge and skills and problem-solving in clinical practice.

The aims of the teaching and learning strategies of the MSc in FM programme are to optimize learning but also promote effective and efficient clinical practice by competent and collaborative clinicians. Thus the following important strategies for clinical teaching have been employed:

- Modelling. This strategy involves the student observing clinical skills performed by the tutor and reflecting and learning from them;
- Learning through Case presentations/simulations (integrated). This allows students to learn through the application of knowledge using scenarios and cases from their everyday practice. In this way student will understand the clinical relevance of the information whilst the process of learning becomes relevant and interesting;
- Reflection. This allows students to reflect on their performance in clinical practice and develop critical thinking skills;
- Self-directed learning on clear learning objectives. This allows students to develop their own goals and plan on how to achieve them;
- Self-assessment and Feedback. This allows students to identify first their own gaps and then to receive information on areas of strength and areas for improvement in order to constructively implement change to their practice.

G	Assessment
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All assessments will be reliable and valid in line with the key principles of good assessment:

- Reliable – Assessments will have clear criteria and marking schemes, which will be available to both staff and students. Assessments will test breadth and depth of the curriculum. That is, sufficient sampling will take place, to ensure breadth, and depth will be tested in specific core areas. Wherever possible, the reliability of

each assessment will be increased by removing as much examiner, assessment and item variability as possible. As far as possible, all assessments will be criterion referenced, and standard setting using educationally sound methods will be used to set pass marks.

- Valid – All assessments will be blueprinted against the curriculum outcomes for which they are being tested. Assessments will be chosen that have good predictive validity i.e. wherever possible the style of assessment will mimic the types of duties of a family medicine doctor. The method of assessment will be appropriate for the knowledge, skills or behaviour being tested.

Formative assessments will be used to ensure that students are aware of their progress and of the summative requirements. Students will receive their results, as will Tutors so that remedial action can be speedily introduced to help students. Formative assessment will be used for feedback only and will not contribute to student progression.

Summative assessment will determine progression and/ or qualification, and may also be used to give students feedback. Summative assessments are used at key points in the course to ensure competency. These will be based on the same techniques used formatively so students are familiar with the forms of assessment.

The Scheme of Assessment describes the form of the assessments for the Postgraduate Diploma (PDFM) and Master of Science in Family Medicine (MScFM). The Scheme of Assessment for both awards is reviewed on an annual basis and any revisions to the Scheme for future academic years will be communicated to students.

Diploma in Family Medicine

The course assessment for the Diploma in family Medicine is based on two pillars: a written applied knowledge examination and a workplace-based assessment portfolio.

MSc in Family Medicine

The course assessment for the MSc in family Medicine is based on four pillars: a written applied knowledge examination, a workplace-based assessment portfolio, research skills and elective modules.

Written assessment (AKT)

The written assessment will be the Applied Knowledge Test (AKT) and will use multiple choice questions mainly in Single Best Answer (SBA) format. Other question types such as Short Answer Questions (SAQs) and Extended Matching Questions (EMQ) may be used if required. The AKT will normally take place at the end of the eight core modules. The exam will normally comprise of no less than 200 items and no less than 250 minutes testing time.

Workplace based assessment (WPBA) Portfolio:

At the end of the core eight modules a complete Portfolio of Workplace Based Assessments (WPBA) will include:

- 6 Consultation skills video with reflective analysis and tutor assessment (COT)
- 12 Reflective structured case reviews / Case based discussion (CBD)
- 8 Clinical Examination and Procedural Skills (CEPS)
- 1 Completed full Audit cycle with reflections on continuing quality improvement.

Research skills

Research Proposal: students will be required to write a research proposal in the field of Primary Care. The research proposal will assess the knowledge and skills gained during the Research methods module (Module FMED 590) and will form the basis for the research work to be performed in the Research Module. Detailed information on the marking criteria will be provided in the Module Handbook.

Research project: Following the completion of a research project (data collection, analysis and interpretation) students will be required to write a) a research paper in a format similar to that of a journal article and b) a research poster in the format of a conference presentation. The written paper will constitute 80% of marks and the poster 20% of the marks for the FMED 591 module. Detailed information on the marking criteria will be provided in the Module handbook.

Elective modules

The elective modules shall be assessed via coursework and assignments as per the module requirements. Coursework assignments will be marked out of 100 with the following marking arrangements:

For each elective module, students will be expected to submit a 2000-2500 word essay to meet the coursework assignment requirement.

70-100	A	Excellent
65-69	B+	Very good
60-64	B	Good
50-59	C	Satisfactory
0-49	D	Fail

Formative assessments

In order to help students with their learning and preparation of final examinations, they will be invited to take the following formative exams after the end of semester 2:

- Applied Knowledge Test (AKT)– 100 multiple choice questions (mainly Single Best Answer format) – based on first eight modules;
- A Simulated Surgery (SS) examination normally comprised of no more than twelve (12) stations each of ten minutes duration. Simulated Surgery is a clinical skills examination.

While it will not be required to pass any of the above assessments, it is a course requirement that all candidates undertake the formative assessments.

Progression following a failed first and second attempt

If a student fails any of the summative assessments listed above, they will have to take a Resit Examination/ Resubmission of the failed component.

Students are entitled to two attempts at each assessment.

Course work assignments must normally be resubmitted within four weeks of receiving an initial fail mark. Marks for resubmitted course work will be limited to a bare pass (50%). Students who persistently fail to submit course work by the deadlines specified may have their registration terminated.

Students who fail the Primary Care Research Project at the first attempt will be permitted to resubmit it on one occasion at a date determined by the Board of Examiners. Marks for the re-submission of the dissertation will be limited to a bare pass (50%).

H Support for students and their learning

There are a number of ways in which students receive support throughout their programme of study.

Support from Programme Coordinator and Course Director

Students can request a meeting with the Programme Coordinator to discuss any issues of an academic or non-academic nature.

The Course Director takes an overview of students' academic progress and are available for consultation when serious problems arise. S/he will also advise members of staff if a student's personal difficulties are having an adverse effect on his or her welfare or academic progress.

Research Supervisor

Each student undertaking a Research Project will have a trained Research Supervisor.

Academic Difficulties

Academic progress will be monitored regularly by the Course Director, Programme Coordinator and Assessment Leads. Any students failing any part of any assessment will receive feedback and are requested to meet with an academic member of staff to discuss their progress, for example the Assessment Pillar Leads, Programme Coordinator and Course Leads who are able to assist with specific areas of learning and assessment.

Mentor Scheme

A Mentor Scheme provides an appropriate support structure for students on the MSc. The Scheme will provide MSc students with access to a Module Lead. Mentors will arrange a meeting with the student in the first semester and thereafter be available to meet with the students periodically/as required. They will be trained by the Medical School and understand the different student support mechanisms (academic and

pastoral) in place to be able to guide the students appropriately.

Support for Students with Health Problems

Throughout the programme, students are bound by the Health Clearance Policy, which is provided during the admissions process. In the event that a health problem should arise during the course of the programme, students are required to notify the Occupational Health Doctor immediately.

Students with disabilities

SGUL and UNic are committed to meeting the needs of disabled students as far as possible, and welcome disabled students as an integral part of the academic community. We aim to make access to our programmes and environment as open as possible to all who are academically able to enjoy and benefit from them.

Students may need to discuss their individual needs with the relevant staff who have particular responsibility for student welfare and health and safety. Students are asked to contact the Student Support Officer for Equality, Diversity & Opportunity / Environmental, Health and Safety for information.

Dyslexia

If a student thinks s/he may be dyslexic, s/he can complete a short screening test at KESY, which will identify indications of dyslexia. Students are asked to contact Sue Chrysostomou to arrange an appointment. The results are confidential. If signs of dyslexia show up from the test, students will be advised about how to secure the full educational psychologist report that it required to confirm the diagnosis. Students with a diagnosis of dyslexia may be allowed extra time in written, but not clinical, examinations. This is subject to approval by the Occupational Health Doctor who will recommend reasonable adjustments.

Supplementary Student Support Services from the University of Nicosia

Students on the programme will also have full access to the student support services offered at the University of Nicosia. This is detailed in the supplementary student guide provided through the Student Affairs Office.

Student Affairs Office

A dedicated office to support students from application to graduation is established. The Student Affairs Office provides assistance to students as soon as they are offered a place on the programme and continues through the duration of their time on the programme. Support ranges from assisting with visa applications to the 'basics' such as finding accommodation and arranging local banking. Following this, the Student Affairs Office maintains a link with students throughout the duration of the programme.

Student Counsellor Service

An independent and confidential Student Counsellor service is available to students free of charge. This provides expert help and advice on a wide range of emotional and personal problems. The service is provided by the Centre for Therapy Training

and Research (KESY). Students may request an appointment by contacting KESY or by requesting support from the Student Support and Welfare Office.

The Student Counsellors will not normally approach students in the first instance. Staff are encouraged to contact the Occupational Health Doctor or Registrar if they are concerned about students, but students should also be encouraged to make contact themselves.

Student Information

A Student Handbook is distributed to students on arrival which includes information and signposting regarding student welfare as well as a comprehensive Student Support diagram. It is accessible electronically on the UNic virtual learning environment (VLE), Moodle. They also receive the following:

- SGUL regulations
- Module handbooks (where appropriate)
- Scheme of Assessment
- Curriculum timetable
- Timetable for assessments
- Moodle Guidance
- Student Affairs Guidelines
- Mentorship Guidelines
- Relevant policy and procedural documents

Student Induction

A comprehensive induction and orientation is afforded to all students at UNic. For the MSc FM students this includes an orientation of the Medical School structures; an introduction to the key staff of the School and of the programme; and information about the services and support available to them. To supplement this they are provided with an orientation pack containing:

- Orientation Timetable
- Campus Map
- Contact Details of people to call in an emergency
- MSc Programme info (Timetable of Year 1, MSc Programme Handbook, Scheme of Assessment)
- Library information (Library User Guide, Library Rules & Regulations, Managing your Library Print/Copy Card)
- Moodle Platform (Information and Guidelines on how to access and use the Moodle platform)
- Forms (Enrolment Form, Library Registration Form, and other required data requests)

Beyond the above systems, students who wish to discuss their individual needs with the staff of the Medical School who have particular responsibility for student welfare and health and safety are asked to contact the Student Support Officers or the Health and Safety Officer respectively for information.

I	Criteria for admissions
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General

Eligible applicants must hold a medical degree granted by an institution recognised in the country where it operates. Furthermore, all applicants must be involved in medical practice throughout the duration of their enrolment on the MSc programme.

Advice on equivalence of overseas awards will be obtained from the National Recognition and Information Centre for the UK (NARIC).

Specific

Each application for admission should include:

- A completed application form;
- Submission of a brief personal statement a) demonstrating the ability to complete the programme, b) providing evidence of previous interest in family medicine and c) describing how they expect their clinical practice to develop during the course of the programme;
- Evidence of current registration with relevant Medical Council;
- Two satisfactory references. One of these must be a recent academic reference and the other should be either a second academic reference or a professional/employer reference;
- Copies of all degrees and transcripts;
- Copies of any other supporting material, such as results of exams, honours, awards, etc.
- Evidence of proficiency in English Language in case the official language of instruction during the undergraduate studies was not English.
- Attendance at interview, either in person or by Zoom, if initial entry requirements have been met.

English language requirement

If English is not the applicant's first language, and s/he has not undertaken a previous degree taught in English, he or she must sit and pass the International English Language Testing System (IELTS) with a score of 6.5 overall and no less than 6.0 in each of the sub-test components, or an equivalent test and scores as approved by SGUL.

All application material should be submitted in English.

The criteria for the evaluation of the candidates are the following:

1. Academic and other relevant qualifications;
2. Professional experience;
3. Recommendation letters;
4. Knowledge of the English language;
5. Research potential.

J	Career opportunities
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This programme is appropriate for Primary Care Physicians in the specialty fields of General Practice (GPs), Paediatrics, and Obstetrics & Gynaecology in terms of:

- developing as a GP with special interest
- developing a portfolio career
- developing employability skills
- developing a specific practice speciality
- assuming a leadership or partnership role
- preparing for an educational role
- developing an academic interest

International students will find similar benefits for their own professional area. Especially nowadays, in an era of strengthening primary care worldwide this rigorous programme is designed to prepare graduates for significant roles in the evolution and rationalisation of health care systems.

K	Methods for evaluating and improving the quality and standards of teaching and learning
<p>The following methods are regularly used for improving the quality of the student experience and assuring standards:</p> <ul style="list-style-type: none"> • Annual Programme Monitoring Report to SGUL's Taught Postgraduate Courses Committee; • SGUL's Quality Standards Manual (overarching policy on how teaching and learning will be monitored and evaluated throughout the programme); • Family Medicine Programme Committee (overall responsibility for the operational management of the programme); • Sub-committees and groups, who meet regularly to review quality and standards, e.g. Academic Planning Committee and Assessment Committee and feed into Programme Committee. The Academic Planning Committee has representation from the student body; • Course reports based on staff and student feedback and questionnaires. These feed into the relevant committees above and in turn report up to Programme Committee; • Student Affairs Committee, which is responsible for the student experience beyond the curriculum; • Reports from Visiting Examiners; • Peer review of teaching; • Professional development activities including encouragement of staff to take part in Learning and Teaching Support 	

L	Regulation of assessment
<p>The MSc Family Medicine is compliant with the St. George's University of London General Regulations for Students and Programmes of Study.</p> <p>A Scheme of Assessment providing detailed information regarding assessments exists for the programme. The Scheme of Assessment explains how the assessment for the programme is structured, indicates which assessment methods will be used and specifies what a student must achieve to progress to the next part of the programme and, to the final assessments to complete the programme successfully.</p>	

Each assessment is co-ordinated by an Assessment group. Assessment groups contribute to the blueprinting, item writing and standard setting. Assessment groups have responsibility for marking all assessments within their remit, and for ensuring that all assessments conform to best practice. Membership of these groups depends on and relates to the assessment being set, e.g. the relevant Assessment Pillar lead, the appropriate module leads of the curriculum, the Lead for Assessment, the Programme Coordinator, and assessment administrative officers.

Quality assurance of examinations is ensured by the regular review of test formats and specific items by the relevant Assessment Pillar lead, while the performance of the test items is reviewed by the Assessment Group post-test. Performance is judged by Cronbach's alpha coefficient of reliability and individual test items are examined for their facility and discrimination indices. The pass/fail rates are also considered, with particular reference to the borderline students and standard setting procedures.

Scrutiny of tests post administration includes examining the programme delivery, student evaluation, as well as blueprinting and quality control of test items. Factors which reduce the reliability of any test are addressed as much as possible (including item review, sufficient sampling, examiner training).

External examiners are involved in the process of assessing the course through their advice and comments aimed at improving the course and its assessment. Faculty are encouraged to act as external examiners at other institutions to gain experience and to identify good practice. External Examiners' reports are considered fully in the Annual Programme Monitoring Report, and where appropriate the recommendations External Examiners make are put forward to the Programme Committee.

The Registrar (UNic) is responsible for the co-ordination of all assessments, notification to students, processing of results and for ensuring that the General Regulations of SGUL and the Internal Regulations of UNic are adhered to.

M	Indicators of quality and standards
	Annual Programme Monitoring Report Student Evaluations and feedback Staff Evaluations and feedback UNic Medical School Quality Assurance Group audits and reports SGUL internal validation reports QAA institutional audits External Examiner reports

Publication:
This specification is available in the following locations: SGUL website; UNic website; VLE; appendix to student handbook.

Please note: This specification provides a concise summary of the main features of

the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in the Programme Handbook and, where they are produced, separate course guides.

Key sources of information are:

Course documents

Student Handbook

University of Nicosia Medical School prospectus

Course leaflets

University of Nicosia Medical School internet site

St George's, University of London internet site

General Regulations for students and programmes of study