

### Programme Specification

1	<b>Awarding body</b>	University of London				
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>				
3	<b>Programme Title(s)</b>	<b>MA Applied Medical Humanities</b> <b>PG Dip Applied Medical Humanities</b> <b>PG Cert Applied Medical Humanities</b>				
4	<b>Programme Code(s)</b>	TMAAPMDH_C – MA TPDAPMDH_C – PG Dip TPCAPMDH_C – PG Cert				
5	<b>UCAS code</b>	N/A				
6	<b>Home Department</b>	English and Humanities				
7	<b>Exit Award(s)</b>	PG Cert (60 credits) PG Dip (120 credits) both target and intermediate exit awards				
8	<b>Duration of Study (number of years)</b>	2 years				
9	<b>Mode of Study</b>	FT		PT	✓	DL
10	<b>Level of Award (FHEQ)</b>	MA				
11	<b>Other teaching depts or institution</b>	School of Social Sciences, History & Philosophy School of Business, Economics & Informatics				
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A				
13	<b><a href="#">QAA Benchmark Statement</a></b>	N/A				

14	<b>Programme Rationale &amp; Aims</b>
	<p>The MA in Applied Medical Humanities is an interdisciplinary programme that aims to bring the rich insights of the established Humanities disciplines (Literary and Cultural Studies, Cultural &amp; Critical Studies, History, Law, Philosophy, Art, Film and Visual Studies, amongst others), about culture, the body and what it means to be human, to bear upon current medical training and practice, as well as upon the question of the place of medicine within contemporary society. The MA will also, uniquely, consider Western biomedicine in its own cultural context, and in relation to notions of the transcultural practice of medicine in both British and other geographical locations. The programme fits within the Birkbeck mission to deliver cutting-edge, socially-engaged education to working professionals. Birkbeck is ideally situated to deliver Humanities and transcultural teaching to graduate doctors who will continue to carry a clinical load whilst undertaking the programme.</p> <p>The programme is being relaunched as a part-time programme (two years duration), taught through intensive delivery (week-long modules), this is to make it possible for full-time clinicians and healthcare professionals to combine study with clinical commitments. It will also open the programme to international clinicians and healthcare professionals. The programme's cohort will be constituted of career-grade doctors (FY1 to Consultant) and health professionals, who wish to engage with Humanities and transcultural study as a way of extending and reflecting upon their clinical practice.</p>

	<p>The programme aims to equip clinicians with the skills to form and sustain critically rigorous arguments via a structured engagement with critical and cultural theory from the Humanities disciplines. Its aims to teach them to reflect critically on their own clinical practice both individually and in a group setting and to understand their own clinical practices in both critical and more exploratory ways. The programme will allow clinicians to discuss and interrogate with their peers, the development and transfer of best practices in a clinical setting, in this sense it aims to enhance patient care. The programme will also represent a CPD opportunity for clinicians.</p>
15	<p><b>Entry Criteria</b></p> <p>Applicants must have graduated appropriately from a UK medical school or hold an equivalent first degree from an overseas medical school.</p> <p>Applicants from other healthcare or professional backgrounds relevant to medicine and medical regulation may be admitted to the programme. Such applicants must hold relevant professional qualifications and/or a first degree (2:ii or above).</p>
16	<p><b>Learning Outcomes</b></p> <p><b>Subject Specific:</b></p> <ol style="list-style-type: none"> <li>1. a good grounding in 20th century cultural and critical theories (particularly where these relate to the body, subjectivity, space, discourse and cultural identity)</li> <li>2. the ability to digest sophisticated theoretical texts and apply their findings to both clinical and cultural examples</li> <li>3. an understanding of both the historical and dominant cultural contexts in which Western biomedical medical practice and tradition has developed</li> <li>4. the ability to structure an understanding of other cultures and medical practices in the context of prevailing theoretical debates</li> <li>5. an appreciation of the humanistic and aesthetic inheritance of Western biomedicine and its role in improving patient care</li> <li>6. knowledge by experiencing reflexive, critical relationships with other forms of medical practice</li> </ol> <p><b>Intellectual:</b></p> <ol style="list-style-type: none"> <li>7. the ability to apply theoretical materials to self-chosen examples, and articulate the way in which these inflect clinical practice (both their own, and more generally within the tradition of Western biomedicine)</li> <li>8. The ability to read texts closely and critically and to fathom arguments in close co-ordination with practice and experience</li> <li>9. The ability to consider a certain topic from an interdisciplinary (both scientific and humanities) viewpoint</li> <li>10. good critical awareness and a conceptual vocabulary with which to think about the clinical encounter and patient care</li> </ol> <p><b>Practical:</b></p> <ol style="list-style-type: none"> <li>11. the ability to produce both short, and extended academic writing</li> <li>12. the ability to read critically and analyse cultural texts and materials</li> <li>13. good bibliographic research skills</li> </ol>

	<p>14. the skills and knowledge to enhance and devise modes of data gathering, in interviews or in clinical placement</p> <p>15. to transfer knowledge to peers about critically reflective clinical practice</p> <p><b>Personal and Social:</b></p> <p>16. encounters with a range of students from different professional, disciplinary and ethnic backgrounds</p> <p>17. the ability to reflect and debate in a productive manner, and contribute to the creation of an atmosphere of open discussion</p> <p>18. the ability to work independently in a reflexive, self-critical way, with both theory and practice</p> <p>19. the opportunity to work as part of a group of peers</p> <p>20. the ability to negotiate entry to groups and organisations and develop a productive position within them</p>
17	<p><b>Learning, teaching and assessment methods</b></p> <p><b>Teaching and Learning</b></p> <p>The programme will be taught in intensive week-long modules. Sessions will comprise of a combination of lectures, seminars (tutor-led, and incorporating small-group discussion), workshops, and facilitated experiential groupwork and clinical placement. These various forms offer a fully-rounded educational experience. Pre- and post-module learning will be facilitated through Moodle resources. Student participation is encouraged by small-group teaching, the workshop format and the facilitated experiential group. This is important since the programme aims to teach clinicians to think critically and reflexively about their own clinical practice. The teaching and learning methods encourage the personal development of students because the assessment modes of reflective learning logs, assessed discursive essays and extended Dissertation are all directed by the students' own interests and individual tutorials (where necessary arranged by Skype) enable the students to relate their ideas cogently to the theoretical subject matter of the programme.</p> <p><b>Assessment methods</b></p> <ol style="list-style-type: none"> <li>1. Perspectives, Practices and Patients (Core 1): 1 essay of 5000 words (unassessed Reflective Learning Log submitted prior to module attendance)</li> <li>2. Third Spaces: working with your own and other cultures (Core 2): 1 essay of 5000 words</li> <li>3. Confusion of Tongues: Illness, Language, Writing: 1 essay of 5000 words</li> <li>4. Histories and Representations of Medicine: Practices and Pedagogies: 1 essay of 5000 words</li> <li>5. Psycho-Social Research: Working Below the Surface: The assessment for this module is formative: autobiographical writing (2500 words) and free association narrative interview (FANI) assessments are compulsory, marked as pass/fail, but these do not contribute to the final grade. Marks across all 4 courses are averaged and this figure constitutes 60% weighting.</li> <li>6. Dissertation – 15000 words (40% weighting)</li> </ol>

18	<b>Programme Description</b>
	<p>The MA Applied Medical Humanities is a unique programme that takes the insights of the Humanities disciplines and considers their application to clinical practice and medical education. Indeed this programme locates the Humanities disciplines as essential to medical training, reflection in clinical practice and the systems of regulation and governance of medicine. The MA Applied Medical Humanities sits in the context of an increased awareness within medical education in the UK, and within the NHS, that enhanced patient care relies upon doctors' engagement with ideas and knowledge about the social and cultural contexts of the patients, which come from the Humanities disciplines. In this context, the practice-based nature of the programme will make it particularly legible and attractive to career-grade doctors and their employers, who will be required to either fund or release them for this programme.</p> <p>The MA Applied Medical Humanities at Birkbeck draws on the internationally-recognised research and teaching interests of academic staff from across Birkbeck, including the School of Arts, the School of Social Sciences, History and Philosophy, the School of Law and the School of Business, Economics and Informatics.</p> <p>Students taking the 120 credit PG Dip as a target award take the 4 30 credit modules:</p> <ul style="list-style-type: none"> <li>• Perspectives, Practices and Patients (Core 1)</li> <li>• A Confusion of Tongues: Illness, Language Writing</li> <li>• Third Spaces: working with your own and other cultures (Core 2)</li> <li>• Histories and Representations of Medicine: Practices and Pedagogies</li> </ul> <p>Students taking the 60 credit PG Cert as a target award take:</p> <ul style="list-style-type: none"> <li>• Perspectives, Practices and Patients (Core 1)</li> <li>• A Confusion of Tongues: Illness, Language Writing</li> </ul>

19	Programme Structure			
Part Time programme				
Year 1				
Level	Module Code	Module Title	Credits	Status*
7	AREN024S7	Perspectives, Practices and Patients (Core 1)	30	Core
7	ENHU119S7	A Confusion of Tongues: Illness, Language, Writing	30	Compulsory
7	AREN027Z7	Psycho-Social Research: Working Below the Surface	0	Core
Year 2				
Level	Module Code	Module Title	Credits	Status*
7	AREN025S7	Third Spaces: working with your own and other cultures (Core 2)	30	Core
7	AREN242S7	Histories and Representations of Medicine: Practices and Pedagogies	30	Compulsory
7	AREN028D7	MA Applied Medical Humanities Dissertation	60	Core

**Status\***

CORE – Module must be taken and passed by student; COMPULSORY – Module must be taken, mark can be reviewed at sub-exam board; OPTIONAL – Student can choose to take this module

20	<b>Regulations</b> <ul style="list-style-type: none"> <li> <b>Admissions</b>            This programme adheres to the College Admissions Policy  <a href="http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf">http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</a>            See also programme entrance requirements below.         </li> <li> <b>Credit Transfer</b>            Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning  <a href="http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf">http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf</a> </li> <li> <b>Programme Regulations</b>            This programme adheres to the College Common Awards Scheme  <a href="http://www.bbk.ac.uk/registry/policies/regulations">http://www.bbk.ac.uk/registry/policies/regulations</a> </li> <li> <b>Programme Specific Regulations (or not applicable)</b>            Entrance requirements: Applicants must have graduated appropriately from a UK medical school or hold an equivalent first degree from an overseas medical school.             Applicants from other healthcare or professional backgrounds relevant to medicine and medical regulation may be admitted to the programme. Such applicants must hold relevant professional qualifications and/or a first degree (2:ii or above).         </li> </ul>
21	<b>Student Attendance Framework – in brief</b> <p>The full version of the 'Student Attendance Framework' is available  <a href="http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf">http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf</a> .</p> <p><b>Principle</b>            Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p><b>Attendance expectation</b>            Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p><b>E-Registers</b>            All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>
22	<b>Student Support and Guidance</b> <p>All Birkbeck students have access to a range of student support services, details can be found on our website here: <a href="http://www.bbk.ac.uk/student-services">http://www.bbk.ac.uk/student-services</a></p>

23	<b>Methods of Enhancing Quality and Standards</b>
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website <a href="http://www.bbk.ac.uk/registry/about-us/operations-and-quality">http://www.bbk.ac.uk/registry/about-us/operations-and-quality</a> .</p>

24	<b>Programme Director</b>	Jo Winning
25	<b>Start Date</b> ( <i>term/year</i> )	October 2019
26	<b>Date approved by TQEC</b>	October 2018
27	<b>Date approved by Academic Board</b>	November 2018
28	<b>Date(s) updated/amended</b>	November 2018