MB ChB Course: Information for Academic Appeal Panels

The following guidelines have been produced to familiarise members of University appeals panels with the MB ChB course and its assessment practices and regulations. They are to be read in conjunction with the general Guidance for Appeal Panels.

Background

The MB ChB course is a vocational course. It is designed to produce doctors who are safe, competent and caring and able to function as independent doctors when they start their first Foundation Year [this is the first year after qualification from the Medical School]. As first year Foundation doctors, they will be responsible for taking a full history, examining a patient, making a diagnosis, prescribing drugs where relevant and performing numerous practical procedures. In recent years there have been increasing concerns about the preparedness of Foundation Year doctors for their roles and this has been further highlighted by the Francis Report [the report by Sir Robert Francis on the Mid-Staffordshire Trust]. The GMC has therefore required medical schools to ensure that undergraduate medical students are prepared as well as possible for their Foundation Year (see GMC letter below). Broadly speaking, the areas that undergraduate medical students have to be competent in are:

1. The scientific knowledge required to be a competent doctor.
2. The ability to take a history from a patient, to examine a patient and to formulate a diagnosis.
3. The ability to put in place a sensible treatment plan.
4. The ability to perform practical procedures.
5. Students must demonstrate professionalism [this includes issues such as attendance, commitment to learning, ability to respect confidentiality].

Numbers 1-3 are specifically examined through medical school assessments. The Medical School is required to ensure that students who are not going to be safe and competent doctors are not allowed to continue on the course once a lack of competence is identified. This is not only in patients’ best interests but also in the students’ best interest because it gives them the opportunity to apply for other courses and also minimises their financial outlay for a course on which they are not competent. It is for this reason that even at the end of year 1, there is a clinical OSCE [objective structured clinical examination] where the ability of students to take a history and to examine a patient and to develop clinical reasoning is examined.

For the reasons outlined above, academic assessments on the medical course are not purely “academic”. Every assessment includes components designed to test students’ clinical skills and reasoning, and if the Medical School and University allow students who are not competent to progress then patient safety will be jeopardised, as indeed it has historically, not specifically at Leicester. As explained above, in recent years, the GMC have expressed concerns about the quality of some newly qualified doctors and indeed concern has been expressed at this University about the number of medical students repeating years.

It is for these reasons that the maximum period of registration for the 5-year course is 7 years and for the 4-year course is 6 years (as has always been the case in principle). The Regulations for these programmes now make it clear that medical students may repeat a year as a consequence of academic failure only once during their course.

September 2015
Assessment and progression

Leicester Medical School provides two routes to an MB ChB: a five-year curriculum for applicants with A-levels or equivalent, and a four-year accelerated curriculum for graduates with significant experience working in a caring role. It also accepts as Direct Entrants to year 3 of the five-year course a small number (three per year) of international students from the International Medical University, Malaysia.

Both curricula are divided into two phases. Phase 1 is based in the Medical School and equips students with the knowledge and clinical skills needed to profit immediately from full time clinical education in Phase 2. In the five-year programme, Phase 1 lasts five semesters, in the four year programme it lasts for three semesters.

The Medical School has put in place a uniform pattern of assessments with common principles for each year of the course. Within every year of the MB ChB programme there will be:

An end of year examination

This will normally consist of a written assessment and a clinical assessment (except for year 2 of the 5-year cohort who will only have a written assessment).

Any student who is unsatisfactory in the end of year examination will have the opportunity to take a re-sit examination. The whole re-sit examination is always taken, with the exception of the first year resit, irrespective of the nature of the weaknesses which make a student liable for it. It is a resit examination of the whole course, not a resit of failed components.

A student must pass each Year Examination (or re-sit) to progress to the next year of the course. In addition a student must achieve a Pass grade in each domain of assessment specified for the Year and not be in Neglect of their Professionalism or Patient Safety Obligations.

Any student who is unsatisfactory in the re-sit examination will be considered by the Board of Examiners, which will decide whether to terminate the student’s course or permit them to repeat the year. The Board of Examiners will receive details on which students have made a mitigating circumstances submission and whether this submission has been accepted. It will also have details on whether students have previously repeated years due to academic failure or because of a suspension of studies. The MB ChB regulations state that registration on the MB ChB course is for a maximum of 7 years (for a student on the 5-year programme) or for a maximum of 6 years (for a student on the 4-year programme), and will not include more than one repeat year of study.

The Board of Examiners (and also an appeals panel) may recommend that a student resit a failed year in Phase 1 ‘without residence’. The right of resit without residence is not available to students in Phase 2 of the medical course (i.e. after failure at the Intermediate Professional Examination (IPE) or Final Professional Examination (FPE).

The aim of the School is to ensure that assessments are appropriate, valid, reliable, generalisable, and fair and are designed to ensure that graduates have achieved all of the competences specified by the General Medical Council and are fit to practise as safe junior doctors. The safety of patients will be central to all teaching and assessment.
Assessment Patterns

Written assessments

Five year course
In Year 1 there will be a written assessment at the end of semester 1 (ESA1) and again at the end of semester 2 (ESA 2). The marks from both papers will be combined to award a single mark that is used to determine if a student is satisfactory. Providing their overall mark is satisfactory they are not required to take the re-sit examination.

In Year 2, the same pattern of written assessments will be followed as in year 1. There will be a written assessment at the end of Semester 3 (ESA3) and Semester 4 (ESA4), with the marks combined to provide an overall mark to determine if a student is satisfactory.

In Year 3 there will be a written assessment at the end of Semester 5 (the Primary Professional Examination or PPE), prior to entry into Phase 2.

In Year 4 there will be a written assessment at the end of the junior rotation (the Intermediate Professional Examination or IPE).

In Year 5 there will be a written assessment at the end of the senior rotation (the Final Professional Examination or FPE).

Four year course
For students on the 4-year graduate entry course, the assessments will match that of year 1, 3, 4 and 5 of the five year course.

Clinical assessments
Clinical assessments will be run as Objective Structured Clinical Examinations (OSCE). The skills and competencies will build progressively from year 1 through to the final year.

Five year course
Year 1: There will be a Year 1 OSCE at the end of Semester 2.
Year 3: All students will take an OSCE as part of the Primary Professional Examination
Year 4: All students will take an OSCE as part of the Intermediate Professional Examination
Year 5: All students will take an OSCE as part of the Final Professional Examination

Four year course
For students on the 4-year graduate entry course, the assessments will be in years 1, 2, 3 and 4.

Note: In Year 1 of the course, for all students, the OSCE and the written element will be considered separately. Students who are unsatisfactory in either, or both elements, will take the re-sit examination only for the component in which they were unsatisfactory. This is an exception to the general rule. In all other years with a written and a clinical examination the re-sit will require the student to be satisfactory in both components.

Mitigating circumstances
The University’s regulations on mitigating circumstances apply to MB ChB students. There are some additional points that are specific to the MB ChB programme and these are outlined below. Mitigating circumstances will apply for all summative assessments in relation to the MB ChB programme. The information given to students is provided below.

September 2015
MBChB
Mitigating Circumstances Guide

2015

http://www2.le.ac.uk/departments/medicine
The University recognises that students may suffer from a sudden illness or other serious and unforeseen event or set of circumstances which adversely affects their ability to complete an assessment or the results they obtain for assessment. In such cases the mitigating circumstances regulations and procedures may be applied. These regulations are designed to ensure the fair and consistent treatment of all students.

The regulations on mitigating circumstances procedures are part of Senate Regulation 7: Regulations governing the assessment of taught programmes and can be found in the Senate Regulations.

The University guidance applies to medical students. There are some additional points that are specific to the MBChB programme and these are outlined below. Mitigating circumstances will apply for all summative assessments in relation to the MBChB programme. See Mitigating Circumstances Code of Practice.

What is a mitigating circumstance?

The University defines mitigating circumstances as follows. A mitigating circumstance is a serious or significant event which is unforeseen and/or unpreventable and could have significantly impaired the academic performance of a student in one or more assessed activities, possibly over a period of time. Mitigating circumstances may include medical matters or events directly affecting someone other than the student.

Examples of mitigating circumstances may include:

- significant physical or psychological illness
- severe personal difficulties
- serious illness or death of a member of your immediate family (e.g. mother, father, sister, brother, spouse, son, daughter)
- sudden deterioration in a long standing medical condition or disability
- being the victim of a serious crime
- legal proceedings requiring attendance at court.

The following would not normally be accepted as mitigating circumstances:

- failure to read the examination timetable or coursework deadline properly
- pressure of work
- failure to save work properly
- minor illnesses or self-induced conditions (colds, hangovers etc.)
- religious festivals
- domestic or personal disruptions which may have been anticipated (e.g. moving house, holidays etc.)
- sporting fixtures

September 2015
Medical students and mitigating circumstances

The Medical School has produced the guidance below to allow the Mitigating Circumstances Panel to review submitted mitigation in the context of medical students’ future working environments and the safety implications for future patients.

Chronic medical conditions

The Medical School accepts that students with a chronic disorder (e.g. diabetes, arthritis, chronic depression) may struggle more than other students during the first year of the course to come to terms with University life including lifestyle, social and academic issues. The Medical School would expect however that, by the start of the second year of the course, a medical student had made the necessary adjustments (with support from the Medical School) that will allow the student to enter the second year of the course without the need to apply for mitigation at the time of examinations.

Dyslexia

No allowance is made for dyslexia or other specific learning difficulties (SpLD) in the NHS workplace. The Medical School will however allow alternative examination arrangements (extra time) during the course and would expect a student with dyslexia to apply for these adjustments. Dyslexia with appropriate examination adjustments is not a reason for mitigation nor is the failure of a student to apply for and use any adjustment awarded. The School has an expectation that, as future professionals, medical students will act appropriately in a timely fashion to resolve any continuing impact of the SpLD on their learning e.g. a delay in provision of supportive technologies in good time before a progression decision is made.

Family/ cultural/ background and mitigating circumstances

Some students have not submitted a mitigating circumstance form in the presence of a possible mitigating circumstance and subsequently stated that they did not do so because their family or cultural background has not been to ‘make excuses for failure’. The Medical School will not accept this as a reason for failure to submit a mitigating circumstance form. The reason for this is that a qualified doctor must recognise and respond appropriately if he/she cannot work properly because of illness or other circumstances. This is because failure to do so may impair patient safety. This requirement applies to all doctors regardless of family or cultural background.

Stress caused by studying a disease suffered by a student or a close relative

Throughout their working lives doctors frequently deal with patients with diseases suffered by either the doctor themselves or close relatives. For this reason the Mitigating Circumstances Panel will not grant mitigation on the basis of stress caused by studying a disease suffered by a student or close relative.

Bullying and mitigating circumstances

Students who apply for mitigation because of bullying must have sought help from the student support team and must have adhered to the Medical School anti-bullying policy.
Mitigating Circumstances and Pastoral Support

If the Mitigating Circumstances Panel is concerned about the wellbeing of a student, the secretary to the Mitigating Circumstances Panel will convey these concerns to the Pastoral Support Unit who will investigate whether the student is receiving appropriate support and, if not, invite the student to attend for support. The mitigating circumstances form will be filed in the Student Pastoral Support file.

Evidence of mitigating circumstances

It is not enough to just tell the Medical School that you believe your assessment performance has been affected by a mitigating circumstance; students must also submit the appropriate mitigating circumstances form and supply the School with supporting documentation from an appropriate third-party as evidence of the mitigating circumstance.

The evidence must explain:
(1) what the circumstance is;
(2) exactly how it affected you in relation to your studies/assessment;
(3) precisely when (i.e. identifying which assessments were affected);
(4) what action the student has taken in an attempt to address the problem (e.g. interaction with Personal Tutor or Pastoral Support).

The student is responsible for obtaining the appropriate documentary evidence and ensuring that it is submitted on time. The University will not seek documentary evidence on the student’s behalf. Only evidence written in English can be considered. It is the responsibility of the student to obtain and submit a verified translation if the original evidence is in another language. The examples below are indicative.

Examples of evidence of mitigating circumstances

<table>
<thead>
<tr>
<th>Serious physical illness</th>
<th>Medical certificate/hospital report/report from qualified medical practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychological illness</td>
<td>Report from a psychiatrist, psychologist or Student Counselling Service</td>
</tr>
<tr>
<td>Severe personal difficulties</td>
<td>Report from Student Counselling Service, Student Welfare Service or another qualified professional</td>
</tr>
<tr>
<td>Serious illness or death of an immediate family member or close friend</td>
<td>A medical report from a qualified medical practitioner or a copy of a death certificate accompanied if necessary by formal documentation confirming relationship with deceased</td>
</tr>
<tr>
<td>Sudden deterioration in a long standing medical condition or disability</td>
<td>A medical report from an appropriate qualified medical practitioner</td>
</tr>
<tr>
<td>Being the victim of a serious crime</td>
<td>Crime report and number</td>
</tr>
<tr>
<td>Legal proceedings requiring attendance at court</td>
<td>Documentary evidence from the court or a solicitor</td>
</tr>
</tbody>
</table>
In addition to the above evidence, the student will be required to submit a personal tutor report or Pastoral Support report confirming the actions that the student has taken to resolve the problem.

SUBMISSION OF MITIGATING CIRCUMSTANCE

Students are responsible for ensuring that the Medical School is notified of any mitigating circumstances and for supplying supporting documentation.

A Mitigating Circumstances form with relevant documentary evidence must be submitted in advance of the Mitigating Circumstances Panel and Boards of Examiner meeting related to that particular assessment and should be submitted 5 working days prior to the start of the examination. The University reserves the right to verify the authenticity of any evidence submitted where the examination consists of both a written and a clinical (OSCE) element the deadline for submission is 5 working days prior to the first of the series of examinations. Students should also complete a Pastoral Care or Personal Tutor summary form.

If a student is unable to attend an assessment or feels that their exam performance may have been adversely affected by an event occurring within the 5 working days prior to an assessment or during the assessment itself, they must submit a mitigating circumstances form to the secretary of the Mitigating Circumstances Panel within 5 working days of completion of the assessment to which it relates. In the case of a sudden adverse event that occurs in the 5 working days prior to an assessment or during the assessment itself it is accepted it may not be possible to submit a Personal Tutor or Pastoral Care summary form.

Failure to divulge information and provide evidence at the appropriate time may mean that a Board of Examiners has insufficient information to accept mitigating circumstances or to judge their severity. Appeals against academic decisions may be disallowed if the appeal is based on evidence of mitigating circumstances that the University judges could have reasonably been supplied to the School earlier.

IMPORTANT

Students must note that each assessment event (for example in the case of the first year, ESA1, ESA2 or if necessary the first year resit exam) requires a separate submission of a mitigating circumstances form if appropriate. Mitigation or an application for mitigation is not carried forward from one assessment to another.
The Mitigating Circumstances form for medical students is published on the Medical School website and on Blackboard.

The Mitigating Circumstances form must be submitted to Mrs Beverley Ireland (bi6@le.ac.uk), the Secretary to the Mitigating Circumstances Panel.

The Boards of Examiners will establish a Mitigating Circumstances Panel to consider submissions. Membership of Mitigating Circumstances Panels will be determined by Heads of Department and will be drawn from the internal examiners.

The Mitigating Circumstances Panel will consist of the following:

- Chair of the Mitigating Circumstances Panel (who will normally be a clinician with consultant status, but not a member of the Medical School Assessment team)
- Named Deputy Chair (to ensure consistency and appropriate cover)
- Two or three members drawn from the Panel of Examiners
- One member appointed at the discretion of the Head of the Department. This may be a lay member.
- Secretary to the Mitigating Circumstances Panel

Mitigating Circumstances Panels will meet prior to a Panel of Examiners or Board of Examiners. Mitigating Circumstances Panels will consider cases on the basis of documentary evidence and will operate under delegated powers from the Board of Examiners.

Mitigating Circumstances Panels will be responsible for determining whether sufficient grounds have been established and for making recommendations to the Board of Examiners on whether mitigation should be applied to the outcomes of specific pieces of a student’s assessment. Mitigating Circumstances Panels will do so without evidence of the student’s performance for that particular assessment.

NOTE: The recommendations made by the Mitigating Circumstances Panel will take into account the nature of the MB ChB Programme and the expectation that students are required to work as safe future doctors.

Departments shall keep a formal record of the discussions and recommendations of Mitigating Circumstances Panels.

Mitigating Circumstances Panels make one of the following recommendations to the Board / Panel of Examiners:

- Mitigation considered and accepted.
- Mitigation considered and not accepted.
Where mitigating circumstances are accepted by a Mitigating Circumstances Panel, Mitigating Circumstances Panels shall not make a judgement about the extent to which accepted mitigating circumstances have affected a student’s performance; marks will not be adjusted and there will be no tariff.

At the Board of Examiners meeting for the relevant assessment, the Board will only consider the report from the Mitigating Circumstances Committee in respect of those students who have failed the assessment. In the case of those students whose mitigation has been considered and not accepted, the Board will make its progress decisions in the usual way. In the case of students whose mitigation has been considered and accepted, the Board will take into account the fact that mitigation has been accepted and this may affect the student’s progress decision providing that the decision falls within the University regulations for the MBChB programme.

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.

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.

NOTE: Mitigation will not affect marks, grades or whether or not a student passes an assessment or examination. It cannot permit a student to progress into a subsequent year (or to graduate) if the examination performance would otherwise prevent this. Mitigation only affects how the School deals with a student who has failed an assessment. If the Panel agrees that mitigating circumstances should be accepted as affecting a Resit assessment/examination it will ask the Board of Examiners to take this into account when it makes a decision.

Help with mitigating circumstances

Help and support is provided on a number of levels within the Medical School. Students in Phase 1 of the course will have a Personal Tutor who will be familiar with the mitigating circumstances process. In addition, students who are unsure about the mitigating circumstances process can arrange to meet with a member of the Pastoral Support Unit. However the responsibility for completing the form lies with the student.

If the student has experienced significant problems or difficulties in the run-up to the examination it would normally be expected that the student will have met with staff from the Pastoral Support Unit. Many students experience difficulties and with appropriate support, progress and do well. The Medical School expects students to make use of appropriate support structures and to take responsibility for their own health and welfare.

- If your circumstances mean you might need time away from study your Personal Tutor/ Pastoral Support Unit will be able to advise you whether a formal suspension of studies is a possibility. The Medical School has published separate guidance on “Suspension of Studies” and these should be consulted.
- If you have or suspect you have a learning difficulty (e.g. dyslexia) your personal tutor/department can refer you to the AccessAbility Centre;
If you are experiencing financial difficulties your personal tutor/department can direct you to Student Welfare Services.

Your primary contact for support in your department is your Personal Tutor. If for some reason you do not feel comfortable discussing your particular mitigating circumstance with your personal tutor do not worry; approach another member of staff in your department instead.

For students in Phase 2 of the course, clinical teachers may have less experience with University regulations. However, many will gladly help. Students are welcome to contact the Pastoral Support Unit and other staff within the Medical School.

The Education Unit in the Students’ Union will be able to provide help as you fill in the form. They can be contacted in the Percy Gee Building; or by telephone on 0116 223 1132; or by email at educationunit@le.ac.uk.

FREQUENTLY ASKED QUESTIONS

Q1 In the case of ESA1, ESA2, ESA3 and ESA4 what is the point of applying for mitigation when mitigation, if granted, is only considered by the Board of Examiners in the case of a resit examination?

A1 If students develop a chronic condition during an academic year, it is important that they are able to demonstrate to the Mitigating Circumstances Panel that they have sought appropriate help. Also, in the event that a student is course terminated and appeals, the appeal may be disallowed if it is based on evidence of mitigating circumstance that had not been supplied to the School earlier.

Q2 Why do I need to apply for mitigation, if appropriate, for each separate assessment?

A2 Because mitigation is not carried forward from one assessment to the next. In other words, if mitigation is granted for ESA1 or ESA3, this is not carried forward to ESA2 or ESA4. Similarly, if mitigation is granted for ESA2 or ESA4, this is not carried forward to a resit examination if required.

NOTIFICATION OF MITIGATING CIRCUMSTANCES

This form is designed for a student to notify his or her academic department of mitigating circumstances which may have affected performance in an assessment. It is intended for use as part of the University’s Regulations governing the Assessment of Taught Programmes, which can be found here:

http://www2.le.ac.uk/offices/sas2/regulations/documents/senatereg7-assessment.pdf

The Medical School has published a Mitigating circumstances Guide specific to the MBChB programme and a Code of Practice for the Mitigating Circumstances Panel.

September 2015
Mitigating Circumstances are caused by a serious or significant event which is unforeseen and/or unpreventable and which could have significant impaired a student’s academic performance in one or more assessed activities, possibly over a period of time. Mitigating circumstances may include medical matters or events directly affecting someone other than the student.

It is important that you disclose any mitigating circumstances to the Department as soon as you believe that your performance may have been affected as it is unlikely that they will be taken into account if the mitigating circumstances are raised for the first time after a Board of Examiners has made a decision about your overall performance.

A Mitigating Circumstances form with relevant documentary evidence must be submitted in advance of the Mitigating Circumstances Panel and Boards of Examiner meeting related to that particular assessment and should be submitted 5 working days prior to the start of the examination. The University reserves the right to verify the authenticity of any evidence submitted. Where the examination consists of both a written and a clinical (OSCE) element the deadline for submission is 5 working days prior to the first of the series of examinations. Students should also complete a Pastoral Care or Personal Tutor summary form.

If a student is unable to attend an assessment or feels that their exam performance may have been adversely affected by an event occurring within the 5 working days prior to an assessment or during the assessment itself, they must submit a mitigating circumstances form to the secretary of the Mitigating Circumstances Panel within 5 working days of completion of the assessment to which it relates. Students who submit a Notification of Mitigating Circumstances form must contact either their Personal Tutor or the Pastoral Support Office. However, in the case of a sudden adverse event that occurs in the 5 working days prior to an assessment or during the assessment itself it is accepted it may not be possible to submit a Personal Tutor or Pastoral Support summary form.

Please ensure that you have read and understood the Regulations for the MBChB programme before completing this form. The Education Unit in the Students’ Union will be able to provide help as you fill in this form. They can be contacted in the Percy Gee Building; or by telephone on 0116 223 1132; or by email at educationunit@le.ac.uk. Only the following people have access to Mitigating Circumstances forms: The Mitigating Circumstances Panel and the secretary servicing that Panel, The Pastoral Support Unit, The Head of Medical and Social Care Education, the Director of Undergraduate Medical Education and the Lead of the Student and Staff Support Unit.

September 2015
### Your student information

<table>
<thead>
<tr>
<th>First name</th>
<th>Click here to enter text.</th>
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<tbody>
<tr>
<td>Family name</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Student number</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Programme of study</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Year of study</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

### Your assessments

<table>
<thead>
<tr>
<th>Assessment or Examination title</th>
<th>Type of assessment</th>
<th>Date of examination</th>
<th>Did you attempt this assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Yes ☐ No ☐</td>
</tr>
<tr>
<td>Click here to enter text.</td>
<td>Click here to enter text.</td>
<td>Click here to enter a date.</td>
<td>Yes ☐ No ☐</td>
</tr>
</tbody>
</table>

### Your mitigating circumstances

Please set out clearly and concisely details of the circumstances that you believe have affected your academic performance:

Click here to enter text.

Please provide the precise dates of the period(s) effected by your mitigating circumstances:

Click here to enter text.

Please list the supporting evidence that you have attached to this form in support of your application. Please note that you are responsible for obtaining the appropriate evidence; the Medical School will not seek documentary evidence on your behalf:

Click here to enter text.

Please note that supporting evidence must be written in English; where original documentation is written in another language please also provide a verified translation.

### Have you submitted a Personal Tutor Summary Form?

| Yes ☐ | No ☐ |

### Have you submitted a Pastoral Support Summary Form?

| Yes ☐ | No ☐ |
What happens next?

The information on this form and your supporting evidence will be considered by the Department’s Mitigating Circumstances Panel. The Panel will consider whether the nature and timing of your mitigating circumstances has affected your performance in the pieces of assessment that you have identified.

The most important thing to understand is that in the MBChB mitigation never affects marks, grades or whether or not you pass an assessment. It cannot permit you to progress into a subsequent year (or to graduate) if your examination performance would otherwise prevent this. Mitigation only affects how the Department deals with a student who has failed an assessment.

This form must be submitted to:
Mrs Beverley Ireland
Secretary to the Mitigating Circumstances Panel
Medical Sciences Building
bi6@le.ac.uk
Mitigating Circumstances
Personal Tutor Form and Pastoral Support Form

Relationship between Mitigating Circumstances, Fitness to Practise and Pastoral Support

The GMC document, Medical Students: Professional Values and Fitness to Practise states that [paragraphs 35-38 and Table 1] medical students should be aware that their own poor health may put patients and colleagues at risk. The GMC requires that in order to demonstrate that they are fit to practise, students should seek medical or occupational health advice, or both, if there is a concern about their health, including mental health and medical students should accept that they might not be able to accurately assess their own health and be willing to be referred for treatment and engage any recommended treatment programmes.

Leicester Medical School students who are concerned about their physical or mental health should contact either their Personal Tutor or the Pastoral Support Unit. The majority of students will be seen within 48 hours.

Students who submit a Mitigating Circumstances form prior to an assessment should obtain either a Personal Tutor Summary form or a Pastoral Support Summary form from their Personal Tutor or the Pastoral Support Unit and should submit their form with their Mitigating Circumstances form. A copy of the forms is given below.
# PERSONAL TUTOR SUMMARY FORM

## Your student information

<table>
<thead>
<tr>
<th>Name</th>
<th>Click here to enter text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student number</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Year of Study</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Date and title of assessment</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Name of Personal Tutor</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Date of first contact with Personal Tutor</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

I confirm that the above student has been seen by me, their Personal Tutor. The student was advised that the problems he/she has experienced are within those normally experienced by medical students and that they should continue on the course and take the assessment above

Yes ☐

I confirm that the above student has been seen by me, their Personal Tutor, and that the student has already sought and received professional support

Yes ☐

I confirm that the above student has been seen by me, their Personal Tutor, and advised that in view of the severity of his/her problems, that the student should arrange to meet with the Pastoral Support Team

Yes ☐

**Personal Tutor signature (electronic or written version):**

**This form must be submitted to:**
Ms Beverley Ireland
Secretary to the Mitigating Circumstances Panel
Medical Sciences Building
[bi6@le.ac.uk](mailto:bi6@le.ac.uk)

September 2015
**PASTORAL SUPPORT SUMMARY FORM**

<table>
<thead>
<tr>
<th>Your student information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Student number</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Year of Study</td>
<td>Click here to enter text.</td>
</tr>
<tr>
<td>Date and title of assessment</td>
<td>Click here to enter text.</td>
</tr>
</tbody>
</table>

**NAME OF PASTORAL SUPPORT UNIT MEMBER:**

| Name of first contact with Pastoral Support Unit: | Click here to enter text. |
| Number of times seen by Pastoral Support Unit: | Click here to enter text. |

I confirm that the above student has been seen by the Pastoral Support Unit. The student was advised that the problems he/she has experienced are within those normally experienced by medical students and that they should continue on the course and take the assessment above.

Yes ☐

I confirm that the above student has been seen by the Pastoral Support Unit and in view of the problems that the student has suffered, that he/she has been given or should seek appropriate support/help/advice.

Yes ☐

I confirm that the student has been given or sought appropriate support/help/advice.

Yes ☐

I confirm that the student has not sought appropriate support/help/advice.

Yes ☐

I confirm that the above student has been seen by the Pastoral Support Unit and advised that in view of the severity of his/her problems, that the student should suspend their studies. The student has been advised to seek appropriate support.

Yes ☐

**Pastoral Support signature (electronic or written version):**

**This form must be submitted to:**
Ms Beverley Ireland
Secretary to the Mitigating Circumstances Panel, Medical Sciences Building, bi6@le.ac.uk

September 2015
Letter from GMC

6 March 2013

Professor Sir Robert Burgess Vice-Chancellor
University of Leicester University Road

Leicester LE1 7RH

Medical graduates and provisional registration with the GMC

Following a recent meeting with the Medical Schools Council, I am writing to remind you, and other universities with medical schools, the importance of only graduating medical students who are fit to become doctors.

The recently published inquiry report into Mid Staffordshire NHS Foundation Trust has underlined the responsibility of everyone involved in healthcare to place the highest priority on the safety of patients. This includes ensuring that only those doctors who are fit to practise medicine are admitted to the register, and universities that award medical degrees have an important part in helping us achieve that.

Being a doctor is a huge privilege, but it carries correspondingly huge responsibilities. As you know, a medical degree is not just a recognition of academic achievement, it is a passport to the medical profession.

As you are aware, students who graduate with a primary medical qualification from your institution are entitled to provisional registration as a doctor, provided their fitness to practise is not impaired. Tomorrow’s Doctors, which sets out the standards we require in undergraduate medical education, makes it clear that medical schools (and by extension their parent universities):

‘have a responsibility to the public, to employers and to the profession to ensure that only those students who are fit to practise as doctors are allowed to complete the curriculum and gain provisional registration with a licence to practise’. (Para 37).

We have recently received several queries about provisional registration, asking whether the GMC can grant registration with conditions, for example, in cases where the medical school has some doubt about a student’s fitness to practise. The simple answer is that we can only register those whose fitness to practise is not impaired. There is no category of provisional registration that is subject to conditions. By graduating a medical student, the university is declaring to us, as regulator, that it considers that individual is fit to practise medicine.

It follows therefore that if a university is not of that view, it must not allow that student to graduate with a medical degree. Depending on the circumstances, it may
be appropriate to allow a student to graduate with a non-registrable degree, and that is of course a matter for the university concerned.

We are keen to work with you to ensure that, as well as fulfilling the academic requirement of their course, those entering the profession have demonstrated appropriate professional values. We realise that, in some cases, this can be a difficult matter for medical schools and universities to address, and we wish to be as supportive as possible.

We are planning to revisit our current guidance Medical students: professional behaviour and fitness to practise and more generally to promote the importance of professionalism with students. This will build on the revisions we have made in the new edition of our core guidance, Good Medical Practice, which we will be publishing shortly. I hope that, in collaboration with the Medical Schools Council, we will be able to work with your medical school to achieve this.

I would be grateful if you could share this letter with those involved with student fitness to practise cases and appeals, both in your medical school and university. If you or your colleagues would find it helpful to discuss it further, do please let me know.

I am copying this letter for information to Professor David Wynford-Thomas, the dean of your medical school, the secretary of State for Health, Rt Hon Jeremy Hunt MP and the Chief Medical Officer, Dame Sally Davies.

Niall Dickson