

Leicester Medical School

Medicine MBChB



University of
Leicester

UNDERGRADUATE STUDIES



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Why Study Medicine at Leicester?

- There has been a highly successful Medical School at the University of Leicester for over 30 years and this experience means you will receive excellent teaching and support.
- The five-year curriculum was awarded 23 points out of 24 by the independent Quality Assurance Agency and has been commended on several counts by the Education Committee of the General Medical Council in successive visits, most recently in 2006.
- In addition, Leicester was ranked in the top ten medical schools in the 2008 Guardian University Guide. We offer an unrivalled learning environment for you to develop the knowledge, skills and attitudes required to practise medicine in the new millennium.
- Our aim is to prepare new doctors to meet the challenges of health care in the 21st century. You will take forward knowledge, skills, attitudes and values that will prepare you for the inevitable changes in practice that will come in the future.

“As far as the General Medical Council is concerned the training of students at Leicester is a splendid example of how we want young doctors to be equipped to handle society’s medical problems”

SIR DONALD IRVINE
PAST PRESIDENT OF THE GENERAL MEDICAL COUNCIL



Medicine MBChB

We provide two routes to an MBChB. Our well-established 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. The four-year curriculum for graduates is derived from the five year course, and provides opportunities for a whole new range of entrants to careers in medicine.

The four-year programme is designed to be suitable for a wide range of graduates. It offers a rapid route to medical qualification which recognises the knowledge and experience of entrants, but which also ensures a good understanding of human structure and function.

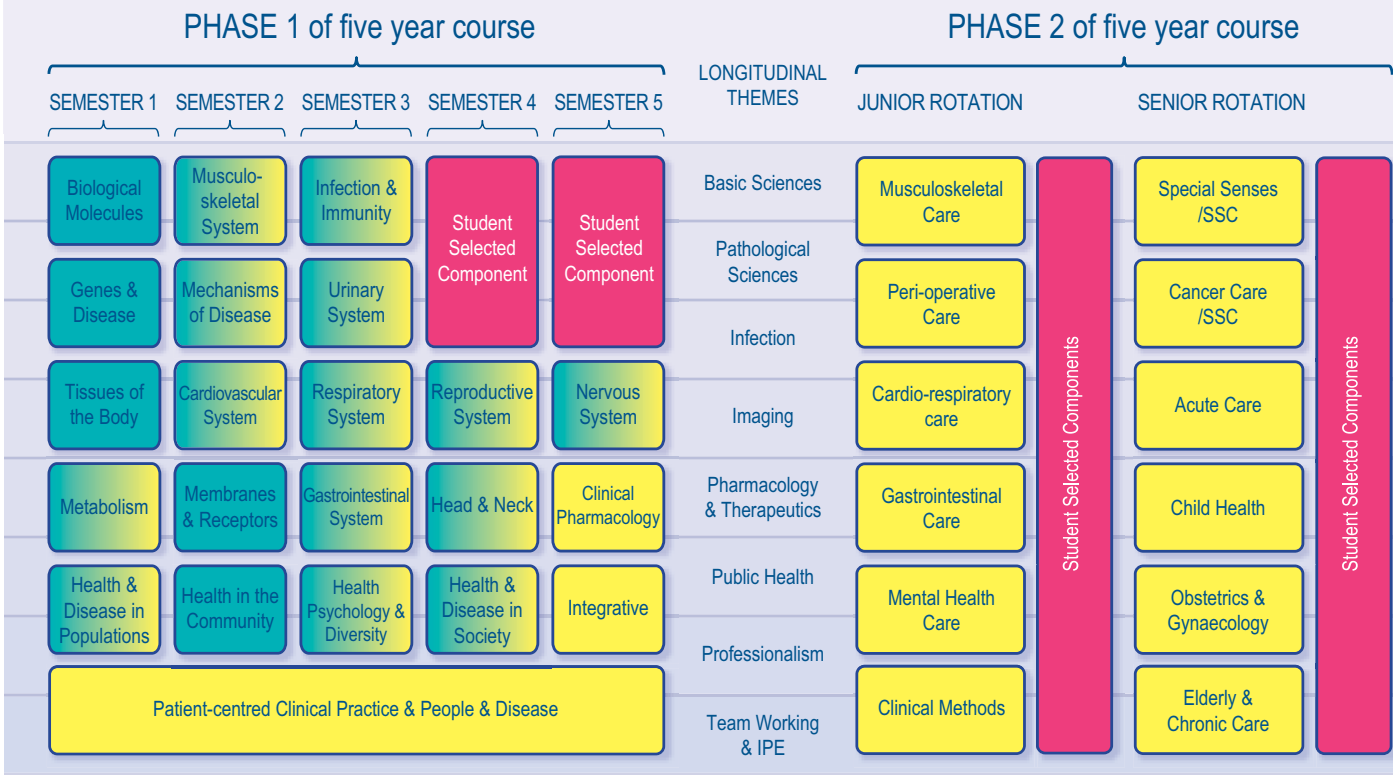
Aims and Objectives

Both five and four-year curricula provide you with the clinical competence to work as a Foundation Doctor, and the potential to develop along the curriculum of medical education into a humane and rational doctor. The Education Committee of the General Medical Council has approved the curricula and graduation will make you eligible for provisional registration as a doctor.

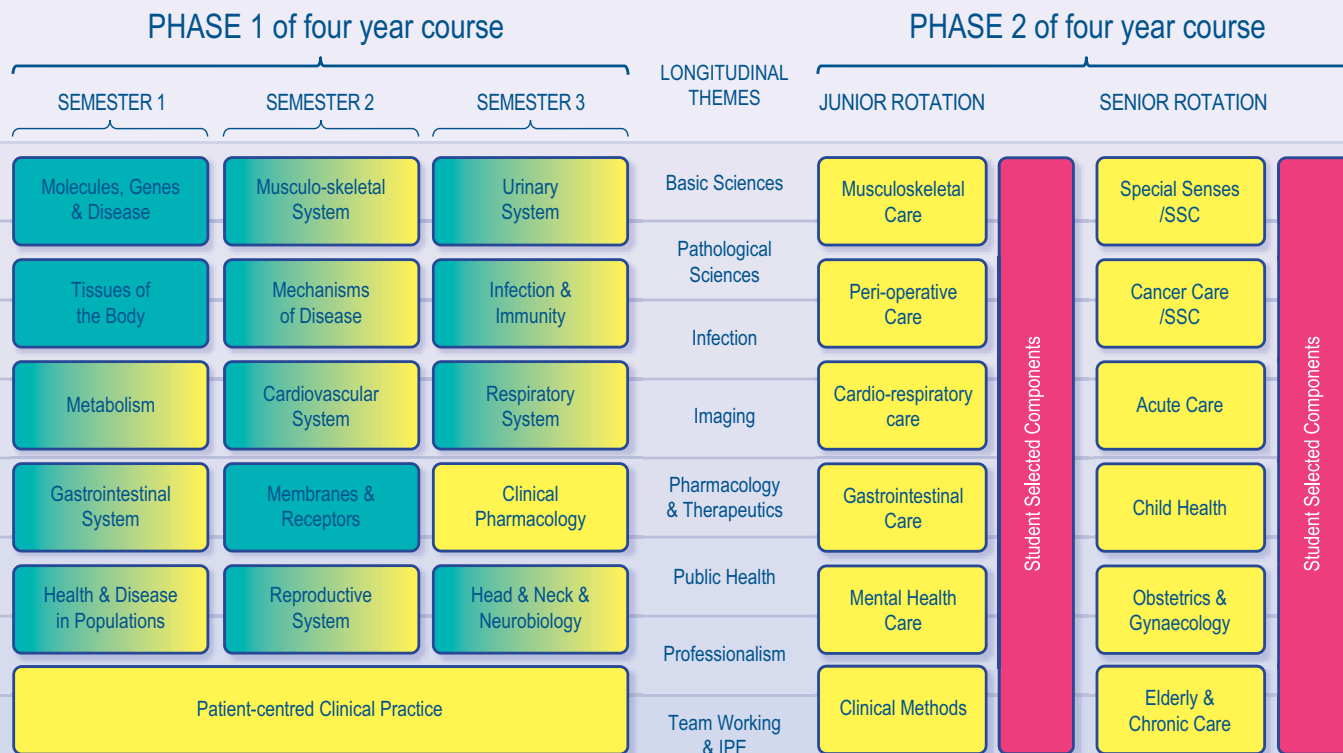
Course Structure

The curricula are highly integrated, both 'horizontally', in that the disciplines within medicine are learned together, and 'vertically', in that clinical work and clinical relevance are introduced from the very beginning.

FIVE YEAR COURSE



FOUR YEAR COURSE



Basic Science Clinical

Student Selected Components



Phases

Both curricula are divided into two phases. Phase I will equip you with the knowledge and skills you need to profit immediately from full-time clinical education in Phase II. In the five-year programme, Phase I lasts five semesters; in the four-year programme it has been shortened to three semesters.

Phase II is exactly the same for students on both programmes, who form a single cohort distributed over the full range of clinical attachments available to the Medical School.

Phase I

By the end of Phase I you will:

- Be able to communicate with patients, examine them clinically and have a good understanding of the structure and function of the human body and how this relates to health and illness.
- Appreciate the psychological and social context of health and illness.

You will take a series of integrated, interdisciplinary modules related to human structure and function in health and disease. You will also undertake community attachments to illustrate the social and psychological context of medicine. Theoretical study of social and behavioural science supplements this learning in the community.



Knowledge and Skills

The learning in Phase I provides you with essential knowledge and skills that will underpin your clinical practice throughout life.

You will learn skills of professional communication and physical examination by working first with 'simulated patients' – actors trained to help you learn, and other volunteers. Very soon you will begin working on hospital wards with real patients.

You must pass a formal clinical examination at the end of Phase I to demonstrate that you have the basic clinical skills necessary for Phase II.

Understanding People

You will learn how the human body is put together, and how it works in health and illness, but you will also come to understand that patients are not just the illnesses they suffer from. They have social and psychological dimensions to their lives that affect how they become ill, how they react to illness, and the consequences of illness for them. 'Social and Behavioural' medicine, which helps you to understand the whole person and the context of health care, is a prominent feature of both Phase I curricula. You will work with patients in innovative community attachments to help you realise the importance of social and behavioural issues for yourselves.

Understanding Science

Doctors must be able critically to evaluate evidence. Students on the five-year programme take two 'Student Selected Components' in disciplines of their choice, to develop skills of scientific understanding and evaluation. Some students may opt to use one of these slots to broaden their experience by studying a language or a subject in the Humanities.



Phase II

Developing Your Clinical Skills

We believe that the best way to learn medicine is to work with practising doctors. You will spend virtually all of your time in Phase II working full-time in clinical environments.

Students on both the four and five-year curricula take a common Phase II. During a series of themed clinical blocks you will be expected to make the most of opportunities for learning provided by the patients who come under the care of your clinical team.

You will be given clear outcomes defining what you should be able to do by graduation. We will ensure that you get the right pattern of experience to develop these 'competencies' as effectively as possible.

Organising Clinical Learning

You will spend time in a series of themed placements designed to give you the optimum combination of broad experience and benefits of 'apprenticeship' – learning from the masters of the art of medicine.

Learning in each block is by a series of structured activities guided by a workbook and led by experienced clinical teachers.



The Clinical Learning Environment

We will maintain the smallest clinical teaching groups in the UK. The number of clinical placements have been expanded by major new developments at hospitals and community sites in Leicester and beyond. You must expect to spend up to half of your time on placements outside of Leicester.

The range of patients and illness you will see accurately reflects the demands made upon doctors, giving you the best possible chance to prepare for the environment in which you will work once qualified.

You will also spend time in innovative community attachments that allow you to explore the working of multidisciplinary teams caring for a wide range of patients, and to see how care will develop in the future NHS.

Electives

One block at the end of Phase II is set aside for you to pursue an elective subject. You are expected to devise and undertake a project on a medical topic in a setting of your choice. The elective can be anywhere in the world, and most students travel abroad.

Preparing you for Work as a Doctor

At the end of the programme you will spend time shadowing the job you will take during your Foundation Programme. This will ensure that the transition to the Foundation Programme is as smooth as possible.



Your Learning Experience

Teaching Methods

All learning takes place in an obvious clinical context, so that you will see how it relates to your future practice as a doctor. You will be placed in a variety of clinical environments across all the sites used by the Medical School, which range from Lincoln to Northampton.

Both curricula also have a series of integrated, interdisciplinary modules to develop your knowledge of medical science. Each module is delivered by an interdisciplinary team of clinicians and scientists, and will emphasise continuously the application of knowledge to clinical practice.

There are a few lectures, designed to set the scene and to give a broad framework. These are delivered in new high-technology lecture theatres with a full range of video and other facilities. Most of your learning, however, takes place in small groups. You will work on structured, clinically related problems.

Support

Tutorial support is provided face-to-face by experienced, principally medically qualified staff. There are good learning resources, with dedicated seminar rooms, resource room and IT facilities. The Medical Sciences Building at Leicester has a full range of facilities, including a large dissecting room. We have preserved the learning of anatomy by extensive study of cadavers.



Putting it All Together

At the end of the day all parts of the curriculum must come together in your own mind, so you may focus them on clinical problems. Throughout Phase I all students on the five year programme work on integrating their knowledge by means of the 'People and Disease Module'. You will be guided in your work by a medically qualified mentor, and present your work as a thesis examined at the end of Phase I. The four year programme has an innovative 'Patient Centred Practice' course which draws together a wide range of themes.

Assessment

Assessment is designed to ensure that you can monitor your progress towards the programme outcomes, and that both the Medical School and you can be certain that you are competent to begin a lifetime of medical practice.

In Phase I each module has formative assessment that gives you immediate feedback on your progress. You will be tested summatively on your knowledge and ability to link material across modules at the end of each semester. To progress to Phase II you must satisfy the examiners in the core assessments, and complete satisfactorily your student selected components. A variety of assessment techniques are used, but all emphasise the application of knowledge and skills to clinical problem solving and patient management.

In Phase II you will receive continual feedback on your developing clinical skills and knowledge, block by block. Your skills will also be tested in two integrated examinations, one half way through Phase II, the other towards the end. Assessment is by direct observation of your clinical practice combined with written papers testing your clinical problem solving ability and knowledge.



Entry Requirements

We are seeking men and women from all backgrounds who will have a thoughtful, caring and compassionate approach to medical practice. Entry to the five and four-year programmes is extremely competitive. Gaining an interview depends upon your academic achievement and evidence of motivation for a career in medicine.

In addition, you will be required to sit the UKCAT test, details of which can be found at www.ukcat.ac.uk. If selected you will participate in a structured interview. In the interview we will judge:

- your ability to communicate
- how considered and realistic is your motivation to be a doctor
- your personal qualities such as determination, interest in people and potential capacity to cope with stress

Fees

English domiciled graduate entrants to the four-year curriculum are eligible for Department of Health support in the form of fee payment and a means-tested bursary in years two, three and four. English domiciled entrants to the five year curriculum are eligible for support in their fifth year of study.

Further information on funding may be obtained from the DfES website at www.dfes.gov.uk/studentssupport



MBChB 5 Year Course

UCAS code: A100 MBChB

We offer 175 places each year for students, including 20 places for students from outside the European Union, for the five-year curriculum. All entrants are selected on the basis of academic performance and personal qualities assessed from the application form and at interview. We expect to see a good range of GCSE results, or equivalent, with high grades and a supportive reference from your school or college.

Work experience in an appropriate environment (e.g. in a hospital, with a GP, in a residential home etc) is desirable but the difficulty in obtaining this type of work experience is acknowledged and other work experience involving working with people is acceptable.

For school and college leavers we welcome the developments in breadth in the post-16 curriculum but will expect very high grades at A-level. Normally four AS subjects, including Chemistry and Biology, but excluding General Studies, should be studied in year 12. Three of the subjects, including Chemistry, but excluding General Studies should be continued to A2 level. The normal offer is AAB with a grade A in Chemistry required.

A number of equivalent qualifications are acceptable. Students on the final year of a degree course who have a background in biology and chemistry or graduates who have not worked in a caring role may apply for the five year course.

For further information on the five-year programme please contact:

Dr Kevin West

The Senior Tutor for Admissions

Leicester Medical School

Maurice Shock Medical Sciences Building, University of Leicester

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Tel: 0116 252 2969 / 0116 252 2985 / 0116 252 2966

E-mail: med-admis@le.ac.uk

Website: www.le.ac.uk/sm/le/



MBChB 4 Year Course

UCAS code: A101 MBChB

We offer 64 places a year for graduates of any discipline with significant experience of working in a caring role for the four-year MBChB curriculum. We do not consider international students for this course. All entrants are selected on the basis of academic performance and personal qualities judged from the application form and at interview. You will need to have a first class or good upper second class honours degree and several years of postgraduate work experience in a caring role.

Applications from graduates of arts and humanities are encouraged.

For further information on the accelerated four-year programme please contact:

Dr Laura Mongan

Graduate Admissions Tutor

Leicester Medical School

Maurice Shock Medical Sciences Building, University of Leicester,

PO Box 138, University Road, Leicester, LE1 9HN

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E-mail: med-admis@le.ac.uk

Website: www.le.ac.uk/sm/le/



Hepatitis B

The School of Medicine is mindful of its overriding duty of care to the public who medical students come into close contact with during their studies. Consequently, if your application is successful and you accept our offer, you will be required to complete a confidential medical questionnaire and return it to our Occupational Health Service. On entry to medical school the Occupational Health Service will arrange checks for Hepatitis B and C, Tuberculosis, Rubella and Chicken Pox. They will provide, post registration, any necessary immunisations and any further specific health assessments or advice which may be required in relation to your medical training.

If a student is found to be a carrier of Hepatitis B or other chronic virus infection you may be allowed to continue your course but not allowed to assist with or undertake surgery or other 'exposure-prone' procedures on patients. It will not prevent you from qualifying or practising as a doctor, except for the restriction on exposure-prone procedures.

Fitness to Practise

Admission to the Medical School is contingent on a satisfactory Criminal Record Check.

Students who successfully complete the academic requirements of their medical course for the degrees of MBChB will be awarded the degrees only if they are deemed by the Faculty Board to be fit to practise medicine. Students may be required to withdraw from the programme, or transfer to another degree programme at any time if the Faculty Board, advised by a formally constituted Fitness to Practise Committee, decides that there is sufficient reason to judge that they are unfit to practise medicine because of health, conduct or other grounds.

Applying

All applications must be made through UCAS for both courses.

The address for UCAS is:

UCAS, Rosehill, New Barn
Lane, Cheltenham, Glos
GL52 3LZ

Email: app.req@ucas.ac.uk

Website: www.ucas.com



The University and City of Leicester

About the City of Leicester

Leicester is a lively, multi-cultural city and a safe place to study. As the tenth largest city in England, Leicester offers a wide range of pubs, clubs, restaurants, cinemas, theatres and shopping. Leicester has a strong sporting heritage in rugby, football and cricket, with major clubs based in the city, all a short walk from the campus.

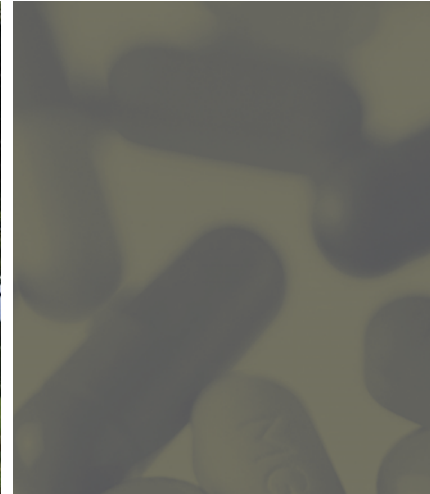
The city's new £60 million cultural quarter will include a performing arts centre, galleries, restaurants and bars. This development will complement Leicester's wealth of museums and galleries which host major exhibitions from around the world.

If you want to get some relaxation, the city offers a number of parks and green spaces to relax in. Outside of the city, the county offers beautiful scenery and attractions.

About the University of Leicester

The University of Leicester is a leading UK University with a proud past and an exciting future. We deliver high quality undergraduate, postgraduate and professional education and create research that has impact internationally.

- Leicester is ranked in the UK's top 20 universities by the UK Good University Guide, the Guardian University Guide and the Sunday Times University Guide (out of over 120 institutions). It is a top 20 research university in terms of research council income per academic.



- Leicester is one of just 21 British Universities to feature in the world's top 200 in the study of the world's top 500 universities carried out by Shanghai Jiao Tong University.
- The University was shortlisted by the Sunday Times for their award of University of the Year 2007. It was shortlisted by the Times Higher Education Supplement in 2005 and 2006 for their University of the Year award.
- Leicester is a member of the 1994 Group of research intensive universities.
- With an average score of 4.4 out of 5 for overall student satisfaction, Leicester has the most satisfied students in England amongst mainstream universities (jointly with Oxford). (National Student Survey 2007).
- Teaching in 18 subject areas have been graded as "Excellent" by the Quality Assurance Agency – including 14 successive scores.
- Leicester has one of the highest student completion rates in the UK. Our completion rate is consistently above 90%.
- Our research strengths stretch across our five faculties. Over 90% of academic staff are research active. 13 departments gained the 5 or 5* ratings that indicate internationally significant work in the 2001 Research Assessment Exercise.
- According to Thomson Scientific, Leicester has the tenth highest number of highly cited researchers in the UK.



Accommodation

The following features make accommodation at Leicester special:

Flexibility and choice – we offer you a wide variety of choice. Choose from Catered Halls of Residence (the traditional university experience) or self-catering accommodation, and a variety of rooms from standard single rooms to en suite to deluxe and many more. You can also express a preference for a particular Hall of Residence or self-catered hall, and while choices cannot be guaranteed, we will try to meet all preferences.

A home from home – comfortable, social and friendly surroundings make accommodation at Leicester your home from home. Our Catered Halls of Residence are at The Oadby Student Village – secure, safe, with facilities on hand and located in an attractive residential area. Halls of Residence offer the best way for you to settle in quickly and make friends for life. Self-catered accommodation provides you with the freedom to live independently but within the secure surroundings of our halls. Sharing a kitchen with others, living away from home for the first time, means that you won't make those cooking blunders, or masterpieces, on your own.

Student profile

Kirsty Lloyd



My journey to medical school started in 1997; I was an injured professional dancer with arts A-levels. I started at Leicester Medical School in 2002, having gained GCSE Chemistry at night school and studied Biology, Maths, Physics, and Chemistry on an Access to Medicine course in Kings Lynn, Norfolk.

Medical education in the UK is known to be world class. We can expect that wherever we study we will access excellent teaching and gain the necessary skills and experience to become excellent doctors. Therefore, it was really important to me to find a medical school that met my learning needs, in a location I would be happy to live for at least six years.

I chose Leicester because of the way the course is organised, integrating clinical and theoretical teaching in Phase I, provides small student to consultant ratios in Phase II, and that we still do cadaver dissection. The mix of self-directed study, tutorial and lecture-based teaching also had an influence. I have never regretted my choice.

In 2005 I applied for an Intercolated BSc. Leicester is unusual in that you can undertake a solely research based degree or a taught BSc. This opportunity has widened my understanding of clinical medicine and research, as well as providing me with an excellent portfolio of skills, which will serve me well as a doctor.

Leicester is a vibrant and culturally diverse city. It has great shops, a fantastic fruit and vegetable market, and the surrounding countryside is beautiful. There are good live music venues and 3 theatres, so there is plenty to keep you occupied in your spare time.

The university has a lot to offer students, and during Phase I it is easy to get involved with many of the Student Union Associations as the medical school is across the road from the main campus. I tried my feet at women's football, skiing and dancing. I must say I was more successful on the stage and piste than the pitch!

Although the numbers are increasing, Leicester still retains a good sense of community, with plenty of opportunities to meet people from other years and alumni.

Leicester Medical School has over a dozen active student societies that organise a range of social, academic, political, voluntary, religious and charity activities during the year. There really is something for everyone to get involved with, and plenty of opportunities to develop skills and maintain interests.

From the outset I was really interested in the politics surrounding medical education and the profession. I got involved with the British Medical Association in my 2nd year, representing Leicester students at a national level. In my 4th year I was elected to Chair the Medical Student Committee representing the interests of all medical students. I have taken an active role within the medical school too, setting up a weekly news bulletin, helping to organise a graduation ball, and getting involved with the surgical society SCRUBS.

I have really enjoyed my time at Leicester, I have made life-long friendships and had more opportunities than I could ever have imagined before I started. I wish you the best of luck with your application.

Contact Details

For further information contact:

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www.le.ac.uk/sm/le/



As with all courses the MBChB curricula at Leicester are subject to continuing development and refinement. The details of the courses described in the following pages may change without notice.



**University of
Leicester**

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