Leicester Medical School

MBChB

Outline Programme
Specification

2016 Intake

http://www2.le.ac.uk/departments/msce/undergraduate/medicine
Programme Specification MBChB 2016 –

This document compiles in summary form, the aims, objectives and expectations of learner achievements and professional identity development of the MBChB programme at Leicester. Details of curriculum specification are also signposted (login required).

The key determinants of specification for the MBChB are:

- General Medical Council Outcomes for Graduates
- MBChB Curriculum Guides
- MBChB Code of Practice for Assessment
- MBChB Progression Regulations

The high level aim of the programme is to ensure that graduates are

- Prepared for work as a Foundation Year 1 Doctor
- Adequately prepared to work as generalists, in order to match the likely trend for increasing service requirements for doctors with a broad training

This will be achieved by

- Increasing the apprenticeship training model of delivery
- Increasing exposure to high quality General Practice education and training

The outcomes for graduates of UK undergraduate medical programmes of training are defined by the General Medical Council and are presented as Outcomes for Graduates.

The MBChB is a five year programme, and an overview of the MBChB is presented in interactive form here MBChB Course Overview.

Details of the curriculum units in Phase 1 (years 1 and 2) are presented in the document MBChB Curriculum Guide (Phase 1) (login required). This document outlines the sequence of curriculum unit delivery, detailed unit intended learning outcomes as well as the academic leads responsible for each unit. Details of the Phases 2 – 4 curriculum blocks are under review and will be available via Blackboard.

Briefly, Phase 1: years 1 and 2, primarily medical school based, focussed on delivery of teaching designed to meet the Doctor as Scholar and Scientist Outcomes, plus early clinical teaching as appropriate to the level of training, including early patient contact.

Phase 2 and 3: years 3, 4 and first half year 5, full-time clinical training, building on the knowledge base developed during Phase 1, plus development of clinical competence and proficiency.

Phase 4: final 6 months of the programme, Foundation Year apprenticeship.
The course diagram on the following page summarises the sequence of curriculum unit and clinical blocks. It also depicts key thematic topics that underpin the programme and represents the progressive development of student professional identity towards that of a Foundation Year 1 doctor.

The pedagogical approach will involve a strong emphasis on active learning as promoted by delivery through minimal didactic, large-group teaching and much of student contact time spent working together in groups facilitated by expert tutors. The approach is designed to better support appropriate learning to reward development of those skills essential for life-long learning as future doctors, i.e. problem solving and reasoning skills.
### MBChB Programme Overview – Block Sequence View

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<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
<th>Phase 1</th>
<th>Phase 2</th>
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<th>Phase 4</th>
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<tr>
<td>Compassionate Holistic Diagnostic Detective Course (EARLY CLINICAL APPRENTICESHIP)</td>
<td>THEMES: Clinical Apprenticeship, Patient Safety / QI, Clinical Reasoning, Ethics and Law, Professionalism</td>
<td>Speciality Placements 7-weeks</td>
<td>Foundation Apprenticeship</td>
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<tr>
<td>Very early Clinical Experience</td>
<td>Immune System</td>
<td>Clinical Pharmacology Therapeutics &amp; Principles of Prescribing</td>
<td>Primary Care Apprenticeship 12-weeks</td>
<td>Student Selected Component</td>
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<tr>
<td>Medical cell biology and genetics</td>
<td>Musculo-Skeletal System</td>
<td>Gastrointestinal System</td>
<td>Clinical Reasoning</td>
<td>Cancer Care</td>
<td>Student Selected Component</td>
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<tr>
<td>Body Logistics (Tissue structure &amp; Function)</td>
<td>Cardiovascular System</td>
<td>Reproductive System</td>
<td>Integration for Clinical Application</td>
<td>Surgical Care Apprenticeship 12-weeks</td>
<td>Elective</td>
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<td>Pathological Processes</td>
<td>Metabolism, Endocrine &amp; Haematopoiesis</td>
<td>Urinary System</td>
<td>Nervous system &amp; neuro-psychiatry</td>
<td>Imaging</td>
<td>Foundation Apprenticeship Community</td>
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<tr>
<td>Introduction to physiology &amp; pharmacology</td>
<td>Respiratory System</td>
<td>ASBHD* Sci</td>
<td>ASBHD Sci</td>
<td>Medical Care Apprenticeship 12-weeks</td>
<td>Foundation Apprenticeship Surgical</td>
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<tr>
<td>Introduction to public health &amp; epidemiology</td>
<td>Head &amp; Neck &amp; Neuroanatomy</td>
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<td></td>
<td>Reproductive Health</td>
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</table>

* Applied Social, Behavioural and Healthcare Delivery Sciences
Assessment Pattern for the MBChB Programme

A comprehensive description of assessment practices including standard setting methodologies is presented in the Code of Practice for Assessment in Phase 1.

An overview of the programme of assessment defining progression through the programme is as follows:

Year 1
Written assessments at the end of each semester (ESA) which are combined to give an overall assessment of performance across the year. This includes an integrated understanding assessment.

Formative Objective Structured Clinical Examination (practical) to evaluate attainment in outcomes for Compassionate Holistic Diagnostic Detective Course (introduction to clinical medicine unit)

Year 2
Written assessments at the end of each semester (ESA) which are combined to give an overall assessment of performance across the year.

Clinical and Practical Assessments

Objective Structured Clinical Examination (practical) to assess attainment in outcomes for Compassionate Holistic Diagnostic Detective Course (introduction to clinical medicine unit)

Examiner-led Integrated Practical Understanding Assessment designed to test a student’s ability to interact with an examiner as well as to demonstrate an integrated understanding of the topics taught during Phase 1 of the course.

Year 3
Written assessment of intermediate attainment in general medicine, surgery and community medicine (Phase 2)

Objective Structured Clinical Examination to measure attainment in skills in clinical medicine commensurate with the stage of training

Year 4
Part 1 written assessment of attainment in clinical specialty rotations (Phase 3)

Year 5
Part 2 written assessment of attainment in general medicine, surgery and community medicine (Phases 2 & 4)

Objective Structured Clinical Examination to measure attainment in skills in clinical medicine commensurate with the stage of training

Annual Review of Competence Progression for assessment of attainment in the learning outcomes for the Foundation Year 1 Apprenticeship

Written assessments in each year of the programme will be comprised of items in Short Answer Question (SAQ) and Single Best Answer (SBA) formats.
Outline Assessment Pattern for the MBChB Programme

Key:
- ESA = End of Semester Assessment
- OSCE = Objective Structured Clinical Examination
- Finals I = Final Written examination (Speciality content)
- Finals II = Final Written examination (General content)
- ARCP = Annual Review of Competence Progression
- SSC = Student Selected Component

Progression regulations
The details of expected achievements of learners on the MBChB programme permitting progression through the Phase 1 programme are outlined in the Progression Regulations MBChB 2016 Intake document available on the Medical School Website. This document includes details of the responsible bodies such as the MBChB Board of Examiners, MBChB Panels of Examiners, MBChB Health and Conduct Committee and Fitness to Practice, plus details of the processes for management of mitigating circumstances.