

UNDERGRADUATE COURSES IN
Medicine MBChB



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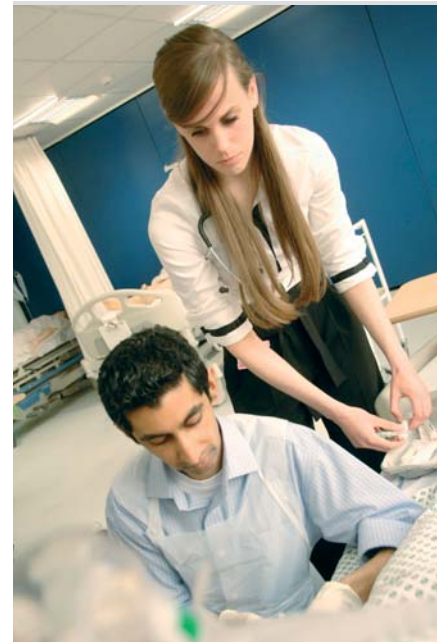


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Why Study Medicine at Leicester?

- 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 Medical School was ranked 7th in the 2010 *Guardian* league tables.
- 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.



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.

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.

Aims and Outcomes

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 General Medical Council has approved the curricula and graduation will make you eligible for provisional registration as a doctor.

Five Year Course

Phase 1 of five year course					Longitudinal Themes	Phase 2 of five year course			
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5		Junior Rotation	Senior Rotation		
Molecules, Genes & Disease	Musculo-skeletal System	Infection & Immunity	Student Selected Component	Student Selected Component	Basic Sciences	Musculoskeletal care	Student Selected Components	Special Senses /SSC	Student Selected Components
Tissues of the body	Mechanisms of Disease	Urinary System			Pathological Sciences	Peri-operative Care		Cancer Care /SSC	
Metabolism	Cardiovascular System	Respiratory System	Reproductive System	Nervous System	Imaging	Cardio-respiratory Care		Acute Care	
Health & Disease in Populations	Membranes & Receptors	Gastrointestinal System	Head & Neck	Clinical Pharmacology	Pharmacology & Therapeutics	Gastrointestinal Care		Child Health	
Clinical Problem solving	Clinical Problem solving 2	Health Psychology & Diversity	Health & Disease in Society	Integrative	Public Health	Mental Health Care		Reproductive Health	
Consultation Skills Foundation Course & People & Disease					Team Working & IPE	Clinical Methods		Elderly & Chronic Care	

Four Year Course

Phase 1 of four year course			Longitudinal Themes	Phase 2 of four year course			
Semester 1	Semester 2	Semester 3		Junior Rotation	Senior Rotation		
Molecules, Genes & Disease	Musculo-skeletal System	Urinary System	Basic Sciences	Musculoskeletal care	Student Selected Components	Special Senses /SSC	Student Selected Components
Tissues of the body	Mechanisms of Disease	Infection & Immunity	Pathological Sciences	Peri-operative Care		Cancer Care /SSC	
Metabolism	Cardiovascular System	Respiratory System	Infection	Cardio-respiratory Care		Acute Care	
Gastrointestinal System	Membranes & Receptors	Clinical Pharmacology	Imaging	Gastrointestinal Care		Child Health	
Health & Disease in Populations	Reproductive System	Head & Neck & Neurobiology	Pharmacology & Therapeutics	Mental Health Care		Reproductive Health	
Patient-centred Clinical Practice			Public Health	Clinical Methods		Elderly & Chronic Care	
			Professionalism				
			Team Working & IPE				

 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

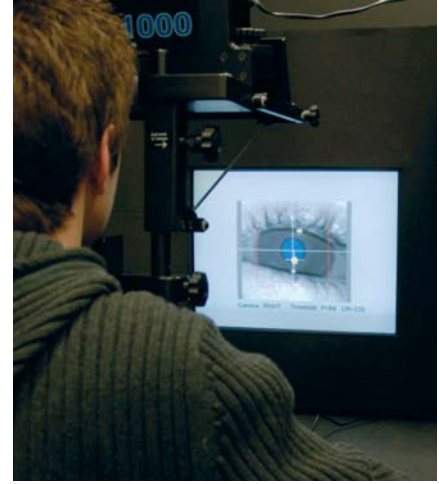
The learning in Phase I provides you with essential knowledge and skills that will underpin your clinical practice throughout life.

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.

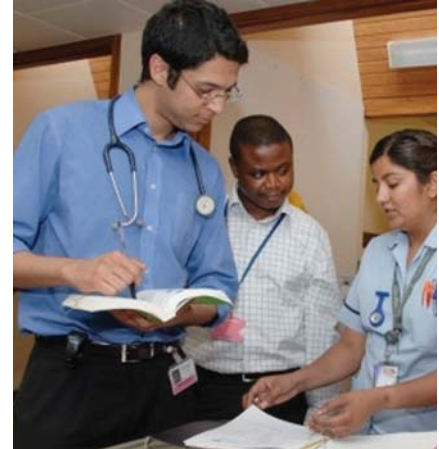
You will also spend time in innovative community attachments that allow you to explore the working of multidisciplinary teams caring for a wide range of patients, and to see how care will develop in the future NHS.



Student Selected Components

During Phase II there are four three-week attachments where you may choose what to study, in order to pursue your interests and explore possible careers.

In addition, one block at the end of Phase II is also 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. The elective is for a period of seven weeks.



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 practise 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 in Phase I 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.

In Phase II learning takes place in the clinical environment, through seminars, clinical skills sessions and bedside teaching, all supported by structured work-books.

Support

Tutorial support is provided face-to-face by experienced, principally medically qualified staff. There are good learning resources, with dedicated seminar rooms 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 a 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

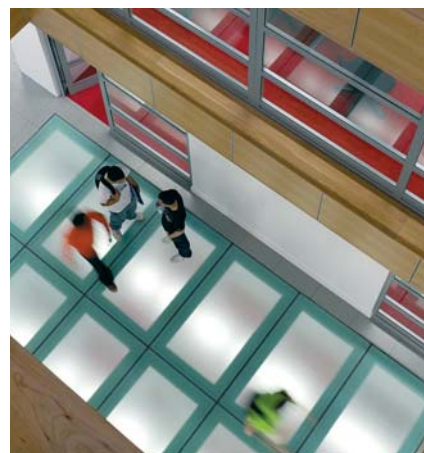
UCAS code: A100 MBChB

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 AAA.

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

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

Dr Margaret Barnes-Davies

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0116 252 2966

E: med-admis@le.ac.uk

W: 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.

“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

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.

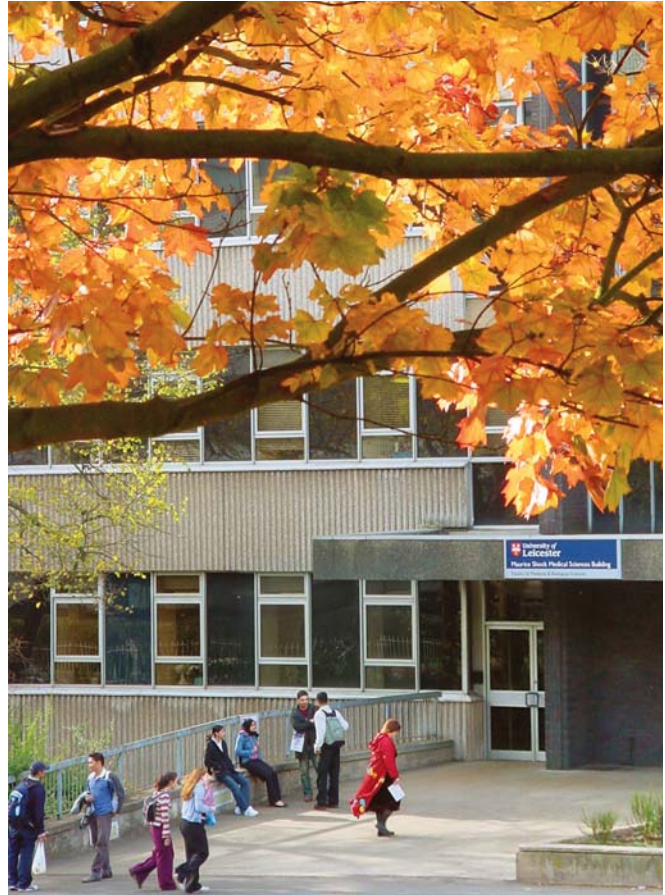
If a student is found to be a carrier of Hepatitis B or other chronic virus infection you may be allowed to continue your course but not allowed to assist with or undertake surgery or other 'exposure-prone' procedures on patients. It will not prevent you from qualifying or practising as a doctor, except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



How to apply

All applications must be made online through www.ucas.com

The address for UCAS is:

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

E: app.req@ucas.ac.uk



About the city and the University

About the city of Leicester

Leicester is a lively and diverse city with all the activities and facilities you would expect from a major city. This is combined with a friendly and safe atmosphere.

Developments in the city have led to the opening of the Curve Theatre with its unique 'inside out' design where the stage is visible from the street. Further developments in the city's cultural quarter will join the existing museums and galleries within the city, and help to cement Leicester's reputation for culture.

Leicester is a city for individuals and this is shown throughout the city; from the individual shops and boutiques of the Lanes area which rub shoulders with the larger stores and designer shops of the Highcross Leicester shopping development; to the festivals held within the city throughout the year, including the Summer Sundaes Music Festival.

This diversity is also celebrated through the city's wide range of restaurants, cafes and music venues which provide something for every taste.

We are passionate about our city with many of our students choosing to locate here after graduation.

About the University of Leicester

Some universities consider their primary purpose to be high quality research, others concentrate on excellent teaching. Here at Leicester we think that the two are not only complementary, they are inseparable. We believe that teaching is more inspirational when delivered by passionate scholars engaged in world-changing research – and that research is stronger when delivered in an academic community that includes students.

We think that a university should be about empowering people to explore what they do not know. We achieve this through passionate, dedicated research and teaching. When we were named University of the Year for 2008-9 by the *Times Higher Education*, the judges applauded Leicester's very different approach, calling us "elite without being elitist." Of Britain's top 15 universities only one – Leicester – exceeds its government benchmarks for inclusivity.

Our dedication to providing an excellent student experience can be seen in our



consistent performance in the *National Student Survey*. In 2008 92% of our full-time students were satisfied with their course. This is a level of satisfaction exceeded only by Cambridge amongst mainstream universities teaching full-time students in England.

With these ideas at heart, Leicester is re-framing the values that govern academia and re-defining what a university needs to be in the 21st century; we are constantly finding new ways of being a leading university.

Experiences at Leicester

Javeria Peracha – 2010

Having selected Leicester, based on its reputation as not only one of the best medical schools in the country but also one of the friendliest, I have to say that I wasn't at all disappointed! All of the Medical School staff and students were extremely welcoming and friendly. The 'intro week' here is unique in that medics have their own 'pre-freshers week', where you get to meet and socialise with many of the people that you will be spending the next five years of your life. Here at Leicester, each student is also assigned a 'personal tutor', who not only guides your personal and professional development but will also be someone you will, no doubt, drop by to see every now and then.

I loved the 'systems based' approach to the course structure in Phase 1, where we learnt the majority of basic clinical sciences according to body systems e.g. cardiovascular system, respiratory system etc. The mixture of teaching methods used, including lectures, small group work and practical sessions made sure our learning was always a dynamic and interactive process. Although the emphasis in Phase I was on the basic clinical sciences, by the time we were ready to move in to Phase II of the course, we had gained substantial competency and confidence in our clinical skills. This was made possible by patient contact

right from the first few weeks of the course. In Phase II students undertake 7-week clinical attachments in the local hospitals. These attachments are extremely well organised.

There is also an opportunity for students to undertake an intercalated BSc, where they can either study a taught course or undertake a year long research project. I have just finished my intercalated BSc, working in one of the University laboratories. It was a great opportunity to not only gain a new skill set but I also had the opportunity to represent the University at a number of national and international medical conferences and to win a number of competitive prizes.

Socially, there are limitless opportunities to get involved in clubs and societies, both at the Medical School and at the University Students' Union. Having the Medical School situated next to the main University campus means that you are not limited to interacting with medics and can socialise with students from a very diverse range of courses.

As a city, Leicester is pretty amazing! With two universities in the city, there's a substantial student population and a buzzing nightlife. Compared to many other University towns it is also reasonably affordable and safe. I have found that no matter what your mood, Leicester will



always have something to offer. The population is so ethnically diverse in Leicester; there are numerous cultural opportunities to be had. From Diwali to Eid to the Chinese New Year, you will be celebrating them all!

I have had an amazing time here at Leicester. I have loved the course, the people, the opportunities and above all the experience.

Good luck with your application and I hope to see you all in Leicester soon!



For further information please contact

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