



UNIVERSITY OF  
**LEICESTER**

Leicester Medical School

**MBCChB**

# **Outline Programme Specification**

**2020-21**

## Programme Specification MBChB

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.

The key determinants of specification for the MBChB are:

- General Medical Council Outcomes for Graduates
- MBChB Curriculum Guides
- MBChB Code of Practice (CoP) 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, 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 Overview](#).



**Curriculum Updates**  
and other news from Prof. Holland

Details of the curriculum units in Phase 1 (years 1 and 2) are presented in the Phase 1 Curriculum Guide. 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 Phase 2 curriculum blocks are presented in the Phase 2 Curriculum Guide: Phase 2 Curriculum Guide.

You will find the Curriculum Guides for your year of entry on Blackboard by clicking on the Curriculum Updates icon on your homepage.

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 clinical learning evolves through apprenticeships as follows:



- Year 3 – 11-week placements in hospital medicine, hospital surgery and primary care
- Year 4 – 6 week- Speciality blocks including child health, mental health, cancer care, integrated care, reproductive health, and special senses, neurology and dermatology.
- Year 5 – Foundation assistantships in hospital and community placements to finesse skills before working as a doctor
- Student selected components in Year 3 to support career aspirations, professional and academic development
- Elective/Student selected component opportunities in Year 5 for doing something different

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 experience gained on clinical blocks is supported by teaching through the course on a number of longitudinal themes, to support the development of professional knowledge, skills, values and behaviour.

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

<b>Year 1</b> Semesters 1&2	Induction	Early Clinical Experience	Molecular & Cellular Sciences	Applied Sciences	Systems of the body	S, B & Pop
	Compassionate, Holistic, Diagnostic Detective Course <i>including Health Enhancement Programme</i> 					
<b>Year 2</b> Semesters 3&4	Systems of the body		Applied Sciences	S, B & Pop	Integration	
	Compassionate, Holistic, Diagnostic Detective Course 					
<b>Year 3</b>	Medicine	Surgery	Primary Care	SSC		
	Clinical Apprenticeships					
<b>Year 4</b>	Special Senses Neurology Dermatology	Child Health	Reproductive Health	Integrated Care	Mental Health	Cancer Care
	Speciality Placements					
<b>Year 5</b>	Emergency Medicine	Medical Assistantship	Surgical Assistantship	Primary Care	Elective/SSC	
	Foundation Assistantships					

## Assessment Pattern for the MBChB Programme



**Assessment**  
Regularly updated information  
from the assessment team

A comprehensive description of assessment practices including standard setting methodologies is presented in the CoP for Assessment. You will find the CoP for Assessment on Blackboard by clicking on the Assessment icon on your course homepage.

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

Written assessment of attainment in clinical specialty rotations.

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

### Year 5

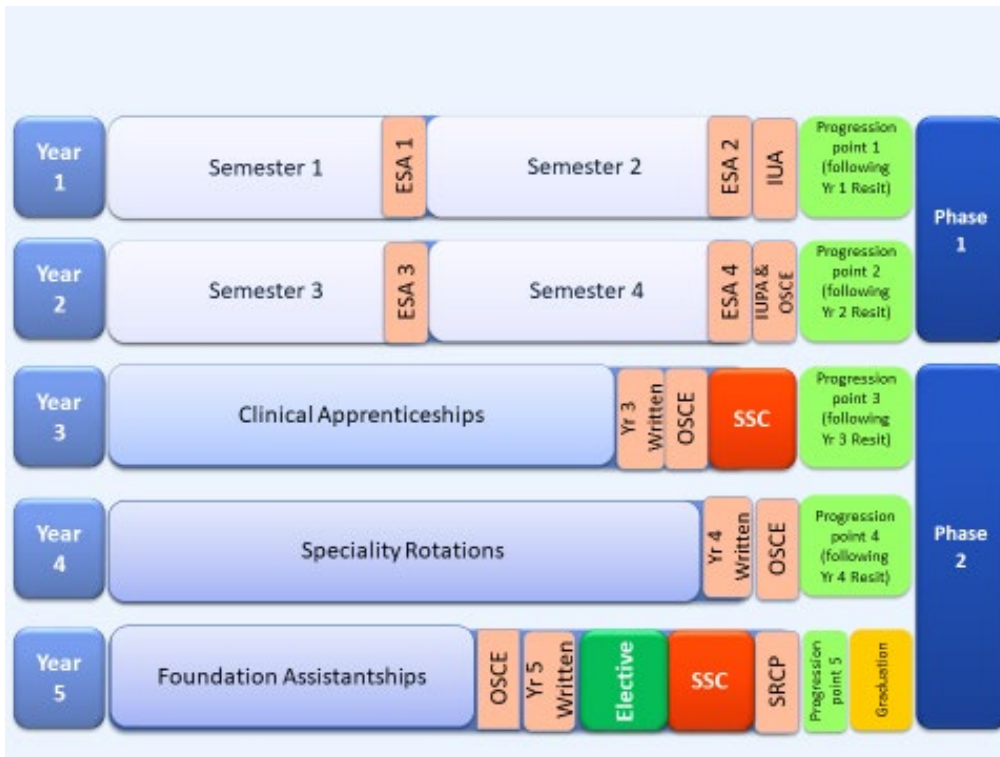
Written assessment of attainment in clinical medicine.

Objective Structured Clinical Examination to measure attainment in skills in clinical medicine commensurate with the stage of training and readiness to practice as a Foundation doctor.

Structured Review of Competence Progression for assessment of attainment of the requirements of the Foundation Assistantships.

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  
 SRCP = Summative Review of Competence Progression  
 SSC = Student Selected Component

## Progression Regulations



**Regulations and Documentation**  
 Comprehensive information covering all policies and course documentation

The details of expected achievements of learners on the MBChB programme permitting progression through the MBChB programme are outlined in the Progression Regulations document: Progression Regulations. This document includes details of the responsible bodies such as the MBChB Board of Examiners: Board of Examiners, MBChB Panels of Examiners, MBChB Health and Conduct Committee: Health and Conduct Committee Regulations and Fitness to Practice Committee: Fitness to Practise Regulations, plus details of the processes for management of mitigating circumstances: Mitigating Circumstances Code of Practice.

All of these documents can be found by clicking on the Regulations and Documentations icon on your Blackboard course homepage.