

1. Programme title(s) and code(s):

MBChB

*BMedSci

Notes

* An award marked with an asterisk is only available as an exit award and is not available for students to register onto.

a) [HECOS Code](#)

| HECOS Code | % |
|------------|------|
| 100271 | 100% |

b) UCAS Code (where required)

A100

2. Awarding body or institution:

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods:**MBChB**

The normal period of registration is 5 years

The maximum period of registration 7 years

5. Typical entry requirements[Entry requirements for the MBChB](#) can be found online**6. Accreditation of Prior Learning**

A Health Care Certificate held by students progressing from the Foundation Year in Medicine will be recognised as part of their clinical training.

7. Programme aims

The programme aims 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

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](#) [external site].

8. Reference points used to inform the programme specification

- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [General Medical Council Outcomes for Graduates](#) [external site]
- [University Learning Strategy](#)
- [University Assessment Strategy](#)
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports (annual)
- United Nations Education for Sustainable Development Goals
- Student Destinations Data
- [MBChB Code of Practice \(CoP\) for Assessment](#)
- [MBChB Progression Regulations Programme Outcomes](#)

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

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 [\[external site\]](#).

9. MBChB Programme Overview

Phase 1

| | | | | | | |
|-------------------------------|---|-------------------------|--------------------------------|------------------|---------------------|--------------------------------|
| Year 1 Semesters 1&2 | Induction | Health Care Certificate | Molecular & Cellular Sciences | Applied Sciences | Systems of the body | Population and Social Sciences |
| | Compassionate, Holistic, Diagnostic Detective Course <i>including</i> Health Enhancement Programme | | | | | |
| Year 2 Semesters 3&4 | Systems of the body | Applied Sciences | Population and Social Sciences | Integration | | |
| | Compassionate, Holistic, Diagnostic Detective Course | | | | | |

Phase 2

| | | | | | | |
|-----------|---|-----------------------------------|------------------------------------|---------------------------------------|---------------|----------------------------|
| Year 3 | Junior Medicine Apprenticeship | Junior Surgery Apprenticeship | Junior Primary Care Apprenticeship | Student Selected Component | | |
| | Junior Clinical Apprenticeships | | | | | |
| Year 4 | Special Senses Neurology & Dermatology | Child Health | Reproductive Health | Older Persons & Integrated Care | Mental Health | Cancer Care |
| | Speciality Placements | | | | | |
| Year 5 | Emergency Medicine Foundation Assistantship | Medicine Foundation Assistantship | Surgery Foundation Assistantship | Primary Care Foundation Assistantship | Elective | Student Selected Component |
| | Foundation Assistantships | | | | | |

PROGRAMME OUTLINE

The MBChB is a five-year programme, and an overview of the MBChB is presented in interactive form here: [MBChB Overview](#).

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 (clinical) blocks are presented in the [Phase 2 Curriculum Guide](#).

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 – 3 x 12-week placements in hospital medicine, hospital surgery and primary care
- Year 4 – 6 x 7 week- Speciality blocks including child health, mental health, cancer care, integrated care, reproductive health, and special senses, neurology and dermatology
- Year 5 – Foundation 4 x 5 week assistantships in hospital and community placements to finesse skills before working as a doctor
- Student selected component in Year 3 to support career aspirations, professional and academic development
- Elective and Student selected component opportunities in Year 5 for doing something different or consolidation of learning or revisiting a speciality of future career interest.

The Phase 1 and 2 course diagrams below summarise the sequence of curriculum units and clinical blocks. They also depict 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, which appear to a greater or lesser extent in all blocks, to support the development of professional knowledge, skills, values and behaviour. These include: Patient Centred Care (PCC), Equality, Diversity and Inclusion (EDI) Personal Development and Professional Practice (PDP), Population and Social Sciences (PSS), Clinical Reasoning and Application of Biomedical Principles (CRA), Professional Skills (PSK), Patient Safety and Quality Improvement (SQI) and Inter-professional team working.

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.

First Year

Compulsory

MD1108 Medical Cell Biology and Genetics

MD1109 Body Logistics (Tissue Structure and Function)

MD1110 Introduction to Cell Physiology and Pharmacology

MD1122 Population and Social Sciences 1

MD1113 Metabolism, Endocrinology and Haematopoiesis

MD1114 Infection

MD1115 Pathological Processes

MD1118 Compassionate Holistic Diagnostic Detective Course (Early Clinical Apprenticeship)

MD1150 NHS Health Care Certificate

MD1151 Musculo-Skeletal System

MD1153 Cardiovascular System

Second Year

Compulsory

MD2119 Immune System

MD2120 Gastrointestinal System

MD2121 Reproductive System

MD2122 Urinary System

MD2123 Respiratory System

MD2124 Head & Neck and Neuroanatomy

MD2125 Clinical Pharmacology, Therapeutics and Introduction to Prescribing

MD2126 Integration for Clinical Application

MD2127 Nervous System and Neuropsychiatry

MD2128 Compassionate, Holistic Diagnostic Detective Course (Early Clinical Apprenticeship)

MD2133 Population and Social Sciences 2

Third Year

Compulsory

MD3113 Junior Medicine Apprenticeship

MD3114 Junior Surgery Apprenticeship

MD3115 Junior Primary Care Apprenticeship

MD3116 Student Selected Component - Year 3

Fourth Year

Compulsory

MD4109 Older Persons & Integrated Care

MD4110 Child Health

MD4111 Reproductive Health

MD4112 Special Senses, Neurology and Dermatology

MD4113 Mental Health

MD4114 Cancer Care

Fifth Year

Compulsory

MD5101 Emergency Medicine Foundation Assistantship

MD5107 Surgery Foundation Assistantship

MD5108 Medicine Foundation Assistantship

MD5109 Primary Care Foundation Assistantship

MD5110 Foundation Assistantship Student Selected Component

MD5111 Elective

10. Assessment Pattern for the MBChB Programme

A comprehensive description of assessment practices, including standard setting methodologies, is presented in the [Code of Practice \(CoP\) for Assessment](#).

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

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 (IUA).

Formative Objective Structured Clinical Examination (OSCE, practical) to evaluate attainment in outcomes for the Compassionate Holistic Diagnostic Detective (CHDD) 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 (OSCE, practical) to assess attainment in outcomes for the Compassionate Holistic Diagnostic Detective (CHDD) Course (introduction to clinical medicine unit).

Examiner-led, Integrated Understanding Practical Assessment (IUPA) 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 (OSCE) 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 (OSCE) to measure attainment in skills in clinical medicine commensurate with the stage of training.

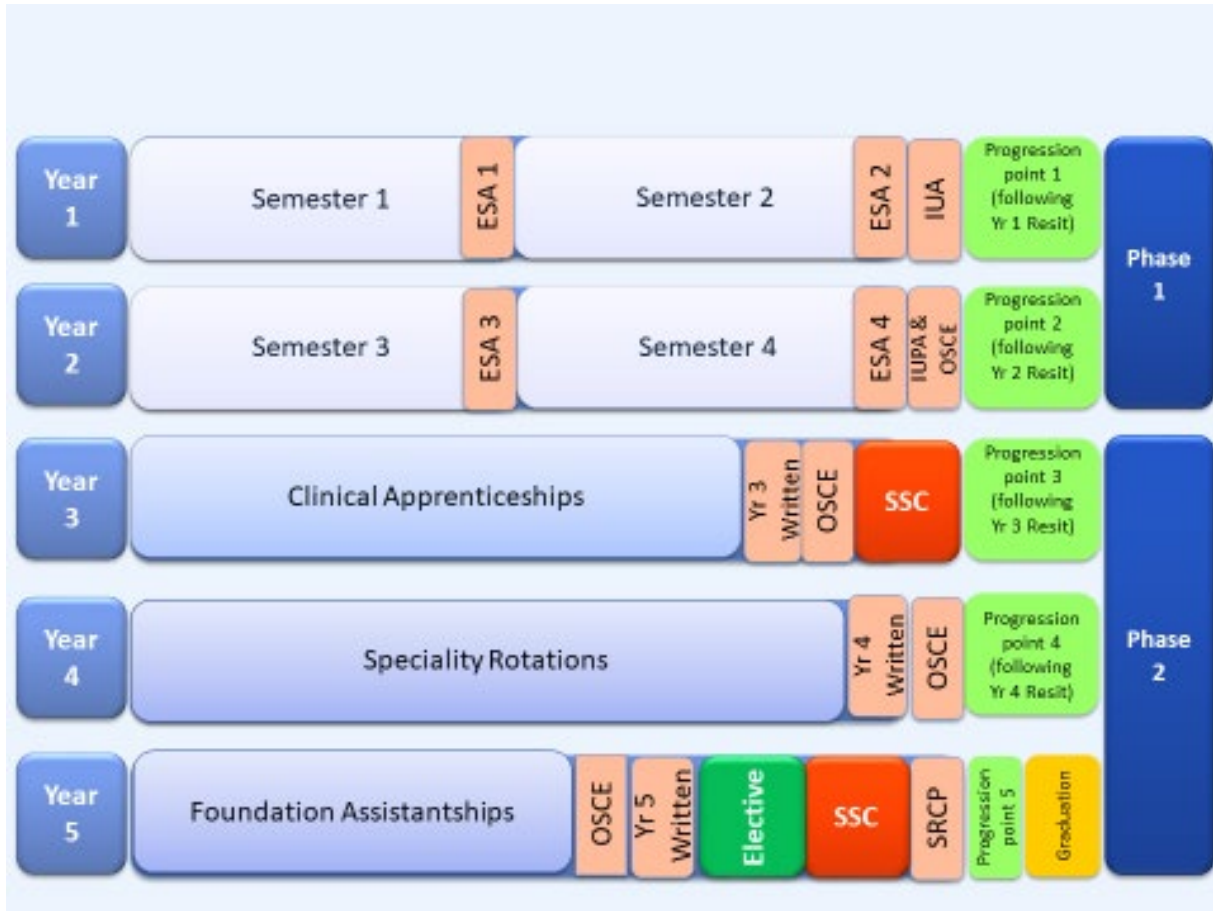
Year 5

Written assessment of attainment in clinical medicine.

Objective Structured Clinical Examination (OSCE) 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.

Outline Assessment Pattern for the MBChB Programme



- ESA = End of Semester Assessment
- OSCE = Objective Structured Clinical Examination
- SRCP = Summative Review of Competence Progression
- SSC = Student Selected Component

11. Progression Regulations

The details of expected achievements of learners on the MBChB programme permitting progression through the MBChB programme are outlined in the [Progression Regulations](#). 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 Practise Committee.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

Relevant Regulations may be accessed from the programme Blackboard site by clicking the Regulations and Documentations icon or by clicking the following links:

- [Mitigating Circumstances](#)
- [Health and Conduct](#)
- [Fitness to Practise](#)

12. Special features:

Student will be issued with an iPad. The programme is designed to maximise opportunities for digital and online teaching, learning, collaboration, assessment and support.

Students will complete a NHS Health Care Certificate as part of their training.

13. Indications of programme quality

The MBChB programme is accredited by the General Medical Council

The programme – including individual units/clinical blocks/apprenticeships/assistantships – is reviewed on an annual basis. External examiners are appointed to each phase of the programme. Programme Quality is assured by the standard University structure of School Education Committee, Panels and Boards of Examiners and Student-Staff Committees.

14. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found at exampapers@Leicester [log-in required].