



## Programme Specification (Undergraduate)

FOR ENTRY YEAR: 2025/26

Date created: 16/12/2020

Last amended: 20/01/2025

Version no. 1

### 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.

First year modules from the BSc Clinical Sciences will be recognised as part of their clinical training for students transferring to the second year of the MBChB.

### 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

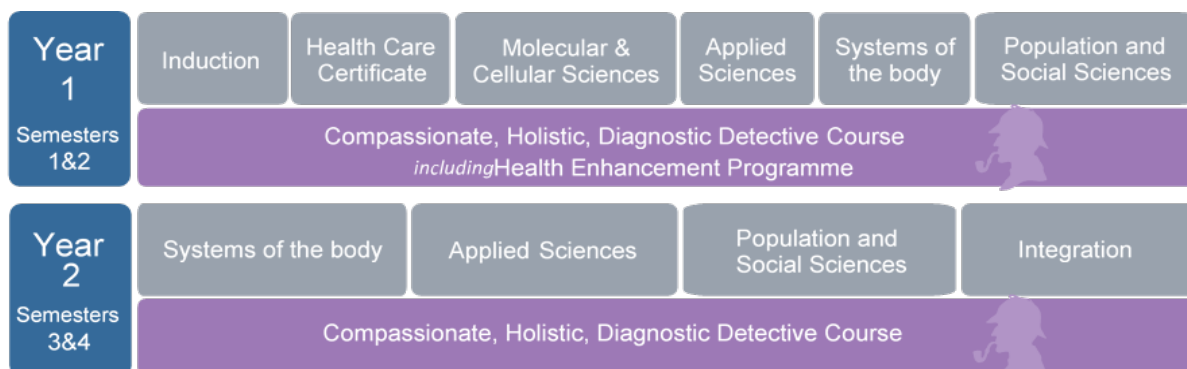
- QAA Benchmarking Statement
- Framework for Higher Education Qualifications (FHEQ)
- UK Quality Code for Higher Education
- [General Medical Council Outcomes for Graduates](#) [external site]
- [University Education Strategy](#)
- [University Assessment Strategy](#) [log-in required]
- University of 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](#) [log-in required]
- [MBChB Progression Regulations Programme Outcomes](#) [log-in required]

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

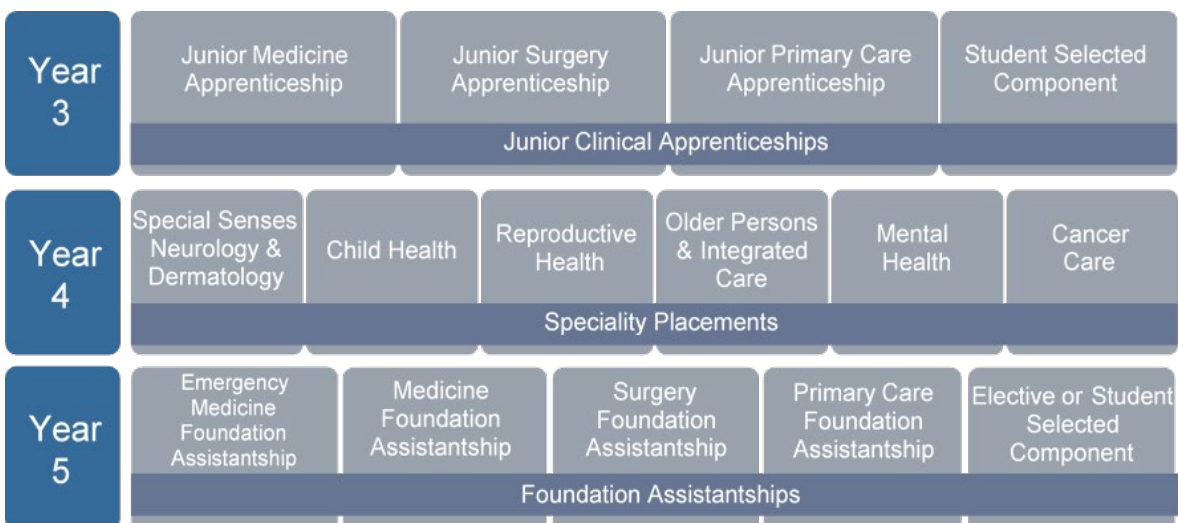
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## 9. MBChB Programme Overview

### Phase 1



### Phase 2



## PROGRAMME OUTLINE

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

Details of the curriculum units in Phase 1 (years 1 and 2) are presented in the [Phase 1 Curriculum Guide](#). [log-in 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 Phase 2 curriculum (clinical) blocks are presented in the [Phase 2 Curriculum Guide](#). [log-in required]

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 11 or 12 -week placements in hospital medicine, hospital surgery and primary care
- Year 4 – 6 x 6 or 7 week- Speciality blocks including child health, mental health, cancer care, older persons and integrated care, reproductive health, and special senses, neurology and dermatology
- Year 5 – Foundation 4 x 6 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 research 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 units and blocks, to support the development of professional knowledge, skills, values and behaviour. These are: Empathic Patient Centred Care; Equality, Diversity and Inclusion; Personal Development and Professional Practice; Population and Social Sciences; Clinical Reasoning and Application of Biomedical Principles; Professional Skills; Patient Safety and Quality Improvement 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  
MD1113 Metabolism, Endocrinology and Haematology  
MD1114 Infection  
MD1115 Pathological Processes  
MD1118 Compassionate Holistic Diagnostic Detective Course  
MD1122 Population and Social Sciences 1  
MD1150 NHS Health Care Certificate  
MD1151 Musculo-Skeletal System  
MD1153 Cardiovascular System

## **Second Year**

### Compulsory

MD2119 Clinical Immunology  
MD2120 Gastrointestinal System  
MD2121 Reproductive System  
MD2122 Urinary System  
MD2123 Respiratory System  
MD2124 Applied Head & Neck Anatomy and Introduction to Neuroanatomy  
MD2125 Clinical Pharmacology, Therapeutics and Introduction to Prescribing  
MD2126 Integration for Clinical Application  
MD2127 Clinical Neuroscience  
MD2128 Compassionate, Holistic Diagnostic Detective Course  
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 Neurology and Special Senses  
MD4113 Mental Health  
MD4114 Cancer Care

## **Fifth Year**

### Compulsory

MD5101 Emergency Medicine Foundation Assistantship  
MD5112 Surgery Foundation Assistantship  
MD5108 Medicine Foundation Assistantship  
MD5109 Primary Care Foundation Assistantship

### Optional

MD5110 Foundation Assistantship Student Selected Component  
or  
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](#). [log-in required]

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**

Summative End-of-Year 1 (EoY1) written examination comprising SBA, SAQ and Integrated Understanding (IUA) papers. Marks are combined to award a single mark used to determine if a student has reached the minimum standard to progress to Year 2. Students are not required to pass the individual components separately.

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**

Summative End-of-Year 2 (EoY2) written examination comprising SBA and SAQ papers including material from both Years 1 and 2 of the MB ChB course. Marks from these two papers are combined to award a single mark that used to determine if a student has reached the minimum standard for the written paper. Students are not required to pass the individual components of the written paper separately.

#### *Clinical and Practical Assessments*

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

Summative 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.

Students are required to pass the written, OSCE and IUPA examinations independently. Students also must have also satisfactorily demonstrated competence in all of the Phase 1 (Years 1 and 2) core clinical (or procedural) skills (e.g. measuring vital signs, performing urinalysis) in order to progress to Phase 2 (Year 3) of the course.

### **Year 3**

Written assessment of intermediate attainment in general medicine, surgery and primary medicine and longitudinal themes (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 and prior acquired knowledge.

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

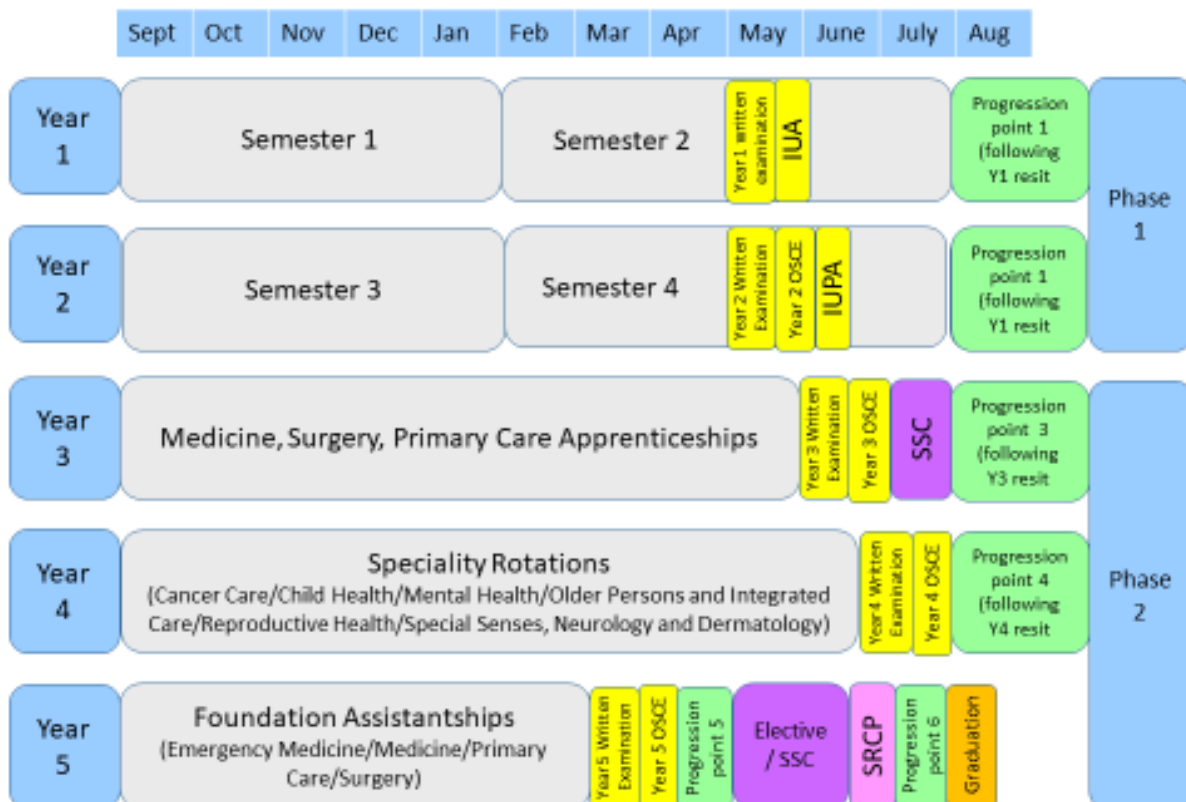
### **Year 5**

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



#### Key:

- 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 for the degrees of Bachelor of Medicine and Bachelor of Surgery 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](#) [log-in required]

[Fitness to Practise](#) [log-in required]

## 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 an NHS Health Care Certificate as part of their training.

### 12a. Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

| RiE Quadrant                                                                                          | Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Research-briefed</b><br>Bringing staff research content into the curriculum.                       | <p>The programme is designed to equip students to become evidence-based practitioners, ready to thrive in the ever-evolving world of clinical medicine. Students are resourced with the foundations of clinical research and scholarship, to enable them as consumers and providers of research.</p> <p><b>Research-briefed</b></p> <p>Leicester has a proud tradition of world-leading clinical medical research. Course content is continually updated to reflect new developments that have been outworked through these and other research findings. Programme design is informed by pedagogical theory, and the school is committed to continual development through educational research implementation.</p> |
| <b>Research-based</b><br>Framed enquiry for exploring existing knowledge.                             | <p><b>Research-Based</b></p> <p>Throughout the programme, students are guided to adopt a problem solving, evidence-based approach to patient care.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Research-oriented</b><br>Students critique published research content and process.                 | <p><b>Research-oriented</b></p> <p>Students receive a grounding in research methodology, and are guided through the process of critical appraisal from year one. Students continue to develop critical appraisal skills throughout the programme.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Research-apprenticed</b><br>Experiencing the research process and methods; building new knowledge. | <p><b>Research-apprenticed</b></p> <p>All students take part in a simulated research activity as part of the public health and epidemiology component of the first two years of the course. They gain experience in questionnaire design and analysis, as well as appropriate output formation. Through student-selected units, and optional intercalation, students can further explore the research process with hands-on experience in clinical or pedagogical domains.</p> <p>In year four, all students take part in the 'LMS research conference': a dedicated university teaching day that has been designed to reflect a research conference,</p>                                                          |

|  |                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------|
|  | giving students an opportunity to present research and take part in workshops designed to enhance their research skills. |
|--|--------------------------------------------------------------------------------------------------------------------------|

**As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:**

The medical school has many thriving student societies and student-staff collaborations that aim to further students' exposure to academic and research culture. Examples of these include:

- LUMRS is a specific medical research society that is supported by the INSPIRE programme from the Academy of Medical Sciences. LUMRS facilitates student involvement in research as well as providing journal club and student conference opportunities.
- MedEd (provides students with a means of engaging with pedagogical theory and a practical outworking of teaching skills.
- MEDRift (facilitates student involvement in developing and researching emerging technologies related to medical education. The group regularly present their work at medical education conferences, and produce outputs which enhance student learning.

In addition, through the apprenticeship model of clinical placements, many students identify opportunities to engage with research projects during their training.

**Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:**

The School of Medicine has a strong record of pedagogical research and outputs are shared formally and informally within the programme. Internal and external speakers contribute to a regular lunchtime seminar series to further staff engagement with novel and innovative ideas. The school has strong links with the Stonegate Centre for Empathic Healthcare, and collaborates in pioneering research to enhance patient care and clinician expertise, by embedding innovative practice within the curriculum. The School delivers a thriving Masters in Clinical Education, which facilitates further pedagogical understanding and development of multiple staff groups.

The School supports all staff involved in teaching to gain an accredited Higher Education teaching qualification, in which they demonstrate their use of teaching theory to support their own practice and reflect on their current teaching and continuing professional development.

### **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](mailto:exampapers@Leicester) [log-in required].