Lancaster University

Medicine and Surgery
2024

Welcome to **Lancaster Medical School**

We want future healthcare to be aligned with the backgrounds and needs of the communities it serves. This means not only striving for excellence in research and academic standards, but also examining the factors that contribute to positive health for everyone.

As a young medical school in a high-ranking, forward-looking university, Lancaster has the autonomy to focus on the unfolding health needs of the population, at the local, national and global level. We are passionate about inspiring future generations to address health inequalities.

We are justly proud of the community we have created within Lancaster Medical School. As a team, we nurture talent to bring out the full potential of our students. We strive to create resilient, work-ready medical practitioners who are confident in themselves and confident in questioning the future direction of healthcare provision.

Our students learn to take an holistic approach to medicine and to explore health from all sides. There is no part of our teaching where book learning happens in isolation. We combine problem-based learning and clinical placements with teaching from academics and clinicians.

You should come to us armed with practical skill sets and plenty of self-discipline, as well as academic excellence. One question we will always ask of you, whichever medical career you choose: what impact will you have on health?

For more information visit **lancaster.ac.uk/medicine**

Supporting you all the way

Lancaster Medical School has a comprehensive network of formal and informal mechanisms in place to provide support and guidance, to help you cope with the transition to university, and throughout your clinical training.

Student Support Team

Our Student Support Team comprises a small group of academic and professional services staff who provide confidential help and advice on a range of issues that may affect your studies including: academic issues, physical and mental health issues, disability, personal or financial problems. They can also make referrals to specialised learning support, for counselling and to central support services.

Academic Tutor

When you begin your studies at Lancaster, you will be allocated an academic tutor: a member of academic or clinical staff, who will meet with you regularly every year to review your progress, and provide pastoral support, advice and guidance.

Student Peer Mentors

During welcome week, you will be introduced to your peer mentors: students in years two and four. Your peer mentors provide information and informal advice and guidance.

College System

Lancaster University is a collegiate university and you can access a range of support through your college advisor team and the College Well-being Officer. Find out more about our colleges: **www.lancaster.ac.uk/colleges**

The Ask Service

The Ask Service is your one-stop student enquiry service. Staff can offer you guidance on a wide range of personal and academic issues. **www.lancaster.ac.uk/student-info**

For more information visit **lancaster.ac.uk/medicine**

Meet our students: **Unna**

Unna is a now a third year student. This interview is from when she was just finishing her first year.

Why did you choose Medicine?

A lot of factors! So, in school I went through lots of phases of what I wanted to be, but I always came back to Medicine. I really liked sciences at school but I also really liked art. You might think how is there art in Medicine, but just think about the anatomical drawings – I love anatomy, it's very science-y and artistic. And even surgery – when I went on work experience I saw surgery and even that felt artistic. Like I said, I love art and I sew a lot and make my own clothes and make sculptures and I could see the skills transferring from one to the other.

I was chair of the MedSoc at my school, so I had doctors come in and speak to the students and when I heard them speak, I could imagine myself having some kind of career in Medicine. What really resonated with me was how rewarding the job is, and I wanted to do something where it not only helped someone but helps me to grow and improve as a person; to be able to say at the end of the day that I've done something worthwhile.

Why Lancaster?

Medicine now is really technological – I saw a Da Vinci machine in work experience – and when I looked at the course at Lancaster, I saw the technology that they used and I thought that studying here would be especially beneficial to my future career.

Then there is the campus! It's got a really good community … Perhaps over the pandemic this was even more important because I still made lots of friends, while people I know at big city universities did struggle.

The way they teach using problem-based learning (PBL) is a big part of why I chose Lancaster. It's really about teamwork and in a way, because of the small groups, it is a bit like school. It really is a big leap from school to university and so for me this made the transition easier. In PBL you kind of have a teacher, and you talk to your friends (because your PBL group only changes a couple of times a year, you become friends with them), and build a team. There's so much team-working in Medicine that this was another big thing for me.

What do you do when you aren't studying?

Actually, its another reason why I picked Lancaster, because they have really good sports societies. I've joined the netball society with my college and I really enjoy that. I've made friends outside my course and it's a good way to keep fit. Training a couple of sessions a week which I can easily fit around my studies. My work/life balance is really important to me and I manage that so I don't burn out.

Discover **Medicine and Surgery**

Early patient contact

Early patient contact allows you to practise your history-taking and examination skills, whilst providing a real-life context for your learning. In preparation for this, in year one you will begin your training in clinical and communication skills and learn about the fundamental principles of GP care and how care in the community is delivered. In year two, you will begin your regular hospital placements and engage in a variety of community care-related activities.

Clinical skills

From the outset of your course, you will learn the practical procedures and examinations required for clinical practice. In year one, clinical skills training takes place in the Clinical Skills and Simulation laboratory at Lancaster University. In years two to five, clinical skills are learned in workshops and then developed while on clinical placements. These skills are practiced initially on models and then on real patients, under the supervision of senior medical staff. Additionally, students return to the clinical skills laboratory for consolidation weeks where we refine existing skills and introduce new techniques in a supportive training environment.

Communication skills

Doctors need to be able to communicate effectively with patients and their families in difficult times, to be their advocate and help inform their choices. In year one, and continuing into year two, you will study the evidence base around effective communication and start to develop your communication skills in a safe environment, through interaction with simulated patients (actors). From year two onwards, you will develop your communication skills further through interaction with real patients in hospitals and GP practices.

Learning medicine in the community

Traditionally, medical training has taken place primarily in a hospital setting. However, up to 50% of all UK medical graduates become GPs and even specialist healthcare in the UK is moving out of hospitals and towards community-based delivery. We place a strong emphasis on the importance of clinical placements in the community. Allied to these placements, we have a strong programme of community-orientated teaching across the breadth of the curriculum.

For more information visit **lancaster.ac.uk/medicine**

Health Innovation

The Health Innovation Campus has been developed to create a dynamic health-focussed community at Lancaster University, where health research and medical skills development are at the top of the agenda.

It provides state-of-the-art teaching facilities - including a simulated hospital ward in our Clinical Skills and Simulation laboratory and a cutting-edge anatomy suite - as well as break-out spaces and shared facilities for working outside the classroom.

Student-focused

We are proud to remain one of the UK's smaller medical schools, even after the recent increase in the number of MBChB places available. Our size allows us to offer you a student-focused learning environment within a highly supportive community.

Equipped

A modern medical school, Lancaster utilises new technologies in its anatomy teaching, including Anatomage tables for virtual dissection. Anatomage allows you to learn anatomy in tandem with learning to interpret clinical images.

The Clinical Skills and Simulation laboratory is a mock clinical setting that offers a safe environment for students to learn and practise practical procedures, examinations and other clinical skills. It includes a fully installed SMOTS system in each clinical skills bay. We use simulation-based teaching (using whole-patient manikins to replicate clinical scenarios) and use ultrasound scanning in practical procedures (intraveneous cannulation, for example). We have recently introduced two independent learning rooms to allow students to practice their clinical skills on a self-directed basis.

Another exciting innovation is our Mobile Simulation Teaching Unit, an 8-bedded simulated hospital ward which allows us to deliver simulation education both on-campus and across our community.

Choice

In addition to the core curriculum, you'll have the opportunity to pursue your own areas of interest in more depth through coursework assignments and Selectives in Advanced Medical Practice (SAMPs) which take place in year five. SAMPs will allow you to broaden your experience and explore areas of aspiration, whilst coursework will develop skills in retrieving and critically appraising information - skills essential for applying scientific rigour in your future medical practice.

If you choose to intercalate you will take a 12-month break from studying Medicine (between years 4 and 5) to complete a BSc, an MRes, an MSc or an MPhil.

For your Elective, you can decide to spend your placement in the UK or overseas.

smots

Problem-based learning

Our medicine and surgery degree is delivered through problem-based learning (PBL), lectures and clinical anatomy teaching.

PBL is a form of small group learning. In groups of seven or eight, you will explore realistic patient-based scenarios that resemble the clinical situations you may face in the future as a doctor. Your group will identify what you need to learn in relation to the scenario, and then you will independently research the topics, drawing on resource lists, seeking additional information, and critically appraising its worth. An experienced tutor facilitates group discussions and feedback meetings to ensure that you learn the appropriate breadth and depth of material. In later years, in some instances, you will use real patients as a stimulus for your learning in place of written scenarios, but using the same problem-based learning process.

PBL is an excellent method of developing and applying your medical knowledge, preparing you for your first day as a foundation year doctor and beyond.

For me, problem-based learning is a much more engaging way to learn than being assigned book after book on a topic and then having to memorise it for an exam. In PBL, we are given the opportunity to do our own research (which is guided by set recommended resources) to fill in gaps in our knowledge on the clinical case of the week. Feedback discussions are always interesting because people in the class have additional information to add so we really build a good understanding of each topic.

Twezher

Third Year

MBChB Medicine and Surgery

Scan for an explanation of PBL.

For more information visit **lancaster.ac.uk/medicine**

We asked Medical student Meltem to explain PBL and how the sessions are run.

How would you explain PBL to a new student?

Problem-based learning is a mixture of independent learning and group work. You have a scenario that you read in a group, pick out important keywords and decide your own learning objectives. It's good to make your own learning objectives because you can direct your learning, and if there's a particular part that you're interested in, you can go away and learn more about it.

Everyone in the group contributes and you try to bring in prior knowledge. So you discuss what you already know about the topic as a group, then you have a week or two to research the topic independently via reading, watching videos, there's loads of resources that you can use and it's up to you which ones you use. Then you come back and feed back. Explaining topics to other students solidified it in my head and also other students explaining things to me, especially if I wasn't quite sure, helps it stick in your mind and it's a team effort.

How is a PBL session run?

The group picks a student to run the session and a scribe to write down the ideas and the learning objectives, so it's all run by the students. The tutors are there to guide you, they make sure that you're staying on the right topic, if you're way off with the learning objectives and it's not meeting the intended ones, then they bring you back on topic.

How do you think PBL prepares you to be a doctor?

It instils responsibility and independent learning as it's up to you to maintain your knowledge. It's having the discipline to think: "this is my module for the next two weeks and I'm going to do the work". It's also figuring out how in-depth you need to go into a topic and which resources to use. It gives you critical skills as well, because you're evaluating a resource. You're given research papers to read, which again you're evaluating, you're trying to pick out what's important, which is what you do as a doctor - evaluate research and critically analyse.

You say that working in a team is a big part of PBL, would you say there is a strong sense of community within the Medical School?

Yes definitely. In first year, you don't know anyone and lectures offer limited time to talk to other students. Whereas in PBL, you're in smaller groups, so you meet everyone in your group and every term you change groups. You make friends and I think you develop a relationship with the tutors because a lot of them follow you through the med-school, so it's nice to have that relationship with the staff as well.

Our four **Curriculum Themes**

Medical Sciences

The scientific knowledge that underpins doctors' understanding of normal and abnormal structure and function, how a disease can present and progress, and how it can be investigated and managed.

In year one, you will gain an understanding of the anatomy, physiology, immunology, biochemistry, microbiology, and cellular and molecular biology of the healthy individual.

In years two to five you will explore disease pathology; you will learn about the pharmacology of therapeutic agents and the scientific basis of clinical investigation.

Health, Culture and Society

You will consider health and illness as a product of socio-economic, cultural and environmental factors, and explore the 'how and why' of health inequalities. You will begin to understand how the ability of an individual to develop health-enhancing behaviours is subject to individual, cultural and societal constraints.

You will also consider how people come to understand their illness, and the different ways people experience and respond to illness. Exploring these aspects of health and illness will help you to explain people's responses, their motivations and attitudes towards a diagnosis, how they may cope with illness, and how you, as future doctors, can best meet their needs.

Population Health

The study of health and disease in a population that might be defined by, for example, geographical, occupational, cultural, or societal boundaries. This theme will give you the tools, skills, and knowledge necessary to understand how health translates at a population level by drawing on many fields including; public health, infectious diseases, epidemiology and quantitative research methods.

Professional Practice, Values and Ethics

You will explore the factors that shape medical practice such as the guidance to which health professionals must adhere, the laws that regulate medical practice, and how the attitudes of patients and health practitioners have developed over time. You will explore the uncertainties and complexities of medical practice, develop the ability to analyse ethically complex situations and improve your decision-making skills.

For more information visit **lancaster.ac.uk/medicine**

Meet our students: Isra

Isra is about to complete her first year of Medicine and Surgery at Lancaster. When she's not studying hard, she finds time to manage our student-run social media.

What do you enjoy about studying at Lancaster University?

I really like the small group teaching style (PBL). I was quite nervous to start Medicine and this kind of teaching in small groups made it less daunting. More like a school classroom than a large lecture.

I like the opportunities I have with Lancaster University Wilderness and Emergency Medicine Society. We go on hikes in the Lake District and practise emergency scenarios that can occur in the wild, the sessions are taught by older year medics (years 4 and 5) which allows us to network and ask them questions. It is an exciting way to get to know other medics whilst also practising medical scenarios.

What made you choose a degree in Medicine?

I have always loved Biology and learning about the human body, combined with the practical aspect of Medicine and the opportunities to help and care for patients made it the perfect course to study for me!

What has been the biggest challenge during your studies?

I initially found PBL difficult to get used to. There are a lot of different resources out there for us to use and it can be a challenge to figure out what is too much or too little detail. However, it comes with practice and over the year I have become more efficient at studying independently and recognising which resources are useful for me.

How do you feel that Lancaster is setting you up for the future?

I'm really looking forward to the clinical placements that start next year. I know I'll find a specialty that I love during placements, and from speaking to students in the years above me, I know that I will be well supported and prepared for this. Over my first year, I've learned so much and am looking forward to starting to apply it in a clinical setting from year two onwards.

Scan for our TikTok page.

For more information visit **lancaster.ac.uk/medicine**

Electives

For more information visit **lancaster.ac.uk/medicine**

After completing your final examinations at the end of year four, you will spend four weeks on your Elective placement.

You will arrange your Elective yourself, with advice and guidance from Lancaster Medical School. Your Elective is an opportunity to broaden your clinical experience and participate in healthcare delivery in a different setting.

You may choose to spend your Elective in another country, learning how different cultural, social and environmental factors influence healthcare delivery outside the UK. Alternatively, you may choose to spend your Elective in the UK, to explore a particular speciality in more depth, for instance working within a tertiary care centre.

“I went to Brisbane, Australia for my Elective at the end of fourth year, and did a four-week placement in plastic surgery.

The whole experience was amazing, and as we had already done our final exams I found I was able to enjoy the placement a lot more. It allows you to see different healthcare systems and how they compare to the NHS.”

Dr Beth Stockton

MBChB Medicine and Surgery

Class of 2018

For more information visit **lancaster.ac.uk/medicine**

The following information describes the current MBChB curriculum. Lancaster Medical School is currently undertaking a comprehensive curriculum review, including feedback from students, alumni, and clinicians, to ensure that our curriculum continues to prepare our graduates for successful clinical practice in the future and deliver a quality student experience. Consequently, there may be changes to the structure of our curriculum that affect applicants for 2024–25 entry. Please check our website for updated course information before making an application.

MBChB Medicine and Surgery

Year One

In year one, you will be based primarily at the University. You will complete 11 two-week problem-based learning (PBL) modules, in which you will be introduced to key concepts in biomedical and social science, and learn about the normal structure and function of the human body.

You will attend weekly anatomy teaching sessions in the Clinical Anatomy Learning Centre (CALC), to explore human anatomy. You will receive a thorough grounding in basic clinical skills (examinations, procedures and techniques) through weekly training sessions in the Clinical Skills Centre, and you will undertake extensive communication skills training to prepare you for patient contact in years two to five.

Study Skills Module

In year one, you will complete a Study Skills Module that will prepare you for future coursework assignments. All coursework assignments are designed to encourage diversity of approach and to give you the choice and opportunity to explore particular interests, while developing intellectual and practical skills essential for rigorous scientific and medical practice. These skills collectively define the principles and practice of scientific thinking and investigation, and underpin assessment of student performance.

Community Attachment

In year one, you will learn in small group sessions with a GP tutor about the fundamental principles of GP care and how care in the community is delivered. There are also facilitated discussions on real patient consultations.

Each PBL module spans a two week period. This is a typical timetable for year one.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	PBL Lecture(s) Self-study	Lecture CALC or Clinical Skills Self-study	Lecture Workshop Self-study	Lecture CALC or Clinical Skills Self-study	CMP Self-study
Week Two	PBL Lecture(s) Self-study	Lecture CALC or Clinical Skills Self-study	Lecture(s) Self-study	Lecture CALC or Clinical Skills Self-study	PBL Lecture(s) Self-study

PBL: Problem-based Learning

CALC: Clinical Anatomy Learning Centre

CMP: Communication for Medical Practice

MBChB Medicine and Surgery

Year Two

In year two, you will be on campus Monday and Friday. You will spend up to two days per week on hospital placement and engage in a variety of community-related activities.

There are 15 PBL modules in year two in which you will begin to think about the body in disease. You will build on the knowledge that you acquired in year one and learn about common disease states, their pathology and management (through drugs, surgery and lifestyle interventions).

Hospital Placements

You will spend up to two days a week on hospital placement, for the entire year. You'll spend time at different hospitals (from the University Hospitals of Morecambe Bay NHS Trust, Blackpool Teaching Hospitals NHS Trust and East Lancashire Hospitals Trust), dividing your time between General Medicine and General Surgery.

During your hospital placements, you will be involved in various learning activities: taking patient histories; preparing case presentations; observing and participating in various outpatient clinics. Your learning will be guided through the online clinical logbook, which sets clear expectations that all students must fulfil and also functions as a record of your achievement, allowing staff to monitor your progress. Communication skills sessions take place throughout year two, which build on your learning from year one, complementing your increasing clinical experiences on placement.

Community

In year two there are three blocks of Primary Care and Primary Care Clinical Teaching (PCCT).

In the Health Inequalities block you will develop your wider understanding of the social, economic, and environmental issues that impact on the health and well-being of patients.

In the Health Promotion block you will learn about health promotion and you will deliver teaching yourself through engagement with local schools. This gives a first-hand experience of communicating with the public on health topics and the difficulties of effecting behavioural change, in addition to consolidating your own clinical understanding.

In another block you will have small group teaching sessions with a GP tutor and facilitated discussions on important conditions such hypertension, liver disease and chronic kidney disease that will build on your other learning in PBL and clinical skills. We use real patient consultations to demonstrate how these conditions are managed in the primary care setting, and provide support if needed.

Special Study Module

In year two, you will complete a Special Study Module. You will explore a subject area in depth, sourcing and critically appraising relevant information, and presenting your results as a written report. Many students choose clinical topics in year two and work with a consultant in their chosen field, who provides guidance and support.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One	Lecture(s) PBL	Hospital	Hospital	PCCT Self-study	Anatomy CMP
Week Two	Lecture(s) PBL	Hospital	Hospital	PCCT Self-study	PBL

Each PBL module spans a two week period. This is a typical timetable for year two.

Meet our students: **Myles**

We spoke to Myles when he was completing his second year of the MBChB. He has a passion for really making a difference in patients' lives.

Why do you study Medicine?

Well, if you ask my parents, they'll say I told them I wanted be a doctor when I was two! But over the course many years I changed my mind a bunch of times: I wanted to join the army (and I did cadets and seriously explored it as an option), but I somehow always came back to the idea of Medicine. I wanted to challenge myself and this was a great way to do that. I guess over my A levels and the work experience you need to get under your belt, there were moments when I questioned myself, do I really want to do Medicine … In the end what made me decide was my little brother who was born with Down Syndrome and seeing how a doctor can affect someone's life really made me see more than just the challenge of it, I wanted to do it to make a difference as well. It may be hard, but I was going to go for it.

What made you choose Lancaster?

When it came to applying to medical schools, it was difficult, the whole process is challenging with many things to consider.

Being from South London, coming to Lancaster is very different but when I came up for interview (and my friends were like, you're going to study on a farm), but when I came up here, everything about it was so nice. The place, the people, the vibe; it gave me the energy of a place where I'd like to study. It's made me become a lot more independent, being so far away from home, almost 300 miles away from my own family.

Can you tell us about the Gateway to Medicine?

I came in through the Gateway to Medicine route.

So, after my interview, I got an offer to study at Lancaster but on results day I just missed my offer and I was absolutely gutted but then I got a letter from Lancaster offering me a place on the Gateway year which if you complete, guarantees you a place. The Gateway year was brilliant and really changed the way I study using tools like active recall and spaced repetition which really works for me and now gives me the time to just enjoy university. It's an intense year but really amazing.

What about societies?

Apart from Med Soc, I play football for my college (Furness) and really enjoy the socials every Wednesday – a great bunch of lads – it really helps you settle in a bit more socially. If you aren't a member of a society or you don't already know people, it is easy to become a bit isolated. Becoming a member of a society means you meet more people and get to branch out socially.

MBChB Medicine and Surgery

Year Three

In year three, you will complete five rotations, each of which will include patient contact, clinical teaching, PBL and other teaching activities, such as lectures or tutorials.

For some of your PBL modules, you will use real clinical cases instead of a written scenario; you will present information from your own patient histories and use this information as the stimulus for developing your learning objectives.

You will learn about common conditions, and their underlying pathology; you will learn the specific history-taking, examination and communication skills you need in the rotation's speciality; you will learn about diagnosis, management and treatment of common conditions.

The five rotations are:

+ Obstetrics and Gynaecology, and Sexual Health
+ Paediatrics and Therapeutics
+ Managing long-term conditions
+ Community mental health
+ Care of the elderly with Neurology

In **Obstetrics and Gynaecology** you will learn primarily about normal pregnancy and labour.

The **Sexual Health** rotation will develop your understanding of sexual health, including learning about sexually transmitted infections and contraception.

In **Paediatrics** you will learn about normal growth and development (from conception to adulthood), and how presentation in children may vary from adults.

In **Therapeutics** you will learn about commonly prescribed drugs, their mechanism of action, drug interaction and adverse drug reactions. Therapeutics learning is not restricted to this rotation – you will learn about relevant drugs whilst on placement during other rotations too.

In the **Care of the elderly** rotation, you will learn how presentation, treatment and recovery differ in an older patient. This rotation also includes **Neurology**: an introduction to common neurological conditions.

In the **Managing long-term conditions** rotation you will take part in General Practice Placements, and small group primary care academic teaching facilitated by experienced GP Tutors. Your learning will have a particular focus on disability and chronic illness. You will also learn about equality, diversity and inclusion in Medicine, as well as climate change and health, and sustainable healthcare to equip you with the skills needed to practise Medicine over the coming decades.

In the **Community mental health** rotation, you will learn about common psychiatric conditions.

For more information visit **lancaster.ac.uk/medicine**

MBChB Medicine and Surgery

Year Four

Year four is divided into two long blocks, each of which will include patient contact, clinical teaching, PBL and other teaching activities, such as lectures or tutorials.

As in year three, for some of your PBL modules, you will use real clinical cases instead of a written scenario; you will present information from your own patient histories and use this information as the stimulus for developing your learning objectives.

You will spend at least three days per week in a hospital setting. In addition to the two hospital blocks, you will also complete a programme of Primary Care clinical learning.

Block One: Acute Adult Care

This block will build on your clinical experience in year two, and further develop your understanding of General Medicine and General Surgery.

The block comprises four clinical placements as follows:

+ Acute Medicine, including Acute Medical Unit, Cardiology, and Elderly Medicine.

+ Medical Specialities, including Gastroenterology, Respiratory, Diabetes, Oncology, Palliative Care, and Haematology.

+ General Surgery, including Perioperative care.

+ Surgical Specialities, including Urology and Orthopaedics.

Block Two: The Specialities

This block will build on your experiences in year three, and further develop your knowledge and understanding of the specialities.

The block comprises four clinical placements as follows:

+ Obstetrics and Gynaecology

+ Psychiatry

+ Paediatrics

Primary Care Clinical Learning

You will receive 30 full days of small group teaching in Primary Care with experienced GP tutors that will equip you with generalism skills that will benefit you throughout your chosen medical career whatever your preferred specialty.

You will have sessions that involve PBL cases, case-scenario discussions, clinical reasoning, presentations, small group work, role play, debate and critiquing academic papers. There will be opportunities to discuss the management of patients you have encountered in addition to real patient consultations relevant to the topics being covered.

Meet our students: **Jordan**

Jordan has ambitions to use her passions for Global Health, Health Equity and Women's Health throughout her medical career.

What got you interested in Medicine?

Starting off at secondary school, I definitely enjoyed the science subjects more and so I tailored my A level choices to those subjects. I knew that I wanted to do something scientific but I would say that I'm quite an extroverted person and so I also wanted to do something that would let me talk to other people.

I did Biology, Chemistry, History and Geography, and Maths A levels, and oddly it was when we started doing population health in Geography, and thinking how health affects society, coupled with how I enjoyed Biology and understanding the workings of the human body that really drew me to Medicine. All that, along with my desire to work closely with other people kind of made Medicine an obvious choice.

In the end, I took a year out after my A levels and it was during that year that I really kind of cemented what was important to me.

Lancaster's curriculum themes of population health, culture and society just really married up to my application. And when I got here and we did things like ethics, sociology, psychology, demographics, and epidemiology all alongside Medicine, everything made sense.

Alongside the medical sciences, Lancaster has a really strong focus on these other aspects of health.

Have you enjoyed your time here?

I really like it here. There are fewer people here – my year was only about fifty students* – and so I got to know everyone better and there has been lots of support from staff. We know the staff by name, there's a lot of talk between the years, which is great. In terms of coming to university, I don't think anyone is ever really prepared – it is quite a step up – but there are really good people around to support you and so it all works out.

What societies have you been involved in?

I was Secretary for MedSoc in first year which was a really good way to get to know other years quickly. In second year I helped coordinate first year teaching through LU Pals which was our peer-assisted learning society. I did social media for our Global Health Society which is part of a national society and so there were national conferences and societies at other medical schools that we could go and visit. In third year I was president of that peer-assisted learning society. Now in fourth year, I'm vice-president of the BAME Medic Society which I helped set up.

*Lancaster Medical School's current annual intake is 129 students.

MBChB Medicine and Surgery

Year Five

In year five, you will undertake five clinical attachments.

Two of the five are Selectives in Advanced Medical Practice:

+ Emergency Medicine
+ GP, Primary Care Placements
+ Selectives in Advanced Medical Practice 1
+ Selectives in Advanced Medical Practice 2
+ Shadowing a Foundation Year 1 Trainee Doctor

You can choose to follow Selectives in Advanced Medical Practice in a wide variety of different clinical specialities, providing you with the opportunity to explore different potential medical careers during the course of your undergraduate degree.

Each attachment consists of seven weeks of intensive clinical experience. A portfolio is used to guide and assess your learning. You will take responsibility for your own learning, engaging in reflective practice, to prepare you for Foundation training and lifelong learning.

“Lancaster focuses on the holistic view of the patient. Whilst ensuring we learn our Medical Sciences, there seems to be a much greater focus at Lancaster, compared to other medical schools, on health, culture and society, professionalism and ethics, and population health. This makes you a more well-rounded person and gives you a greater ability to weigh up information and make decisions when you begin work.”

Dr Megan Prince
MBChB Medicine and Surgery
Class of 2020

For more information visit **lancaster.ac.uk/medicine**

Dr Megan Prince

Intercalated degrees

Intercalation at Lancaster is available to Medical students between years four and five.

It is an opportunity to study for a second, relevant degree while pausing your Medicine degree studies for twelve months. Intercalation is supported and encouraged by Lancaster Medical School and is seen as especially relevant to students looking at academic Medicine careers.

The Faculty of Health and Medicine currently offers the following degrees to intercalating students:

- MSc Health Data Science
- MSc Clinical Research
- MSc Biomedicine

Soorya took a year out from studying Medicine and Surgery at Lancaster Medical School to study a BSc in Reproductive and Developmental Sciences at Imperial College London.

What made you choose to intercalate?

I just wanted an extra degree basically! Even before I came to medical school, I knew I wanted to intercalate. A lot of doctors take extra degrees when they start working, but if you're doing it later in your career, you have to fund that yourself and you also have other responsibilities like family and a job to juggle, whereas doing it as a student, the NHS paid for my tuition fees.

What did you study?

I did a BSc in Reproductive and Developmental Sciences at Imperial College London, which I picked because I have an interest in obstetrics and gynaecology.
I thought it would work really well with that interest and it would help me get onto the specialty programme.

How do you hope your intercalated degree will benefit your career in medicine?

In terms of my future prospects, because I want to go into obstetrics and gynaecology, the degree I studied will really help with that. One thing I would recommend future students to do is to go onto the royal college websites to see potential courses to look into.

For more information visit **lancaster.ac.uk/medicine**

MBChB Medicine and Surgery

Assessment

In years one to four, you will sit examinations to test the knowledge and skills you have developed during the course of each year.

Examinations comprise written papers that will assess your knowledge across all four curriculum themes and clinical examinations, such as Objective Structured Clinical Examinations (OSCE), that will assess your communication and clinical skills (for example, history-taking, clinical examinations, practical procedures and clinical reasoning skills).

You will take your final examinations at the end of year four, allowing you to concentrate on preparing to be a Foundation trainee doctor in year five.

Final examinations from 2024 onwards will include the General Medical Council's (GMC) Medical Licensing Assessment - the MLA (see page 33 for details).

Your learning and professional development will continue throughout year five and will be assessed through the completion of a portfolio and regular review by your clinical education supervisor. The final year portfolio will prepare you for Foundation training and beyond.

You will also complete a number of coursework assignments as part of the degree. These will include a Special Study Module (SSM), a Professional Practice, Values and Ethics case analysis, and a Health Culture and Society coursework.

You will be expected to complete an online e-portfolio of evidence in each year to demonstrate that you have achieved all of the required learning outcomes. Year five is assessed entirely through the completion of an online clinical portfolio.

In addition to the assessments that you will undertake as part of the MBChB at Lancaster Medical School, you will also be required to undertake national external assessments.

These include:

- Medical Licensing Assessment (MLA) - which must be passed to graduate with a primary medical qualification (see page 33 for details).
- Prescribing Safety Assessment (PSA).

MBChB Medicine and Surgery

Entry Requirements and Selection Process for 2024 entry

Lancaster Medical School considers applications to its medical degree programme in a four stage process.

Stage One: Academic Aptitude

Academic qualifications: all applicants who meet the academic entry requirements will progress to stage two.

+ A-level: Predicted grades of AAB in three A Levels including two of Biology, Chemistry or Psychology.

Typical offers to study are AAA or AAB plus a B in an EPQ or 4th subject at AS or A Level. Some restrictions to 4th subject choice apply, please see our website for details.

+ GCSE: Minimum score of 13 points from eight subjects (A or A* or 7-9 = 2 points; B or 6 = 1 point). The eight subjects must include double award Combined Science (trilogy), or Biology, Chemistry and Physics, Maths and English (at grade B/6 or above). If you are not studying Biology or Chemistry at A-level, then you must have achieved at least grade A/7 at GCSE.

Stage Two: Biomedical Admissions Test (BMAT)*

If you meet our academic entry requirements, your application will be ranked according to your Biomedical Admissions Test (BMAT) score. This is a competitive stage of the selection process and only the top-ranking applicants will progress to stage three.

Stage Three: Multiple Mini Interviews

No applicant will be made an offer without interview. The format of interview is multiple mini interviews.

The multiple mini interviews consist of 9-10 different assessed 'stations', most of which will be 5 minutes long. Some stations will consist of a short interview, where you may be asked questions about your career choice, work experience or suitability for a medical career. At others, you may be asked to read a short paragraph or watch a short video clip, take some notes and then discuss at a subsequent station. An additional group work station will assess your suitability for our problem-based learning curriculum.

Stage Four: Fitness to Practise

All applicants must have the potential to function as a fully competent doctor and fulfil the rigorous demands of professional fitness to practise.

More information can be found on the General Medical Council's website: **www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/professional-behaviour-and-fitness-to-practise**

***Cambridge Assessment Admissions Testing is to withdraw from running the BMAT.** For the 2024-25 admissions cycle onwards, Lancaster Medical School will put alternative arrangements in place. **Lancaster Medical School will communicate changes to its application process in a timely manner. Our focus is to manage the transition to an alternative arrangement, and to ensure that our admissions requirements remain fair and transparent.**

UCAS Personal Statement should demonstrate:

+ Insight into a medical career and your own suitability, drawn from your personal, work and voluntary experience.

+ An understanding of the NHS core values and their importance in the delivery of modern healthcare.

+ A commitment to society; giving up your time for the benefit of others, including voluntary work or significant caring roles.

+ Effective written communication skills; a coherent, well-structured and insightful personal statement.

MBChB Medicine and Surgery with a Gateway Year

Course overview

The MBChB Medicine and Surgery with a Gateway Year **is a six year course. It offers a pathway to a degree in Medicine for applicants who are not eligible for our five year MBChB programme. (See Who can apply? below.)**

You will complete the gateway year during the first year of this six-year course, after which you will begin Year 1 of the MBChB programme (dependent upon satisfactory academic progress).

In your gateway year, you will study a range of modules designed to prepare you for further study. These include:

+ Anatomy and Tissue Structure
+ Genetics
+ Hormones and Development
+ Infection and Immunity
+ Organic Structure (Chemistry)
+ Chemical Reaction Kinetics (Chemistry)

The gateway year is designed to prepare you for successful progression onto year one of the MBChB programme by developing your knowledge, academic writing and independent study skills. You will attend weekly support tutorials with the rest of your year group, which will build your academic skills and introduce you to broader topics in Medicine such as the Sociology and Psychology of Health, and Medical Ethics.

If you fail to meet the academic criteria for progression onto year one of the MBChB, you may be eligible to progress onto year two of another degree offered by Lancaster University's Faculty of Health and Medicine (for example, BSc Biomedicine). At the end of the gateway year, if you do not progress onto the MBChB or another degree at Lancaster University, you will be awarded a Certificate in Higher Education.

For more information visit **lancaster.ac.uk/medicine**

MBChB Medicine and Surgery with a Gateway Year

Entry Requirements and Selection Process for 2024 entry

Who can apply?

To be eligible for Lancaster Medical School's MBChB Medicine and Surgery with a Gateway Year you must:

+ Be resident in the UK. Candidates from the EU or overseas are not eligible for this programme.
+ Fulfil our widening participation criteria. These include:
  - Being first in your family to attend university
  - Coming from a low income household
  - Attending a school or college for your GCSE or A Level examinations whose results are below average for state funded schools in England
  - Being in care or care experienced for three months or more
  - Being a young carer
  - Having refugee status
  - Living in a neighbourhood of low participation in higher education or live in an area that is less advantaged.

(Please see our website for more details about our widening participation criteria and how these are used to determine your eligibility for this programme.)

+ Meet our academic criteria at GCSE and A Level.

Applicants who take longer than two years to achieve the required grades at A Level (resitting either Year 12 or 13) or who have already completed another undergraduate degree, or a Foundation/Gateway Year elsewhere are not eligible for Medicine and Surgery with a Gateway Year.

Selection for 2024 Entry

Lancaster Medical School considers applications to the Medicine and Surgery with a Gateway Year programme in a four stage process.

Stage One: Academic Aptitude

+ A-level: Predicted grades of ABB-ABC/BBB in three A Levels including Biology and Chemistry. Typical offers to study are ABB.
+ BTEC not accepted on its own. Please contact the Medical School for details.
+ GCSE: Requirements will vary depending on individual circumstances, but typical requirements are a minimum score of 10 points (A or A* or 7-9 = 2 points; B or 6 = 1 point). Must include double award Combined Science (trilogy), (or Biology, Chemistry and Physics), Maths and English (at grade B/6 or above).

Stages Two to Four:

Stages two to four are identical to that of the main MBChB Medicine and Surgery degree programme **(see page 29)**, though lower threshold scores for the BMAT and MMI are used to select candidates.

For more information on our entry requirements and selection process, please visit our website:

www.lancaster.ac.uk/medicine

Lancaster Medical School Admissions

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Meet our students: **Twezher**

Twezher has found that teaching at Lancaster suits his learning style perfectly.

What made you want to study Medicine?

I made the decision to do Medicine quite early on in life, although I did originally want to be an architect when I was kid …

Everyone goes through loss and for me it was my grandmothers whom I never got to meet; both passed away from health complications, and for one of them, more could have been done for her. That was a motivation for me. Also, going back to where I'm from which is Kurdistan, and seeing how the poorest people there were living was another big motivation. Health is so fragile and so if I can do anything to protect it, that would be an awesome profession.

And then when I was trying to get the work experience I needed to apply and get in to medical school, I also realised that the workplace is great with wonderful, kind, caring people. The atmosphere all around is healing somebody; it's why everybody is there.

Medicine specifically (because there are lots of caring roles) because I enjoy the specialist knowledge that it requires as well – I love studying!

And why study at Lancaster?

The reason I chose Lancaster was because of the course structure and especially problem-based learning (PBL). I've always liked that you could be given a problem and then go away and solve it, and so I thought the course here was more interactive – I honestly don't know how I'd be doing if they just gave us books to read and learn. So in PBL you learn stuff and then apply it to what you're learning; it helps you think more intuitively. And you're learning together with a small group and so while they [the tutors] recommend books and resources, you can go away and read around the topic, so when you come back together everyone brings something different and interesting to share; different information, or different points of view. It makes the learning experience much richer.

Also, the countryside and everything around here is really beautiful.

Going back to how they teach us at Lancaster, I really didn't like A levels. I didn't like how structured they were and how spoon-fed you are. A levels felt like an exam machine – do what you need to do to pass the exams, and that's it. I wanted independence and independent study so I chose a university that offered that. I'm sure it's not for everyone but I wanted to just go off on my own and find out how things are, instead of just being put through an exam machine again. It's made my organisation skills so much better because you do need to set the time yourself to research the topic.

You aren't just memorizing, you are investigating.

For more information visit **lancaster.ac.uk/medicine**

Postgraduate Foundation training and beyond

At the end of the undergraduate programme you'll receive your degree. The General Medical Council (GMC) approves your university's degree as a primary medical qualification (PMQ). This is important because, provided there are no concerns about your fitness to practise, a PMQ entitles you to provisional registration with the GMC for a licence to practise medicine in the UK.

The GMC is introducing a Medical Licensing Assessment – the MLA. The MLA will create a demonstration that anyone obtaining registration with a licence to practise medicine in the UK has met a common threshold for safe practice. To obtain a PMQ, graduates from academic year 2024-25 onwards will need to have a degree that includes a pass in both parts of the MLA. One part will be a test of applied knowledge (the AKT), set by the Medical Schools Council working on behalf of all UK medical schools and held at your medical school. The GMC will quality assure the AKT and all medical schools will be asked to meet requirements around the design and delivery of the AKT. The other will be an assessment of your clinical and professional skills delivered by your medical school (the CPSA). Each school's CPSA must meet GMC-set quality assurance requirements. The MLA will test what doctors are likely to encounter in early practice and what's essential for safe practice.

It intentionally will not cover the whole of a medical school curriculum. So, you will also need to meet your university's degree requirements. You can find out more about the MLA for UK students at **www.gmc-uk.org/mla.**

Provisional registration is time limited to a maximum of three years and 30 days (1125 days in total). After this time period your provisional registration will normally expire. Provisionally registered doctors can only practise in approved Foundation Year One posts: the law does not allow provisionally registered doctors to undertake any other type of work. To obtain a Foundation Year One post you will need to apply during the final year of your undergraduate programme though the UK Foundation Programme Office selection scheme, which allocates these posts to graduates on a competitive basis.

All suitably qualified UK graduates have previously found a place on the Foundation Year One programme, but this cannot be guaranteed in the future, for instance if there were to be an increased number of competitive applications from non-UK graduates.

Successful completion of the Foundation Year One programme is normally achieved within 12 months and is marked by the award of a Certificate of Experience. You will then be eligible to apply for full registration with the General Medical Council. You need full registration with a licence to practise for unsupervised medical practice in the NHS or private practice in the UK.

There is some discussion about whether to remove provisional registration for newly qualified doctors.

If this happens then UK graduates will receive full registration as soon as they have successfully completed an MBChB (or equivalent) degree. It should be noted that it is very likely that UK graduates will still need to apply for a training programme similar to the current Foundation Programme and that places on this programme may not be guaranteed for every UK graduate.

Although this information is currently correct, students need to be aware that regulations in this area may change from time to time.

msc Medical Schools Council

Open Days

Open Days are your opportunity to come and meet us in person.

As you go through the process of deciding what you want to study and what kind of university you want to study at, you do need to go and visit them. There is no substitute for coming to visit our beautiful campus, to check out our award-winning accommodation and generally get a feel for the place. You'll find us to be a welcoming, inclusive community with a fully accessible campus.

Dates for the Open Days are:

Saturday 1st July 2023

Saturday 15th July 2023

Saturday 16th September 2023

Saturday 14th October 2023

Register your interest here:

Campus Tours

Outside of the Open Days, we organise regular campus tours to give you a flavour of life at Lancaster. You can book onto Open Days and Campus Tours at **www.lancaster.ac.uk/visitus**

Offer Holder Events

If you receive an offer to study at Lancaster University, you will be invited to come to an Offer Holder Event. These are very different to Open Days, where the focus is more on getting a general feel for the University. If an Offer Holder Event has one purpose it is to give a snapshot of what it is actually like to be a student studying at Lancaster University. So, your Offer Holder Event might comprise a taster session in problem-based learning, clinical skills or anatomy, or a real lecture or seminar. It will be hosted not only by our academic team, but by our students. Who knows, you might well end up meeting your fellow first-year students for the very first time.

Visiting us

Lancaster is very well served by road, rail and air networks and is nearby to major cities such as Manchester and Liverpool. More information about visiting the University can be found at **www.lancaster.ac.uk/travel**

Please note: visits to campus for Open Days, Campus Tours, and Offer Holder Events may be subject to restrictions if government guidance changes. Please visit **www.lancaster.ac.uk/visitus** for up to date information.

Disclaimer

The information provided in this brochure relates primarily to 2024/5 entry to the University and every effort has been taken to ensure the information is correct at the time of printing in June 2023. The University will use all reasonable effort to deliver the course as described but the University reserves the right to make changes after going to print. You are advised to consult our website at: **www.lancaster.ac.uk/study** for up-to-date information before you submit your application.

Further legal information may be found at: **www.lancaster.ac.uk/compliance/legalnotice**

Lancaster University

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