More than a medical school. 
A supportive community.

Medicine and Surgery
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The place for you

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 a holistic approach to medicine, to explore health from all sides. And 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?
Being a medical student can present many challenges, both academic and personal. 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 staff who provide confidential help and advice on a range of issues that may affect your studies including: academic issues, health issues, disability, personal and emotional problems 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 three times per 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 wellbeing officer. Find out more about our colleges: [www.lancaster.ac.uk/colleges](http://www.lancaster.ac.uk/colleges)

**The Base**
The Base is Lancaster University’s one stop student enquiry desk where you can access advice on a wide range of personal and academic issues. [www.lancaster.ac.uk/the-base](http://www.lancaster.ac.uk/the-base)

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A supportive community
Who did you first meet at Lancaster Medical School?
I think the first person I met was one of my course mates because we were put in the same flat! We met on the first day when we moved in, and we realised that we were both studying medicine, so we stuck together for a little bit.

What was your first week like?
It was quite exciting! I remember feeling very much ready to leave home and start uni, so I was very excited. It was quite busy in terms of getting used to the course structure and what's happening in the uni in general, such as the Fresher's fair, going to that and deciding whether I wanted to get involved in new things.

Do you feel at home at Lancaster, and if so, why?
In first year, I felt at home because I was living on campus - that helped me settle in a lot quicker than if I was anywhere else. It helps that everything's accessible. Living in the city in second year, I still feel at home because I'm living with people I've gotten to know over the past year and it's still really easy to access things - it's very similar to living at home.

Is there a sense of community in the Medical School?
Yes, little things like when you walk past someone that you know from the Medical School - because it's small, everyone knows faces - so you say hi and ask how they're doing. It's definitely a little community.

Do you have much contact with medical students in the other years?
The Medical School has a parent-child peer mentor system. When you enter second year, you are allocated a first-year student as your 'medic-child'. They can contact you and ask for any help, and you can give them advice. That was definitely a system that was really useful to me and there are links and friendships between the year groups.

Getting involved in the Medical Society has also helped me get to know people in other year groups.

Do you feel supported by the Medical School?
You can ask the lecturers for help, particularly on their lecture subject. The School is really good at making you aware of what support is available, for example, for any mental health issues. You always know that there is someone there.
Your future career

Medicine is a challenging but rewarding career that offers an enormous variety of possible career paths. Most medical graduates work in clinical practice, either in hospitals or in the community. There are more than 60 different clinical specialities to choose from. All medical graduates that work in clinical practice must undertake specialist postgraduate training to prepare them for their chosen clinical speciality. Approximately half of all UK medical graduates work in general practice.
Early patient contact
Your first clinical contact happens in year one when you will meet patients, under the supervision of a tutor, and discuss their experiences of healthcare and chronic illness. In year two, you will spend two days per week on hospital placement; you will also engage in a variety of community-related activities. Early patient contact allows you to practise your history-taking and examination skills, whilst providing a real-life context for your learning.

Clinical skills
You will learn the practical procedures and examinations required for clinical practice. In year 1, clinical skills training takes place in the Clinical Skills Centre at Lancaster University. In years two to five, you will learn to perform clinical skills on patients whilst on clinical placements, supervised by senior medical staff.

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, 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.

“Since coming to the summer school at Lancaster, I knew that it was the right medical school for me. We have a close-knit community and this definitely helped with the transition from A-levels to university.”

Salma Mahmood (County College), MBChB Medicine and Surgery

Discover medicine & surgery

For more information www.lancaster.ac.uk/medicine
Equipped
A modern medical school, Lancaster utilises new technologies in its anatomy teaching, including an Anatomage table for virtual dissection. Anatomage allows you to learn anatomy in tandem with learning to interpret clinical images, making you proficient for your future career.

The School’s Clinical Anatomy Learning Centre has also invested significantly in ultrasound teaching, enabling you to get “hands on” and learn anatomy, ultrasonography and clinical interpretation together.

The Clinical Skills Centre is a mock clinical setting that provides you with a safe environment within which to learn and practice practical procedures, examinations and other clinical skills.

Choice
In addition to the core curriculum, you’ll have the opportunity to pursue your own areas of interest in more depth through Selectives in Advanced Medical Practice (SAMPs) and coursework assignments. 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.

You can also choose to take a 12-month break from studying your MBChB to study for a BSc, an MSc, an MRes or an MPhil (see page 30). And you can decide to spend your Elective placement in the UK or overseas (see page 28).

Health Innovation
Lancaster University’s new Health Innovation Campus will be an international centre tackling the biggest challenge in healthcare today – helping people to live as long and as healthily as possible. We aim to create a world-class centre for innovation in health, transforming healthcare and changing practice internationally, nationally, and regionally - a ‘go to’ place for health innovation.

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. In the 2018 National Student Survey, Lancaster Medical School came top in the North West for students’ overall satisfaction with their medicine degree.

Made for learning
For more information www.lancaster.ac.uk/medicine
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 7 or 8, 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 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 junior doctor and beyond.

We asked Meltem Sarigul (Furness College), who is studying for an MBChB Medicine and Surgery, 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 as facilitator 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 a doctor’s 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, as you begin to explore disease processes, you will learn about the underlying pathological processes, the pharmacology of therapeutic agents and the scientific basic of clinical investigations.

**Health, Culture and Society**
You will consider health and illness as a product of socio-economic, cultural and environmental factors, and 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**
Explore the factors that shape medical practice such as the professional guidance health professionals must adhere to, the law that sets the limits for medical practice, and how the attitudes of patients and health practitioners towards medicine 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.

“I feel that the course is tailored to my needs, with an emphasis on studying people and not just books.”

Kim Leong (Grizedale College), MBChB Medicine and Surgery
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 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 through 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.

Each PBL module spans a two week period and a typical timetable for each PBL module looks like:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture PBL</td>
<td>Lecture CALC</td>
<td>Lecture Workshop</td>
<td>Lecture Clinical Skills Self-study</td>
<td>Lecture CMP Self-study</td>
</tr>
<tr>
<td>Self-study</td>
<td>Self-study</td>
<td>Self-study</td>
<td>Self-study</td>
<td>Self-study</td>
</tr>
</tbody>
</table>

Week 1

Week 2

PBL: Problem-based Learning
CALC: Clinical Anatomy Learning Centre
CMP: Communication for Medical Practice

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 the second term of year one, you will visit a GP practice to meet patients and discuss their experiences of primary care and chronic illness, under the supervision of a GP.

“First year has been really interesting – the PBL curriculum has given me the skills needed for effective, self-directed learning, which will come in useful for the rest of my degree and medical career.”

Jordan Delong (Fylde College), MBChB Medicine and Surgery

For more information www.lancaster.ac.uk/medicine
MBChB Medicine and Surgery: Year Two

In year two, you will be on campus Monday and Friday. You will spend 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).

Each PBL module spans a two week period and a typical timetable for each PBL module looks like this:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Lectures PBL</td>
<td>Hospital</td>
<td>Hospital</td>
<td>Community</td>
</tr>
<tr>
<td>Week 2</td>
<td>Lectures PBL</td>
<td>Hospital</td>
<td>Hospital</td>
<td>Self-study</td>
</tr>
</tbody>
</table>

PBL: Problem-based Learning
CALC: Clinical Anatomy Learning Centre

Hospital Placements
You will spend 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 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.

Community
In the GP placement, you will spend time in a general practice, learning about the care of patients in the primary care setting (in contrast to the hospital setting), and take part in Community Clinical Teaching sessions with GP tutors. These will include the opportunity to discuss cases in the primary care setting. There will also be teaching and facilitated discussions on important diseases such as hypertension, liver disease and chronic kidney disease that will build on your other learning in PBL and clinical skills.

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.

There will be the opportunity to engage with local schools and give health promotion advice that will consolidate your own understanding. There will also be a community project that will develop your wider understanding of the social, economic and environmental issues that impact on the health and wellbeing of patients.

For more information [www.lancaster.ac.uk/medicine](http://www.lancaster.ac.uk/medicine)
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.

In the Women and Children rotation, you will have your first experience of obstetrics and gynaecology, and paediatrics. You will learn about normal growth and development (from conception to adulthood), you will learn about how presentation in children may vary from adults, you will learn about normal pregnancy and labour.

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

In the Managing Long-term Conditions rotation you will learn about disability and chronic illness with teaching sessions facilitated by GP’s.

In the Therapeutics and Sexual Health rotation, you will learn about commonly prescribed drugs, their mechanism of action, drug interaction and adverse drug reactions. You will develop your understanding of sexual health, including learning about sexually transmitted infections and contraception.

In the Community Mental Health rotation, you will learn about common mental disorders.

“I think the best thing about Lancaster for me is the early clinical exposure as it acts as a valuable reminder of why I came to medicine in the first place. Each patient you meet shapes you into the doctor you are about to become and you can learn so much whilst being on the wards.”

Sukhbir Khosah (Furness College), MBChB Medicine and Surgery

For more information www.lancaster.ac.uk/medicine
MBChB Medicine and Surgery: Year Four

In year four, you will complete two 15-week 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 three days per week in a hospital setting. In addition to the two hospital blocks, you will also complete a Primary Care placement.

Block One: Acute Adult Care
This 15-week 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 Specialties, including Gastroenterology, Respiratory, Diabetes, Oncology, and Haematology.
+ General Surgery, including Perioperative care.
+ Surgical Specialties, including Urology and Orthopaedics.

Block Two: The Specialties
This 15-week block will build on your experiences in year three, and further develop your knowledge and understanding of the specialties.

The block comprises four clinical placements as follows:
+ Obstetrics and Gynaecology
+ Psychiatry
+ Paediatrics
+ Palliative Care

Primary Care Placement
You will divide your time between a GP Practice and Community Clinical Teaching, with an expert GP Tutor.

You will improve your history-taking, clinical and communication skills through interacting with patients in a variety of clinical settings. You will develop your diagnostic skills and implement shared decision-making with your patients.

By the end of year four, you will be able to consult with patients on your own and formulate simple management plans, under the guidance and supervision of your clinical supervisor.

For more information www.lancaster.ac.uk/medicine
Elective

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.”

Beth Stockton (Furness College) MBChB Medicine and Surgery
Intercalation

Intercalation provides you with an opportunity to pursue further studies at greater depth or engage in academic research for a year, in a topic related to medicine.

If you decide to complete an intercalated degree, you suspend your studies on the MBChB programme for a period of twelve months whilst you study for a BSc, an MSc, an MRes or an MPhil. You will return to the MBChB programme at the beginning of year five.

Soorya Sunil (Pendle College) 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 is an intercalated degree and how does it fit alongside your medical studies?

You have the option of taking a year out from your medical degree to do another degree. There is a wide variety of different options; you can even do a degree related to management, or ethics and law.

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 pays 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.

What did you learn?

My intercalated degree was split into three modules. The first module was learning about the hormones of pregnancy, then my second module was learning about the actual physiology of pregnancy and childbirth and the third module had a bit of paediatrics in it, so I had to learn about paediatric infections and allergies, and then we had a three-month research project. My project looked at the relationship between race and risk-factors for recurrent miscarriage. It was really interesting and I learned a lot of extra skills.

How do you hope intercalation 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.

Intercalation gives you extra points when you’re applying for the foundation programme, it’s something you can talk about if you get invited for a specialty interview, and it’s given me a lot of skills.
MBChB Medicine and Surgery: Year Five

In year five, you will undertake five clinical attachments, two of which are Selectives in Advanced Medical Practice:

+ Acute Care
+ Community Placement
+ 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 Medical School has allowed me to develop on a personal and professional level through its supportive culture, small group teaching and early clinical exposure. The course has been challenging on many levels, but has left me feeling motivated and confident as my time at medical school has come to a close and I am about to embark on my journey as a junior doctor.”

Natalia Kyrtata (Furness College), MBChB Medicine and Surgery

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 (see page 18) 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. 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 over the course of the degree, including a Special Study Module, the Professional Practice, Values and Ethics Case Analysis (year three), the Health, Culture and Society coursework (year three), and a Quality Improvement in the Community project (year four).

In addition, you will be expected to complete a logbook in each year to demonstrate that you have achieved all the required learning outcomes. Year five is assessed entirely through the completion of a clinical portfolio.
MBChB Medicine and Surgery:
Entry Requirements and Selection for 2020 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:** AAA or AAB plus an EPQ or 4th AS subject. A-levels must include two from: Biology, Chemistry or Psychology.
- **GCSE:** Minimum score of 15 points from nine subjects (A or A* or 7-9 = 2 points; B or 6 = 1 point). The nine subjects must include Core and Additional Science (or Biology, Chemistry and Physics), Maths and English (at grade B/6 or above).

More information about our academic entry requirements, including what alternative or equivalent qualifications we will accept, can be found on our website: www.lancaster.ac.uk/medicine

**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 12-14 different ‘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 20 minute station will involve group work and will assess your suitability for our problem-based learning curriculum.

**Stage Four:**

**Fitness to Practice**

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

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

**UCAS Personal Statement:**

What you should demonstrate

- Relevant work in a healthcare setting: this does not necessarily mean shadowing a doctor but any experience within a healthcare setting, where you gained insight into the realities of modern healthcare and your own ability to work with and care for vulnerable people.
- Insight into a medical career and your own suitability, drawn from your work and voluntary experience.
- An understanding of the NHS core values, again drawing on your work and voluntary experience to discuss 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.
Foundation Year for Medicine and Surgery: Course overview

The Foundation Year for Medicine and Surgery is for those who are not eligible for the MBChB Medicine and Surgery. On this one-year course, you will take a total of 15 modules covering a range of subjects including:

- Anatomy and Tissue Structure
- Biomedical Science
- Genetics
- Hormones and Development
- Infection and Immunity
- Human Physiology

The course is designed to prepare you for successful progression onto the five-year undergraduate medical degree, by developing your knowledge, academic writing and independent study skills.

Your progression onto the MBChB Medicine and Surgery is dependent upon good academic performance across all 15 modules.

Foundation Year for Medicine and Surgery: Entry Requirements and Selection for 2020 Entry

You may be eligible for Lancaster Medical School’s Foundation Year for Medicine and Surgery if:

1. You are studying the right subjects at A-level (including both Biology and Chemistry), are not predicted AAB or above and fulfil certain widening participation criteria. For instance, you live in a low-income household or attend a school or college whose A level results are below average for state-funded schools in England.

2. You are studying the right subjects at A-level (including both Biology and Chemistry), are not predicted AAB or above but have serious mitigating circumstances that have had a significant impact on your A-level performance.

Please see our academic entry requirements for more details about how we consider widening participation criteria, school contextual data and mitigating circumstances.

For more information

On our entry requirements and selection process, please visit our website:
www.lancaster.ac.uk/medicine

Lancaster Medical School Admissions

medicine@lancaster.ac.uk
+44 (0) 1524 594547

If you fail to meet the academic criteria for progression onto the MBChB, you may be eligible to progress onto another degree offered by Lancaster University’s Faculty of Health and Medicine (for example, a Biomedicine BSc or a Biochemistry BSc). At the end of the Foundation Year, if you do not progress onto the MBChB or another degree at Lancaster University, you will be awarded a Certificate in Higher Education.
Open Days
The best way to get a feel for life on campus is to come along to one of our open days. Explore our 560-acre campus. Learn about our colleges. Meet staff and students from the Medical School. Grab lunch or a drink on campus. Spending a day with us is the perfect way to build a picture of what it would be like to study here.

We have four open days throughout the year:
Saturday 29th June 2019
Saturday 13th July 2019
Saturday 7th September 2019
Saturday 14th September 2019
For more information and tour booking details, visit:
www.lancaster.ac.uk/visitus
Email: visitus@lancaster.ac.uk
Phone: +44 (0)1524 593 724

Welcome Centre and Campus Tours
Our Welcome Centre is the perfect first port of call on any visit to the campus. We offer a range of student-led tours throughout the year, introducing you to our campus and facilities, from social hotspots to the library and – on some tours – the accommodation.

We’re open to the public all year round, so you can have a look around or pop into the centre for a brew with one of our student ambassadors whenever you please.

Virtual Tours
You don’t have to leave home to see our stunning campus, thanks to our virtual tour. From a range of videos to a series of 360-degree panoramas, we have everything you need to see and hear what it’s like here at Lancaster.
www.lancaster.ac.uk/virtual-open-day

Disclaimer
The University makes all reasonable efforts to ensure that the information in this prospectus is correct at the time of printing (June 2019).
Please see www.lancaster.ac.uk/compliance/legalnotice for further information.

Terms and conditions
For our terms and conditions, please see www.lancaster.ac.uk/terms

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Come and meet us