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For more information www.lancaster.ac.uk/medicine
A 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?

For more information www.lancaster.ac.uk/medicine
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, 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 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 wellbeing officer. Find out more about our colleges:
www.lancaster.ac.uk/colleges

The Base
The Base 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/the-base

A supportive community

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

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 practise practical procedures, examinations and other clinical skills.

It includes a fully installed SMOTS system in each clinical skills bay and there is further planned investment in simulation models.

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) which take place in year five, 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.

If you choose an intercalated degree, you will take a 12-month break from studying Medicine to complete a BSc, an MRes, or an MPhil (see page 30). You can decide to spend your Elective placement in the UK or overseas (see page 28).

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 Centre 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. In the 2020 National Student Survey, Lancaster Medical School was ranked 6th in the UK 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 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 junior doctor and beyond.

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.

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.

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We asked Medical student Meltem Sarigul (Furness College), who is studying for an MBChB Medicine and Surgery, to explain PBL and how the sessions are run.

For more information www.lancaster.ac.uk
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 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.

“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

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

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>
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<tbody>
<tr>
<td>Lecture PBL</td>
<td>Lecture CALC</td>
<td>Lecture Workshop</td>
<td>Lecture Clinical Skills</td>
<td>Lecture CMP</td>
</tr>
<tr>
<td>Self-study</td>
<td>Self-study</td>
<td>Self-study</td>
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<td>Self-study</td>
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</table>

Week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture PBL</td>
<td>Lecture CALC</td>
<td>Lecture(s)</td>
<td>Lecture Clinical Skills</td>
<td>Lecture PBL</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>

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 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.

“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](http://www.lancaster.ac.uk/medicine)
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>
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<th>Friday</th>
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<tbody>
<tr>
<td>Lectures PBL</td>
<td>Hospital</td>
<td>Hospital</td>
<td>Community</td>
<td>CALC</td>
</tr>
</tbody>
</table>

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<tr>
<th>Week 2</th>
<th>Lectures PBL</th>
<th>Hospital</th>
<th>Hospital</th>
<th>Self-study</th>
<th>Lectures PBL</th>
</tr>
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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 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 2 there are 3 blocks of community teaching. In the autumn there is the health inequalities module that will develop your wider understanding of the social, economic, and environmental issues that impact on the health and wellbeing of patients.

In the spring you learn about Health promotion and engage 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 the summer you 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.
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 Terms Conditions** rotation you will take part in GP 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 practice medicine over the coming decades.

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
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 programme of Primary Care clinical learning.

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 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 15-week 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.

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. We hope that electives will run normally in future, but we may need to alter the programme to take account of public health guidance at the time.

“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

For more information www.lancaster.ac.uk/medicine
Intercalated Degree

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 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.
In year five, you will undertake five clinical attachments, two of which 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 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

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 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 clinical logbook 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.
MBChB Medicine and Surgery:  
Entry Requirements and Selection for 2021 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 13 points from eight subjects (A or A* or 7-9 = 2 points; B or 6 = 1 point). The eight subjects must include Core and Additional Science (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.

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/entry

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 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

UCAS Personal Statement: What you should demonstrate
+ Relevant work experience 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 personal, work and voluntary experience.
+ An understanding of the NHS core values, again drawing from your personal, work and voluntary experience.
+ 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.

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

For more information www.lancaster.ac.uk/medicine
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 1 of the MBChB programme by developing your knowledge, academic writing and independent study skills.

If you fail to meet the academic criteria for progression onto Year 1 of the MBChB, you may be eligible to progress onto Year 2 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.

Who can apply?

You may be eligible for Lancaster Medical School’s MBChB Medicine and Surgery with a Gateway year if:

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. These include being first in your family to attend university, coming from a low income household or attending a school or college whose A level results are below average for state-funded schools in England.

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

Who cannot apply?

Candidates who have taken longer than two years to complete their A levels are not eligible for the Gateway Year. For instance, if you are resitting your A levels, if you have already retaken your A levels or if you had to repeat Year 12. Candidates who have already completed another undergraduate degree are not eligible for Medicine and Surgery with a Gateway year.

Candidates from outside the UK (either from the EU or overseas) are not eligible for Medicine and Surgery with a Gateway year.

Selection for 2021 Entry

Lancaster Medical School considers applications to the Medicine and Surgery with a Gateway year programme in a four stage process. This selection process is identical to that for the main medical degree programme (see p34-35), apart from Stage One.

Stage One: Academic Aptitude

+ A level: ABB. A levels must include both Biology, and Chemistry.
+ BTEC not accepted on its own. Please contact the Medical School for details.
+ GCSE: Minimum score of 10 points (A or A* or 7-9 = 2 points; B or 6 = 1 point). Must include Core and Additional Science (or Biology, Chemistry and Physics), Maths and English (at grade B/6 or above).

Stages Two to Four:

Please see p34-35

For more information

On our entry requirements and selection process, please visit our website:

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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 2024 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 part 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 through 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.
Open Days
Open Days have always been the best way to get to know more about Lancaster University. The pandemic put a stop to our traditional campus-based Open Days throughout 2020. At the time of going to press, our hope is to have the September and October Open Days on campus, and to be able to offer some form of on campus tour prior to that.

We have four open days throughout the year:
Saturday 26th June 2021
Saturday 10th July 2021
Saturday 18th September 2021
Saturday 16th October 2021

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 (May 2021).
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

Contact us
Lancaster Medical School
Lancaster University
Lancaster
LA1 4AT
www.lancaster.ac.uk/medicine
Email: medicine@lancaster.ac.uk
Phone: +44 (0) 1524 594547