

MBChB Open Day - Curriculum Overview and Q&A

Dr Kate Owen, Deputy Head of MBChB, will be joined by members of the Phase 1 Academic team to answer any questions you may have about our MBChB curriculum.



Hello and welcome to today's MBChB Curriculum Q&A Session!



In this session, we'll be joined by:
Dr Kate Owen, Deputy Head of the MBChB
Dr Anne Green, Academic Lead for MBChB Phase 1
Jan Cooper, Deputy Senior Tutor for Phase I
Emily Reid, Director of Student Experience, Employability and Progression
Lorraine Brown, MBChB Head of Operational Delivery
Abbie, Second year medic
and members of the Medical School's Marketing and Events Team.



A reminder that you can view the Curriculum presentation here: <https://sway.office.com/Q807BQdf4LfewzqR?ref=Link&loc=play>

The Warwick Curriculum

The GMC document "Outcomes for Graduates" outlines the knowledge, skills and behaviours you will need to achieve by the time you qualify as a doctor.



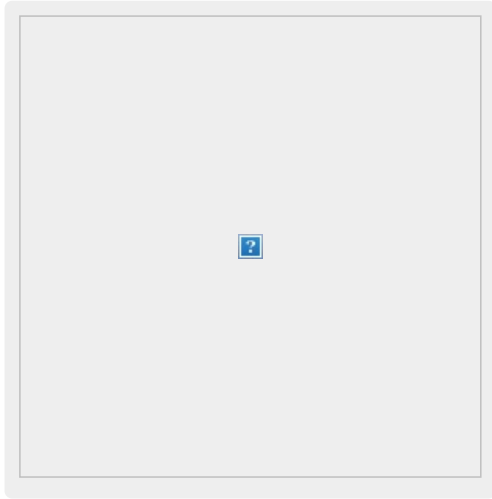
We'll do our best to answer all of your questions during today's session but if we don't get time to answer everyone's question, you can email us at wms.events@warwick.ac.uk and we'll get back to you as soon as we can.



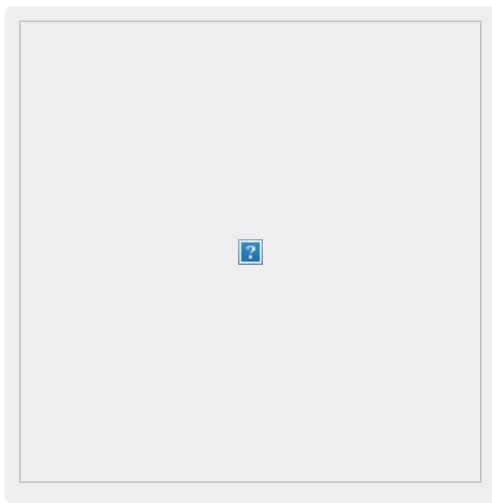
Just to highlight, the questions you ask in today's session will be made available post-event so please do not share any personal data as part of this chat.



We're going to handover to Kate now who's going to start off today's session, we hope you have a great session :)



1-July-2020



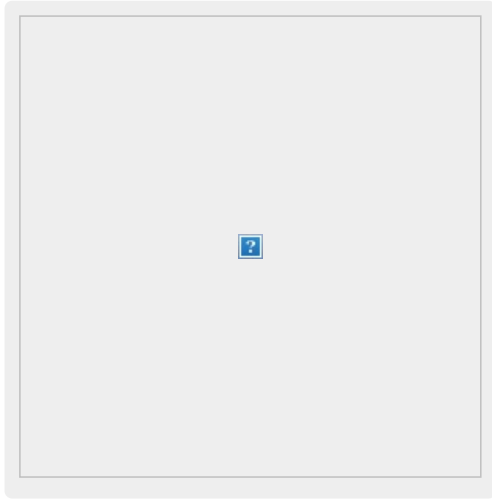
Hi Everyone, welcome to Warwick! I'm Kate Owen, Deputy Head MBChB and Lead for Learning & Teaching. I hope you have had a chance to look at the curriculum sway- if not it might be worth having a flick through now. Happy to take any questions about the curriculum- any admissions questions should be saved for the next session.



I'm joined by Emily Reid, our director of student experience, Lorraine Brown, our lead administrator, Jan Cooper, our deputy senior tutor for year 1, Anne Green, phase 1 lead and Abbie Tutt, one of our students (you may have seen her blogs?)



We'll put the Curriculum presentation live in this chat too so that you can read through it :)



Do feel free to ask anything!



Our curriculum is based on case based learning, any questions about this? Perhaps Abbie could comment on what this is like for students?



Hello, please can you talk us through an average week in year one. In particular I would like to know how our time is split between case based learning, lecture content, self directed learning and other activities?



Hi - please could you tell me when you will first start working with patients?



In the first block of year 1, in October! You will have community placements throughout year 1 where you meet different patients and their care givers



Hi, what's the ratio of applicants to places at Warwick?



On average we receive around 1600 applications for 193 places available.



Hi - please could you tell me when you will first start working with patients?
Then bedside teaching in hospitals starts in January of year 1- so lots of early contact! We think this is important



Hello,



Hello!



I did a physio degree at a traditional medical college, so CBL is new to me and I'd be grateful to understand its benefits. I assume that it requires more self directed learning and improves clinical reasoning skills and builds reflective practice, but would love to understand more.



Also, are the groups we are in for CBL fixed for the year or length of the course? And either way are the groups randomised or are they tailored to ensure a diverse group of backgrounds rather than all the nurse-background students ending up together through chance?



I would like to know what the lab-based learning is like, and if this includes many labs outside of anatomy (physiology etc)?



Thanks, that is really interesting to know.



Hello, In view of the extraordinary times we are, can you please tell if there are any consideration for blended learning in the future?



Our curriculum is based on case based learning, any questions about this? Perhaps Abbie could comment on what this is like for students?

CBL is great. In first year you have it twice a week and essentially, you work as the doctor through the case you are given. However, you work more on why you are doing certain tests (bloods, imagining) so you build up these skills early on.

One of the best bits of CBL for me is the team work and spirit behind it. My group in first year survived on cake and biscuits throughout each session and I always make sure I have a coffee on the go. People have even ordered in pizzas !

It's a great method to build up the reasoning skills behind the things you do as a doctor and you can see your progress even from Block 1. People have different methods of working their way through the sessions and there is an element of peer teaching. Different strengths and backgrounds in each group play into this. Kahoot's quizzes are popular as well and we all get really competitive :D



Also, are the groups we are in for CBL fixed for the year or length of the course? And either way are the groups randomised or are they tailored to ensure a diverse group of backgrounds rather than all the nurse-background students ending up together through chance?

Hi James, Yes your CBL groups are fixed for the whole of Phase I but we ensure that there is a mix of backgrounds and experience of the students in each group



Hello, In view of the extraordinary times we are, can you please tell if there are any consideration for blended learning in the future?

Absolutely! We know that our graduate entry students really value flexibility in learning, so have already been moving towards more asynchronous blended learning which is more interactive, & can be done at a students own time and pace



What is the criteria for choosing between the applicants?



Hi Tanya, this will be covered in full as part of our Admissions session next - if you haven't registered yet, you can sign up here: <https://meetandengage.com/akawau5fi>

University of Warwick

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Hello, In view of the extraordinary times we are, can you please tell if there are any consideration for blended learning in the future?

This is supported by group sessions, drop in sessions etc



Hi Lorraine, of the 1600 applications, how many candidates are taken forward to interview?



Hi, thank you for your answers. its very helpful. I would like to know how students are evaluated academically?



As candidates at interview, I am told, we might be asked what our strengths and weaknesses are as individuals. From Prof. Lesley Robert's introduction on Warwick Medical School, I've learned about your fantastic strengths such as dedicated staff/educators, the collaborative relationships between students and staff, your strong relationships with NHS partners, and your excellent anatomy labs and teachers. What would you say are some of your weaknesses as an institution?



Great question! We are outgrowing our buildings so space is tight at the moment, though with more blended learning hopefully this will improve.



Hi Lorraine, of the 1600 applications, how many candidates are taken forward to interview?

We will select approximately 450 candidates to attend our selection centre each year. Our session on admissions follows, please do stay online.



I would like to know what the lab-based learning is like, and if this includes many labs outside of anatomy (physiology etc)?

Anatomy labs include work with the plastinate specimens and also some fresh tissue sessions. We also run optional Physiology labs on eg cardiovascular, respiratory, neurophysiology.



As candidates at interview, I am told, we might be asked what our strengths and weaknesses are as individuals. From Prof. Lesley Robert's introduction on Warwick Medical School, I've learned about your fantastic strengths such as dedicated staff/educators, the collaborative relationships between students and staff, your strong relationships with NHS partners, and your excellent anatomy labs and teachers. What would you say are some of your weaknesses as an institution?

Like ALL medical schools we recognise that BAME students achieve less well, but are working very hard to address this in conjunction with our student body.



I was wondering how you you can best prepare for the science content if you are a humanities rather than a science graduate?



I'd be grateful to know more about how mature graduates without a first degree in a science subject (providing they of course manage to get onto the programme!) fare on the degree - how might they best prepare for the teaching at Warwick before starting, and can you give some insight into how you feel the Warwick programme allows for these kinds of students to do well. I imagine CBL works really well. Thanks!



Hi, What is the library like at Warwick? In terms of resources, books, computer station availability?



Do you have any advice on what makes a successful application?



We dont look at personal statements or A level grades, so UCAT score, work experience and interview performance- more details from Prof Tunstall in next session!



Hello my name is Sarah I am a nursing graduate from Cardiff Uni, I was wondering how many elective placement opportunities there are and whether we have the opportunity to undertake any of these overseas?



Loads! Our elective is after finals in year 4 so a great chance to explore something and somewhere different. Students do amazing things both abroad and in the UK. We have great contacts and previous students recommend placements,



Greetings, great to virtually e-meet you all. For graduate entry level applicants, if you do not have the science/math prerequisites... can these be taken at the university? or will they need to be completed before applying? Also, what what are the minimum (if any) prerequisites for hospital/healthcare volunteering experience. Much of mine was done abroad, will this cause an issue? - Thank you in advance. :)



One for the next session..



Hi! I would like to ask whether there is any extra support provided for students from a non-science background to get up to speed with the science?



Please could you give an example of how many hours are spent in fixed teaching blocks for a typical week to get an idea of time commitment and flexibility of learning?



How long do the academic years last? (Typical start and finish dates)



Hi Lorraine, of the 1600 applications, how many candidates are taken forward to interview?

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Are the community placements voluntary?



I did a physio degree at a traditional medical college, so CBL is new to me and I'd be grateful to understand its benefits. I assume that it requires more self directed learning and improves clinical reasoning skills and builds reflective practice, but would love to understand more.

Hi Eleanor ! CBL does not contain too much self directed learning as an individual but as a team, we work through the problems together. It is expected we go away and individually work on problems we faced in the group and come back in the next session and do some peer teaching. They aren't long pieces of teaching and I often did handouts for mine! Otherwise, you work together through each case. It does indeed build clinical skills. If the doc in the case orders bloods, you sit there and think about why each blood test was ordered and why you would request imaging and what you would see. You also explain symptoms and why symptoms would occur as they do. It's about ripping the case to pieces !!

It's creates a good environment to work in as everyone can contribute and is often a chance to go over lecture aspects you missed. This was particularly useful in block 2 and 3 for us.

CBL is informal and often runs on cake and treats! Some groups even order in Pizza !



Are the community placements voluntary?

No- patient encounters are really important- and a highlight of year 1. I wonder why you ask?



Good morning Regarding the work experience requirements, IS the virtual experience offered by some websites acceptable? also, in regards to the difficulty to book for work experience at the moment,



I'd be grateful to know more about how mature graduates without a first degree in a science subject (providing they of course manage to get onto the programme!) fare on the degree - how might they best prepare for the teaching at Warwick before starting, and can you give some insight into how you feel the Warwick programme allows for these kinds of students to do well. I imagine CBL works really well. Thanks!

Hello Laura, thanks for your great question! Many of our students come from a variety of 'non-science' related backgrounds, and consistently go on to perform really well ! Our Phase I learning is designed to ensure all students are able to perform well one the course from the very start, with excellent support from additional learning resources to get you up to speed with what you need to know. Right from the get-go, we also have our wonderful 'non-science' peer support provided by students in the year above, which students find very valuable!



Good morning Regarding the work experience requirements, IS the virtual experience offered by some websites acceptable? also, in regards to the difficulty to book for work experience at the moment,
Please ask Prof Tunstall this at the next session



Thank you, Dr. Kate Owen for answering my question. It seems like blended learning will become more a part of the core curriculum of every institution. I'm glad to hear that BAME is being supported as well.



With regards to electives and placements, are there any rules surrounding conflicts of interest? I am a registered nurse working in an ICU in Greater Manchester, would I be able to return to this unit for an elective if I wanted to later down the line? Similarly, if I had previously worked an agency shift in a setting, does that preclude me from being placed there through the University?



Hello, I would like to know what is exactly case base learning and haw it differs from problem based learning?



Hi Maria there are similarities in both of these approaches so this is a great question. In both you will work in groups with a facilitator but in CBL you will look at all aspects of a patient case /journey rather than just focusing on problems to be solved. All cases are related to other learning activities/content in the same week of that part of the course and take a holistic approach to the learning about a patients experience



Greetings, great to virtually e-meet you all. For graduate entry level applicants, if you do not have the science/math prerequisites... can these be taken at the university? or will they need to be completed before applying? Also, what what are the minimum (if any) prerequisites for hospital/healthcare volunteering experience. Much of mine was done abroad, will this cause an issue? - Thank you in advance. :)

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With regards to electives and placements, are there any rules surrounding conflicts of interest? I am a registered nurse working in an ICU in Greater Manchester, would I be able to return to this unit for an elective if I wanted to later down the line? Similarly, if I had previously worked an agency shift in a setting, does that preclude me from being placed there through the University?

No thats fine- lots of our students return to work in previous healthcare roles



Hello, many thanks for putting on this session. Do many students commute from Birmingham to the medical school and to placements?



I was wondering how you you can best prepare for the science content if you are a humanities rather than a science graduate?

Dear Fran, thanks for your great question! As per response below, we have many students come from humanities backgrounds and find that they bring so much to the learning environment, which is excellent. You'll have all the prep you need once you get here from our dedicated course teams, in addition to our fantastic peer-support programme for 'non-science' students (which won an ASME national prize two years ago!)



Good morning Regarding the work experience requirements, IS the virtual experience offered by some websites acceptable? also, in regards to the difficulty to book for work experience at the moment,

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Hello, many thanks for putting on this session. Do many students commute from Birmingham to the medical school and to placements?

Yes, some do. Worth bearing in mind that our hospital placements are in Coventry, Warwick & Nuneaton- GP placements can be further away.



@Abbie - Many thanks for your very full response!



Hello, how are the practical elements of the course taught? Will this be subject to change next year depending on the current COVID circumstances? Thank you



How long do the academic years last? (Typical start and finish dates)

Year one generally follows three traditional University terms with a long summer break after exams, from year two as you transition into clinical placements the programme is full-time, there are xmas break and 2 week summer break. In addition students can take up to 2 weeks planned annual leave.



Hello, how are the practical elements of the course taught? Will this be subject to change next year depending on the current COVID circumstances? Thank you

Clinical skills & Anatomy we are continuing to teach face to face with PPE- we don't think you can teach them remotely!



Good morning Regarding the work experience requirements, IS the virtual experience offered by some websites acceptable? also, in regards to the difficulty to book for work experience at the moment, are there any change/adaptation in the requirements



Please ask Professor Tunstall in the next session on admissions. If you haven't signed up for the session yet, you can do so here: <https://meetandengage.com/akawau5fi>

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Hello, how are the practical elements of the course taught? Will this be subject to change next year depending on the current COVID circumstances? Thank you

Fridays in year 1 are a really practical day with anatomy & clinical skills- really fun! We also have physiology lab sessions.



Abbie, I've had a cursory look at your blog and it's fantastic! Does writing your blog help you cope with the demands put on you by the course at Warwick? I've been working as an HCA and doing a bit of my own writing. It has helped me immensely over the past three months to understand and digest my day to day.



Can I join your course straight from A level?



Hi, What is the library like at Warwick? In terms of resources, books, computer station availability?

HI ! The library is great and has a huge selection of books. I don't tend to use the main university library as much as I prefer quieter areas. As GEP students we also have access to the post grad facilities such as the post grad hub which I love! There are study desks and comfy sofas to work on and a relaxation room. There are plenty of online resources too and our departmental librarian is amazing (she's saved my SSC2). We also have a huge computer room in the medical school building itself and we have access to the anatomical models. One final place is the bioscience hub which is up on the gibbet hill campus which also has books and model for bio and a separate clinical skills practise area :)



How do you look after your students from a welfare standpoint? Like those with disabilities/mental health conditions also?



@Dr Thank you for replying to my previous question. Please could you also explain how you provide student support at Warwick, in particular access to disability support services. Are we allocated a personal tutor/ clinical facilitator for example? Thank you



Can you explain more around self-directed learning and how this is facilitated? Coming from a psychology degree I am used to structured lectures and tutorials. How would a weekly medical timetable differ? Thank you



How often are OSCEs carried out at WMS?



You will have a written and a clinical summative assessment at the end of year one, year two and in your final year.



Hello, I am not familiar with how a medical student specializes in a particular area. In a slide it says that in year 3+4 there are 8 6-week speciality rotations. Does that mean that we will only have the chance to specialize in one of those?



Can I join your course straight from A level?

Hi Millie - no our MBChB course is graduate-entry only meaning you will have to have completed an undergraduate degree prior to studying with us. We do have two undergraduate science degrees, BSc Health and Medical Sciences and MSci Integrated Science, that may be of interest? You can check them out here:

<https://warwick.ac.uk/fac/sci/med/study/ug/>

Undergraduate study

Find out about the opportunities for undergraduate study at Warwick Medical School, part of the University of Warwick.



Hello, I am not familiar with how a medical student specializes in a particular area. In a slide it says that in year 3+4 there are 8 6-week speciality rotations. Does that mean that we will only have the chance to specialize in one of those?

You get to try out everything as a medical student, lots of people are surprised by which specialties they end up liking best!



I was wondering if there are any paid placements during the entire course of study (4 years)?



Dear Tanya, thanks for the great question! In usual times, no there aren't normally any paid placements on the course as you will be studying full time in this fast-track grad-entry programme. You may have seen via some of our students blogs that many of our students have recently been working as part of NHS National Covid response - although this is in light of exceptional circumstances we have recently been in! Many students do work part-time during the course of their degree, although it is a fast-track accelerated course which is quite demanding!



Scott

Hi, What is the library like at Warwick? In terms of resources, books, computer station availability?

Abbie

HI! The library is great and has a huge selection of books. I don't tend to use the main university library as much as I prefer quieter areas. As GEP students we also have access to the post grad facilities such as the post grad hub which I love! There are study desks and comfy sofas to work on and a relaxation room. There are plenty of online resources too and our departmental librarian is amazing (she's saved my SSC2). We also have a huge computer room in the medical school building itself and we have access to the anatomical models. One final place is the bioscience hub which is up on the gibbet hill campus which also has books and model for bio and a separate clinical skills practise area :slight_smile:



Thanks Abbie



Abbie, I've had a cursory look at your blog and it's fantastic! Does writing your blog help you cope with the demands put on you by the course at Warwick? I've been working as an HCA and doing a bit of my own writing. It has helped me immensely over the past three months to understand and digest my day to day.

Hi! Thanks !! It does! Although it can be a pain to update sometimes, it gives me a chance to reflect on what I have covered and sometimes I actually surprise myself with just how much goes on! I recommend anyone doing it as it is actual a skill we are expected to develop at medical school and use in our careers. Indeed, it is actually a part of speciality training "coursework" that you complete reflections so it is a good skill to develop early!



How often do we have assessments ?



You will have formative assessments at the end of each teaching block. Your summatives will consist of a written and clinical component at the end of year one, year two and your final year.



I know that some medical schools offer a buddying up/mentoring scheme to help support students. Is this something that is offered at Warwick?



How much self directed work is typically expected outside of lectures/placements?



Hello, please can you talk us through an average week in year one. In particular I would like to know how our time is split between case based learning, lecture content, self directed learning and other activities?

Hi James, In Phase I you have 2 2-hour facilitated CBL sessions per week, half a day Clinical Skills, half a day Anatomy labs, also groupwork – e.g. ethics, social and population, workshops – physiology and anatomy, interactive learning resources, some keynote lectures and 7 days learning in community healthcare settings across the year.



How much self directed work is typically expected outside of lectures/placements?

We would consider that this is a full time course, so overall typical working week hours. We are trying to make this more flexible for our students that have to work or have caring responsibilities with more blended learning.



How is anatomy taught?



How do you look after your students from a welfare standpoint? Like those with disabilities/mental health conditions also?

Hi Sarah - we have really strong mechanisms to support you through your studies. both at the Medical school and University. In Phase I students are allocated a Personal Tutor and in subsequent years students are allocated a Clinical Personal Tutor for support in clinical placements. In addition there is a Deputy Senior Tutor in WMS for each phase. There are also other sources of support including the University Wellbeing Services which offers a range of support including Self-help resources, Counselling and Psychology Interventions, Specialist skills sessions and disability support and advice. The important issue is that students disclose any disabilities/health issues to us so that we can ensure all students get the support they need. If you or any others have specific questions about health/disabilities please do contact us



How is anatomy taught?

We have fantastic plastinates and also use fresh human tissue when available. Lots of really well trained anatomy teachers. Also "do it draw it" for which one of our anatomists won an award for!



This course is obviously 4 years where as the 'normal' course is 5 - Do you think everything is adequately covered? What makes the graduate entry scheme able to offer the same content in 1 year less?



What aspects of medicine do you offer as part of your Elective 4th Year?



Thank you, Abbie!



Hi- with the CBL how large are the groups and how long is each session? How do you ensure that everyone stays progressing at a good pace to keep up with development? Also how are the assessments split in terms of MCQ and essays and how much support is there for someone from a physics background where there are very few if any essays. Are adjustments to examinations offered such as extra time for dyslexia e.t.c. Also, would I be able to benefit from the 'non-science' peer support since while I have a science degree it is in physics which I would assume has little overlap with the course content.



Can you explain more around self-directed learning and how this is facilitated? Coming from a psychology degree I am used to structured lectures and tutorials. How would a weekly medical timetable differ? Thank you

Hi Nicole!

I have come from a semi-psychology background having done Neuroscience and Psychology modules so I know where you are coming from. In the first year, it is heavily timetabled and you are often in 9am-5pm (except on Wednesday). I also talk more about this in the student presentation so check it out :D

Beyond 9-5 and Mon-Fri the rest is your own time. We have a set of learning objectives for each lecture so it's advised we get these covered. However, it is easy to fall down a rabbit hole and spend your whole time studying but don't do it! I learnt the hard way that taking time out of medicine is just as important as studying!

We also have peer support sessions that run in the evenings and weekends (again, talked more about in student Q&A). It's up to you how much time you spend studying outside of lectures and CBL but as long as you do a little each day just to make sure you're up to date and (kind of) understand what is going on, it is grand!



This course is obviously 4 years where as the 'normal' course is 5 - Do you think everything is adequately covered? What makes the graduate entry scheme able to offer the same content in 1 year less?

Yes, we have the same GMC outcomes as every med school and we know our students perform well as doctors.



Is this chat going to be available later for us to come back and reflect more fully on the questions asked?



Hi Tanya, yes, we will release the transcripts following the session



This course is obviously 4 years where as the 'normal' course is 5 - Do you think everything is adequately covered? What makes the graduate entry scheme able to offer the same content in 1 year less?

Maturity helps definitely. Also do need to say, it is hard work!



How is anatomy taught?

Hi Scott - if you haven't seen already, we are holding an anatomy taster session this afternoon from 3.30pm - 4.15pm. You can join via this link: https://teams.microsoft.com/l/meetup-join/19%3ameeting_MjkzMjQ3MTgtYjdlZC00MzRlLTk3NTYtYzlyZDlxNTY5YmQ4%40thread.v2/0?context=%7b%22id%22%3a%2209bacfbd-47ef-4465-9265-3546f2eaf6bc%22%2c%22oid%22%3a%2228d52864-e748-4eda-b0f4-7e568d7d9114%22%7d

Join conversation



This course is obviously 4 years where as the 'normal' course is 5 - Do you think everything is adequately covered? What makes the graduate entry scheme able to offer the same content in 1 year less?

5 year courses have an easier first couple of years whereas ours is fairly intense, though we do leave wednesdays free in year 1 for self-directed study



Thank you.



How much of a balance is there between the factual / core skills and issues about what it is actually like to work in the NHS i.e. ethical dilemmas, how politics can affect services, etc? I'd imagine the placements mean a lot of these issues are brought up in a real-world setting anyway but is there much emphasis during teaching on campus during the four years? @Emily really good to hear of the support for non-science backgrounds.



Hi! Regarding placements, will we part of the rota and do early/late/long days/nights? Thank you



As you begin your speciality placements in year 3 and 4 you will have opportunity to attend late clinics and night-shifts, especially on O&G and Acute, we think this is a valuable part of your clinical experience.



Hi, thank you for your answers. its very helpful. I would like to know how students are evaluated academically?

Hi, there are summative assessments (written and clinical) at the end of year 1, year 2 and in final year.



How much of a balance is there between the factual / core skills and issues about what it is actually like to work in the NHS i.e. ethical dilemmas, how politics can affect services, etc? I'd imagine the placements mean a lot of these issues are brought up in a real-world setting anyway but is there much emphasis during teaching on campus during the four years? @Emily really good to hear of the support for non-science backgrounds.

Yes absolutely! We have a fantastic team of clinical ethicists who teach throughout all 4 years- lots of group discussion and they visit students in hospitals in clinical years



What aspects of medicine do you offer as part of your Elective 4th Year?

Dear Lauren, thanks for your great question! In year 4 of the programme, as part of the 'Student Selected Component' of the degree, medical students can choose their own elective 6 week period! This is a great chance for you to investigate a part of medicine which really fascinates you. Our students have gone on to do all manner of exciting things, from placements with the air ambulance team, global health research, working in parliament/ with Department for Health. Some students choose to explore a particular specialty e.g. Trauma & Orthopaedics, or Rural GP in order to explore an area they are thinking of specialising in! It's really open for you to choose, I hope this helps!



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We also integrate these into our CBL cases.



So that suggests placements, teaching (including CBL) and self directed learning (working on assessments etc) all comes to around 40hrs/week?



@Lorraine thank you



I know that some medical schools offer a buddying up/mentoring scheme to help support students. Is this something that is offered at Warwick?

Hi Elsa ! We do indeed have peer support mechanisms at Warwick. I talk about this in the student experience session (check it out) but I'll give you a quick overview!

We get medic families in the first year when two second years become your medic parents and they are there for you for support or even just to have a rant with.

We also have student seminars which are essentially what they say on the tin. Upper years run student seminars teaching bits that may have been difficult to pick up in lectures in the evenings and at the end of every block we have Anatomy and Physiology days when all the years come together to teach the first year - and there's free pizza too!

We also have a huge range of societies and sports teams which are other means of support so you are never alone here :D



So that suggests placements, teaching (including CBL) and self directed learning (working on assessments etc) all comes to around 40hrs/week?

Obviously variation between students but yes



Thank you, Abbie!

You're welcome :D



Hi, thank you for putting on this session. Can you explain the difference between physiology and anatomy labs and how they are taught?



If a student already knows what specialty they want to go into, how do you help support/ help the student gain experience into the selective field? Is research along with studying something that is accessible to the students to explore?



How many hours per week are spent at Campus and in the community?



How much of a balance is there between the factual / core skills and issues about what it is actually like to work in the NHS i.e. ethical dilemmas, how politics can affect services, etc? I'd imagine the placements mean a lot of these issues are brought up in a real-world setting anyway but is there much emphasis during teaching on campus during the four years? @Emily really good to hear of the support for non-science backgrounds.

Hi Laura, if you haven't seen already, we are holding an ethics taster session this afternoon from 2.45pm - 3.30pm. You can join it later here: https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZWMzMzJhMjktOTVhNi00YThlLTljYzltZWZkNTlhMDkyZWY2%40thread.v2/0?context=%7b%22Tid%22%3a%2209bacbfd-47ef-4465-9265-3546f2eaf6bc%22%2c%22Oid%22%3a%2228d52864-e748-4eda-b0f4-7e568d7d9114%22%7d

Join conversation



Is the teaching exclusively Monday- Friday? or could we be sometimes required to do some course related activities over the weekend?



Thanks Abbie
You're welcome !



Thanks @Abbie that's great!



You're welcome !



Is the teaching exclusively Monday- Friday? or could we be sometimes required to do some course related activities over the weekend?

Year 1 all monday to friday, year 2 mostly mon-fri. In Phase 3 some nights and weekend working. We can make accommodation for students with caring responsibilities.



thank you



Our student peer support teaching is award winning and one of the best things about WMS. Runs in the evenings at the Medical Teaching Centre.



Hi! I would like to ask whether there is any extra support provided for students from a non-science background to get up to speed with the science?

Hi Maddy, There is, yes. We have foundation science sessions at the start of the course and our lead for Cell and Tissue Medicine (CTB) also offers drop-in sessions that non-science students find particularly helpful. There is also an excellent peer support programme for students from non-science backgrounds.



How many hours per week are spent at Campus and in the community?

The first 18 months is spent predominantly on the University campus, with one day a week spent in one of our local Trusts, as you transition into the clinical phases, you will spend all of your time on of our partner Trusts or GP Practices and Community.



Our student peer support teaching is award winning and one of the best things about WMS. Runs in the evenings at the Medical Teaching Centre.

Can confirm this. My student seminar team saved me !



If a student already knows what specialty they want to go into, how do you help support/ help the student gain experience into the selective field? Is research along with studying something that is accessible to the students to explore?

Dear Kerry, thanks for the great question! We are very lucky to have our own dedicated Senior Careers Consultant who is here right from day 1 to support our student with 1-1 guidance, help with applying for competitive bursaries, CV support and advice. We offer summer research studentships in Year 1 to support students who are keen to pursue a research career, in addition to benefiting from excellent supervisors from our research-intensive environment at Warwick. Through the National INSPIRE initiative, we run our own events and National conference to develop students research skills. We perform consistently strongly with conversation to Academic Foundation Programme (as you may have seen in the Sway!)



Throughout the course as a whole, is more emphasis placed on the biochemical interactions of drugs and chemical pathways etc, or is it a wholistic approach to patient treatment and stressed about their symptoms, co-pathologies etc?



Hi- with the CBL how large are the groups and how long is each session? How do you ensure that everyone stays progressing at a good pace to keep up with development? Also how are the assessments split in terms of MCQ and essays and how much support is there for someone from a physics background where there are very few if any essays. Are adjustments to examinations offered such as extra time for dyslexia e.t.c. Also, wold I be able to benefit from the 'non-science' peer support since while I have a science degree it is in physics which I would assume has little overlap with the course content.

Hi Benjamin

CBL group sizes are typically 8 - 10 students and in Phase I there are 2 CBL group sessions a week and some follow up learning about the case for students to complete in their own time. In subsequent years there is one CBL session a fortnight

There are various ways we encourage/monitor progression including formative examinations and engagement criteria that students need to meet such attendance requirements and completion of related tasks

The summative assessments at the end of each phase are a mix of MCQ and short answer questions rather than essays.

There are some written pieces of work in terms of student research projects etc. but there is an excellent study skills programme and associated resources offered by the university for students to develop their essay writing skills

Any students with disabilities are offered an assessment by the University Disability Services who make recommendations to the medical school about exam reasonable adjustments

There is an excellent non science student support group run by our students - more about that later



Throughout the course as a whole, is more emphasis placed on the biochemical interactions of drugs and chemical pathways etc, or is it a wholistic approach to patient treatment and stressed about their symptoms, co-pathologies etc?

Definitely integrated around patient care! Thats one of the big advantages of CBL & why we have early patient exposure.



Hello I am currently a children's nurse and I'm passionate about child health- I can see you have a 6 week child health & psychiatry rotation- I was wondering where your medical students usually undertake this rotation? Thank you



Hi- with the CBL how large are the groups and how long is each session? How do you ensure that everyone stays progressing at a good pace to keep up with development? Also how are the assessments split in terms of MCQ and essays and how much support is there for someone from a physics background where there are very few if any essays. Are adjustments to examinations offered such as extra time for dyslexia e.t.c. Also, would I be able to benefit from the 'non-science' peer support since while I have a science degree it is in physics which I would assume has little overlap with the course content.

Hi Benjamin - we will have a student from a non-science background at our Student Experience talk later if you want to ask questions directly? It's running from 12.30pm - 1.30pm and you can join that session here: <https://meetandengage.com/akawasd2h>

University of Warwick

Welcome to the University of Warwick's live chat page, where you can talk to us about student life at Warwick. Whether you're a prospective student, parent or supporter, join us here for regular live chats about your subject(s) of interest, the campus experience, our local area, and what studying with us is really like. Follow @warwickuni on Twitter to get the latest dates of our chats.



If a student already knows what specialty they want to go into, how do you help support/ help the student gain experience into the selective field? Is research along with studying something that is accessible to the students to explore?

And many students do go on to do research alongside their studies, in addition to undertaking an 8 week research placement at the beginning of Year 3. Many students go on to publish during their time with us at Warwick!



Hello I am currently a children's nurse and I'm passionate about child health- I can see you have a 6 week child health & psychiatry rotation- I was wondering where your medical students usually undertake this rotation? Thank you

Great! we need more paediatricians. Child health is at either Warwick hospital or University hospital Coventry/ George Eliot hospital combined. Psychiatry is Coventry & Warwickshire. All students get a child psychiatry day. Often child health and psychiatry are picked up for electives. We also have great student societies for these areas with invited speakers. Also Teddy Bears hospital.



What's the word count for written assessments?



Thanks Jan and Hattie.



I know that some medical schools offer a buddying up/mentoring scheme to help support students. Is this something that is offered at Warwick?

Link to student talk : <https://www.youtube.com/watch?v=WZaOwAGDKxo&feature=youtu.be>

WMS Virtual MBChB Open Day - Student Experience Presentation

Our second year medic Abbie gives you a snapshot overview as life as an MBChB student at Warwick Medical School.



What's the word count for written assessments?

This is variable dependent on the requirements but you will be given full information and support about this at the time they are launched



What's the word count for written assessments?

Though we dont have many!



Please could you give an example of how many hours are spent in fixed teaching blocks for a typical week to get an idea of time commitment and flexibility of learning?

Hi Jenny, Currently, approx. 30- 40 hours/week is a reasonable estimate (it varies between weeks).



@Dr that is brilliant thank you



As medical school takes up a large amount of time each week. Is there any opportunities for taking part in the sports teams while studying?



Yes, we have students who participate in university sports teams, also have our own medics sports teams (who do really well!)



Can you explain more around self-directed learning and how this is facilitated? Coming from a psychology degree I am used to structured lectures and tutorials. How would a weekly medical timetable differ? Thank you

Student Talk: <https://www.youtube.com/watch?v=WZaOwAGDKxo&feature=youtu.be>

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As medical school takes up a large amount of time each week. Is there any opportunities for taking part in the sports teams while studying?

From a wellbeing point of view we would very much encourage students to participate in sports and exercise throughout the course



Hello, knowing how heavy the content is how would you say is the best way to learn the content? or are there any particular methods students use to help learn the material?



There's just under 10 minutes! left of today's session so please do ask any questions you may have and we'll try to get through them. If you haven't had chance to ask your question today, you can email wms.events@warwick.ac.uk and we will come back to you as soon as we can.



Hello, knowing how heavy the content is how would you say is the best way to learn the content? or are there any particular methods students use to help learn the material?

Hi Jaspreet !



Hello, knowing how heavy the content is how would you say is the best way to learn the content? or are there any particular methods students use to help learn the material?

There isn't really a right way to study here ! There's a HUGE range of ways to study:



Hi, thank you for your reply. Are there any areas in particular around the university that are best to live? Is there any availability for students in terms of car parking?



Hi everyone, thank you for the session so far! I would just like to ask if being an international student makes it more complicated to secure a foundation training place after graduating? Thank you!



is there any support for parents starting GEM?



I've heard getting good experience on clinical placements can be challenging as students need to compete for experiences. Is this the case at Warwick?



I see there is a research module in year 3, I was wondering whether it would be possible to carry out your own research in year 1? I am from a neuropsychiatry research background so I am interested in whether I could continue to build on my research skills.



Yes absolutely, lots of students carry on research through the programme.



Thank you!



I've heard getting good experience on clinical placements can be challenging as students need to compete for experiences. Is this the case at Warwick?

No, we are lucky that we have good access to clinical placements locally.



@abbie where can I access the blog you have written- it sounds really useful and I would be very interested to read it. Thank you :)



Could you explain about the new medical licencing exams, how they work, their purpose and how they will fit into the curriculum; when they have to be taken, how we prepare for these exams and if they will incur an additional coast?



Things keep changing re MLA- GMC website best place for updates!



Hi, thank you for your reply. Are there any areas in particular around the university that are best to live? Is there any availability for students in terms of car parking?

We encourage students to live close to the University and many students live in Earlsdon in Coventry (Abbie will cover this later on) . Parking is difficult and therefore we encourage students to use public transport wherever possible when travelling to the Unviersity



Could you explain about the new medical licencing exams, how they work, their purpose and how they will fit into the curriculum; when they have to be taken, how we prepare for these exams and if they will incur an additional coast?

We are still not sure when they will start!



Thanks @ Dr Owen. Great stuff@



Thank you very much, this was very helpful and informative.



Hope to see you next year! Great questions. Hope you have signed up for some afternoon sessions they should be great!!



Hi Jan, thank you!



Thank you very much - this has been very useful



Thank you all, this was very useful!



Thanks for your answers. Really helpful.



is there any support for parents starting GEM?

We have a small number of students who are parents or become parents during the course, there is some flexibility around location of placements and childcare, there is also a Nursery on the University campus and at UHCW.



Thank you for your time



Thank you this has been so helpful



Thanks everyone for great questions and answers!



Thank you all for your time and answers this has been very helpful.



Hello, knowing how heavy the content is how would you say is the best way to learn the content? or are there any particular methods students use to help learn the material?

There is a couple of lectures in week 1 (learning week) where the lecturers will tell you the best way to approach things but the best thing to do is ask the students! We use a wide range of techniques (more to be found out here: <https://www.youtube.com/watch?v=WZaOwAGDKxo&feature=youtu.be>)

These include: Anki- Virtual revision cards

Handwritten notes - my personal favourite

Anatomy revision sessions - useful for implementing the anatomy

Drawing - Useful for anatomy and pathways We also have a Facebook group where students put their resources so we have a huge range of student written past papers etc to support! Don't worry about the content, it feels like a wave at first but it all clicks together. Just stick with what works best for you and it will work brilliantly for medicine. You will develop new techniques over the years and even change your way of doing things! So don't worry :D

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thank you for your help



Hi, thank you for your reply. Are there any areas in particular around the university that are best to live? Is there any availability for students in terms of car parking?

Hi Scott - Abbie covers where students live in her Student Experience presentation here: <https://youtu.be/WZaOwAGDKxo> and you can ask students at the session later: <https://meetandengage.com/akawasd2h>

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Thank you!



Thank you all very much



Hi everyone, thank you for the session so far! I would just like to ask if being an international student makes it more complicated to secure a foundation training place after graduating? Thank you!

Dear Siu, Thanks for your great question! If you are studying here at Warwick, as an international student you will automatically be included in the normal process for Foundation Programme, meaning that you will compete in the National Foundation Programme just like all home/EU students. Here is the link to UKFPO website for more info: <https://foundationprogramme.nhs.uk/>

UK Foundation Programme - UK Foundation Programme

On the UK Foundation Programme website, you will find information on what to expect during your training; how assessments work; how to get the most out of your e-Portfolio and more.



Thank you!



Does your medical school have a LinkedIn page we could follow?



Thank you. It was very helpful



Thank you for your questions and answers.



thank you, really informative!



Does your medical school have a LinkedIn page we could follow?
No - but please look at the WMS MBChB web page for information



Thank you!



@Emily thank you so much!



Thank you everyone, this was very helpful



@abbie where can I access the blog you have written- it sounds really useful and I would be very interested to read it.
Thank you :)

<https://blogs.warwick.ac.uk/mbchbstudents/>

^^^This is the official Warwick blog I write
www.medbeeblog.com (also on instagram!)
^^^ This is my own blog I keep :)

Med Life, University of Warwick

As part of our student recruitment at the medical school, we have arranged for some MB ChB students to blog regularly about their experiences here.



The Medbee Blog

Neuroscience to Medical School



Thank you! Will the presentation be available to download?



Hi Natalie, it is available on our website here:

<https://warwick.ac.uk/fac/sci/med/study/ugr/applying/opendays/virtualmbchb>

WMS MB ChB Virtual Open Day

WMS MB ChB virtual open day



It's been lovely to meet you all ! See you in the student session later !!
It's been lovely to meet you all ! See you in the student session later !



Thank you everyone for you all your help!