

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 programme
Emily Reid, Director of Student Experience, Employability and Progression at WMS
Dr Nick Hopcroft, Associate Professor at WMS
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/O807BQdf4LfewzqR?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 chance 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 :)



Morning everyone, happy to answer questions on anything curriculum related



Hope you had a chance to look at the sway- if not please do!



No questions too small!



Hello! I'd like to ask how many places are available for international students to apply for the graduate entry Medicine program? Thank you!



We have 12 places available for International students.



Hello - when do we start working with patients?



In term 1! You start off with community placements meeting patients in their own homes. Then in term 2 you start bedside teaching in local hospitals



Is there an opportunity to take an integrated master's? I've read that some GEM programmes allow you to pause your medical school studies and do a taught master's in between for example, but I wasn't sure if Warwick allow this due to the way the curriculum is structure? Thank you!



Hi Jeremy, we do not offer the opportunity to do an integrated masters with the course.



Are the community placements all in Warwick or do we move to different areas of the country?



Hi ! The community placements do go beyond the campus and people do go as far as Stratford-upon-Avon however, you go with your CBL groups so it is easy to organize car shares and getting to placement :)



in terms of the interview process at Warwick can anyone explain this in more depth ?



Hi Richard, all questions on the admission process will be answered in the admissions session which follows this.



Is the PPD directly teaching for the SJT or is it just general?



PPD is one of our themes so runs through the course, integrated into our CBL cases and with specific teaching (usually small groups). SJT (situational judgement test) preparation comes in during phase 3 and is specific to this- our students usually do really well in this compared to other schools



Are the community placements all in Warwick or do we move to different areas of the country?
but nothing more than an hour from campus at the maximum :)



Hi Kate, Laura, thank you for hosting the session! Please can you provide some detail on the extent to which independent research is conducted as part of the program e.g. a thesis/dissertation?



Hello Emma, thanks for your question! At Warwick we have several opportunities for you to undertake independent research. In your third year, you have a Student Selected Component Block of 8 weeks to undertake your own (self-proposed) research under the supervision of our Faculty. There are also summer studentships and bursaries to financially support students undertaking research in the summer of their first year. You can find out more here: <https://warwick.ac.uk/fac/sci/med/study/ugr/research/>

Research opportunities

Find out about research available to medical students at the University of Warwick.



Hello, how many weeks do students go abroad to do an elective?



So, our elective is 6 weeks long, but doesn't need to be spent abroad. We have had some exciting UK placements including at the Department of health and flagship services. Students (before covid!) also go to a wide variety of countries,



it is mentioned that there is a move away from traditional lecture style teaching, how much of the teaching is lectures and how much labs, small group tutorials etc?



Hi Claire, we have a case-based learning curriculum, so there are small group sessions for that throughout the course, twice a week in Year 1. There are other small group activities plus hands-on clinical skills anatomy sessions once a week, plus occasional optional laboratory sessions. Our 'lecture' teaching is interactive and currently delivered online.



Hello - so what would those community placements involve specifically? And are these assessed?



Hi !
So community placements are seen as an introduction to getting used to working with patients and learning about the wider community in healthcare. They aren't assessed as such but you must attend to earn the right to sit the exam and you are given feedback on your patient cases that you present for each patient you meet :)
During the days you meet a patient (normally in their home but this may change) and then visit some community resources relevant to the patient. For example, we saw a patient who had a heart attack and then went to chat to a cardiac rehabilitation centre and met with a support charity after :)



Are placements in the surrounding hospital areas of the University?



Hi Mukti, the main locations for hospital placements are Warwick Hospital, George Eliot in Nuneaton and UHCW all within about 45 minutes drive of the University. GP and Community placements will also be as local to the University as possible.



Good morning - As health and medicine is now beginning to focus more on preventative medicine and a more holistic approach. I wanted to know if this will be incorporated into the graduate curriculum? Many thanks



Absolutely! We have a strong focus on holistic care and treating patients as people and valuing their input into care. We teach students in year 2 to deliver brief interventions for smoking and alcohol and encourage them to start using them!



Hi there - do you find students are able to progress to Surgery after a GEM MB ChB? Some doctors I have spoken to have dismissed this as an option, given the later start.



Dear Georgia, thanks for the question! Absolutely! Many of our students progress onto surgical careers. Warwick students perform really well in UKFPO, meaning that our students are more likely to get their top preference for jobs (incl. surgical rotations at foundation). We have a very active Surg Soc, who work collaboratively with StarSurg and other national run bodies. Many students undertake research in surgery during their time with us too.



How many hours of lectures/group sessions do students have a week?



Hi Lauma, a normal week would involve lectures/group work between 9-5 Monday - Friday, however there is no scheduled teaching on a Wednesday - we keep this free from scheduled teaching to support students wellbeing and give time for self directed study.



Thank you!



You're very welcome!



Hello! Would it be possible to hear a bit more detail on the year 4 elective? I am curious about what sort of work students do and how it is assessed. Thank you!



We are open to whatever a student wishes to do! Assessment can be in a choice of modalities- a written submission, vlog, art, poetry...with the backgrounds of our students we have had some very inspiring work.



Are there any counselling skills modules ?



At the start of Phase 2 students complete a Student Selected Component - one of the options we currently offer is on Counselling.



Hello - How is the course structured in terms of will there be free time to join societies or to work etc?



Hi!
So the first year is intense however (and I learnt this the hard way), the way you should approach studying medicine is to make time for you first and then structure in your study time.
After first year there is a lot more free time but even during the first year it is possible to engage with societies and be an active member of the campus. The weekends and all day Wednesday are non-scheduled curriculum days so there is plenty of time just to take a break from Medicine :)



in terms of exams, what is the retake criteria for these ? and is adequate study support provided for students who struggle with dyslexia ?



We have retake opportunities for all our assessments including finals without a delay in progression. Many of our students have dyslexia and we are very able to support them- the university disability service is excellent and we work really closely with them.



Hello - How is the course structured in terms of will there be free time to join societies or to work etc?

You are in Monday, Tuesday, Thursday and Friday full time in first year with a mix of lectures and CB and on Friday you are up at the main teaching hospital :)



Hi, Are we taught the biomedical science aspect again along with the case-based studies or will the biomedical science topics have to be revised independently? Thank you.



Hi Tanwir, we teach the biomedical sciences alongside case-based learning, with topics relevant to each case being covered at the same time. There's also teaching on other disciplines relevant to each case, such as medical ethics and social and population perspectives. You will need to do some reading in your own time too, like on any course, but there's plenty of teaching and resources provided to get you started.



What does a typical week timetable look like?



You can find information on course structure plus a PDF example timetable here <https://warwick.ac.uk/fac/sci/med/study/ugr/courseinfo/structure/#y1>

Course structure

MB ChB Course structure at Warwick Medical School



What support is there available if you are struggling to keep up with the course content?



We have a fantastic student support team of personal tutors and a deputy senior tutor for year 1. Peer teaching is excellent at Warwick and many students find this really helpful. Our staff are really approachable and happy to answer questions individually. Our CTB lead runs specific drop in sessions early in year 1 for students finding the science challenging.



Good morning! Thanks for scheduling this. Are elective placements restricted to country? Or are any allowed? Thank you.



Thanks for your question James! We always follow the advice from the Foreign Office relating to any countries that are restricted to travel, so the only countries that might be out of bounds for elective purposes are those restricted by the foreign office. Apart from that, our students have been to places all over the world!



Hi, what is the possibility of a psychology major to gain a place in the school



We accept students with any first degree at 2:1 or above



Hi, what is the possibility of a psychology major to gain a place in the school



Hi David, We have plenty of students from a Psychology background, as long as your degree meets our entry requirements.



That's great thank you Kate. In my current role I am seeing more more social prescribing which support GP practices deliver a more wider spectrum of healthcare



Yes, we are alert to changes in practice and ensuring our graduates are up to speed with future medicine



Hi, I was wondering whether you remain at the same hospital for placement throughout the four years, or you work in different hospitals?



Hi !
So for year one and half of year two you stay at the same hospital. Half-way through year 2 you switch to a different hospital. In phase three you circulate between the hospitals depending on the blocks you are doing :)



Hi, thank you for arranging this! How big are the case based learning groups and do they stay the same throughout the course?



Hi Sneha, CBL groups have about 8/9 students in. You will stay in the same group for first year and groups will then be mixed for Phase 2 and 3.



what is the percentage needed to pass in each module/assessment so for example in my degree a pass is always set at 40%?



We set a specific pass mark for each assessment depending on the difficulty of the paper. This is standard practice for medical schools.



Good morning! I was wondering to what extent anatomy teaching and learning at Warwick is different to the 'traditional' model used in other medical schools (working with real vs digital specimen etc.).



We use plastinated specimens which are really excellent and we have a really good collection. The team also use innovative teaching methods including "draw and do" and making models



Is there a huge cohort of people from non science backgrounds at Warwick ?



There's a significant minority of students with no scientific background at all and they perform well on the course. We also have people from non-biological sciences like physics and maths, for whom the content of the course is quite different to what they've studied before. In the early stages of the course, we provide informal 'drop-in' sessions aimed at those with less of a biomedical background, to answer any questions they might have about the lecture content.



I've heard through the grapevine that anatomy teaching at Warwick is some of the best in the UK! I was wondering if you could briefly explain what makes it stand out so much compared to other medical schools?



See previous answer- also there's a taster session this afternoon!



Question for Abbie How could someone best prepare to study in the first year ?



RELAX BEFORE YOU START :D It sounds silly but that is honestly the best way to prepare. You want to have you battery fully charged as it is an intense couple of weeks till Christmas. I think the maximum thing to do is to glance through a science compendium for non-science grads to become familiar with terminology used :)



Hi! Thank you for hosting this virtual open day! What is the time ratio we spend between placement/ clinical and academic learning/ lectures?



Hi Sagal, in Phase 1 the majority of your time is spent in academic teaching. You will start bedside teaching in January but this will just be 1/2 a day each week. From Phase 2 onwards the majority of your time will be spent in clinical placement with 1 academic day every 2 weeks.



How are assessments throughout the 1st year conducted? Is there a mixture of various mini tests or few major exams towards the end of the academic year?



We set formative assessments at the end of each block to help you know how you are getting on and what the standard is. There is a formative OSCE before christmas. Summative exams are a mixture of MCQ and short answer questions & an OSCE (rotating around stations testing clinical skills and anatomy mainly)



Good morning :) You previously mentioned students are able to undertake research in the summer - I was wondering if this might include the chance to collaborate with health professionals working towards journal publications?



Thanks Charlotte, yes definitely! Many of our students either work with health professionals at Warwick, or they work with existent contacts that have from previous workplaces or institutions. We really encourage students to work towards publication during their time with us. There are many initiatives run by our INSPIRE staff-student committee to support students towards publication, more info found here: <https://warwick.ac.uk/fac/sci/med/study/ugr/research/inspire>

INSPIRE

INSPIRE is designed to engage medical, dental and veterinary undergraduates with research. Find out about the opportunities available as an MB ChB student at WMS.



Hi all - we've had a couple of questions about anatomy teaching at Warwick. If you want to find out more, we've got an anatomy taster session this afternoon at 2.45pm which you can join here: https://teams.microsoft.com/l/meetup-join/19%3ameeting_MjUwYTM1ZWEtMDMzMS00NjFjLWFhYmYtODI4MWZlMDU4MTcz%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



Hello, at Warwick do students use cadavers to learn anatomy?



We use plastinated specimens but also at times have fresh tissue available.



Are students able to begin focusing on a particular specialty / specialties of interest during placements?



We have student selected components where you get a choice of what you do, in general we want you to experience all aspects of medicine. Students are sometimes surprised by what they end up liking!



In relation with the biomedical science aspects of the course is there much support for individuals who don't have a science background? Would you say students from a non-science background struggle with this?



Hi Binika, there's plenty of students with no biomedical science background and they perform well on the course. In the early stages of the course, we provide informal 'drop-in' sessions aimed at those with less of a biomedical background, to answer any questions they might have about the lecture content.



Hi! Many thanks for setting this up. I really like the diversity in degree backgrounds at WMS, do you try and mix students from different degree backgrounds together? I.e. in CBL groups



Hi Botan, when we organise CBL groups we try and ensure a good mix of gender and previous degree.



Can you explain a little more about the 'draw and do' method of teaching please?



Thanks Binika, great question! Why not check out the above link posted by Megan - you'll be able to get more info directly from the anatomy team



Thanks Abbie in terms of personal mental health and wellbeing I have heard from some previous students on medical courses, who have been struck off for mental health reasons what is the current policy at Warwick regarding mental health?



I'll let the staff give you more specifics but I have some problems of my own and I can say that Warwick have fully supported me.
As long as you are open and honest with what you struggle with and have plans on how you are managing it and contact the medical school early if you have issues, Warwick are brilliant. We have lots of staff around to support and I can tell you I was virtually living in my deputy tutors office on the run up to exams.
As long as you maintain good contact and approach things professionally, WMS will try everything to support you before anything ever gets to that stage :)



Hi - i know warwick have made changes to work experience criteria due to COVID-19. If the 70 hours are not met is there any point in applying to Warwick?



Hi Mukti, we do require all applicants to meet the entry requirements, as you state we have added some increased flexibility to the requirements this year to help people meet the 70 hours.



Thanks Abbie in terms of personal mental health and wellbeing I have heard from some previous students on medical courses, who have been struck off for mental health reasons what is the current policy at Warwick regarding mental health?

I agree with Abbie, we welcome students with any kind of disability to Warwick and have a good student support system. I don't think we have ever removed anyone from the course for mental health reasons that I can recall. We aim for a supportive approach and encourage students to be proactive so that they are well supported before any problems may arise. The only thing I would say is that the course is intense and the impact of that on students mental health should be considered.



In terms of Warwick having ONLY Graduate-entry medics, would you say that is an advantage over other universities and why?



100% - it's the reason I picked Warwick over another choice. People tend to be more focused and because they have come from other careers, you get a broader range of backgrounds and it actually helps with learning, especially in CBL.
It also means as an older student, you are surrounded by those who are like-minded having gone off and gained experience and everyone tends to be on the same page.



Good morning Laura, Kate and Emily. Thank you for hosting this session. Many of my questions have been addressed through the presentation, I noted a fellow virtual attendee asked about how assessments are conducted throughout the first year. I wondered does the same structure of formative assessments after each block stand throughout the other academic years also? Or is this different? Thank you!



Hi Charlotte, yes, we have formative assessments periodically throughout the course, at the end of each block.



Hi, thanks for all the help so far. I was just wondering how you would say GEM differs to a standard 5 year undergrad - how do you fit the all of the teaching into 4 years instead of 5? Are we missing out on anything by doing this route?



No, its the same curriculum as a 5 year course (this is set by the GMC!). This does mean the course is quite intensive and you should expect it to be a full-time commitment. (though there is still time to have fun and our students do some amazing things alongside the course and there are lots of opportunities to get involved)



Thank you for your answers! Do you have any statistics available that show pass rates for students on the course? E.g. percentage of students completing all 4 years of the course etc.



Dear Dario, thanks for the question! We don't release statistics on pass rates, but our students perform really well with a very high rate of progression and success. For example, this year all of our finalist students passed and started work. You might be interested to look at how our students perform in UKFPO (link here: <https://www.foundationprogramme.nhs.uk/wp-content/uploads/sites/2/2019/11/2019-Recruitment-Stats-and-Facts-Report.pdf>). In 2019, 100% of students were placed within their top 5 preference of jobs, and 90% gaining their first preference. One of our students was ranked highest in the UK for total score, and we were ranked 2nd in UK (just 0.05% pts behind Cambridge). Hope this helps!



Abbie, you mentioned older students on the course, do you know how old some of the oldest students have been?



I can't speak for other years but in my year we have someone who is 44 and someone who is 22 :) I believe average age is around the 25/26 mark but the staff will be able to be more accurate :)



If I should be lucky enough to get accepted I'll feel ancient - my twenties passed me a few years ago!



I don't think you would...we do have a number of students in their 30s and 40s. We've recently had a student older than me!



Does the placement portion of the course enable a diverse rotation of settings ? I hold particular interest in psychiatry



Absolutely! We cover aspects of mental health in year 1, all students have a short psychiatry placement in year 2 and a longer one in phase 3.



Is there a minority of students at WMS coming straight from an undergrad degree and a majority with clinical experience or is there no real difference in numbers?



We have a mixture of students both straight out of education and who have worked for a number of years before coming back to education



What support is available to students when they are out in placement?



Hi Alicia, each student will be allocated a Clinical personal tutor who is the first point of call if they need support when out on placement.



Hi, are there any nurses on the course? and if so how has there experience helped and what things do they find difficult? thank you :)



Yes, we have nurses on the course every year. Unsurprisingly they do really well in clinical skills and placements. Having experience of working in the NHS is really helpful.



Good morning - with regards to the different background of individuals entering the GEM programme, is there a support system available specifically for non-science students ?



Hi Sanjaey, in the early stages of the course, we provide informal 'drop-in' sessions aimed at those with less of a biomedical science background, to answer any questions about the biomedical course content. These sessions are open to everyone, as we don't want to exclude people, but they're pitched at a supportive level for those with less prior biomedical knowledge. As they are opt-in activities, there tends to be quite a small group of like-minded people, so it's a very supportive environment.



What about the undergraduate certificate? Does it matter if one graduated more than ten years ago?



No the date of graduation doesn't matter as long as your results meet the entry criteria



Hi Abbie, I hope you don't mind me asking but what Undergrad did you study and how did you find the transition from that or fulltime work to GEM?



Hi Emma, I am one of the "babies" on the course. I came straight from an undergraduate degree in Neuroscience. The transition was tricky, purely just from switching from a normal timetable to being in everyday 9-5. However, you soon become used to this and it's fine! Again, for me it was striking the balance of studying to having free time that I found the most difficult and just accepting that sometimes I will be a tad behind and it's ok !



Hi, are there any nurses on the course? and if so how has there experience helped and what things do they find difficult? thank you :)

I dont think there is anything particularly nurses find difficult



How does the course differ from the physician associate degree



Dear Lesedi, thanks for the question. Physician Associate is a relatively new role in the UK (Physician Assistant in US are a more established role). You can find info on this as a career option here: <https://www.healthcareers.nhs.uk/explore-roles/medical-associate-professions/roles-medical-associate-professions/physician-associate> Studying to be a PA is a different role to a Doctor, and therefore PA courses don't explore the same content as UG Medical Degrees. At Warwick, we only offer a Grad-Entry medical degree which leads onto you becoming a Dr. We don't currently run a PA course here.



Thank you for the insight Abbie, in terms of UKCAT what did you use to prep for this ?



I used the green books mainly to nail my technique and BBC GCSE Bite size! I'm useless at maths and the non-verbal reasoning so for me it was getting that down that was important. I then used Medify to work on my timing aspect.
In regard to how long to prep for, do no more than a couple of hours a day for a month to a month and a half :)



Hello - do you cover any aspect of sports medicine? I am very much looking into this a career path in medicine



Lots of students are interested in this and have done electives with rugby and Formula 1 teams. One of our graduates has an interested in sports medicine and is always happy to advise interested students. Musculoskeletal is one of our phase 3 rotations.



Following on from previous questions about first degrees, would a more practically based arts degree (eg. a conservatoire or art school) be detrimental to your application, despite being at 2:1 or above?



Hi Georgia, no this would not be detrimental we consider all degree subjects equally as long as you achieve the 2:1 or above entry requirement.



Question for Abbie, if you don't mind: are you involved in any non-academic societies and are medics able to get involved in sport?



Yep ! We have a number of Medic based sports societies including rugby, skiing, climbing, cycling, football, basket ball etc or you can join the main campus societies (or just go it alone!). We also have other societies which are linked to charities such as Teddy Bears Hospital and Street Doctors and some just for a bit of fun such as board games society and green society :)



There's just over five minutes' left in today's session so please do ask any questions you may have. If you haven't had chance to ask your question, please do email wms.events@warwick.ac.uk and we will come back to you :)



is that Matt Green's books Abbie ?



No - it's the green cover books - "The get into medical school" ones?



would you say the QR sections are mainly GCSE maths ? Abbie



100% , they even say it on the website :)



In other universities the first year is separated from the undergraduate medics and in the 2nd year is joined with the third year medics. So the graduate-entry first year is intense and then the other 3 will be at the same intensity as the undergraduate medicine. Would you say the same at Warwick in terms of the intensity dropping after first year?



Hi Tanwir, it's not quite the same, as we only run a graduate-entry course - therefore the content and pacing is specifically tailored to graduate students needs. I would say our course provides as much clinical experience in the later stages as 5 year medical degrees and possibly therefore it is the earlier, more academic learning that is condensed. This works well because as graduates you have the academic learning skills to make good progress with that content. There's a mix of academic/clinical throughout though, with early contact with patients and revisiting of Year 1 topics later in the course.



Please kindly confirm if one didn't have a 2:1 for the first degree but had a merit on a master's degree. Would that suffice for shortlisting?



If you don't have a 2:1 we will consider your Masters as long as you have a 2:2 at Undergraduate level



Do international students tend to struggle at all in relation to UK students in securing foundation placements?



Thanks for the question Page! International students who study medicine in the UK are entered into the same round of national recruitment as all UK and EU students (by their medical school), so in a nutshell, they have the same chance that all other students studying in UK have in securing a foundation place. This year, once again all students who applied for foundation were offered a place this year: (p.30 https://healtheducationengland.sharepoint.com/UKFPO/Website%20Documentation/Forms/AllItems.aspx?id=%2FUKFPO%2FWebsite%20Documentation%2FResources%2FReports%2F2020%20Recruitment%20Stats%20and%20Facts%20Report%5FFINAL%2Epdf&parent=%2FUKFPO%2FWebsite%20Documentation%2FResources%2FReports&p=true&originalPath=aHR0cHM6Ly9oZWZsdGhlZHVjYXRpb25lbmdsYW5kLnNoeXJlcG9pbmQuY29tLzpiOi9nL1VLRIEPL0VtdDIyV1Z2YUFSSTGpCakdnbUdfVUhnQmtYdXMxbkZROkpDTTZ1aFVZRvDHWFEE_cnRpbWU9RW1GVVhIOVAyRWc)



Hi there! Thank you for putting together a really insightful curriculum overview! I wanted to ask about potential adjustments to placements (are some elements going to be taught in a virtual method?)



We were moving towards a more blended approach anyway as it gives students more flexibility in the week (and is better for learning!), so this has just accelerated our direction of travel. We have lots of interactive teaching material which we are mixing with small group work, CBL and some face to face sessions. Obviously we can't teach clinical skills or anatomy remotely but we are socially distancing and using PPE.



One more question, thank you all for your time! How do students travel to placements? Are there carpool or public transit options?



Hi !

In first year you don't have too many placements so it's not too bad. In second year when placements kick in you get put into clinical partner pairings and it's recommended there is at least one car between you. It is possible to travel by public transport to placements as we have a small catchment area but in my personal experience (I only passed this February) having a car is a huge benefit just in terms of cutting down hours in the day :)



And is it feasible to expect to go on to practice in the UK?



Thanks Page. As per question above, if you study in UK, yes, this is absolutely feasible (see stats and facts above for more info - and you can see that this doesn't vary much year on year)!



Hi there! Thank you for putting together a really insightful curriculum overview! I wanted to ask about potential adjustments to placements (are some elements going to be taught in a virtual method?)

Placements are back in swing, we are risk assessing all students and getting as much direct experience as possible as this is the most important thing for becoming a doctor



Does MPharm count as an Integrated Masters degree for Warwick GEM?



Hi Jess, if you have a MPharm we require the equivalent of a Pass grade or above at Master's level (minimum 2:2) to meet our entry requirements



With regards to exams , do students have access to past papers?



Yes, we usually release a practice paper before each set of exams



With regards to exams , do students have access to past papers?

And there are also the formative questions as well



do you offer any placements within genetic diseases and specialist clinics say for example CFS ?



Not specifically, but these would be included within the child health block



With regards to exams , do students have access to past papers?

Just to add - we also have a student Facebook group where people upload their own resources and questions they have made so they are hugely useful too !



Thanks everyone for your great questions! Hope you are able to attend the sessions this afternoon as they will give you a great idea of how we teach at Warwick. Maybe see you soon!



Is there anywhere we can access an example timetable?



Abbie covers this in her student experience video. You can view it here: <https://youtu.be/WZaOwAGDKxo> and join the session later here: <https://meetandengage.com/akdu4km8h>

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.



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.



Don't forget about the student experience talk later - I'll see you all there !!

