

## Information on

### MBChB Curriculum in 2022-23

For Clinicians who supervise placements  
for University of Liverpool Student Doctors

#### MBChB Curriculum 2019

With thanks to the significant support of clinicians in NHS placement sites in Liverpool and the wider region, the new version of the MBChB curriculum, first introduced with a new Year 3 in 2019, has now run through once in entirety. We look forward to the 2022-23 academic year and to working together in partnership with our NHS sites to deliver this innovative and forward-thinking curriculum.

#### What does the curriculum look like?

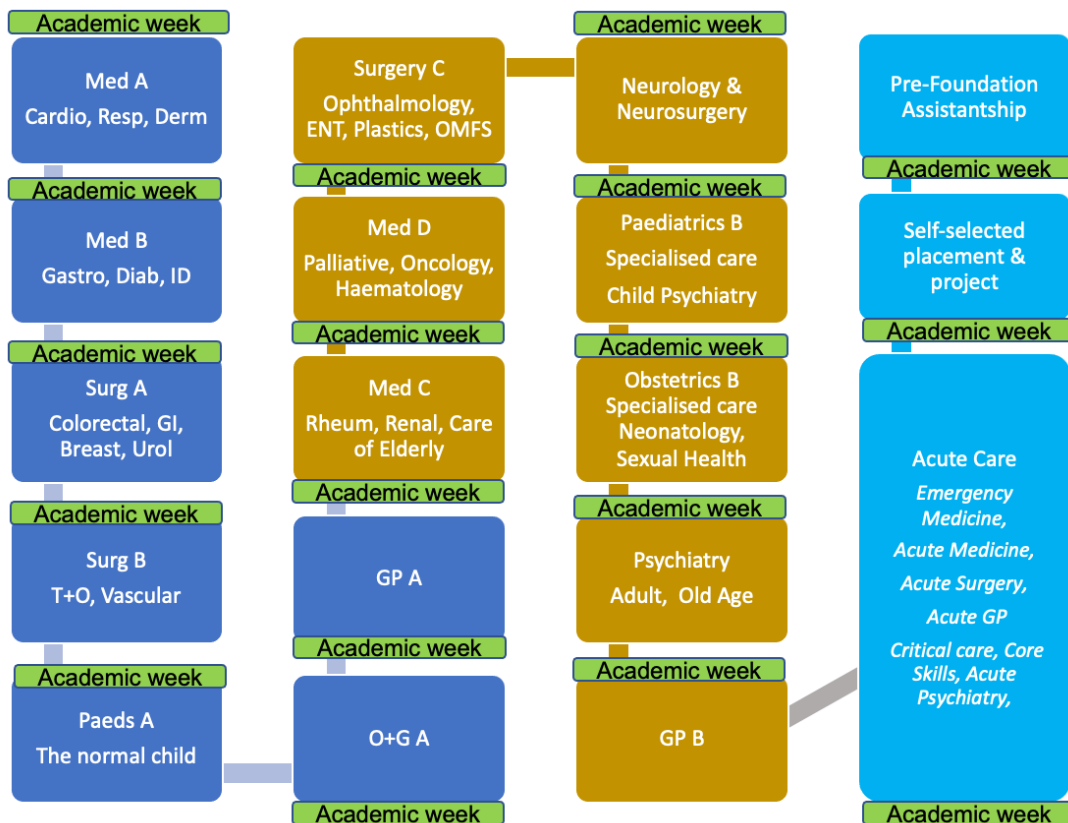
We have developed a structured, layering of content so that students can build on their learning from one year to another.



Core Curriculum Themes repeat in each year to equip students with a rounded development of the range of knowledge, skills and attributes needed of a doctor.



We have developed several enhancements to the course content for the sciences of medicine, and in areas such as pharmacology, but in addition for placements, a key change is how the revised structure of years 3 – 5 of the course, gradually introduces students to the complexity and clinical demands of medical practice across the years, and ensures all students are exposed to all core areas.



**Year 3 develops understanding and early clinical confidence** by introducing students to 'core' clinical practice, with all students rotating through the following placements:

- Medicine A (Cardiology, Respiratory medicine and Dermatology)
- Medicine B (Gastroenterology, Diabetes and Infectious Diseases)
- Surgery A (Colorectal, Breast and Urology)
- Surgery B (Trauma & Orthopaedics and Vascular)
- Paediatrics A focusing on "the normal child"
- Obstetrics and Gynaecology A "the normal pregnancy"
- General practice A

**Year 4 introduces more complex areas:**

- Medicine C (Rheumatology, Renal, Care of the Elderly)
- Medicine D (Palliative Care, Oncology, Haematology)
- Surgery C (Ophthalmology, Plastics, ENT, OMFS)
- Neuro (Neurology and Neurosurgery)
- Paediatrics B (Specialist practice, Child Psychiatry)
- Obstetrics and Gynaecology B (Specialist Practice, Neonatology, Sexual health)
- General Practice B

**Year 5 prepares students for their role as a new Foundation Doctor.** It provides a 20 week intensive experience of a range of 'front door' specialties that an FY1 will work with in 5 x 4 week blocks in acute medicine, acute surgery, emergency medicine,



general practice, and a composite placement of 2 weeks critical care and anaesthetics, 1 week acute mental health and 1 week of clinical skills / academic sessions.

There is also an extended opportunity for student self-selected study and will also provide a period of enhanced 'acting up' as the FY1 which is just before student transition into FY1 and is supported by structured feedback on how students 'do the job', to allow them to identify aspects that will enhance the practical skills and confidence they need for their future role.

### **How does each placement operate?**

**Students rotate around placement blocks.** These are allocated amongst the sites across the region, in such a way that all students experience sites close to Liverpool and further away. This rotation will introduce them to a broader range of clinical sites and specialties than before and prepare them for the rotations of early clinical practice. However, this exposure to an appropriate range of specialties can be achieved without a site move for each placement and students will be placed at the same site for at least 2 of their placements in the year. In Years 3 -4, placement blocks are 4-weeks in length, with 4.5 full days at the placement site, and Wednesday afternoon is reserved for sport or self-study time. In each hospital placement, students are expected to complete a 'long-day', working through until 9pm, so as to build understanding of placement activity out of hours and the demands on medical staff.

**Key practical requirements** for each placement have been carefully considered by specialists from each placement, e.g., which types of clinics, theatres, investigation lists, MDT, AHP contact. These have been divided into 'must-see' and 'desirable' and placed within a specification document for each placement. Each site has then translated these into practical timetables of educational opportunities, relevant to each placement. The placement specification is also mapped to the student e-portfolio which allow students to enter information on what they learn from these.

**Placement Teaching.** To complement the range of experiential placement opportunities, on ward rounds, clinics, theatres etc, formal placement specific teaching from clinicians with expertise in the placement specialties, is delivered on placement in the form of case-based learning, pharmacy and clinical skills or simulation teaching, and scheduled 'bedside' specialty teaching.

In Y5, students are based predominantly in one placement area for the 20 weeks of their acute care block, rotating 4-weekly, with placement specific group teaching delivered across sites in interactive online sessions. Extra 'long-days' and shifts are used to give students increased experience of the demands of the role and the case mix out of hours. Students then spend 2 separate blocks of 6 weeks at 2 other placement sites for their SAMP and Preparation for Practice block. As for Years 3 and 4, the placement timetable and portfolio detail the requirements of each placement rotation.

**An 'Academic week', ahead of each placement block,** is provided to integrate taught with experiential learning and deliver 'just in time' pre-placement teaching, at the University. This comprises a mix of lectures, clinical and communication skills training, research projects, and small-group teaching tailored specifically to the



placement which they are just about to undertake. Additionally, the 'community clinical teaching' days are now incorporated into the academic weeks. Their content has also been aligned to that of the placement's specialty teaching, such that for each specialty placement, students will receive a combined understanding of primary and secondary patient management.

To provide a comprehensive coverage of content, and optimise student learning from clinical practice we use a combined 'triple' approach of learning delivered to the full cohort at one point in the year e.g., lectures, content delivered 'just in time' immediately before placement that is needed for placement, and key practical experience during placement. For years 3 – 4, all lecture content related specifically to placement experiences is now pre-recorded, so that students can engage with the content just ahead of the placement it relates to.

<b>Lectures</b> 'Textbook specialty'	<ul style="list-style-type: none"><li>• year group of ~300, given once only in any year.</li><li>• the recognition, investigation and management of disease relevant to the year's specialties</li></ul>
<b>'Just in time'</b> academic week practical & 'common core'	<ul style="list-style-type: none"><li>• groups of ~ 40 pre-placement on campus</li><li>• specialty teaching on core conditions of block</li><li>• clinical skills relevant to block</li><li>• communication skills relevant to block</li><li>• GP-delivered (CCT) 1° care perspective on block specialties</li></ul>
<b>'The patient in practice'</b> Bedside teaching CBLs Prescribing practice Skills top-up	<ul style="list-style-type: none"><li>• site based</li><li>• patient history and clinical assessment</li><li>• differential diagnosis, investigation and patient management, in the context of co-morbidity and differing demographics.</li></ul>

**All students greatly benefit from the support of their Educational Supervisor** for each placement block, who will review their progress, and their portfolio documentation and learning from the required key experiences.

## Intercalation and Electives

During their study, students still have the opportunity to intercalate to do an additional degree, and sits between years 3 and 4 of the course. Intercalation sits between year 3 and 4 to ensure that students have enough time to return to the MBChB and fully prepare to sit the national Medical Licensing Exam (MLA) in Year 5. An ever-expanding range of intercalation options at Liverpool is available to students, as are scholarships to support those who need financial support to do so.

Students have the opportunity to experience medical practice elsewhere through a 4-week elective after Year 4. For 2022-23, we hope that all students may be able to travel for their elective again, but this will remain pandemic dependent.



## How should I engage with the students I encounter on placement?

The students who you meet on placement will be located in your department for a dedicated period of time. If you can, take time with them to talk about what they are doing well, and where they can look to improve their skills and knowledge. Recording this in their e-portfolio, in the moment, is an important part of the course, and encourages students to take responsibility for their own learning.

Share learning resources they can use (please note they are aiming for foundation training, not ST level practice).

Year 3 students are still at the start of their career journey and can easily be intimidated by specialty level knowledge. So far, they will have spent a few weeks familiarising themselves with clinical environments in Year 2. If they are less confident and require a bit of encouragement to get involved or ask questions, talking to them about why you chose a career in medicine or a specific specialty can help open up their confidence to ask questions about what you are doing and why, as they observe you.

## Want to know more?

The placement 'specification document', detailing the practical requirements your students have been set is available from your site education team.

The placement timetable that you and your colleagues have helped your education team to shape for your students is available from your education team.

Details the curriculum as a whole are available through your education team or on the [Liverpool Educators Online](#) [link] website.

Training on the portfolio is available from your site education team or by contacting [eportfolio.mbchb@liverpool.ac.uk](mailto:eportfolio.mbchb@liverpool.ac.uk) [link]

## Want to be more involved?

The School is always pleased to have ideas for new development or to hear from individuals who want to be involved in teaching, assessment or recruitment of students at the University.

Please see the page at <https://www.liverpool.ac.uk/medicine/teach-with-us/> [link]

## Thank you!

It has been such a pleasure to work with so many clinicians who are enthusiastic to ensure that Liverpool is recognised world-wide for the quality of its clinical training. Thank you for all you do to shape our course, support our students and develop fantastic doctors.

