



The changing landscape of medical education

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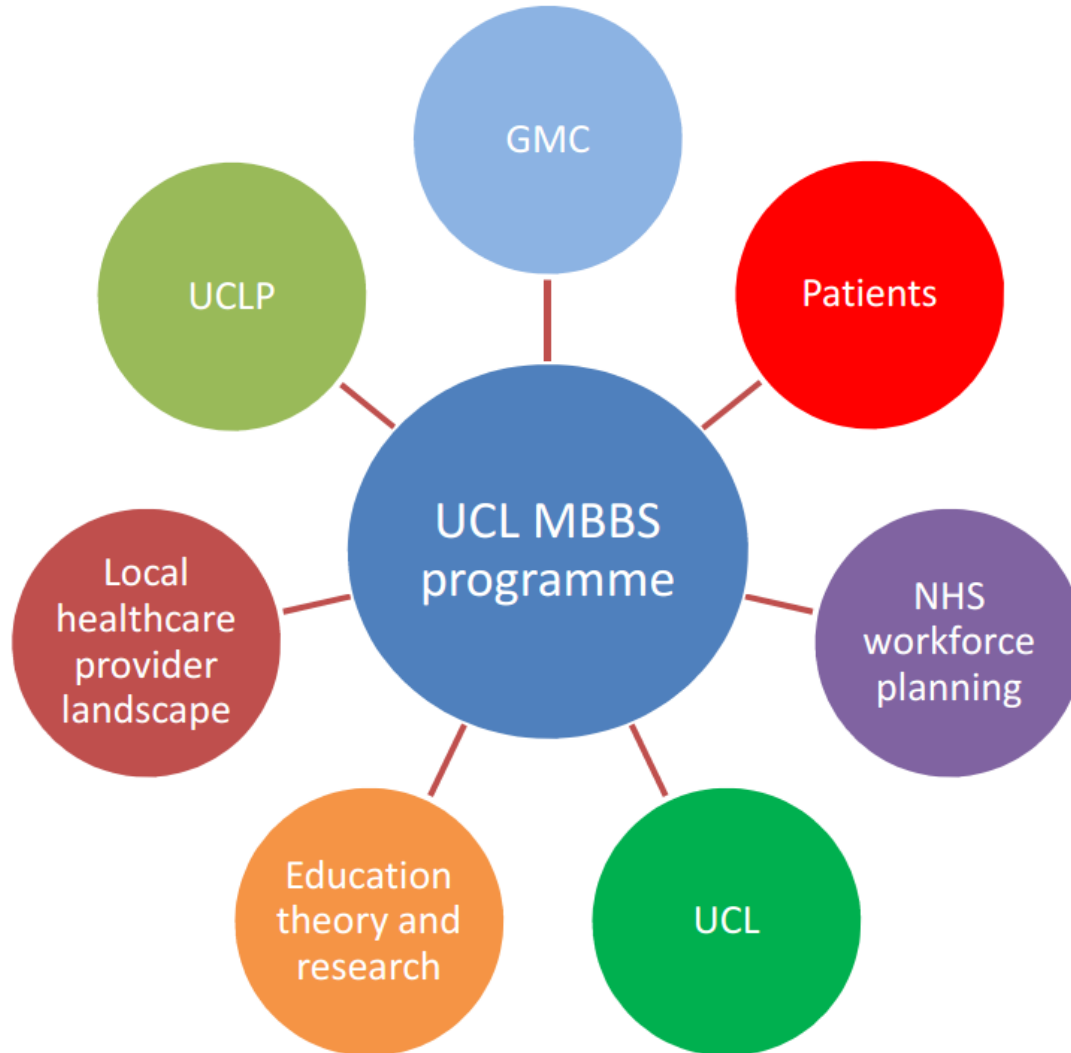
- Undergraduate Medical Education (MBBS Program): 6 years - 5 years for graduate entry.
- Combined Program MBBS and PhD: 9 years – 8 years for graduate entry.

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- ‘Undergraduate’ Medical Education (MD Program); 4 years – graduate entry.
- Combined Program MD and PhD: 7 years.

Developing a new MBBS curriculum at UCL Medical School

Influences



MBBS 2012: The starting point..*the UCL doctor*

A highly competent and scientifically literate clinician, equipped to practise patient-centred medicine in a constantly changing modern world, with a foundation in the basic medical and social sciences.



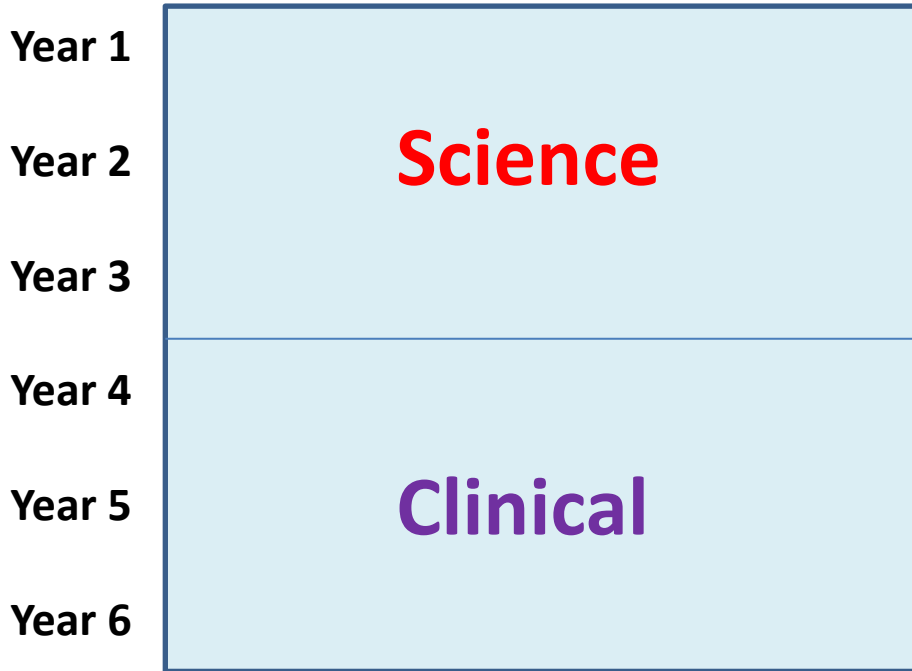
MBBS 2012: *The Vision*

- Provide the best possible student experience
- Reflect the needs of today's and tomorrow's patients
- Create 21st century doctors able to thrive in modern healthcare environments
- Maximise the benefits of learning medicine at UCL

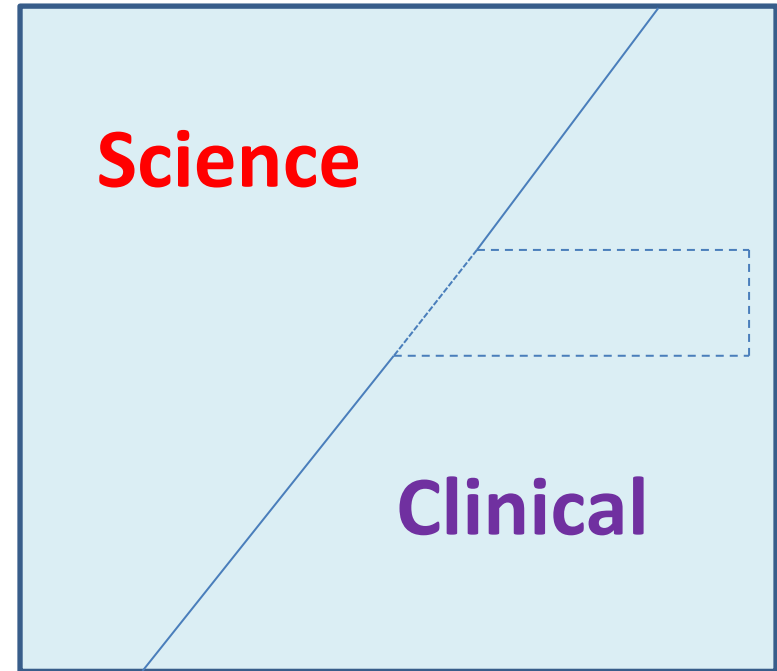
Features of the New MBBS Programme

- *The best possible student experience*
 - More integration of the basic and clinical sciences
 - More small group work and use of the virtual learning environment, with a focus on *synthesis* of learning
 - BSc integrated into the MBBS programme
 - Attention to vertical themes throughout all years
 - Longer, more generic, clinical attachments
 - Contemporary assessments that are fair, relevant and help to prepare for practice and life long learning

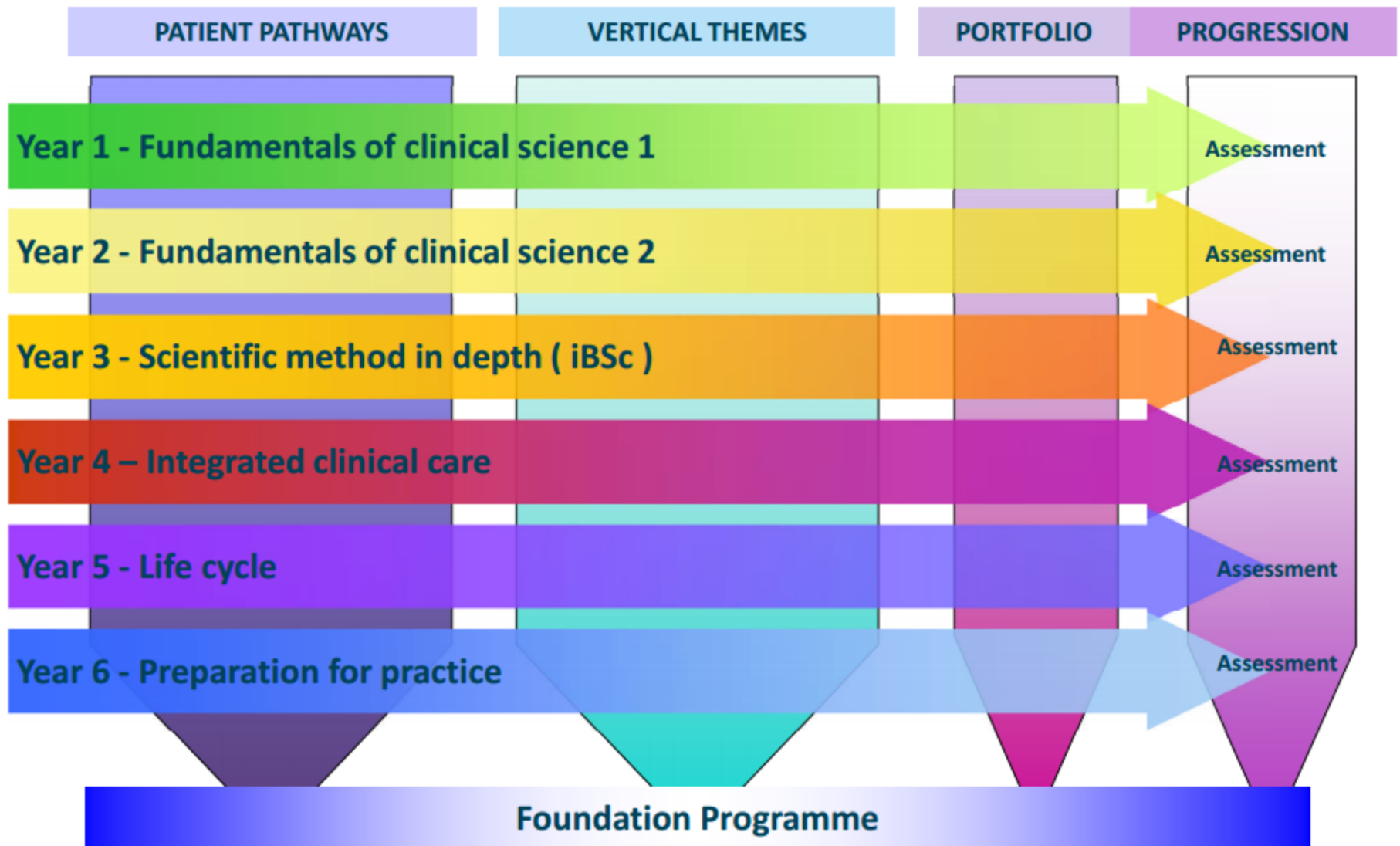
Old MBBS



New MBBS



The UCL MBBS Programme



MBBS 2012: *The Vision*

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Features of the New MBBS Programme

- *Create 21st century doctors, able to thrive in modern healthcare environments*
 - Preparation for practice:
 - E-Portfolio
 - Exposure to a range of healthcare delivery venues and practices
 - Blended learning

Selecting students for the new MBBS programme

- Application from student: Personal statement
- Reference from school
- Academic achievement
- Biomedical Admissions Test (BMAT)
- Selected for interview
- Recommended by interview panel

Widening Participation

Target Medicine

- > [Home](#)
- > [Mentoring Scheme](#)
- > [Outreach](#)
- > [Summer School](#)
- > [Student Stories](#)
- > [Information for School/College Students](#)
- > [Information for Medical Students](#)
- > [Information for Parents/Carers](#)
- > [Information for Teachers/Careers Advisors](#)
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Target Medicine



**TARGET
MEDICINE**

Target Medicine is a widening participation project delivered by medical students from UCL Medical School, with support from academic staff. The project aims to inspire students from non-selective state schools to consider a career in medicine and to mentor and support them through the process of applying to medical school.

We do not charge a fee for any of the support and advice offered to students and schools/colleges.

Target Medicine is comprised of three schemes:

- > [Mentoring Scheme](#)
- > [Outreach](#)
- > [Summer School](#)

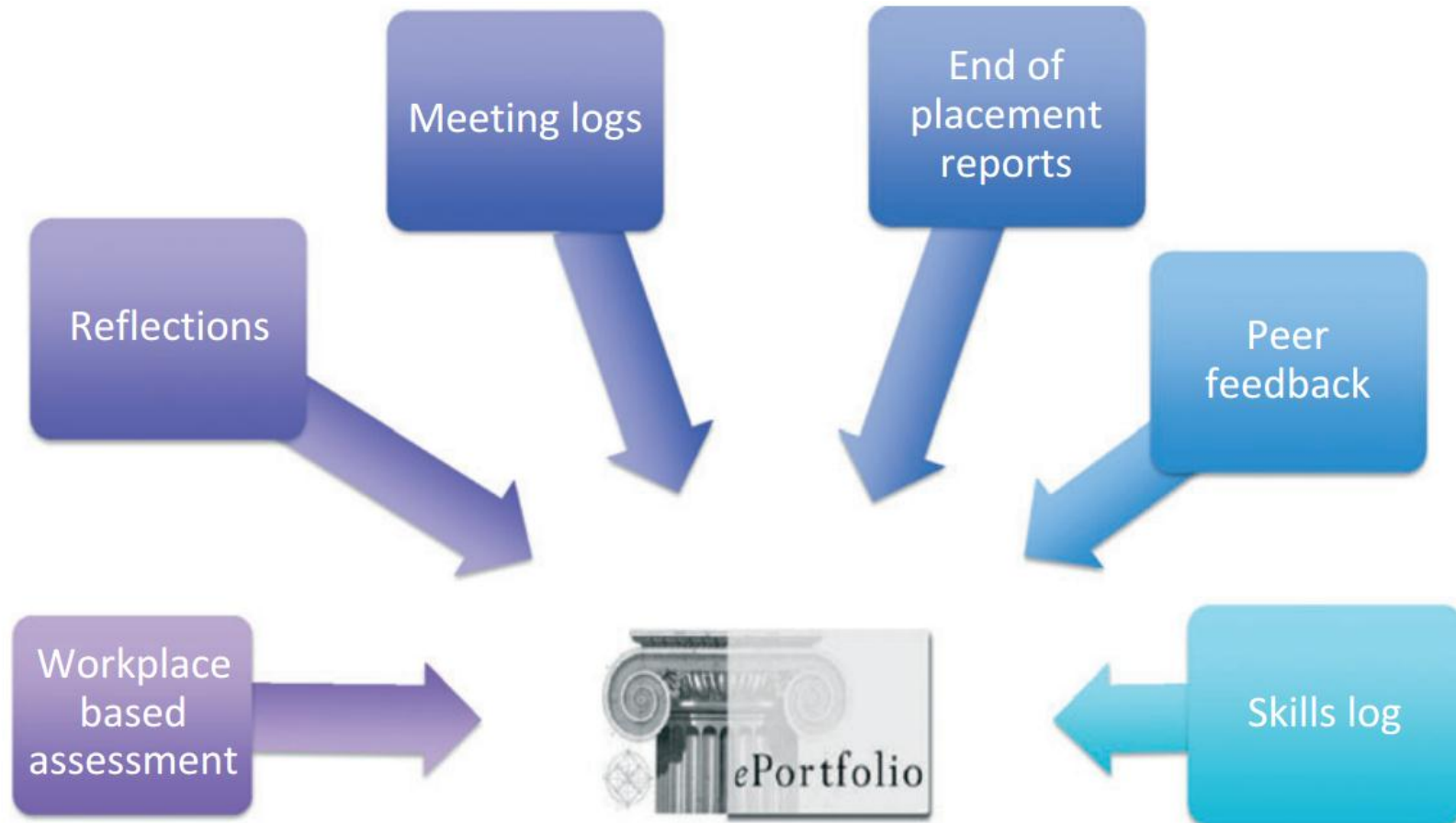
Delivering the new MBBS programme

- **Research arm of UCL Medical School. cross-disciplinary & wide-ranging educational research.**
- **Draws together experienced doctors, nurses, psychologists and educationalists. Ensures Medical School is based on strong pedagogical research foundations.**
- **Helps medical educators adopt evidence-based best educational practice.**
- **Continually develop our education programmes.**
- **Improve doctors' professional practice, from medical school, to postgraduate training, to continuing professional development.**
- **At UCL Medical School, our undergraduate and postgraduate teaching is informed by our research, and our research is informed by our teaching.**

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Undergraduate Medical ePortfolio (UMeP)





- **Twilight Teaching Programme: out-of-hours teaching giving 1st year **clinical students** (Year 4) the opportunity to practise their clinical skills informally with a **junior doctor**.**
- **Small groups of students paired with junior doctor who is their Twilight Tutor for the whole term.**
- **12 hours teaching spread across the term. Content jointly determined by tutors and students, high degree of patient contact, focusing on history taking, clinical examination, data interpretation, presentation and clinical reasoning.**
- **Helps junior doctors build their teaching portfolio and develop as a teacher. Students having a tutor close to their level makes asking questions easier!**
- **Twilight tutors attend dedicated teaching sessions throughout the year to enhance their teaching skills.**

Junior doctors teaching UCL Medical Students

All teaching delivered to UCL medical students must align with the core values of UCL Medical School, and contribute to the development of "The UCL Doctor."

Follow the Guidance for Junior Doctors teaching in the UCL MBBS Programme.

- Bedside teaching**
- Teaching on ward rounds**
- Completing Structured Learning Events**
- Small group seminars as part of the firms' scheduled teaching programme**
- Giving effective feedback about everything they do**

Clinical ward-based teachers are nominated for Top Teacher awards by students. There are also Certificates of Merit awarded for junior doctors who make a significant contribution to undergraduate teaching.



Tutors

100% thought good use of their time, 98% of junior doctors would recommend being a tutor to other junior doctors:

- *"It is a good contrast to service provision."*
- *"Every session left me with a renewed sense of purpose & satisfaction with my job."*
- *"I have more awareness of techniques and methods to improve teaching."*
- *"By teaching I am also consolidating my own knowledge."*

Students

98% would recommend the programme to fellow students:

- *"Having a tutor close to my level...made it far easier to ask questions"*
- *"More informal. Sometimes Consultant teaching is a little intense."*
- *"...knowledge of the information that is accessible for medical students and can refer us to websites etc"*

Clinical Teaching Fellows

- **Designed to develop the career of clinicians with an interest in medical education.**
- **Come from a wide range of medical specialties.**
- **Training in medical education for 1-2 years before returning to full time training in their own specialty.**
- **Post holders may have a variety of individual projects related to teaching, assessment and educational research, but all are expected to contribute to core teaching and assessment activities within UCL Medical School.**
- **Applicants should be able to demonstrate an established interest in medical education, for example through previous teaching or postgraduate qualifications.**

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Effective learning happens when:

- teachers are enthusiastic and supportive**
- students are engaged in doing rather than listening**
- teaching is based around patients and cases, not diseases**
- teaching links basic scientific knowledge, and helps students apply it to clinical contexts**
- students can interact with the teacher and the learning materials**

Virtual Teaching, e.g.



- **Twitter-based educational intervention to encourage discussion and debate; use and critique of evidence; self-directed and peer-led learning.**
- **Framework provided by UCL Medical School. At the start of the week brief details of a case are posted on the website and an initial question is sent out as a tweet. Each week different subjects are drawn from across the curriculum, drawing together multiple disciplines.**
- **During the week discussions take place on Twitter. Students, clinicians and even patients can join in. Opens up discussion and extends the reach of the medical school, encouraging collaboration and team-working amongst students and healthcare professionals.**
- **At the end of each week the discussions are curated and a link posted on the website with a collection of links and resources relevant to the discussions ie guidelines from the GMC, Royal Colleges, academic papers and online resources. An expert summary is posted, giving a balanced and informed answer to the original questions.**

The changing landscape of medical education

- Closer integration of science and medicine
- Stronger pedagogic foundations
- More widespread involvement, e.g. students, junior doctors, patients, etc, etc
- Blended and remote learning
- Constant evolution