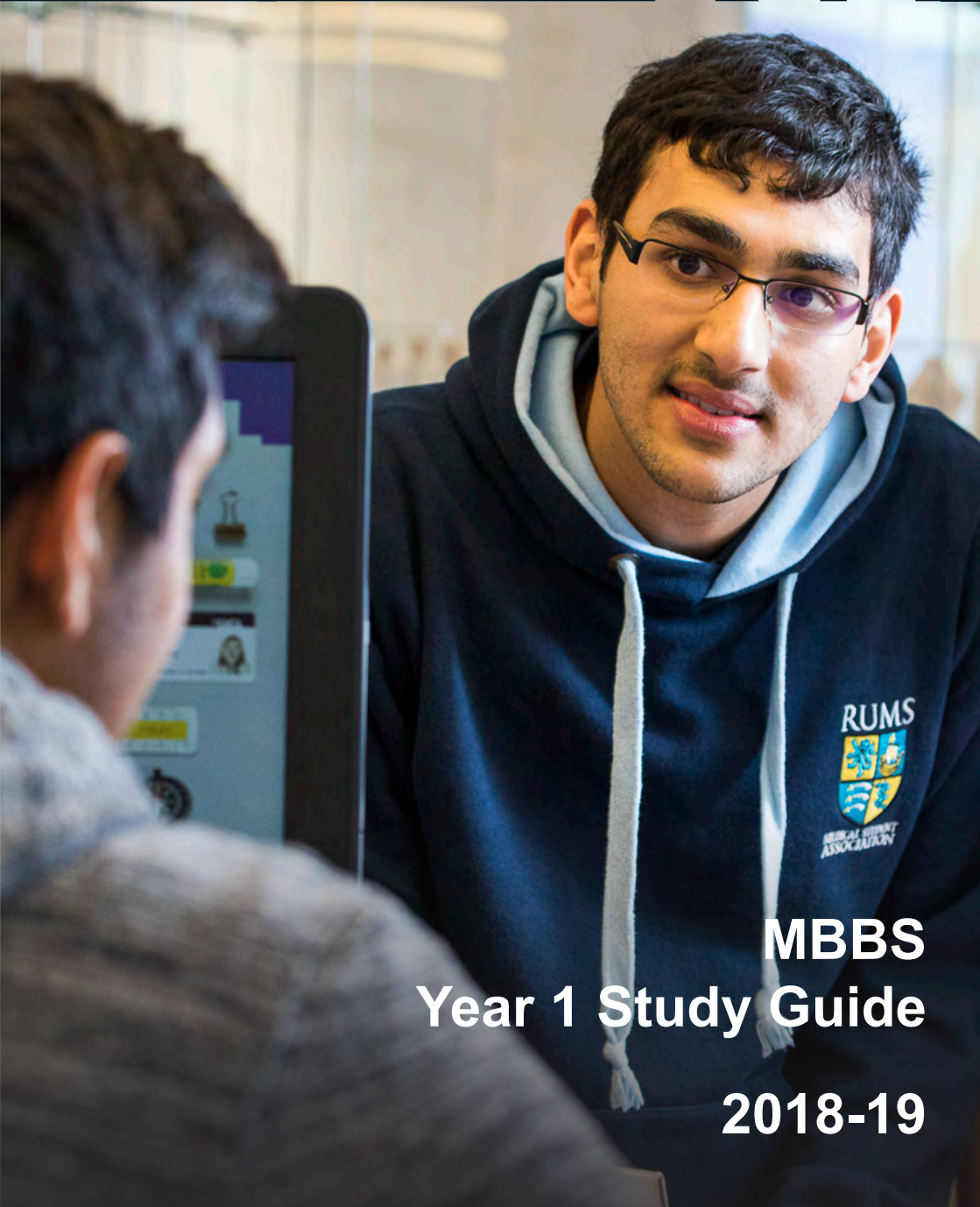


UCL MEDICAL SCHOOL



UCL



**MBBS
Year 1 Study Guide**

2018-19

The UCL Doctor

A highly competent and scientifically literate clinician, equipped to practise person-centred medicine in a constantly changing modern world, with a foundation in the basic medical and social sciences. This vision is underpinned by the values of scholarship, rigour and professionalism. The focus is on the development of the student as a scientifically informed, socially responsible professional who, in turn, can serve the health needs of individuals and communities.

The information contained in this Study Guide was correct at the time of going to press, but no guarantees can be given that it will not be amended before the commencement of, or during, the degree programme to which it refers. Please refer to the Year 1 Moodle pages regularly throughout the year.

Year 1
Fundamentals of Clinical Science

CONTENTS

Section 1: MBBS Year 1

- Year 1: Fundamentals of Clinical Science
- Structure of the year
- Consolidation, Integration and Feedback weeks
- Reading lists
- Assessment & progression

Section 2: Year 1 modules

- Introduction and Orientation Module to Year 1
- Foundations of Health and Medical Practice
- Infection and Defence
- Circulation and Breathing
- Fluids, Nutrition and Metabolism
- Student Selected Components
- Introduction and Orientation Module to Year 2

Section 3: Clinical & Professional Practice in Year 1

- Addressing Clinical and Professional Practice learning: *everybody's business*
- Additional Clinical and Professional Practice sessions

Section 4: Medical Student Code of Conduct

Section 5: Further information and contacts

Section 1: MBBS Year 1



Dr Paul Dilworth
Academic lead for Year 1

Welcome to Year 1 of the MBBS programme at UCL Medical School. This booklet acts as an orientation to your first year, outlining the overall structure of the year, the syllabus, how learning will be organised, and how you will be assessed, including the criteria for successful progression to Year 2. The information in this booklet is not exhaustive and should be used alongside the resources on the UCL MBBS website and Moodle: <http://www.ucl.ac.uk/medical-school/staff-students>, which is regularly updated.

Year 1: Fundamentals of Clinical Science

Fundamentals of Clinical Science (Years 1 and 2) provides an underpinning learning experience in basic clinical sciences and the foundations of learning in the Clinical and Professional Practice (CPP) themes that run through all years of the curriculum. Learning is delivered as a series of sequential, integrated, systems based modules. Each module is based around a physiological system, provides integrated teaching across disciplines, is integrated with the learning within CPP modules, and is designed to build on knowledge and skills learnt in previous modules. There are opportunities for early patient contact and for meeting health professionals to allow you to keep preparation for the practice of medicine firmly in sight.

The aims of the Fundamentals of Clinical Science years are for you to:

- gain a firm understanding of the scientific knowledge and principles that are relevant to, and essential for, excellence in clinical practice
- develop an understanding of science in the context of its application to clinical medicine, organised according to physiological and functional systems (e.g., Circulation and Breathing), rather than by academic disciplines (e.g., physiology, biochemistry and anatomy)
- understand the application of science to medicine and have the skills to appreciate methods of scientific research, thereby enabling you to appreciate and understand future advances in medicine
- gain a good foundation for the knowledge and skills required for the integrated BSc in Year 3
- develop the key skills required for data collection and analysis, information retrieval and use of electronic databases, problem solving, report writing and presentation of information and case reports
- have opportunities to appreciate the ethical, social and legal dimensions of medicine
- have an opportunity for early patient contact and start to develop the foundations of the professional skills required for good patient care
- start to develop an understanding of the value of health education, preventive medicine and the natural history of disease

This will be achieved in Year 1 through:

- an Introduction and Orientation Module to Year 1
- a Foundations of Health and Medical Practice Module, to provide essential core systems knowledge and an introduction to learning in medicine
- systems based learning in horizontal modules: Infection and Defence, Circulation and Breathing, and Fluids, Nutrition and Metabolism that occur in sequential blocks during the year
- CPP modules that are ongoing throughout the year and extend into the latter years of the programme
- three Consolidation, Integration and Feedback weeks
- formative assessments throughout the year, including an Objective Clinical and Practical Examination (OCaPE)
- maintenance of a portfolio and practical procedures checklist
- written and practical summative assessments towards the end of the year
- an Introduction and Orientation Module to Year 2 which will take place at the end of the first academic year and include opportunities for early clinical practice

The structure of the year

The year begins with an Introduction and Orientation Module in week 1. This will include a general introduction and orientation to the medical school and learning medicine and to Year 1, including information concerning the in-course and end of year assessments.

You will then complete the following horizontal modules over the course of the year:

- Foundations of Health and Medical Practice
- Infection and Defence
- Circulation and Breathing
- Fluids, Nutrition and Metabolism

Alongside these modules you also choose Student Selected Components (SSCs) from a range of SSC domains which ensure you develop the widest possible range of generic skills. The SSCs are divided into four broad domains:

- Clinical/vocational
- Underpinning science (clinical or basic sciences)
- Research oriented
- Arts/humanities/social sciences

You will also be introduced to the following CPP modules, which will be present throughout your MBBS programme from Year 1 to Year 6:

- *Integrated Clinical and Professional Practice*
 - Anatomy and Imaging
 - Clinical Skills and Practical Procedures
 - Pathological Sciences

- Use of Evidence
- Use of Medicines

- *Overarching Themes*
 - Clinical Communication
 - e-Health
 - Ethics and Law
 - Mental Health
 - Professionalism
 - Social Determinants of Health
- *Person-Centred Learning, Student-Centred Learning*
 - Patient Pathways
 - Portfolio

The introductory module for Year 2 will take place immediately after the Year 1 summative examinations in May/June 2018. Further information can be found in the Year 1 CPP Moodle site: <https://moodle.ucl.ac.uk/course/view.php?id=22557>

Consolidation, Integration and Feedback (CIF) weeks

The year will include three CIF weeks that will take place immediately after the Infection & Defence (CIF-A), the Circulation & Breathing (CIF-B) and the Fluids, Nutrition & Metabolism modules (CIF-C). Some of the material during these weeks will be based around case studies and lecture theatre sessions which may be interactive in nature.

The three CIF weeks have been designed to allow:

- revision and consolidation of key facts and concepts from the preceding module(s)
- integration of learning during the preceding module with other horizontal modules and/or related CPP modules
- formative assessment of learning in the preceding module(s)
- feedback relating to assessment and progress
- a scheduled meeting with your Personal Tutor to discuss your progress (during or after CIF-A and CIF-B)

Reading lists

Reading lists for Year 1 are available at: <http://readinglists.ucl.ac.uk/programmes/mbbs.html> - this site has a search facility: search using "MBBS". When the "MBBS" search is conducted, links are provided to core and specialty (module) reading lists; e.g., [MBBS11103: Infection and Defence \(I&D\)](#)

Alternatively, for Core Reading List Years 1 and 2, go to:

<http://readinglists.ucl.ac.uk/lists/C8877D7D-E760-2F79-5687-4462F74DAEE4.html>

Assessment and progression

Formative assessments

Formative assessment is any kind of assessment or feedback that is for your benefit, to enable you to see how well you are progressing. The main objective of formative assessment is to stimulate your efficient and effective learning.

Formative assessments will test the integration of learning from earlier modules and CPP modules, as well as your most recent studies. Formative assessments in February will cover material from all modules in the year to date and not only the module most recently completed. The mock Anatomy Practical Examination (APE) in April will cover material from Circulation and Breathing as well as Fluids, Nutrition and Metabolism.

Formative assessments are held at intervals throughout the academic year. They include examples of all the question formats used in the end-of-year summative assessments and so provide good practice for these examinations.

Year 1 Foundations of Health and Medical Practice: on-line SBA (Single Best Answer) quiz

Year 1 Infection and Defence: on-line SBA quiz

Year 1 Circulation and Breathing: on-line SBA quiz

Year 1 Fluids, Nutrition and Metabolism: on-line SBA: on-line SBA

In course assessment

Compulsory in-course formative assessments are held during CIF-A and CIF-B at the end of November and in February. The objectives of these assessments are to both stimulate efficient learning and to provide students with the opportunity to experience assessments under examination conditions.

In Year 1 the CIF-B assessments will include SBA and Data Interpretation papers (computer marked) and a Practical, OSCE/OSPE type examination (Objective Structured Clinical Examination/ Objective Structured Practical Examination).

Students are invited to discuss their performance in CIF-A and CIF-B assessments with their personal tutor and may request an appointment with Student Support if they wish.

Summative assessments

The end of year summative assessments determine progression to the next year of study.

Assessment in Year 1 is overseen by the Years 1 and 2 Sub Board of Examiners and the Years 1 and 2 Panel of Examiners. Standard Setting Groups are responsible for setting the pass marks using criterion referenced standard setting.

External examiners' reports and departmental responses are available to students and can be discussed at Staff Student Consultative Committees. The reports may be found on the Portico website.

All the summative assessments are designed to provide an integrated assessment of students' abilities across horizontal and CPP modules, and across all disciplines, and test intellectual and practical skills, and application of knowledge rather than simple recall of factual information. Integrated summative assessments are held towards the end of the academic year in May/June. The assessments comprise 2 x 2 hour SBA papers, a written Data Interpretation (DI) paper (computer marked) and an Anatomy Practical Examination (APE). Students who are unsuccessful at their first attempt are normally allowed to re-sit in August/September and must re-sit the full diet of examinations regardless of the number of individual examinations failed.

Year 1			
MBBS11008	SBA Paper 1 SBA Paper 2	100 questions in 2 hours 100 questions in 2 hours	Each paper contributes equal marks to the overall mark for the written component
MBBS11007	Data Interpretation paper	2 hours	75% of marks for the practical component
	Anatomy Practical Exam	50 questions in 45 minutes	25% of marks for the practical component

Satisfactory attendance, a satisfactory fitness to practise record and the satisfactory completion of the portfolio, practical procedures card and all required course work, including SSC work are also necessary for progression to Year 2.

A candidate, who is found, after examination entry has been confirmed, to have incomplete required course work will not be permitted to progress to the next year of the programme until all requirements are fulfilled.

SSCs must be completed to a satisfactory standard in order to progress to the next year of the course. You will receive a grade for your SSC, but the marks do not count towards the end of year examination marks.

Sample question styles

Samples of the different styles of questions and further details of the Year 1 marking scheme are available on the Medical School intranet site at:

<http://www.ucl.ac.uk/medical-school/staff-students/assessments/>

Feedback

Feedback is an important part of your development as a medical student and you will receive feedback on your performance and developing skills and understanding from your teachers and peers throughout the year. This is mostly informal feedback in small group learning activities but also includes more formal on-line feedback following each formative assessment and during CIF week activities.

In course assessment: detailed online feedback and access to notes on 'common misconceptions', based on the performance of the whole year group, is provided following the compulsory CIF-A and CIF-B assessments and marks and decile rankings are provided as an indication of your performance compared to your cohort.

Summative assessments: overall marks and decile rankings are issued to students for the summative assessments and copied to Personal Tutors. Decile rankings are indicative only and do not contribute to the final ranking for Foundation School applications.

Students who fail the summative assessments in May/June must attend a group debriefing session shortly after the publication of results. Students may also receive an appointment with Student Support within two weeks of the notification of results, which they are expected to attend. Students are also encouraged to discuss their plans with their personal tutor. Students who fail at the second attempt are required to attend a compulsory appointment with the Divisional Tutor or Student Support and are not normally eligible to continue on the programme

Required course work

Before entry to the examinations for Year 1, a candidate must have completed the full prescribed course of study to the satisfaction of the Divisional Tutor and submitted a portfolio containing all required course work including a completed practical procedures card and satisfactory progress in student selected components. All course-work submitted must carry a cover sheet declaring that it is your own work. Work handed in without a plagiarism declaration, Turnitin® report will not be recorded as received.

Required course work in Year 1 includes:

- completed course work set in the student selected components (SSCs)
- a completed portfolio
- a completed practical procedures form

Extenuating circumstances, re-sit examinations and MBBS Year 1 exam regulations

Information regarding extenuating circumstances, re-sit examinations and MBBS examination regulations can also be on the assessment web pages: <http://www.ucl.ac.uk/medical-school/staff-students/assessments>

Plagiarism

Plagiarism is defined as the presentation of another person's thoughts, words, artefacts or software as though they are your own. UCL and the medical school take plagiarism very seriously and the penalties for serious offences of plagiarism are severe. In some instances, marks are subtracted; sometimes a mark of zero may be given; sometimes you will receive a formal reprimand or Fitness to Practise hearing, which will remain on your file. All cases of suspected plagiarism will be reported to the Divisional Tutor for disciplinary action to be taken as appropriate.

Failure to observe any of the provisions of the College policy on plagiarism or of approved Medical School guidelines constitutes an examination offence under the regulations for

proceedings in respect of examination irregularities. Under these regulations students found to have committed an offence may be excluded from all further examinations of the University of London or of University College London, or of both.

All coursework must be submitted through Turnitin® software before handing it in. Turnitin® gives access to billions of sources worldwide, including websites and journals, as well as work previously submitted to the Medical School, UCL and other universities.

Professionalism

An assessment of professionalism and fitness to practise underlies all parts of the MBBS course and assessments. Mark schemes and progression criteria include provision for teachers and examiners to submit reports of Concerns over Professional Behaviour(s) (CoPB) if any aspect of a candidate's performance during the course or assessments gives cause for concern about engagement, attendance, behaviour, attitude or fitness to practise. CoPBs are reviewed at pre-examination boards before presentation at examination boards and can lead to a student failing to progress and to awards of merit and distinction being rescinded. Further information about CoPB's can be found at: <http://www.ucl.ac.uk/medical-school/staff-students/general-information/a-z/#copb>

Attendance and Engagement

UCL MBBS regulations require students to attend for not less than 56 months of full-time study (excluding the iBSc) with 104 weeks in clinical placements. EU requirements are that all undergraduate medicine courses are for a minimum of 5,500 hours of theoretical and practical studies.

To achieve this level of attendance MBBS students are expected to attend between 9.00am – 5.00pm on Mondays, Tuesdays, Thursdays and Fridays, between 9.00am and 12.55 on Wednesdays and to attend occasional teaching events starting at 8.00am or finishing at 6.00pm. Students are also expected to spend a minimum of ten hours per week in additional study outside the prescribed course.

Learning activities at UCL Medical School are organised to ensure that you have access to lots of different opportunities and we expect students to fully engage with all learning opportunities whether they be formal teaching activities or work-based learning opportunities. You are expected to attend every weekday in term time in line with the Medical School attendance policy:

<http://www.ucl.ac.uk/medical-school/staff-students/general-information/a-z/#attendance> and any out of hours sessions organised within the modules.

We expect students to take a professional approach to attendance and engagement. Ensuring adequate attendance is the responsibility of the student and we reserve the right to ask students to provide evidence of compliance with the above. Under UCL regulations, students whose attendance is persistently poor or who do not engage in the course may be barred from examinations, suspended or have their studies terminated for academic insufficiency (See <https://www.ucl.ac.uk/srs/academic-manual/c1/agreements/barring>)

Whilst the Medical School acknowledges there will be times when absence is unavoidable, such as illness or emergencies, we expect absences to be kept to a minimum. Details of absence reporting can be found here: <http://www.ucl.ac.uk/medical-school/staff-students/general-information/a-z/#absence>

Please ensure you use the online reporting mechanism for all absence reporting or authorised absence requests:

<https://www.cognitofrms.com/UCLMedicalSchool1/AbsenceReportAndLeaveRequestForm>

Attendance at 80% of the course is the minimum for completion of each module in Year 1&2. If attendance is falling below 80% during a module, then this may trigger concerns over attendance and engagement proceedings which will entail referral to the Divisional Tutor and the possibility of being placed on close supervision.

Section 2: Year 1 modules

Details of all the modules including timetables, more information, reading lists and resources is found at the Year 1 Moodle site or on the medical school web pages <http://www.ucl.ac.uk/medical-school/staff-students/course-information/year-1>

Introduction and Orientation Module to Year 1

This introductory week will provide:

- an overview of the MBBS programme
- an opportunity to meet your fellow students and the staff and faculty of the medical school
- the distribution of a small amount of relevant course materials and key information

Module 1: Foundations of Health and Medical Practice

This module is the first step in your medical training and, as such, it is highly relevant to your future in medical practice. The overall aim of this module is to provide you with a firm foundation of the knowledge and skills you will need in order to appreciate and understand the later systems-based and clinical modules. In medical practice, you will be expected to care for as well as treat patients and therefore this module will introduce you to palliative, mental health and social care aspects of medical practice.

Aims of the module

The module aims to provide:

- an understanding of the structure and function of the body: cells, tissues, organs and the integrated whole as a foundation to the systems-based modules in Years 1 and 2
- the development of critical and analytical thinking, through the use of self-paced learning activities and small group sessions
- the application and integration of scientific knowledge to the diagnosis, management and care of individuals and populations
- the development of critical scientific, analytical and clinical thinking including the ability to assess, understand and synthesise evidence through appreciation of (and explanations for) the variation in clinical measurements through statistical evaluation
- an introduction to the relationship between health, illness, people and society by introducing epidemiology, sociology, psychology and palliative care, emphasising the relevance of knowledge to clinical practice and professionalism (CPP modules)
- clinical exposure to create a foundation of experience, through early patient contact
- an appreciation of what medicine will look like in the 2020's

Module 2: Infection and Defence

This module introduces you to the world of infectious agents, the mechanisms by which they cause disease, the ways in which the body defends itself against them, their epidemiological characteristics, the social and psychological consequences to the patient of various infections and the ways in which appropriate drugs work against them.

Aims of the module

The module aims to provide:

- an introduction to the wide spectrum of infectious microorganisms, the mechanisms by which they cause disease, and their treatment
- an understanding of the different components of the immune system and how they protect the body against infectious microorganisms

Module 3: Circulation and Breathing

This module introduces you to the functions of the cardiovascular and respiratory systems. It essentially considers how we breathe and how oxygen and nutrients are delivered to the tissues, and the waste products of tissue metabolism are carried away. Because of their functional association, if lung function is impaired it will often lead to cardiovascular complication and equally cardiovascular dysfunction is often associated with respiratory complications.

You will consider the role of the cardiovascular and respiratory systems in depth and the medicine used to treat disorders of these systems.

Aims of the module

The module aims to provide:

- knowledge and understanding of the structures and functions of the respiratory and cardiovascular systems and how they respond to changing metabolic needs of the body, organs and tissues, revealing the relevance of such knowledge to clinical practice
- knowledge and understanding of the origin and associated risk factors of common diseases of the cardiovascular and respiratory systems
- practice in the basic skills used in testing the function of these systems in clinical settings
- an introduction to how drugs can be used to treat cardiovascular and respiratory diseases

Module 4: Fluids, Nutrition and Metabolism

This module integrates the basic science underlying common clinical problems relating to the kidney and gastrointestinal tract, metabolic imbalance and problems of fluid and electrolyte balance. It covers the anatomy, histology, development and function of the gut and abdominal organs. Diet and health are also covered, in particular why diet is important in health promotion and the prevention of disease.

Aims of the module

The module aims to provide:

- basic knowledge in nutrition, metabolism and fluid balance, including the relevant anatomy, biochemistry and physiology of the abdomen, gastrointestinal and urinary systems
- application of this knowledge to common clinical problems of nutrition, metabolism and fluid balance

- development of basic skills of interpretation, particularly in relation to images of internal organs
- the ability to make calculations that allow conclusions to be made regarding a patient's nutritional status, common disorders of renal function and acid-base imbalance

Student Selected Components (SSCs)

- SSCs run over a series of half days and are offered in either two single blocks of 8 weeks within term 1 and/or term 2, or one 16 week block that span both terms. Students choose from up to 30 different SSCs including taught medical, humanities and science modules, language courses, and self-organised projects including volunteering activities. Teaching and assessment varies between each SSC but generally each SSC involves considerable interaction, creative thinking, group working and writing and presentation skills.
- Further information about SSCs and selection of projects will become available and students should check <http://www.ucl.ac.uk/medical-school/staff-students/course-information/ssc> for further, up-to-date information.

Introduction and Orientation Module to Year 2

During this week, after you have completed your Year 1 summative assessments, you will be involved in a number of activities that are key to your development as a doctor. This includes a First Response course and your first 'shadowing' activity. Shadowing – spending time with a junior doctor – is an important aspect of the MBBS course at UCL. You will do this for an increasing amount of time, with each successive year of the programme.

Section 3: Clinical and Professional Practice (CPP) in Year 1

There are many CPP modules in the MBBS curriculum, organised into three groupings. These groupings are:

- Integrated Clinical and Professional Practice
- Overarching Themes
- Person-Centred Learning, Student-Centred Learning

The CPP modules are key to understanding medicine as an integrated whole. Although linked where possible to the system based module in which the teaching takes place, they have their own internal coherence over the six years of the course.

Addressing CPP learning: *everybody's business*

Teaching that is orientated to the themes of CPP will take place in all modules. These themes, such as use of medicines, use of evidence, the social determinants of health, clinical communication, and professionalism are central to the practice of medicine and good patient care. In Year 1 CPP learning is delivered through a range of activities including: additional CPP module activities (lectures, small group work, tutorials, self-directed learning, patient-centred activities) mostly organised on Thursday mornings; through the virtual learning environment (Moodle); through completion of the portfolio and within teaching sessions embedded in the system-based modules. These are all important parts of the delivery of learning in the CPP modules but they are not the whole picture: addressing learning in the CPP modules is *everybody's business* and the themes and understandings developed in dedicated CPP activities are taken up and augmented in many other teaching and learning activities.

CPP sessions

In Year 1, these sessions are mostly, but not exclusively, on Thursday mornings. They are generally delivered in small group sessions but also include some lectures, seminars and patient based activities. For some sessions you will stay on the central campus. For others you may have to travel to a different campus or a community venue. It is important therefore to look at your timetable carefully and ensure you attend in the right place and the right time. Full details of all CPP teaching can be found by visiting the Year 1 Moodle site, the Year 1 web pages or the CPP modules' Moodle site.

In Year 1 the following CPP domains will be addressed:

Integrated CPP:

Anatomy and Imaging

- anatomical language and the grand plan of the major systems. The anatomy of the thorax, abdomen and pelvis, including the principles of routine medical imaging techniques.

Clinical Skills and Practical Procedures

- infection control measures including: hand washing using the seven stage technique; pulse, BP and temperature measurement; basic cardiovascular, respiratory and abdominal examination; PEFr recording, urinalysis; and first aid, including CPR.

Pathological Sciences

- an introduction to pathological sciences as a whole; principles of haematology, microbiology and immunology.

Use of Evidence

- *Medical Information Skills*: range of resources and sources, utilising databases, introducing NICE Evidence, referencing and avoiding plagiarism, how to use an article about a diagnostic test, finding and appraising reports of randomised controlled trials.
- *RCTs and Clinical Studies*: basic statistical concepts relevant to medicine, evaluation of the accuracy of diagnostic tests, randomised controlled trials, their methodology and the interpretation of their results, basic statistical techniques used in the analysis of randomised controlled trials.
- *Epidemiology* epidemiological measures of disease morbidity and mortality, types of epidemiological study design methodology and interpretation of cross-sectional studies, cohort studies and case-control studies.

Use of Medicines

- begin to acquire the knowledge and understanding of the basic principles and language of drug action.
- basic pharmacology linked to the conditions and presentations addressed in the horizontal modules.

Overarching Themes:

Clinical Communication

- the patient-centred consultation, conducting a consultation as a medical student, gathering information in hospital and community-based settings, discussing difficult topics.

e-Health

- an introduction to e-Health.

Ethics and Law

- personal and professional values; confidentiality; duty of care; consent.

Professionalism

- what professionalism is; learning and working in groups; being a medical student; making sense of learning in year 1; digital professionalism; speaking up; probity, and foundation doctor shadowing.

Mental Health

- an overview lecture: *It's all in the mind*, a number of psychology lectures, and tutorials on social and cultural factors and their impact on mental health.

Social Determinants of Health

- key concepts in SDoH; global health, sociology, social epidemiology and health equity.

Patient pathways

The *Patient Pathway in Integrated and Community Care* (across Years 1 and 2) will enable you to:

- gain exposure to patients, carers, health and social care professionals from all walks of life and to a range of health and social care services in the community; they meet patients/clients, professionals and community volunteers in small group work and community visits to discuss their experiences of health/illness and/or of delivering support
- learn to explore people's personal histories and take account of their social context when considering health and social support needs
- learn to reflect on interactions with others
- learn to consider how their own attitudes, values, beliefs, perceptions and personal biases may affect their interactions with others
- consider how diversity, vulnerability, stigma, inequalities and discrimination affect people's lives and their access to services

Portfolio

- maintaining a portfolio is an important part of professional life. The MBBS portfolio includes evidence of achievements together with evidence of reflection, and personal and professional growth. You will be keeping a portfolio throughout your undergraduate years and professional life. The contents of the portfolios may serve as a basis for discussions with your personal tutors and some items will be brought forward, to be loaded into the electronic portfolio which is used from Year 4.
- portfolio items are designed to help you to begin to prepare for practice, to make the most of your CPP experiences, to improve your reflective thinking, and to help you to record the development of your generic skills which is a key part of your development as an undergraduate. In the later years of the course, it will be based on a wider range of learning experiences that help you prepare for practice.

For a more detailed description of each domain please refer to the MBBS Clinical and Professional Practice Study Guide

Section 4: Medical Student Code of Conduct 2018

UCLMS enjoys a reputation as a world class medical school and prides itself on creating Tomorrow's UCL Doctors - highly competent and scientifically literate clinicians, equipped to practise person-centred medicine in a constantly changing modern world, with a strong foundation in the basic medical and social sciences.

As a medical student you will study for a degree which, in conjunction with the General Medical Council's Medical Licensing Assessment, allows you to work as a Foundation doctor. UCLMS has a duty to ensure that its students can fulfil the requirements of the General Medical Council, both for studying medicine and for working as a doctor, and it fulfils this duty by enabling students to acquire the knowledge and to develop the skills and attitudes appropriate to their future role. These include professional behaviour and fitness to practise right from the start of the programme.

UCL medical students are therefore required to abide by this medical student code of conduct and MBBS policies set out at: www.ucl.ac.uk/medicalschoo/staff-students/general-information/a-z. With relation to fitness to practise, you are specifically required to declare any issues which might affect your fitness to practise and to carry a student support card outlining any restrictions to your practice or special requirements and to present the card to each educational supervisor to whom you are attached so that they are aware of your circumstances.

This code of conduct sets out the School's expectations of you as a UCL medical student and must be read in conjunction with:

- Medical School policies set out at: <http://www.ucl.ac.uk/medical-school/staff-students/general-information/a-z>

Policies specific to conduct include:

- Absence reporting
 - Additional placement-related experience
 - Attendance and engagement
 - Communications
 - Concerns over Professional Behaviour(s)
 - Dress and Behaviour
 - Disclosure and Barring Service checks
 - Duties of a doctor and student ethics
 - Exceptional Leave
 - Fitness to Practise proceedings
 - Freedom of information
 - Harassment and bullying
 - Health clearance /Immunisations and BBV
 - Honesty and probity
 - Patient confidentiality
 - Patients in medical education
 - Personal beliefs
 - Use of social media
 - Student Support Card
 - Substance use and misuse
- GMC policies set out at:
 - http://www.gmc-uk.org/guidance/good_medical_practice.asp
 - http://www.gmc-uk.org/guidance/good_medical_practice/duties_of_a_doctor.asp
 - http://www.gmc-uk.org/education/undergraduate/professional_behaviour.asp

If you anticipate any difficulty adhering to any element, please make an appointment with a Student Support Tutor who will discuss with you how best to reconcile it.

In the interests of public safety, in accordance with GMC and NHS requirements, and in your own best interests, information pertinent to your educational achievements and to your fitness to practise may be shared by UCLMS with training providers, employers, regulatory organisations as set out in the School's privacy notice. Additionally, details of students who are excluded from UCLMS on fitness to practise grounds will be shared with the Medical Schools Council (MSC) for inclusion in their database of excluded students, which is accessible only to other schools with courses leading to entry to a registered profession in the UK.

1. Attendance through the programme must fulfil the number of theoretical and practical hours required for undergraduate medical training. To achieve this level, you are expected to attend between 9am – 5pm on Monday, Tuesday, Thursday and Friday and 9am – 12.55pm on Wednesday and to attend some teaching events starting at 8.00am or finishing at 6.00pm. During Years 4-6 there may be occasions when you are also expected to attend in the evening, early morning and at weekends. You are also expected to spend a minimum of 10 hours per week in personal study outside the programme.
2. You are required to inform us of any absence from teaching following the process set out in the School's attendance and engagement policy. Exceptional leave may only be taken with prior permission after completing the process set out in the School's authorised leave policy.
3. You must listen to patients and respect their views, treat them politely and considerately, respect patients' privacy and dignity and respect their right to refuse to take part in teaching.
4. You must not allow personal views about a person's age, disability, lifestyle, culture, beliefs, ethnic or national origin, race, colour, gender, sexual orientation, marital or parental status, social or perceived economic status to prejudice your interaction with patients, teachers, professional services staff or colleagues.
5. You must be honest. You must not abuse the trust of a patient or other vulnerable person. You must not plagiarise material from other sources and submit it as your own work. You must not present false information or omit important information in your dealings with the Medical School or in any application related to your studies, including UCAS form and Foundation School application. Dishonesty is a fitness to practise issue.
6. You must not enter into an improper personal relationship with another person, for example, with a school pupil whom you are mentoring or a member of staff who is teaching you.
7. You must always make clear to patients that you are a student and not a qualified doctor. Introducing yourself as a "medical student" or "training to be a doctor" is preferable to describing yourself as a "student doctor". You must always act within the direction of your educational supervisor(s) and within the remit and competencies of a medical student.
8. You are bound by the principle of confidentiality of patient records and patient data. You must therefore take all reasonable precautions to ensure that any personal data relating to patients that you have learned by virtue of your position as a medical student will be kept confidential. You must not discuss patients with other students or professionals outside the clinical setting, except anonymously. When recording data or discussing cases outside the clinical setting you must endeavour to ensure that patients cannot be identified by others. You must respect all hospital and practice patient records.

9. You must maintain appropriate standards of dress, appearance, and personal hygiene so as not to cause offence to patients, teachers, or colleagues. The appearance of a student must not be such as to potentially affect a patient's confidence in their professional standing.
10. You must be aware of safe drinking guidelines for alcohol and to adhere to these guidelines. Misuse of alcohol and any use of an illegal drug is a fitness to practise issue.
11. To ensure appropriate communication, students are required not to cover their faces in any part of the programme, including assessments/examinations, except where clinically indicated.
12. You are required physically to examine patients of both sexes (which includes touching and intimate examinations) in order to establish a clinical diagnosis, irrespective of the gender, culture, beliefs, disability, or disease of the patient. In order to qualify as a doctor in the UK, it is required that the practitioner is willing to examine any patient as fully and as intimately as is clinically necessary.
13. You must attend Trust inductions before taking up placements and adhere to local Trust policies and procedures.
14. You must keep your health clearance and immunisations up-to-date and inform the Divisional Tutor of any changes which might affect your ability to undertake Exposure Prone Procedures, e.g. exposure to, or infection with, blood-borne viruses. Exposure Prone Procedures (EPPs) are practical procedures which carry a risk of transmission of blood-borne viruses. If you have not had HIV and Hepatitis C testing prior to entry to UCLMS, then you will be required to undergo testing as part of your OH clearance or you will not be able to do EPPs. If you opt not to undergo testing and hence are not cleared for EPPs, you must carry a student support card to present to your clinical placement supervisor explaining that you are not cleared for these procedures and you must not perform or assist in surgical procedures such as episiotomy in Obstetrics, and much of Orthopaedic surgery. This will not stop you qualifying but may have a bearing on your future career.
15. You must adhere to the local NHS Trust policy on infection control during your clinical placements which includes bare arms below the elbow.
16. You must inform us if you are investigated, charged with, or convicted of a criminal offence during your time as a medical student at UCLMS. Although you are required to have a Disclosure and Barring Service check upon entering the School, you must also inform us if you receive a subsequent warning, reprimand, caution or conviction.
17. You must inform us if there is any significant change to your health that might affect your fitness to study medicine or to practise as a doctor. It is a student's responsibility to recognise when they are ill, to seek medical advice, to accept appropriate treatment, and to recognise when their fitness for clinical work is or could be impaired.
18. You must maintain a portfolio as set out on year Moodle sites and present it as requested.

Professor Deborah Gill (Director of UCL Medical School)

Dr William Coppola (Divisional Tutor)

Section 5: Further information and contacts

Further Information

Study Skills

At Medical School you are expected to learn independently; this means taking responsibility for your own study. Many of the academic skills you are expected to use whilst at university will be new to you. Some of the skills you will need to develop are: Reading and Note-making; Research & Evaluation; Critical Thinking Skills; Writing Skills; Referencing; Group work & Presentations; Examination Skills. Some useful resources to help you master these academic skills can be found at: <https://www.ucl.ac.uk/students/skills>

Virtual Learning Environment: Moodle: <https://moodle.ucl.ac.uk/>

Moodle is a virtual learning environment. To access Moodle, go to <https://moodle.ucl.ac.uk>, and log in using your IS username and password. The list of Moodle courses for which you are enrolled is then shown. You should be enrolled for all the relevant Moodle courses automatically. Moodle should be your first port of call for information about the course.

Among other things it contains:

- Information from course tutors about the organisation of the course
- PowerPoint presentations, and in many cases Lecturecasts, to accompany many lectures
- Quizzes and interactive on-line tutorials to accompany many lectures
- Further material to follow up after practical and problem-solving classes
- Feedback on assessments
- Links to sample past assessment and exam papers, teaching material on other web-sites, etc.

Revision tool: Moodle Snapshot (Archive)

The Snapshot (archive) is a copy of all UCL Moodle courses taken in mid-June each year and is made available for reference (it's read only). The purpose is to retain an accessible digital record of each course for students and staff. Courses will be kept in the archive for up to seven years. Students can therefore use the Moodle Snapshot as a revision resource and access all their Moodle courses from previous years.

The archive is available for all members of the UCL community who have a valid UCL username and password, but only those enrolled on courses this year will be able to access them in the archive next year. It is highly recommended therefore that students do not manually un-enrol themselves from courses as otherwise they will be unable to access these in the archive in future years.

The Moodle archive can be accessed at <https://moodle-snapshot.ucl.ac.uk/> or within Moodle itself by clicking the top Services menu and then selecting Moodle Snapshot from the drop down list.

Important contacts

The Medical School Offices

The Medical School Offices are situated in the Medical School Building (Rockefeller Building), 74 Huntley St entrance. This is where you should come for most enquiries. If you change your address, you must inform the Office as well as the Registry. You will be able to change your contact details held by UCL Registry via the Portico system.

Year 1 enquiries

All enquiries regarding the Year 1 course should be directed to the MBBS Year 1-3 Team. You can visit the team in person or e-mail mbbsy1@ucl.ac.uk

If your concern is more specific, you can find contact details, including telephone numbers, for all members of UCL staff using the electronic directory at: <http://www.ucl.ac.uk/directory>

Student Support

Student Support Clinics are provided to ensure medical student have good access to the support they need to thrive at UCLMS. Tutors can help with personal, academic, financial and career related issues. Clinics are held throughout the week during term time and can also be accessed during the holiday periods. The majority of appointment times are pre-booked but drop in session are often possible. Bookings for Student Support Appointments should be made via Medical Student Administration either in person in the Student Support office or by email to medsch.student-support@ucl.ac.uk or by telephoning 0207 679 0842.

Please see <http://www.ucl.ac.uk/medical-school/staff-students/student-support> for further details about Medical School student support provision. For more information on support and welfare services available to you from UCL see: <http://www.ucl.ac.uk/srs/our-services/student-support-and-wellbeing>

E-mail

We will only use your UCL email address to communicate with you. Therefore, you should make sure that you can check your UCL email from home or hall, as well as on campus. Notes on checking UCL email from outside UCL can be found at: <http://www.ucl.ac.uk/isd/services/email-calendar>

Please make sure that when you email any member of staff you use your UCL email address only and include your full name and year of study, as well as your student number (which is on your ID card).

Please remember that all email sent to us is kept on file and it is important students refrain from using overly abbreviated language or an unprofessional tone. Please think of all correspondence as a letter rather than a text.

The team often communicates to the whole year and on occasion to both years 1 and 2. It is important that you read email sent to you by the medical school and act on any instructions accordingly. Please check your 'clutter' folder regularly to make sure you do not miss any important information sent from the Medical School.

Staff contact details

MBBS Management Contacts		
Head of MBBS Management Years 1-3	Carol Farguson	020 7679 0844
Y1 and Y2 Assessment Manager	Fahmina Begum	020 7679 0861 mbsy1@ucl.ac.uk
Y1 and SSC Administrator	Andy Houghton	020 7679 0863 mbsy1@ucl.ac.uk
Academic Leads		
Academic Lead for Year 1	Dr Paul Dilworth	Contact via
Deputy Academic lead for Year 1	Dr Pam Houston	Fahmina Begum
Student Selected Components		
Academic Lead	Dr Wendy Birch	TBA
Administrative Lead	Carol Farguson	020 7679 0844 mbsy1@ucl.ac.uk
Clinical and Professional Practice teaching		
CPP Academic Lead	Dr Faye Gishen	All via medsch.cpp@ucl.ac.uk
Head of MBBS Management CPP	Izzie Jay	
CPP Teaching Co-Ordinator	Tor Wright	
CPP Administrator	Ayana Sakey	
Student Support		
Divisional Tutor	Dr Will Coppola	medsch.student-support@ucl.ac.uk 020 7679 0859 medsch.student-support@ucl.ac.uk
Student Support Administrator	Jayshree Naik	
Personal Tutors	Student support	mbs.ptutors1-6@ucl.ac.uk
Module Leads		
Foundations of Health & Medical Practice	Dr Pamela Houston	p.houston@ucl.ac.uk
Infection and Defence	Dr Kate Ward	k.n.ward@ucl.ac.uk
Circulation and Breathing	Dr Jonathan Fry	j.fry@ucl.ac.uk
Fluids Nutrition & Metabolism	Dr Anselm Zdebik	a.zdebik@ucl.ac.uk
Module coordinators		
Foundations of Health & Medical Practice	Christine Williams	c.williams@ucl.ac.uk
Infection and Defence	Biljana Nikolic	b.nikolic@ucl.ac.uk
Circulation and Breathing	Christine Williams	c.williams@ucl.ac.uk
Fluids Nutrition & Metabolism	Christine Williams	c.williams@ucl.ac.uk



Andy Houghton



Dr Pam Houston



Jayshree Naik



Dr Will Coppola

