

MBBS Year 2: 2024/25

PROGRAMME HANDBOOK

This handbook is for all Year 2 undergraduate students on the
MBBS Programme

Institute of Health Sciences



This handbook should be used together with the Academic Regulations and <http://arcs.qmul.ac.uk/students/>.

This handbook provides information specific to the Faculty of Medicine & Dentistry, Institute of Health Sciences, while <https://www.qmul.ac.uk/student-handbook/> gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

The Academic Regulations are available online at:
[Academic-Regulations-2024-25.pdf \(qmul.ac.uk\)](#)

The information in this handbook is correct as of June 2024. In the unlikely event of substantial amendments to the material, the Faculty of Medicine & Dentistry, Institute of Health Sciences will inform you of the changes via email.

Queen Mary cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

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WELCOME MESSAGE FROM HEAD OF MBBS Y2

Welcome back to the MBBS Programme and thank you for continuing your journey with us at Queen Mary University/Barts and the London Faculty of Medicine and Dentistry.

As you know, you are about to continue on your journey to becoming a doctor at the oldest purpose-built medical school in England (The Royal London, opening 1785) and at the oldest hospital (St Bartholomew's founded 1123). We have a long and rich history of teaching and of being a place of medical innovators and doctors who have shaped the profession, but our passion is the future. While the past is important as it informs us as where we have come from, medicine evolves, and we need to embrace the future. You are that future. While it may seem that, the day you graduate with your MBBS and become a doctor is still a long way off, the time will pass quickly, and you will graduate in what seems like an impossible short time.

You will continue to acquire the knowledge and skills to be a safe and effective medical practitioner. You will have the opportunity to meet and be taught by some of the most enthusiastic and dedicated medical scientists, educators and clinicians in the world. We will help you develop your clinical and communication skills as well as to understand the responsibilities of being a doctor. We will show you that medicine is not just about the local population but is also about national and global issues that affect everyone from global warming to the emergence of new diseases, so that when you graduate, you have the skills to become the next generation of medical leaders, innovators, researchers and teachers. All of this is supported by the dedicated and approachable administrative team who will guide you through the day-to-day practicalities of what is a highly enjoyable yet intense and demanding programme of study.

The MBBS programme is also part of a strong community of undergraduate and postgraduate studies, making Barts and The London a friendly, informal and supportive place to learn and grow on your path to qualifying as a doctor who is committed to high-quality patient care and ongoing professional development. We hope that your experience with us will be a positive one where you will encounter staff who encourage you to be the best you can be whilst helping you develop the necessary skills and attributes for your professional life.

You will continue to be educated and trained over three campuses: Whitechapel, the Mile End Campus and the Robin Brook Centre at the West Smithfield campus (St. Bart's). All

three campuses are part of a vibrant and inclusive academic community, which welcomes, respects and nurtures your potential whatever your background, race, gender or sexual orientation. Our diversity is our strength, and our shared values of kindness, decency, perseverance and integrity fosters the growth of doctors who are thoughtful, effective and compassionate in clinical practice. We look forward to meeting you and hearing about what motivates and inspires you and what you hope to achieve over the next years.

Yvonne Mbaki, BSc, MSc, PhD



INTRODUCTION

This programme handbook is designed for undergraduate students enrolled on the five-year Medicine degree course. It provides an overview of the course including departmental information, course timetable, module structure, teaching methods and practices, assessment methods and schedule as well as essential information about the Medical School, Queen Mary (QM) university policies and regulations, support services available to students and advice on how to make the most of your time on the course.

This handbook should be used together with the Academic Regulations and <http://www.arcs.qmul.ac.uk/students>.

This handbook provides information specific to the **Institute for Health Sciences Education**, while <https://arcs.qmul.ac.uk/students/> gives information common to all students at Queen Mary. The *Academic Regulations* provide detailed information on progression, awards and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence. The Academic Regulations are available online at: [Academic-Regulations-2024-25.pdf \(qmul.ac.uk\)](https://www.qmul.ac.uk/academic-regulations-2024-25.pdf)

Please also visit the following websites for more information on being a student at QMUL. <https://www.qmul.ac.uk/study/student-life/>

Or view the online student handbook which is designed to help you easily find information on the University facilities, services, policies and more! From information on student services (including the Advice and Counselling Service and Library) to details on the Regulations and relevant policies.

[Student Handbook - Student Handbook \(qmul.ac.uk\)](https://www.qmul.ac.uk/student-handbook/)

GETTING STARTED

We've summarised below what you need to do once you arrive at QMUL.

ID Card

To access the campus facilities such as teaching rooms, printers and photocopiers as well as for using library resources you will require your photo ID card, therefore please carry it with you at all times.

In addition, your attendance at teaching sessions and practicals is recorded by you 'touching in' with a card reader, found in teaching rooms. The card contains your student number, which is an identifier in all exams and coursework submissions.

If you lose your card or if your card is stolen, please contact the Student Enquiry Centre at Mile End Campus, Ground Floor of iQ East Court (building 64 on the map) [Mile End Campus Map \[PDF 954KB\]](#)

Opening hours:

In person: Monday - Friday: 10:00 - 16:00 / Saturday - Sunday: Closed

Telephone: 0207 882 5005 / +44 20 7882 5005

Phone lines are open Monday to Friday between 10:00-12:00 and 14:00-16:00.

Your IT Account

You will continue to use the log-in details to your QMUL account provided at enrolment in Year 1. Once you're connected, you can log on to campus computers, connect to campus wi-fi and access your university email.

Please use the following link for the online E-learning tour;

<https://echo360.org.uk/media/97b3c762-095e-414f-8d84-8973df7c9478/public>

You can find more information here:

Email: https://www.qmul.ac.uk/its/support/self-help/email_setup/settingupemail/

Multi-Factor Authentication (MFA): <https://www.qmul.ac.uk/its/support/self-help/multi-factor-authentication/>

If you forget your password or passphrase, you can Live Chat with the Service Desk 24/7.

<http://www.its.qmul.ac.uk/contact/> or call on **020 7882 8888** or raise a ticket via the Self-Service portal <https://servicedesk.qmul.ac.uk/>

Visit IT Services at the Queens' Building on the Mile End Campus. Their opening hours are Monday to Friday, 8am - 6pm.

Campus Wi-fi

You have access to wi-fi across all campuses through the 'eduroam' network on your device. Use the same log in details as your IT account to connect. For instructions, please see this link:

<http://www.its.qmul.ac.uk/services/students/wifi/>

Queen Mary App

The University has a mobile app that provides you with easy access to information such as library services, PC availability plus useful reference material about QM services. The app can be downloaded from the app store on your device. For further information, please see the below link:

<https://www.qmul.ac.uk/its/our-services/services-for-students/mobile-app/>

Print, copy, scan

There are printers in the computer rooms and in the libraries. The larger devices in the library also offer copying and scanning facilities alongside printing. We also offer a wireless printing service.

You are charged for printing and copying by clicks (one click = one side of paper). The cost of a single side is 4p but drops to 3.5p when you print double-sided. All students get £10 each year through their iPay account for printing and copying.

Finding your way to the teaching rooms

Your lectures will primarily be in the Perrin Lecture theatre (Blizard building, Whitechapel). Teaching will take place across the following campuses.

- Whitechapel (Physiology practical's will be based in the Garrod building or Turnbull Centre. Students should check their timetable for the venue)

- <https://www.qmul.ac.uk/media/qmul/docs/about/Whitechapel-map-March-2024.pdf>
- Charter House Square
<https://www.qmul.ac.uk/media/qmul/docs/about/Charterhouse-map-March-2024.pdf>
- West Smithfield (Clinical Skills are based at the Robin Brook Centre)
https://www.qmul.ac.uk/media/qmul/docs/about/West-Smithfield_map-Feb-2016.pdf
- Mile End (Anatomy practical's will be based in the Turnbull Centre)
<https://www.qmul.ac.uk/media/qmul/docs/about/Mile-End-campus-map-March-2024.pdf>

Your personal belongings

The University does not cover the costs of personal belongings being lost, damaged or stolen from campus. Therefore, you are strongly advised to take out personal insurance cover for your possessions. Please see the below link for further information.

<http://my.qmul.ac.uk/news-and-events/news/items/keep-yourself-and-your-belongings-safe.html>

EQUALITY, INCLUSION AND DIVERSITY

The Faculty of Medicine and Dentistry and across the University, are committed to equality of opportunity for all our students, irrespective of your gender, ethnicity, sexual orientation, religious and political beliefs or socio-economic background. Our culture of education and practice recognizes merit and potential and finds ways to nurture and support these amongst our students.

The Faculty of Medicine and Dentistry have created a teaching and learning environment that encourages both students and staff to work with each other in a manner that is cooperative, respectful and supportive.

We value the individual contributions you bring to this programme and are open to your opinions and ideas.

There is a clear policy on all aspects of diversity at this University, which can be accessed through this link:

<http://hr.qmul.ac.uk/equality/>

BEING A STUDENT AT THE INSTITUTE FOR HEALTH SCIENCES EDUCATION (IHSE)

Institute/Centre Information

MBBS Professional Support staff are based in the Garrod building, located on Turner Street, Whitechapel, E1 2AD
(<https://www.qmul.ac.uk/media/qmul/docs/about/Whitechapel-map-March-2024.pdf>)

For MBBS Year 2 students, Nadia Sookhroo (n.sookhroo@qmul.ac.uk) is the Programme Administrator and Rachel Nakalembe (r.nakalembe@qmul.ac.uk) is the MBBS Manager for Years 1, 2 and the Graduate Entry Programme (GEP). They should be your first point of contact via email, for any queries you have.

The Institute Director is Professor Jo Martin

The Head of MBBS is Professor Rakesh Patel

For further information on the IHSE, please see the below link:
<https://www.qmul.ac.uk/ihse/>

BLSA cafes, restaurants and bars

The BLSA cafes, restaurants, bars and other facilities will be housed within the Garrod Building.

If you're looking for a quick bite to eat or a space to catch up with friends, then the below options are available to you on the Whitechapel campus.

- The Griff: <https://www.qmsu.org/griff/>
- Nucleus Café: <http://www.nucleus.qmul.ac.uk>

Multi Faith Room

The Multi-Faith Centre is a space for quiet reflection, contemplation and prayer for all students and staff. It is located on the second floor of the Students' Union Hub at Mile End.

The Centre consists of two rooms, a lobby and ablution areas. Rooms have been assigned to faiths and faith groups at particular times. The timetable is decided in regular consultation sessions between the University, Students' Union and student groups and varies according to the time of year. At all other times the rooms can be used by all Queen Mary students and staff.

The Multi-Faith Centre is open Monday-Friday 9am-9pm during termtime, and 9am-4pm during vacation periods. Outside of these times alternative prayer facilities can be found in the Library.

<https://www.qmsu.org/multifaith/>

Toilets and Changing Rooms

There are toilets on all floors of the Garrod, including facilities for disabled access as well as gender neutral toilets.

There are no shower/changing room facilities, however, there are ongoing talks around this matter.

Cycle Parking

Please visit the below website for information on where you can park your bicycle on campus:

<https://www.qmul.ac.uk/about/sustainability/sustainable-campus/sustainable-travel/>

Safety & Emergencies

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. On hearing a fire alarm in a QM building, you should immediately leave through the nearest emergency exit, unless redirected by a Fire Marshal. Do not go to any other part of the building for any reason. Proceed to the designated emergency assembly area and report to the Fire Marshal. Do not leave the assembly area or re-enter the building until instructed to do so. Failure to follow these procedures may lead to disciplinary action. Tampering with fire alarms or fire-fighting equipment is a serious offence, and disciplinary action may be taken against any student responsible for this.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that firefighting equipment is not removed from its station.









First aid assistance for minor accidents can be obtained by dialling 3333 from an internal phone, or 020 7882 3333 from any other telephone.

ABOUT THE FACULTY OF MEDICINE AND DENTISTRY

The Faculty of Medicine and Dentistry are an amiable and approachable team who do their best to support and guide you during your five years of study.

We are a collection of educators, doctors and physician associates who divide our time between an academic practice, clinical work and teaching commitments on this and other courses across the university.

Meet the team

Institute Director	Head of MBBS	Head of Year 2	Deputy Head of Year 2
 <p>Professor Jo Martin Deputy Vice Principal Health j.e.martin@qmul.ac.uk</p>	 <p>Professor Rakesh Patel Deputy Institute Director rakesh.patel@qmul.ac.uk</p>	 <p>Dr Yvonne Mbaki Reader in Medical Education y.mbaki@qmul.ac.uk</p>	 <p>Dr Amir Hakim Head of Physiology a.hakim@qmul.ac.uk</p>
Head of Assessment	Lead Operation Manager	Programme Administration Manager	Programme Administrator Year 2
 <p>Dr Anna Hebda-Boon Senior Lecturer in Medical Sciences a.hebda-boon@qmul.ac.uk</p>	 <p>Mr Robert Sprott r.d.sprott@qmul.ac.uk</p>	 <p>Mrs Rachel Nakalembe r.nakalembe@qmul.ac.uk</p>	 <p>Ms Nadia Sookhroo n.sookhroo@qmul.ac.uk</p>

Your Module Tutor

Members of faculty are responsible for the different modules that run throughout the year of the programme. These staff members are responsible for organizing and leading the content of a particular module.

Please contact a module lead if you have any concerns or difficulties with a module.

Cardiorespiratory

Dr Tatiana Christides, Lecturer in Physiology

Dr Amir Hakim, Senior Lecturer and Lead for Physiology

Metabolism

Dr Tania Maffucci, Reader

Dr Tatiana Novoselova, Lecturer in Endocrinology

Human Development

Dr Lesley Robson, Reader in Medical Science

Cancer

Dr Nandini Hayes, Reader in Medical Science

Brain and Behaviour

Dr Patrick Pallier, Senior Lecturer

Prof Adina Michael-Titus, Professor of Neuroscience

Human Sciences & Public Health

Dr Esther Murray, Reader in Health Psychology

Mr Jon Bestwick, Senior Lecturer

Dr Sam Miles, Reader in Medical Sociology

Locomotor

Dr Lesley Robson, Reader in Medical Science

Your Academic Advisor and Senior Tutor (ST)

You will all have an Academic Advisor who you will meet with regularly over the year and where you will be able to meet the other students from later years that are also assigned to this Advisor so that you will have an academic family. Your Academic Advisor is there if you have an academic problem and will help you set goals and adjust to university life and independent studying and to the medical course.

In addition, each year of the programme has a small number of Senior Tutors (ST) who are on hand to support any student who encounters more serious academic difficulties with their studies, for example, students who are struggling to keep up with their studies or failing exams. The ST will work with you to explore specific areas of difficulty and help you put together a plan that will address these issues. They may also identify any difficulties you may have in your personal life and refer you to Student Support so that you are provided the necessary pastoral care or any other support deemed useful to you.

You can email ihse-student-support@qmul.ac.uk if you feel you would benefit from meeting with a Senior Tutor at any time in the year. Alternatively, if you have been identified as performing poorly in your studies, a mandatory appointment will be made for you with an ST to investigate how best to support you to succeed.

COMMUNICATION

Queen Mary will communicate with you in a variety of ways, and it is important to keep up to date with information relating to your studies as well as your time here at QMUL.

Formal correspondence will be sent by electronic letter, and it is important that you keep Queen Mary up to date with your personal details and address. You can do this online via the MySIS record system: <https://arcs.qmul.ac.uk/students/mysis-record/index.html>

Below, we have summarized how the department/university will communicate with you and provided some guidance on how you should aim to communicate with University staff.

By email

It is most common for the Institute of Health Sciences, Queen Mary and the Students' Union to contact you by your Queen Mary email. You are assigned a university email address when you enrol, and your QMUL email address has been added to relevant email groups specific to your department, institution, course and modules to ensure that you receive the essential information, updates and general communication related to your study and issues that may affect you.

All major notifications and updates will be sent to you by email first and you are responsible for checking this account on a daily basis.

You can access your email account by logging on to a Queen Mary computer, or, if you are not on campus, at: <http://mail.qmul.ac.uk>.

Timetables

Your timetable is published on google and any changes are updated live. Please ensure you regularly check to ensure you are in the right place at the right time.

How you should communicate

While email is a quick and easy way of communicating, there is still a structure and format that you should adhere to when contacting members of staff which help ensure that your message is clear, concise and appropriate.

What is the level of formality?

When contacting a member of staff for the first time, it is good practice to use a relatively formal manner and their correct title, for example, 'Dear Dr Khan' or 'Dear Miss/Mr Taylor'.

If your lecturer signs their reply using their first name, then it is appropriate in future communication to use their first name in your response. However, if you are more comfortable addressing them using their formal title, that too is acceptable.

Tell them who you are!

For all new students, it is good practice to begin all electronic correspondence by identifying and introducing yourself, for example, 'My name is . . . I am a second year MBBS student at your lecture entitled, Immunology - Part 1....' Remember to sign off your email with your name or preferred name if this is different to the name you are registered under.

Have you contacted the correct person or explored the appropriate resources?

Think about the question you have and check whether the information you seek is available in the resources provided such as this Student Handbook, the University Website or QMPLUS web pages.

If you need to speak to a member of staff, then check that the person you are emailing is the best person to help you with your query. For example, if you have a question or concern about a lecture, you should email the lecturer who delivered this particular session and in the second instance the module tutor/lead.

When should I ask for a meeting instead of emailing my question?

If your question is long or complex, requesting an appointment with the staff member whilst providing a short summary of why you have contacted them, for example, 'I'd like to meet to discuss the assessment in the module' or 'I'm not feeling well and would like to discuss what my options are for some time off to get better', will be a better option for you.

By telephone

Please make sure that you provide the university with an up-to-date contact number. In the event of an emergency or when we need to contact you urgently, you will be contacted via the phone.

By letter

Letters may be attached to your QMUL email or posted to your term-time address.

QMPLUS

The online e-learning environment for this programme is located on QMPlus, which is based on Moodle. When you start the academic year, you will be able to access QMPlus using your IT login and password. The online course pages will contain lecture slides or presentations; tools for communicating such as chat rooms, discussion forums; online coursework and assignments etc.

For further information, visit: <https://qplus.qmul.ac.uk/course/view.php?id=5375>

STUDENT FINANCES AND FEES

Please see the link for information and services:

www.qmul.ac.uk/tuitionfees

If you would like individual confidential advice about your eligibility for funding, planning your budget or any other financial or practical issue, please contact the Advice and counselling Service at Queen Mary:

<https://www.welfare.qmul.ac.uk/>

STUDENT SUPPORT

No matter how much you know, there will always be times when you need help, and Queen Mary is here for you. Our support services are here to help you get the most out of life as a student and achieve your full potential, so please get in touch and see what we can do for you.

We want you to live, study and progress well. The university has created a variety of support mechanisms to support you throughout your journey.

The Student Support office for medical students is based in the Garrod Building at Whitechapel.

The contact details are below. Feel free to make an appointment to discuss personal circumstances, physical or mental health issues which are making it difficult for you to study and thrive during your time at QM.

Key Student Support Personnel

Dr Nyree Myatt - Head of Academic Support

Mr Elliott Reed - Head of Student Support

Jennifer Ogden - Student Support Manager

Contact Details

Student Support

Email: ihse-student-support@qmul.ac.uk

Location: Room 2.46, second floor of the Garrod Building, Whitechapel Campus

MBBS ACADEMIC ADVISOR SCHEME & SENIOR TUTOR

How can an Academic Advisor support you during the academic year?

- Academic Advisors will provide holistic academic and pastoral support for the duration of your studies. Conversations with your Academic Advisor will largely revolve around goal setting and discussing any concerns you may have. They may also signpost you to other services where appropriate.
- You will meet 1:1 with your Academic Advisor a minimum of 3 times per year.
- Your Academic Advisor will have a group of around 10 students they support across different year groups for the MBBS Programme. There may be opportunities to meet with other members of your Academic Advisor's group during your studies.

Who is my Academic Advisor?

You should already know who your Academic Advisor is.

When will I meet with my Academic Advisor?

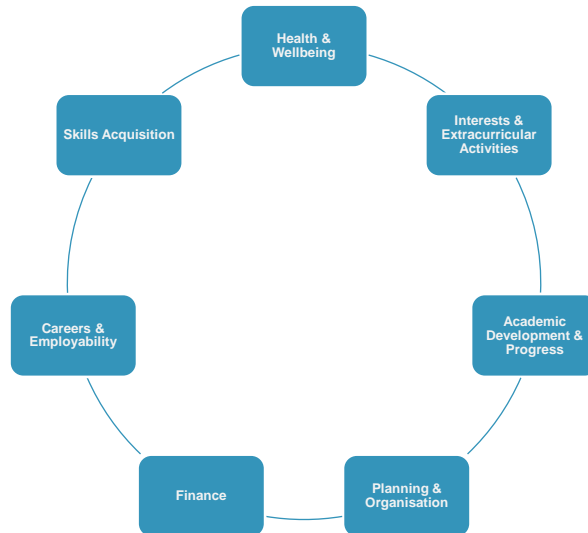
You will be asked to meet individually with your Academic Advisor at least once per term. There may also be some group meetings with their other academic advisees.

How can I stay in touch with my Academic Advisor?

You can stay in contact with your Academic Advisor via email. Meetings may be held in person or online based on mutual convenience.

What should I talk to my Academic Advisor about?

Your Academic Advisor should be your first point of contact if you require any support. They are there to talk to you about any issues or concerns. This can include any of the following:



Your Academic Advisor will do their best to help you with any of these issues or will signpost you to an appropriate service. As always, you can also approach the IHSE Student Support Service if you are experiencing any difficulties – they can be contacted on: ihse-student-support@qmul.ac.uk

Is it mandatory to attend meetings with my Academic Advisor?

You are expected to engage with your Academic Advisor throughout your studies. Attendance and engagement will be monitored and you may require a reference from your Academic Advisor at points through your academic journey. It is therefore in your best interest to engage fully with this scheme.

What happens if I cannot get in contact with my Academic Advisor?

Please give all staff reasonable time to respond. However, if you are unable to contact your Academic Advisor, please contact the IHSE Student Support Service on ihse-student-support@qmul.ac.uk and we will assist in ensuring you receive appropriate advice.

What should I do if I have concerns about my Academic Advisor?

You are encouraged to speak openly to your Academic Advisor about any concerns you have where possible so these can be addressed. Where you don't feel able to do this or you continue to have concerns after speaking to your Academic Advisor then please

contact the IHSE Student Support Service for guidance. For more serious concerns you are also encouraged to use the University's [Report & Support Tool](#)

How does an Academic Advisor differ from a Senior Tutor?

Your Academic Advisor will be your first point of contact for any support needs. Senior Tutors will oversee the Academic Advisor scheme and will be available to discuss more complex academic support issues, such as interruption of studies, maternity support, withdrawal, course transfer etc. Your Academic Advisor may refer you to a Senior Tutor or other support service based on who is best placed to assist.

Who oversees the Academic Advisor Scheme?

- Senior Tutors will be supervising Academic Advisors with day-to-day issues and can be contacted on ihse-student-support@qmul.ac.uk

- MBBS Student Support Leads have overall responsibility for the Academic Advisor Scheme and Senior Tutors. Our MBBS Student Support Leads are:
 - Nyree Myatt (MBBS Years 1-2, GEP) – n.myatt@qmul.ac.uk
 - Devina Raval - (MBBS Years 3-5) – d.raval@qmul.ac.uk

- The IHSE Head of Student Support has overall responsibility for all student support provision within the Institute:
 - Elliott Reed - Head of Student Support – e.reed@qmul.ac.uk

DISABILITY & DYSLEXIA SERVICE (DDS)

Queen Mary has a number of services available to students with a physical disability, dyslexia, mental health challenges or autism. Please read below for more information on the online support resource called 'Big White Wall', which is also available to all students who may need these services.

Togetherall

All QM students have access to the online support resource called 'Togetherall' (previously Big White Wall). This is available to all of our students - not just those registered with the Disability and Dyslexia Service - and we see it as a complementary resource to our various face-to-face wellbeing activities in Student and Academic Services, (e.g. access to mental health specialist staff in DDS as well as our colleagues in the Advice and Counselling Service).

Togetherall can help you get support, take control and feel better whether you're struggling to sleep, feeling low, feeling stressed or unable to cope with student life.

Togetherall provides a safe space online to get things off your chest, explore your feelings, get creative and learn how to self-manage your mental health and wellbeing. It also provides access to a 24/7 online community and professional support from trained counsellors.

Togetherall is totally anonymous, so no one will know you've chosen to use it unless you tell them! 93% of members feel better as a result of using the service, and nearly 90% use Togetherall as an out-of-hours support.

To join Togetherall, simply go to <https://togetherall.com/en-gb/> and sign up under Queen Mary University of London with your university e-mail address.

The Disability and Dyslexia Service (DDS) offers support for all students with disabilities, specific learning differences and mental health conditions at Queen Mary University of London (QMUL).

Access Guides

QMUL has worked with AccessAble in order to produce Access Guides for our campuses. The Access Guide for the Disability and Dyslexia Service is available here. Other QMUL access guides are available here.

Services Offered

The highly experienced team of staff offer advice, guidance and support in the following areas:

- Finding out if you have a specific learning difference like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging Disability Student's Allowance (DSA) assessments of need
- Examination Access Arrangements (e.g. additional time)
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing non-specialist support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health difficulties and those on the autistic spectrum.

What do I do if I suspect that I might have a specific learning difference, e.g. dyslexia?

Please refer to the below link for how you can be screened (at no cost to you) and supported:

<http://www.dds.qmul.ac.uk/dyslexia/>

What support is available to students who experience mental health difficulties?

Queen Mary University of London (QMUL) has a Mental Health Coordinator and a Mental Health and an Autism Adviser who are the first point of contact for students experiencing mental health issues at any stage during their studies. If you have concerns about your own mental health and its impact on your studies, please contact the team using the below details to make an appointment to meet with a member of the team.

Autism

What support is available to students who are the Autistic Spectrum?

Queen Mary University of London (QMUL) has a dedicated Mental Health and Autism Adviser who is the first point of contact for students who have an autism diagnosis or who think they might be on the spectrum.

If you would like to discuss support for Autistic Spectrum Conditions and the impact of this on your studies, please contact the team using the below details to make an appointment to meet with the Autism Adviser.

Drop-in Sessions

The ASC Adviser and Assistant Disability Adviser also runs two drop-in sessions a week for quick queries. You do not need an appointment for these sessions. Sessions are held in the Bancroft Building, room 3.06.

- Wednesday: 2:00 - 4:00pm
- Thursday: 2:00 - 4:00pm

The Autism adviser can help with:

- Problems you are experiencing as a result of being autistic.
- Making reasonable adjustments to ensure that you are not at a disadvantage due to processing differences compared to neurotypical students.
- Talking to tutors/other staff on your behalf.
- Applying for Disabled Students' Allowance (DSA).
- Finding/changing a mentor, study assistant or other non-medical helper.
- What to do if you think you are autistic.
- What to do if you think you have dyslexia or dyspraxia, or a mental health problem such as depression or anxiety. What to do if you encounter academic problems.
- Advice on extenuating circumstances and 'fit to sit' policy.
- What to do if you have accommodation problems.
- Social aspects of university.
- Anything else you're not sure about

Please see the below link for further information on:

<http://www.dds.qmul.ac.uk/asd/>

Contact Details:

The DDS department is based on the third floor of the Francis Bancroft Building at the Mile End Campus (Francis Bancroft Building, room 3.06).

You can also contact them via email at: dds@qmul.ac.uk

Their office opening hours are:

- Monday: 10:00am - 4:00pm
- Tuesday: 10:00am - 4:00pm
- Wednesday: 10:00am - 4:00pm
- Thursday: 10:00am - 4:00pm
- Friday: 10:00am - 4:00pm

PROFESSIONALISM & GOVERNANCE

During medical school you will constantly hear these words; ‘professional behaviour and attitudes’, ‘professionalism’, ‘unprofessional conduct’, but what does ‘being professional’ actually mean?

Some people may understand it as dressing smartly for work or doing a good job. For others being professional means having advanced degrees or certificates. Whilst, professionalism encompasses all these definitions, it also covers much more. As graduate students embarking on a career in healthcare, notions of professionalism and professional conduct are at the heart of everything you do. This will be a topic that you return to consistently in all your modules and clinical placement.

We want to be clear how you can be completely professional in your day-to-day role as students, which will pave the way for you developing a code of conduct as qualified medical doctors, responsible for the careful care of patients and engaged in multidisciplinary team working with junior, senior and peer colleagues.

For current & detailed information on Professionalism and Governance please refer to the dedicated QMPlus page: <https://qplus.qmul.ac.uk/course/view.php?id=2569>

Link to the Code of Student Discipline: <http://www.arcs.qmul.ac.uk/students/student-appeals/misconduct/>

USE OF SOCIAL MEDIA

The Faculty of Medicine and Dentistry at Queen Mary University of London are fully aware of the widespread use of social media by both staff and students. Many students are already connected to popular sites such as Facebook, YouTube, Instagram and X, formerly Twitter.

Students may connect to work and study via online learning forums, blogs and shared email lists. These are likely to be accessed via smartphones, personal computers or the campus computers.

There are huge benefits to using social media sites for research, networking and professional reasons. The faculty understands students will benefit from learning together via instant messaging (e.g. WhatsApp) or online forums

The faculty expects MBBS students to abide by the General Medical Council principles, clearly laid out in the document [Achieving good medical practice: guidance for medical students](#). This document, updated in January 2024, sets out the standards expected of you – both inside and outside medical school – and shows how the principles and values of good medical practice apply to you as a student. Understanding how it applies now and, in your career, will help you be a good student and, in the future, a good doctor.

[Using social media as a medical professional](#) builds on good medical practice to provide more detail on our expectations of medical professionals in this area. The guidance covers five main areas:

- What we mean by social media
- Maintaining public trust
- Being honest and trustworthy in your communications
- Behaving professionally and maintaining boundaries
- Respecting patient confidentiality, privacy and dignity

The medical school has also developed its own social media guidance for students, in collaboration with students, available here:

<https://qplus.qmul.ac.uk/course/view.php?id=2569>

Privacy settings

It is imperative you review your privacy settings on **all** social media forums you currently use. Protect your own privacy.

Be aware the more personal information you share publicly through social media, the more likely there may be negative consequences.

You may wish to keep Facebook for close family and friends and use other forums such as X (formerly Twitter) or LinkedIn for professional connections with people you may not know. However, this may not stop inappropriate or unintentional sharing of information that may breach confidentiality or reduce trust in your profession.

Students who fail to act professionally on social media may be referred to their Head of Year, or, in more serious cases, be required to attend a Professional Capability Committee to investigate their conduct. Any misconduct, once established, may result in concerns having to be recorded.

BURSARIES, GRANTS & SCHOLARSHIPS

The Bursaries, Grants and Scholarships Office manages student funding schemes, including Financial Assistance Funds, Scholarships, Prizes, US Loans and the Queen Mary Bursary.

<https://arcs.qmul.ac.uk/students/finances/bursaries-grants-scholarships/>

Please see link below for further information:

<https://www.qmul.ac.uk/welfare/money-and-practical-advice/howtofundstudies/undergraduatefunding/queenmaryfunding/>

LEARNING AND TEACHING

The MBBS programme aims to provide equal opportunities for all students to thrive and succeed. To meet this goal, we have developed teaching methods and learning resources that empower students to become **self-directed learners** who will take charge of their own learning and assume responsibility for how they learn and how they apply their knowledge and skills in the clinical workplace. Competent qualified doctors will continually refine and revise their knowledge base to ensure they remain abreast of current scientific evidence and best practices in patient care. Demonstrating the ability to continually assess one's level of medical knowledge and constantly strive to augment it is essential for lifelong learning and delivering quality, **patient-centred care**.

The MBBS faculty work hard to stimulate your interest and enthusiasm for the subject matter and encourage all students to realise their academic potential. The course has a spiral curriculum. This means that over the course of each year, you progressively acquire increasing amounts and complexity of knowledge, proficiency of skill and you develop the appropriate professional attitudes and behaviour necessary for clinical practice. Whilst the programme covers the requirements of the national competency framework as set out by the GMC, it also exceeds this core knowledge and skill, so that when you graduate from the programme, you emerge as a rounded, competent and well-informed professional, prepared and eager for the rigours and challenges of life in healthcare.

How is the curriculum organised?

The programme curriculum is delivered through each of the modules that constitute the course. The teaching sessions within each module has a series of learning objectives and

learning outcomes. A **learning objective** is a description of what you are *expected to learn* or what a *lesson aims to teach* you. A **learning outcome** describes what you are *able to do* or *demonstrate* if you have completed the learning objectives. For example, exams test learning outcomes by assessing whether you have understood the theory you have learnt and can apply it.

How will I be taught?

A range of methods are used to structure your learning:

- **Lectures** are a mainstay of the curriculum and are delivered by faculty as well as a variety of guest speakers including PAs, doctors, nurses, midwives, physiotherapists and pharmacists.
- **Problem Based Learning (PBL)** sessions are small group sessions where you take the lead on setting the objectives that you need to research and study. These have a scenario, which might be a clinical case, an article or other trigger material that you discuss with your group. The staff member who is present is there to facilitate and not to directly teach. They make sure you stay on the right track and that the objectives you set are appropriate for that PBL scenario.
- **Team Based Learning (TBL)** will be used in your GP2 session throughout the year. TBL is a mixture of individual and team study. It is interactive and a fun way to learn. There will be some pre-session information provided for the session and several questions for you to do individually before discussing these questions and your answers with your group. This group work helps identify areas that require additional work. There is a subject specialist on hand to answer these questions and to present the application of the knowledge you have learned to medical problems.
- **Flipped classroom model employing a self-directed learning component.** Online documents and other web-based materials in the form of videos, podcasts, quizzes etc. are provided to support learning prior to the classroom session so that students can review and study the subject matter prior to the teacher led activity. The classroom session will then test and assess the subject matter through other activities, providing students an opportunity to see how well they have understood the material and how well they can apply the content.
- **Practical classes and workshops**, help you understand the anatomy and physiology of the human body and how disease affects the various body systems. In the clinical and communication skills session you develop core clinical skills used to assess patients as well as communicate with patients to obtain a history or

to explain information to the patients that forms part of the patient management and technical procedures.

- **Private study** to facilitate self-directed learning where you critically review and revise what you have learnt over the course of the day or week is an important time that you spend consolidating your knowledge and skills whilst identifying what you still need to work on and improve.

The Teaching and Learning Contract

The teaching and learning contract between students and faculty was developed to create a clear understanding between staff and students about what each can expect from the other. The aim of this agreement is to cultivate a transparent, candid and supportive culture on the programme based on having clear expectations established early in the course that engender cordial and professional relations.

You can expect that we will:

- Work hard to achieve the aims of this programme;
- Provide clear and comprehensive documentation for all modules;
- Provide effective teaching sessions that are supported by relevant materials;
- Notify you as far in advance as is possible of any changes to the teaching timetable;
- Respond to queries you may have relating to modules with a reasonable timescale.

We expect that you will:

- Familiarise yourself with this handbook so that you are aware of the guidance, procedures and rules set out;
- Regularly consult your email and keep your address updated so that you do not miss important information;
- Avail yourself of the educational opportunities and resources provided by the programme to reach your full potential;
- Prepare adequately for and participate actively in teaching sessions;
- Attend all teaching sessions and where absence is unavoidable, notify the relevant person;
- Engage in an appropriate level of self-directed learning to support your studies (1 to 4 hours a day);
- Submit assessed work in the appropriate form and by the set deadlines;
- Use feedback constructively to build on your strengths and to improve your weaknesses;

- Regularly review your academic progress and take appropriate action where and when necessary;
- Contribute to the development and improvement of the student learning experience on the programme by providing accurate and considered feedback on modules when required, and by participating in the student staff liaison process;
- When on clinical placement abide by the rules and professional regulations of the NHS trust or GP surgery that is hosting you (please see ‘Clinical Placement’ for further information).
- Conduct yourself according to the professional guidance provided by the General Medical Council best practice framework.
- Abide by the various rules and regulations of the Department and University that have been put in place to provide safe, fair and effective teaching and learning support for all students.

Aims and objectives of the course

The overall objective of the programme is to help you acquire the relevant knowledge and skills which will allow you to provide the safe, effective and compassionate care of patients, in both community and hospital settings.

What is the goal of the second year?

At the completion of the second year, students should be able to apply their knowledge they have acquired from year one of the “normal” main organ systems of the body and how these are affected by disease and pathological processes and begin to understand the treatment interventions that can be used to manage and treat these diseases.

Therefore, the second year of the programme focuses more on the abnormal anatomy, physiology, biochemistry and other related subjects of the major body systems providing you with the foundation for understanding the disease process and how you can examine these body systems to develop more complex skills in the diagnosis and management of medical conditions and diseases.

We encourage you to remember what is ‘normal’ when listening to a patient’s story or examining them. We are not expecting you to form definitive medical diagnoses or discuss complex patient treatments. Instead, we expect you to become fluent in the routines that constitute how you take a patient history and examine them. These skills you will develop as you progress through the programme.

By the end of the second year, you will be ready to take the next step on your journey to becoming a medical professional and ready to start the third year of the programme.

HOW SHOULD I DRESS FOR PRACTICAL SESSIONS, CLINICAL PLACEMENTS AND EXAMS?

Please ensure that you are formally attired for all practical and clinical sessions and examinations.

This means a smart, sober outfit comprising; shirt/blouse, trousers, skirt, dress. You should be 'bare below the elbows', which is standard practice in clinical environments. For those students who wear a headscarf, please make sure that no material hangs loosely - all material must be pinned in place, so that it does not hang over patients or equipment when you are performing a task thus constituting an infection control violation. Oversleeves are available in most clinical settings if you are unable to be bare below the elbows. A wedding band and metal religious bands are also allowed.

No bare shoulders or spaghetti string tops which may reveal cleavage is permitted. For practical sessions, shoes that cover the toes are required so no open toed sandals.

TIMEKEEPING AND ATTENDANCE

Know the Attendance Policy

Please ensure that you make yourself completely familiar with the Attendance policy to be made available later.

You are responsible for being aware of, and adhering to, all of the rules laid out in this document.

Timekeeping

Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Queen Mary, we monitor attendance so that we can identify students who may need extra guidance and support.

Attendance is recorded in a variety of different ways, depending on the year of the course and type of teaching session. It is your responsibility to familiarize yourself with the required attendance monitoring systems and ensure that you are marked as being present in teaching.

You are required to sign attendance registers where they exist, and non-completion will be recorded as non-attendance. Similarly, if attendance is recorded through methods such as a QR code or the QM app, not logging your attendance via these systems will be recorded as non-attendance.

Attendance at teaching sessions will be recorded **up to 5 minutes past the hour** that the teaching session is scheduled to start at.

It is considered unprofessional behaviour for anyone to sign in to the scheduled session and then leave before the session has ended. If unprofessional behaviour is identified, you will be referred to your Head of Year or other appropriate academic.

You are expected to attend all scheduled teaching and placement days on time. If you are late for any reason, you will be expected to join the session with minimal disruption. Late admission will be at the discretion of the staff member leading the session.

Authorised absence

Informing us of your impending lateness or absence from teaching will mean that you have an authorised absence on your record. However, do remember that all students have to demonstrate a minimum level of attendance (typically no more than **20 days** absences in one academic year) as any absences will contribute negatively to your learning.

Unauthorised absence

Not informing the department that you are going to be late or absent, will result in the event being recorded as an unauthorised absence and you risk receiving a series of warnings, including referral to the Head of the MBBS or a nominated Deputy, with a range of sanctions applied according to the relevant academic regulations.

What if the lecturer is late to the teaching session, can I be late also?

The short answer to this is 'No'.

This programme is a preparation for professional life, therefore these rules and regulations are to help you understand and prepare for what will be expected of you once you have graduated and qualify to work as a doctor.

Notification of Absence

If you are unable to attend a teaching event, you must fill out a self-certified absence form (located on QMPlus) and notify the relevant teaching lead. The department will consider the reasons and may record it as an authorised absence. Accepted reasons for absence from teaching include extenuating circumstances (such as illness), participation in certain events (such as Jury Service). Examples of reasons that will not be accepted include oversleeping or missing the bus or train. Be prepared that you may need to provide evidence, including medical evidence, if relevant. Absence for over 7 days will require an appropriate documentary evidence such as a doctors' note.

Students may not be absent from Queen Mary during term-time without obtaining written agreement in advance from their Head of Year. Where the reason for absence or failure to complete assessment is due to illness, or other such cause, that is unplanned and outside of the student's control, the student shall submit a claim for extenuating circumstances and provide appropriate documentary evidence.

Absence during an assessment

Please refer to the Assessment and Progression handbook 2024-25 on QMPlus,
<https://qmplus.qmul.ac.uk/course/view.php?id=5375>

THE USE OF PERSONAL DEVICES

You can use laptops and tablets during teaching classes for purposes related to the class you are attending. You should refrain from using your mobile phone during all teaching events, except in cases where a lecturer uses a programme which requires these devices to be switched on for participation.

ITEMS YOU WILL NEED

Essential:

- Textbooks (see modules for recommendations, all textbooks recommended are in the QMUL libraries).
- Laboratory coats (for anatomy and physiology practicals).
- Stethoscope.
- Upside down pin watch.
- Pen torch.

It is useful to procure these items so that you can practice a number of core skills. We recommend scouring eBay, second hand medical equipment websites, medical school noticeboards, to purchase these inexpensively. You can also group share these items which will help keep costs low.

PROGRAMME STRUCTURE

The course will run from September 2024 to June 2025. Year 2 comprises 7 modules and 3 student selected components. The whole year comprises 120 credits and you need to complete the end of year exams to attain these credits to move into year 3.

Attendance at all teaching sessions is mandatory and you will need to document attendance at all classes with a minimum attendance (typically no more than **20 days** absences in one academic year) of the timetabled activities. More information on the attendance policy will be made available later.

Course Modules in Year 2

Cardiorespiratory

Module leads: Dr Amir Hakim & Dr Tatiana Christides

Module dates: 16th September - 18th October 2024

This module builds on the knowledge about normal physiology delivered in the Cardiorespiratory 1 (CR1) module to explain, and develop understanding of, pathophysiology within the cardiac, respiratory and haematological systems. The underlying pathophysiology of conditions and diseases in these systems will be used to explain their clinical manifestations, diagnostic criteria, and management principles.

Metabolism

Module leads: Dr Tania Maffucci & Dr Tatiana Novoselova

Module dates: 21st October - 22nd November 2024

This module explores how the alimentary (gastrointestinal), hepatic, endocrine, and renal systems work together to maintain homeostasis. Within this module, new knowledge about the pathophysiology, clinical manifestations, diagnostic criteria, and management of common clinical conditions associated with the alimentary (gastrointestinal), hepatic, endocrine, and renal systems will be introduced.

Human Development

Module Lead: Dr Lesley Robson

Module dates: 9th December - 17th January 2025

This module builds on Human Development 1 (HD1), reinforcing the knowledge on conception and fertilisation, through to old age. In this module, common reasons for infertility and problems of pregnancy and labour will be explored. Additionally, postnatal problems and perinatal pathology and how normal development can be affected will also be covered. This module will also introduce how the various body organ functions change with age and health along the life course of human development, and this will be contextualized through an exploration of health policies aimed at achieving specific healthcare goals for society as a whole.

Cancer

Module lead: Dr Nandini Hayes

Module dates: 20th January - 24th January 2025

This module builds on the knowledge of the basic cancer biology taught in Year 1 and aims to provide an overview of the steps in the 'Cancer Patient Pathway'. Within this module, new knowledge about pathophysiology, clinical manifestations, diagnostic criteria specific to the 'Cancer Patient Pathway' will be covered. The knowledge from this module will form the framework for more in-depth learning on specific cancer types in Years 3 through 5.

Brain and Behaviour

Module leads: Dr Patrick Pallier & Prof Adina Michael-Titus

Module dates: 27th January - 21st February 2025

This module builds on Brain and Behaviour 1 (BB1), reinforcing the knowledge of the human nervous system in the context of anatomy, physiology, pharmacology and clinical neurology. The module will cover new knowledge on the pathophysiological mechanisms underlying neurological and mental health disorders, their clinical manifestations, their diagnostic criteria, and their management.

Human Sciences & Public Health

Module leads: Dr Esther Murray & Mr Jon Bestwick & Dr Sam Miles

Module dates: 10th March - 28th March 2025

This module is an integrated programme of study that intersects the disciplines of public health, medical statistics and epidemiology, medical sociology, and health psychology. Specifically, this module sets out to explore the critical role played by these disciplines in medicine and medical practice including patient care, healthcare professional wellbeing, prevention of illness and whole systems approaches to healthcare.

Locomotor

Module lead: Dr Lesley Robson

Module dates: 31st March - 9th April 2025

This module focuses on common conditions that affect the musculoskeletal system. Within this module, the pathophysiology of bone and joint conditions such as osteoporosis and osteomalacia, osteoarthritis and rheumatoid arthritis and their management will be covered. Moreover, soft tissues of the musculoskeletal system such as muscle, tendon and ligament will also be covered. Finally, the integument system (skin), skin infections and inflammation will be introduced.

Student Selected Components

Module dates:

- SSC2a throughout the year and in 2 x 2 weeks blocks
- SSC2b - 25th November - 6th December 2024
- SSC2c - 24th February - 7th March 2025

Module lead: Various

For SSC2b and SSC2c you will have choice of subjects to study that range from dissection to clinical hypnosis. There is also the option to self-organise your SSC blocks. More information can be found in the separate SSC handbook that is on QMPlus.

How do I prepare for exams?

You should plan to have completed your revision for all your exams before the exam period starts. You may be anxious that there is too much material to cover and therefore believe that it is impossible to be prepared in a timely fashion for examinations. However, if

you organise your time so that you study the material as each module progresses, consolidating and extending your knowledge and understanding, you will find that you are more successful in your objectives.

Module handbooks

Develop the habit of constantly referring and reviewing the module handbook which is a critical learning tool as it provides detailed documentation of what you should know for each module. Make sure you have accomplished the learning outcomes for the module.

Sample and past papers

Examples of Single Best Answers (SBAs) and OSCEs are available in various formats, including online question banks as well as textbooks that take you through common clinical scenarios or OSCE stations. There are also the formative exams that you can access to help prepare for the End of Year exams.

The department does not provide past papers as the exam question bank is secure. However, during the modules there will be opportunities to practice questions and develop your own technique.

***Making copies of past questions and sharing them with others or posting online is regarded a serious offence and will incur an investigation of the responsible student(s) with the possibility of deregistration.**

Academic Offences and Plagiarism

It is your responsibility to make yourself aware of the regulations for academic offences, which communicates, what constitutes appropriate conduct at an examination and how to correctly prepare your coursework (please refer to the ARCS regulations online:

<http://www.arcs.qmul.ac.uk/policy/>).

An academic offence can take place even if you did not intend to commit on, for example; plagiarism, falsifying data or evidence, and communicating with another candidate during an examination.

Queen Mary defines plagiarism as presenting someone else's work as one's own irrespective of intention. Close paraphrasing; copying from the work of another person, including another student; using the ideas of another person without proper acknowledgement; and repeating work that you have previously submitted - at Queen

Mary or at another institution - without properly referencing yourself (known as 'self - plagiarism') also constitutes plagiarism.

Any student accused of an assessment offence will be investigated through the Academic Registrars' office and be subject to the processes outlined in the regulations for academic offences.

Thinking of leaving the programme?

The five-year course is an intense and fast paced programme often leaving you fatigued or doubtful about your experience. You may also be unwell or experiencing difficult personal circumstances that make it hard to continue with your studies. If you are thinking about leaving the course, please get in touch with your Head of Year or Senior Tutor to discuss how you feel and seek advice that will help you make an informed choice. The chapter on SAPS (Student Academic and Pastoral Support) will give you important information on accessing useful support services. If after a period of reflection, you feel the best option is for you to leave, because the course is not what you had expected it to be or you are simply unhappy on the programme, we will support your decision and do what we can to provide references and other applications of support.

Interruption

An Interruption is a temporary leave of absence from the course, which will provide you an opportunity to take a break from your studies. A student can interrupt their enrolment for up to two calendar years (total) on the grounds of illness or other good cause such as difficult personal circumstances. The University must approve your application for interruption before you are permitted to leave.

Interruptions for periods greater than two years is only granted by the University under very exceptional circumstances.

On returning from an interruption of studies, the student is only permitted to enrol and resume their studies from the point at which they previously left the course. For more information, please refer to ARCS at the below online link:

<https://www.qmul.ac.uk/governance-and-legal-services/media/dgls-media/policy-zone/2024-25/Academic-Regulations-2024-25.pdf>

Withdrawal

The formal process of permanently leaving the programme and the University is called withdrawal. If you are considering this option, you should seek advice from the Head of Year/Senior Tutor or SAPS at the earliest opportunity. This is a very important decision and therefore we want to make sure that you receive all the available advice and support to inform your decision. You must follow the formal procedure for withdrawing so that you do not risk continuing to incur further tuition fees. Please refer to the guidance on withdrawal in the ARCS document, accessed at the below.

<https://arcs.qmul.ac.uk/students/study/withdrawing/>

Deregistration

Deregistration from a programme of study means that the student's registration and enrolment at the University is terminated, and they are no longer a student of Queen Mary.

The MBBS programme may deregister a student if they have failed in terms of their attendance or participation on the course or failed to meet the assessment criteria for the programme.

Following deregistration or withdrawal, the individual shall not be admitted onto a programme of study as a new student until at least 12 months have elapsed from the point of withdrawal or deregistration; exceptions may be considered on a case-by-case basis by the Senate, or its delegated authority. For more information on this process, please refer to the relevant section on the ARCS document via the online link provided above.

ASSESSMENT AND EXAMINATION

Please refer to the MBBS Assessment and Progression handbook 2024-25 which is available on QMPlus.

CLINICAL PLACEMENTS

In Year 2 you will have Medicine in Society and GP2 days throughout the year. Your Medicine in Society will be in more chronic care in the community setting plus psychiatry. The GP2 days will be your TBL sessions. The CBME team that organise these two learning experiences will give you more detail when you start.

Occupational Health & Being Cleared for Clinical Placements

It is critical that you attend your occupational health appointment which screens your health status prior to you entering clinical environment. If you have not been sent an appointment or not received the appropriate clearance, please inform the course administrator.

More information on clinical placements will be provided in your individual modules.

Please refer to the GP2 handbook here:

<https://qmplus.qmul.ac.uk/mod/book/view.php?id=2624977>

TERM DATES

Semester 1: Monday 16th September - Friday 20th December 2024

Holiday: Monday 23rd December 2024 - Friday 3rd January 2025

Semester 2: Monday 6th January - Friday 11th April 2025

Holiday: Monday 14th April - Friday 25th April 2025

Semester 3: Monday 28th April 2 - Friday 6th June 2025

STUDENT COURSE REPRESENTATIVES

Each year of the programme has two student representatives who provide an important link between the students and the staff on the course.

The overall task of a 'student (course) rep' is to engage with their student peers, seek out their thoughts and views and represent them, particularly at Staff Student Liaison Committee (SSLC) meetings. These meetings are organised to resolve any course-related issues as they arise throughout the year. Course reps work closely with the Students' Union to campaign for change and make things better for students.

In the first few weeks of the course, you will elect two of your peers (who will self-nominate for the position) to perform this role. Further information about this will be circulated to you over the coming days and weeks.

For a full description of the roles and responsibilities of this position, please refer to: <https://www.qmsu.org/yourvoice/reps/course reps/about/>

STUDENT SURVEYS AND FEEDBACK

It is important that you participate in all surveys of the student experience, because your responses give us the information, we need to improve the programme and your learning experience.

Over the course of the academic year, several surveys will be sent out to you to assess your experience of the teaching, practicals and clinical placements. Please do your best to reflect and give responses that are clear and specific. We want to hear what you enjoyed, as well as what you feel did not work for you.

The surveys are anonymous and confidential.

RAISING CONCERNS

The GMC standards framework “Promoting excellence: standards for medical education and training” (GMC 2016) instructs UK medical schools amongst others things to ensure that:

“organisations must demonstrate a culture that allows learners ... to raise concerns about patient safety”

If you come across arrangements, events or behaviours on placement that lead you to be concerned about a risk to patient safety, you should use the single point of access QMUL Report and Support tool (<https://reportandsupport.qmul.ac.uk/>). Students are welcome to contact a member of staff to discuss their concern first. This may be a trusted supervisor, one of the senior members of the trust education team, module lead or Head of Year.

The Queen Mary Report & Support tool should be used if you experience or witness concerning behaviour such as bullying, harassment, hate incidents or gender-based discrimination in relation to any aspect of your university life.

The School endeavours to ensure that all students feel safe when raising concerns and speaking up. The School will support you in every stage of this process, either internally or with other Queen Mary departments such as Advice & Counselling or the Disability & Dyslexia Service.

MAKING A COMPLAINT

Separate to this process the Queen Mary Student Complaints Policy is for students to raise concerns about matters which affect the quality of a student's learning opportunities or student experience. Poor quality teaching should be can be reported via Evasys student survey feedback and the Staff Student Liaison Committees before it is necessary for a formal complaint to be submitted. The formal policy can be found on the QMUL website. Please refer to <http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/>

BARTS AND THE LONDON ALUMNI ASSOCIATION (BATLAA)

<https://www.qmul.ac.uk/alumni/ouralumni/batlaa/>