

MBBS Year 1: 2024/25

PROGRAMME HANDBOOK

This handbook is for all Year 1 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 September 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.

This handbook is available in large print format. If you would like a large print copy, or if you have any other requirements for the handbook, please contact ihse-student-enquiries@qmul.ac.uk

Contents

WELCOME FROM VICE PRINCIPAL FOR HEALTH.....	7
WELCOME FROM HEAD OF MBBS Y1	9
WELCOME FROM IHSE DIRECTOR	11
WELCOME FROM HEAD OF MBBS PROGRAMME	12
WELCOME FROM BLSA PRESIDENT	14
INTRODUCTION	16
GETTING STARTED.....	17
Registration.....	17
Enrolment	17
Occupational Health appointments	17
ID Card.....	17
Your IT Account	18
Campus Wi-fi	18
Queen Mary App.....	18
Print, copy, scan	18
Finding your way to the teaching rooms.....	19
Your personal belongings	19
EQUALITY, INCLUSION & DIVERSITY	20
BEING A STUDENT AT THE INSTITUTE FOR HEALTH SCIENCES EDUCATION (IHSE)	21
Institute/Centre Information	21
BLSA cafes, restaurants and bars	21
Multi Faith Room	22
Toilets and Changing Rooms	22
Cycle Parking.....	22
Safety & Emergencies	23
ABOUT THE FACULTY OF MEDICINE	24
Meet the team	24
Your Module Tutor.....	25
Fundamentals of medicine.....	25
Cardiorespiratory.....	25
Metabolism	25
Locomotor.....	25
Brain and Behaviour	25
Human Development	25
COMMUNICATION	26

By email.....	26
Timetables	26
How you should communicate	26
By telephone.....	27
By letter.....	27
QMPLUS	28
STUDENT FINANCES AND FEES.....	29
STUDENT SUPPORT	30
MBBS ACADEMIC ADVISOR SCHEME & SENIOR TUTOR.....	31
DISABILITY & DYSLEXIA SERVICE (DDS)	34
Togetherall	34
Access Guides.....	35
Services Offered	35
Autism	36
PROFESSIONALISM & GOVERNANCE	38
USE OF SOCIAL MEDIA.....	39
Privacy settings.....	40
Protect your own privacy	40
BURSARIES, GRANTS & SCHOLARSHIPS	41
LEARNING AND TEACHING	42
How is the curriculum organised?	42
How will I be taught?.....	43
The Teaching and Learning Contract.....	44
You can expect that we will:.....	44
We expect that you will:.....	44
Aims and Objectives of the Course	45
What is the goal of the first year?	45
HOW SHOULD I DRESS FOR PRACTICAL SESSIONS, CLINICAL PLACEMENTS AND EXAMS?	46
TIMEKEEPING AND ATTENDANCE	47
Know the Attendance Policy.....	47
Timekeeping	47
Authorised absence	48
Unauthorised absence.....	48
Notification of Absence.....	48
Absence during an assessment	49
THE USE OF PERSONAL DEVICES.....	50

ITEMS YOU WILL NEED	50
PROGRAMME STRUCTURE	51
MBBS Year 1 Course Modules	51
Fundamentals of Medicine (FunMed).....	51
<i>Learning outcomes</i>	51
<i>Learning objectives</i>	52
<i>Teaching Methods</i>	52
<i>Teaching and learning profile</i>	53
<i>Assessments</i>	53
Cardiorespiratory module	53
<i>Learning outcomes</i>	54
<i>Learning objectives</i>	54
<i>Teaching Methods</i>	55
<i>Teaching and learning profile</i>	55
<i>Assessments</i>	55
<i>Recommended reading</i>	55
Locomotor.....	56
<i>Learning outcomes</i>	56
<i>Learning objectives</i>	56
<i>Teaching Methods</i>	57
<i>Teaching and learning profile</i>	57
<i>Assessments</i>	57
Metabolism	58
<i>Learning outcomes</i>	58
<i>Learning objectives</i>	58
<i>Teaching Methods</i>	59
<i>Teaching and learning profile</i>	59
<i>Assessments</i>	59
<i>Recommended reading</i>	59
Brain and Behaviour	60
<i>Learning outcomes</i>	60
<i>Learning objectives</i>	60
<i>Teaching Methods</i>	61
<i>Teaching and learning profile</i>	61

<i>Assessments</i>	62
<i>Recommended reading</i>	62
Human Development.....	62
<i>Learning outcomes</i>	62
<i>Learning objectives</i>	63
<i>Teaching Methods</i>	63
<i>Teaching and learning profile</i>	63
<i>Assessments</i>	64
<i>Recommended reading</i>	64
Student Selected Components.....	64
How do I prepare for exams?.....	65
Module handbooks.....	65
Sample and past papers.....	65
Academic Offences and Plagiarism.....	66
Thinking of leaving the programme?.....	66
Interruption.....	66
Withdrawal.....	67
Deregistration.....	67
ASSESSMENT AND EXAMINATION.....	68
CLINICAL PLACEMENTS.....	68
Occupational Health & Being Cleared for Clinical Placements.....	68
TERM DATES.....	69
STUDENT COURSE REPRESENTATIVES.....	69
STUDENT SURVEYS AND FEEDBACK.....	70
RAISING CONCERNS.....	71
MAKING A COMPLAINT.....	71
BARTS AND THE LONDON ALUMNI ASSOCIATION (BATLAA).....	72

WELCOME FROM VICE PRINCIPAL FOR HEALTH

As Vice Principal for Health, it is real pleasure to welcome each of you as our new first year medical students to Queen Mary University of London! I'm delighted that you chose to study with us founded on the Medical Colleges of St Bartholomew's Hospital and the London Hospital with an illustrious history of providing care to the sick and poor for 901 years.

The Undergraduate Medicine degree programme you have chosen is challenging and, enjoyable. Becoming a successful and safe doctor requires multi-disciplinary teamwork to get the best for our patients. Today, you join a community that stretches back to 1123 and follow in the footsteps of William Harvey who described the circulation, Parkinson who identified Parkinson's disease, Langdon Down of Down's Syndrome, and Wald, who identified that folate in flour can reduce spina bifida. As an alumnus of this medical school, I can confirm that you have chosen an amazing place to learn medicine in East London.

We are committed to helping you to become a doctor, but this course requires your hard work, and absolute dedication. I encourage you to make friends that you can share this journey with and support each other as a caring and compassionate community. If you are like me some of the friends you will make here over the coming weeks and years will be amongst the best you will ever have. Please become actively involved in the Barts and The London Students Association where we have many clubs and societies which has something for everyone. The best doctors are those that work hard but also enjoy life please do take time out for yourself and your friends.

You will see patients at their most vulnerable and they will share privileged information with you that they may never have shared with anyone else. From today I expect you to treat all patients, fellow students, staff and the public that you meet with respect, courtesy and maintain confidentiality. Sometimes you may need help, and we are here to support you, both as individuals and as a year group, so if you do need help, or advice during what will be an intense programme of study please do reach out.

Throughout your course you will be assessed and evaluated for safe and effective clinical practice as we need to be confident that you are ready to proceed to the next level and eventually graduate as safe and effective practitioners. Above all I really hope you enjoy your time with us, and I look forward to congratulating you on your graduation day though that may seem a long way away!

Mr Caulfield

Professor Sir Mark Caulfield, Vice Principal for Health and Executive Dean



WELCOME FROM HEAD OF MBBS Y1

Welcome to the MBBS Programme and thank you for choosing to study with us at Queen Mary University/Barts and the London Faculty of Medicine and Dentistry.

Welcome to Barts and The London medical school. You are about to embark 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 a long way off, the time will pass quickly, and you will graduate in what seems like an impossible short time.

During your time here, you will 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 and clinicians in the world. We will help you develop your clinical and communication skills and 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 professional life.

You will 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.

Dr Lesley Robson, BSc, PhD

Head of MBBS Year 1, Institute of Health Sciences Education



WELCOME FROM IHSE DIRECTOR

A very warm welcome to you all!

We have a great community of staff and fellow students who are keen to get to know you, and to help support you through your journey into medicine. We have so much to learn from each other, so do enjoy getting to know us too!

We also learn so much from the patients we meet. Everyone has their own story, and the way people face challenges, including some very serious ones is really humbling. We are an organisation with a tremendous heritage of supporting people who are in need, and we continue that today, and into the future.

Welcome to our Medical School and to becoming part of that future.

**Professor Jo Martin, CBE MA PhD RCPATH ME FRCPI(Hon) FIBMS(Hon) FFPH(Hon)
SFFMLM FRCPath**

Professor of Pathology, Director of IHSE, Deputy Vice Principal for Health.
National Specialty Advisor for Pathology NHS England



WELCOME FROM HEAD OF MBBS PROGRAMME

Welcome to the undergraduate medicine degree programme (MBBS) here at Queen Mary, University of London - one that is founded on the great history and heritage of the Medical Colleges of St Bartholomew's Hospital and The London Hospital.

I want to first promise you that as Head of MBBS, your wellbeing is my number one priority. And specifically, I want to ensure you we help you to be healthy and happy whilst you are with us. Studying medicine is a challenge, however a challenge that you will overcome over time. In overcoming that challenge, we will help you to get the best out of yourself, and you'll do by being healthy and happy.

You are studying medicine at a time when there is significant change around you - within medicine, the profession, the NHS and society. It's tough being a medical student and it's tough becoming a doctor. Nevertheless, we will support you through this change and scaffold your learning so that you transition from being a medical student to being a doctor in the smoothest way possible for you.

The course will ground you in the principles of medicine and teach you how to serve others first and foremost, especially those around you who are disadvantaged, marginalised and have the least. You have the world on your doorstep in East and Northeast London, and this is the best place to learn medicine. We'll help you to be both local champions, as well as global citizens.

This course will stretch and challenge you in ways that will help you develop the lifelong skills required by doctors working in a 21st century healthcare system. Medicine is not just a science but also an art and the course teaches you not only the science you will need but also that if you can listen and be kind, and compassionate to your patients, that is often a good starting point from which you can then help improve your patients' lives.

Finally, this course is about values and developing those that the public will have confidence in. My values are honesty, integrity, credibility, humility, and courage. We encourage you also to be good human beings who tell the truth and be prepared to be vulnerable. Trust in the course and trust us to get you through the course. If you can do that, you'll get most from your time here, and you'll also have the best time ever.

Professor Rakesh Patel, MBChB MRCP (UK) MRCP (Nephrology) MD MMed SFHEA
Head of MBBS, Institute of Health Sciences Education



WELCOME FROM BLSA PRESIDENT

Congratulations on Your Acceptance to Barts and The London School of Medicine and Dentistry!

Welcome to the BL community! As recent freshers ourselves, we understand how thrilling and nerve-wracking this moment can be. You should be extremely proud of what you've achieved.

I'm Rahma, this year's President of the Barts and The London Students' Association (BLSA). The BLSA is here to support your university journey, from student societies, volunteering, and sports groups to enhancing your academic life, curriculum, and assessments. Our mission is to enrich both your educational and social experiences at BL.

Barts and The London is a welcoming place where I hope you'll feel at home and build lasting friendships and support networks. We offer a wide range of societies and clubs, including academic, faith-based, cultural, and artistic groups, alongside diverse sports teams and volunteering opportunities. Whether you're interested in deepening your academic knowledge, exploring your faith, celebrating your culture, or expressing yourself artistically, you'll find like-minded peers and ample support here.

Throughout the year, we have an exciting lineup of events and projects, from social gatherings and cultural celebrations to academic conferences and community service initiatives. These activities provide a chance to learn, grow, and make a positive impact while creating lasting memories.

I encourage you to get involved: join student groups, start your own, become a year group representative, and champion the student voice. These experiences will help you explore your interests, build valuable skills, and create memories that will last a lifetime.

I am committed to making your transition to university as smooth, reassuring, and enjoyable as possible. Enjoy your studies and all the fascinating opportunities they bring. Remember to take time for yourself, meet new people, and try new things.

Most of you will spend at least five years here, and during this time, you'll grow as individuals and professionals in ways you can't yet imagine. Shape your experience at BL to become the person you aspire to be while contributing to this wonderful community.

Wishing you all the best! Feel free to reach out any time (email: president@bartslondon.com) or drop by the BLSA office. We are here to support you on this incredible journey.

Please also take a moment to read the BLSA guide for more information on who is running the BLSA, the services we offer, and where to find support. Last year, we also created the Barts Muslim Guide, which helps students integrate into the Barts community, navigate university life in relation to their faith, and offers advice on managing commitments, such as observing Ramadan and understanding dress codes in clinical settings. Both guides can be found on our website: <https://www.bartslondon.com/>.

All the best,

Rahma Hegy

President, Barts and The London Students' Association (BLSA)



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 (IHSE)**, 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 \(qmul.ac.uk\)](#)

Please also visit the following website 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 \(qmul.ac.uk\)](#)

GETTING STARTED

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

Registration

At the start of each academic year, all new and returning students must **register** at the University to be officially recognised as a QM student. In addition to being enrolled at the University, registration is very important because it connects you to the university and you will receive an ID card and an IT account.

Enrolment

Enrolment will take place on **17th September 2024 (9am – 10am)** in the Octagon at Mile End (see the Induction Week timetable). Please follow the email previously sent to you by the admissions team, regarding pre-enrolment and which documents you need to bring with you on the day to enrol.

Occupational Health appointments will be allocated to you via email.

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 always carry it with you.

In addition, your attendance at teaching and practical sessions 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 be provided log-in details to your QMUL account at enrolment (you must be fully enrolled to receive this). Once you're connected, you can log on to campus computers, connect to campus wi-fi and access your university email.

You must change your password when you first log on. You should receive email notifications to change your password shortly before it is due to expire. The easiest way to change your password is by accessing your *personal settings* and going to 'sign in options' & then 'change password'.

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 and 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 your 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** (Problem Based Learning (PBL), Team Based Learning (TBL) and some physiology practical's will be based in the Garrod building)
<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 & DIVERSITY

The Faculty of Medicine 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 recognises merit and potential and finds ways to nurture and support these amongst our students.

The Faculty of Medicine 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 1 students, Karen Picken (k.picken@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 Institute of Health Sciences, please see the following 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/operations/sustainable-travel/#:~:text=Cycle%20Storage,in%20touch%20with%20more%20information>

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

The faculty of medicine 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 1	Deputy Head of Year 1
 <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 Lesley Robson Reader in Medical Sciences l.g.robson@qmul.ac.uk</p>	 <p>Dr Maryam Malekigorji Senior Lecturer in Medical Sciences m.malekigorji@qmul.ac.uk</p>
Head of Assessment	Lead Operation Manager	Programme Administration Manager	Programme Administrator Year 1
 <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 Karen Picken k.picken@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 organising and leading the content of a particular module.

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

Fundamentals of medicine

Dr. Nandini Hayes, Senior Lecturer in Medical Science

Dr Keely Kulesza-Smith, Senior Lecturer in Medical Science

Cardiorespiratory

Dr Lujain Alsadder, Senior lecture in Physiology

Dr. Amir Hakim, Senior Lecturer and Lead for Physiology

Metabolism

Dr Tatiana Novoselova, Lecturer in Endocrinology

Dr Nyree Myatt, Lecturer in Biochemistry

Dr Tania Maffucci, Reader in Cell Signalling

Locomotor

Dr Paula Vickerton, Reader and Lead for Anatomy

Brain and Behaviour

Dr Patrick Pallier, Senior lecturer in Neuroscience

Dr Xuenong Bo, Senior Lecturer in Surgery and clinical Neuroscience

Human Development

Dr Maryam Malekigorji, Senior lecturer in Medical Sciences and Lead for Pharmacology

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 summarised 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 first 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://qmplus.qmul.ac.uk/course/view.php?id=3055>

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 have 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 work with 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.
- You will normally have the same Academic Advisor for the whole time you are here at Medical School.

When will I find out who my new Academic Advisor is?

New students should be informed of their Academic Advisor in Mid-September 2024 via email. Existing students should already know their Academic Advisor.

When will I meet with my Academic Advisor?

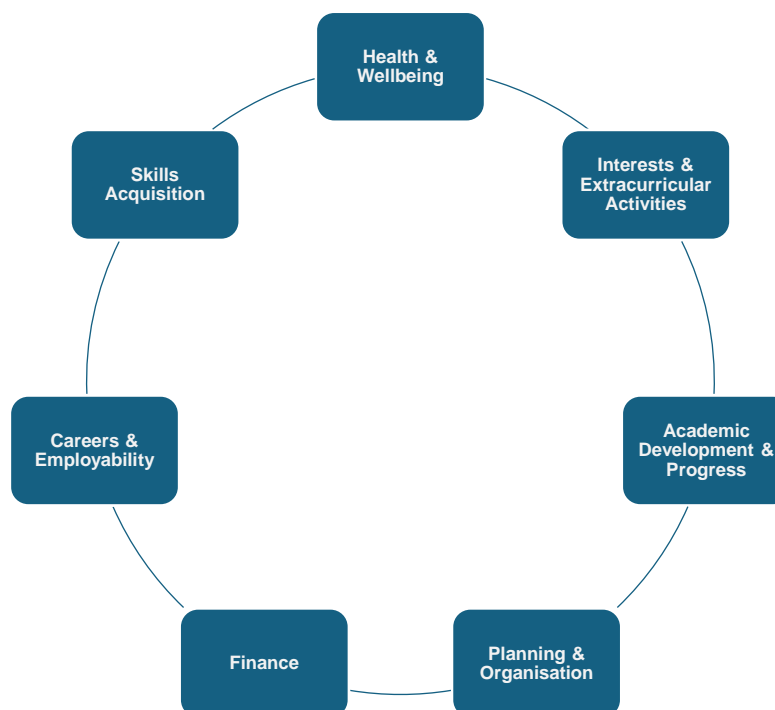
You will be asked to meet individually with your Academic Advisor at least once per term. There may also be some group meetings with their other advisees.

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 services 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 smd-senior-tutors@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 'Togetherall', 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 Big White Wall 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 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 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 conditions 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 [online booking form](#) to make an appointment to meet with a member of the team.

Autism

What support is available to students who are on 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 because of 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 have academic problems?
- Advice on extenuating circumstances and 'fit to sit'.
- 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:

<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-Friday 10am - 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 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 tutor, 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. As a result, when you graduate from the programme, you will emerge as a well-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*. These are small group sessions where you take the lead on setting the objectives that you need to research and study. These sessions have a scenario, which might be a clinical case, an article or other trigger material that you discuss with your group. The staff member as PBL tutor is present to ONLY facilitate the session and not to directly teach and/or answer questions. 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)*. TBL is a mixture of individual and team study. It is very interactive and 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 and answering them with your group. This group work helps identify areas that require additional work. There is a subject specialist on hand to clarify the answer of these questions and to present the application of the knowledge you have learned to medical problems. More information on these TBL sessions will be given later in the year.
- *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 your learning prior to the classroom session so that you 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 you an opportunity to see how well you have understood the material and how well you can apply the content.
- *Practical classes and workshops* help you understand the anatomy and physiology of the human body and how diseases affect the various body systems.
- In the *clinical and communication skills sessions*, you develop core clinical skills used to assess patients and communicate with them to obtain a history or to explain information that is essential for 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 important time that you spend consolidating your knowledge and skills whilst identifying areas that still need improvement.

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 first year?

At the completion of the first year, students should be able to have an understanding of the “normal” main organ systems of the body and how they work. Therefore, the first year of the programme focuses on the normal 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 become familiar with 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. You will develop these skills as you progress through 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. 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 which is available on QMplus (please refer to the policy by accessing this link:

<https://qmplus.qmul.ac.uk/mod/resource/view.php?id=390001>

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 taken using either the electronic card reader or a paper register **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 90% attendance and therefore any absences contribute negatively to ensuring you exceed this figure. Not achieving this figure will result in professionalism points being awarded.

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. Repeated absences from teaching sessions will be noted and recorded by the academic and professional service staff and may result in escalation if you are absent for a significant number of days. You may be asked to contact your Academic Advisor, Senior Tutor or Student Support in the first instance to make sure that you have the appropriate advice and support to help you progress on the programme.

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

The short answer to this is 'No'.

Attendance will still be recorded up to 5 minutes past the hour, any student arriving after this will be documented as being absent.

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 your tutor. 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 appropriate documentary evidence such as a doctors' note.

Students should not be absent from Queen Mary during term-time without obtaining written agreement in advance from their Head of Year or Programme. 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 [available on QMPlus](#).

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 runs between September (later years may start in August) to June (later years may run to July). Year 1 comprises 6 topics and 3 student selected components (SSCs). The whole year comprises 120 credits and you need to complete the end of year exams to attain these credits to move into year 2.

MBBS Year 1 Course Modules

The below is a list of the modules, with a brief summary of learning outcomes/objectives and assessment.

Fundamentals of Medicine (FunMed)

Module lead: Dr Nandini Hayes and Dr Keely Kulesza-Smith

Module dates: 23rd September – 22nd November 2024

This module provides a grounding in the core principles of the biomedical sciences that form the basis of modern medicine. It covers the essential principles and theory of, biochemistry, pharmacology, microbiology, immunology, molecular and cell biology, anatomy and physiology.

In addition to the core applied sciences, the module covers key concepts and theories in the social sciences which will help you to understand the experience of illness and place the role of medicine and medical professionals within a broader social context.

You will explore how the community, environmental, genetic and socioeconomic background influence the health of the individual and wider community. The public health component of the module develops your understanding of the impact of health disparities.

Learning outcomes

By the end of the module, you should be able to:

1. Demonstrate a basic knowledge of various subjects including anatomy, cell biology, genetics, cancer, pharmacology, neurobiology, physiology, public health, histology, immunology and microbiology.
2. Demonstrate an understanding of basic human physiology and anatomy within the context of disease mechanisms.

3. Develop insights into the interaction between society and health and the role of medical practitioners in the broad context of public and global health.
4. Demonstrate the ability to work and communicate effectively in small groups.
5. Develop the ability to start learning independently, develop information-finding skills, and identify and critically appraise medical and academic resources.

Learning objectives

1. Describe the normal biological structure and functions of various cellular and molecular components of the human body.
2. Demonstrate knowledge of general human physiology, neurobiology, immunology, and basic pharmacology to provide a foundation for the subsequent body systems modules and diseases covered thereafter.
3. Demonstrate a basic knowledge of anatomical terms and of the location of the main organs and structures, including the use of medical imaging.
4. Describe the normal physiological process of the body such as homeostasis.
5. Describe the contribution of genetic, social, environmental, political, occupational, and behavioural factors impacting upon health, illness, and disease.
6. Discuss the psycho-social impact of illness on patients and their networks.
7. Describe the roles and responsibilities of doctors and other health professionals within the healthcare system.
8. Develop effective communication skills necessary for successful interactions with patients in clinical settings.
9. Apply ethical principles to guide interactions with patients.
10. Demonstrate effective infection control and handwashing techniques.

Teaching Methods

- Large group teaching activities
- Practical sessions in anatomy, physiology and histology
- Problem based learning (PBL)
- Clinical and communication skills sessions
- General practitioner placement

Teaching and learning profile

Activity type over 9 weeks	Total time spent (hours)
Large group	86
Anatomy practical	6
Physiology practical	6
Problem based learning	17
Clinical skills	1.5
Diversity and clinical communication	1.5
Hearing and vision workshop	4
Medicine in Society	40
Patient centred interviewing	2
Basic Life Support (BLS)	2.5
Study skills	2.5

Assessments

Formative assessment

- Formative Test
- Paper D - Objective Structured Clinical Examination (OSCE)
- PBL

Summative assessments

- Paper A - Continual assessment
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).
- Paper C - Data interpretation
- Paper E - Student Selected Component (SSC)

Cardiorespiratory module

Module lead Dr Lujain Alsadder and Dr Amir Hakim

Module dates: 2nd December – 20th December 2024

This module is designed as an introduction to the basic structure and function of the body systems that enable oxygen and nutrients to reach tissues, and carbon dioxide and waste products to be removed. Within this module, the anatomy (structure) and physiology

(function) of the cardiovascular, haematological, renal and respiratory systems will be covered.

Learning outcomes

By the end of this module, you will be able to:

1. Demonstrate knowledge of the anatomy and histology of the heart, blood vessels, blood, and respiratory systems
2. Demonstrate knowledge of physiology related to the function of the heart, blood, renal and respiratory systems
3. Demonstrate how to carry out a clinical physical examination of the cardiorespiratory systems and basic life support

Learning objectives

1. Describe the structure and function of the different components of the blood.
2. Explain the mechanisms of haemostasis and blood clotting and describe the commonest medical conditions where these mechanisms malfunction.
3. Explain how oxygen is carried from the lungs to the tissues.
4. Describe the structure and functions of blood vessels, the heart, and the lungs.
5. Describe how the heart works as a pump, including the phases of the cardiac cycle and the heart's electrical activity as measured by the ECG.
6. Explain the role of blood pressure, cardiac output, and peripheral resistance in the distribution of blood to the various organs of the body.
7. Describe the neuronal and hormonal control of blood pressure, cardiac output, and peripheral resistance.
8. Describe the role of the autonomic nervous system in the control of blood pressure at rest and during exercise and injury.
9. Describe the structure and function of the kidneys and their role in regulating blood pressure, fluid and electrolyte balance and acid-base homeostasis
10. Describe the common medical conditions where these mechanisms malfunction.
11. Describe the main classes of drugs used to treat common pathological conditions in the cardiorespiratory system.
12. Demonstrate a basic cardiovascular and respiratory examination and assessment.
13. Obtain and interpret pulse oximeter and ECG readings.
14. Obtain and analyse alveolar gases.

Teaching Methods

- Large group teaching activities
- Practical sessions in anatomy and physiology
- Problem based learning (PBL)
- Clinical and Communication Skills sessions
- General practitioner placement

Teaching and learning profile

Activity type over 3 weeks	Total time spent (hours)
Large group	29
Anatomy practical	3
Physiology practical	3
Problem based learning	4
Clinical skills	3
Medicine in Society	16
SSC protected time	6

Assessments

Formative assessment

- Formative Test
- PBL

Summative assessments

- Paper A - Continual assessment
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).
- Paper C - Data interpretation
- Paper D - Objective Structured Clinical Examination (OSCE)
- Paper E - Student Selected Component (SSC)

Recommended reading

Please refer to the reading list provided on the CR1 Module handbook.

Locomotor

Module lead: Dr Paula Vickerton

Module dates 6th January – 24th January 2025

This module aims to introduce you to the normal structure and function of the locomotor system, examining the structure and function of the upper and lower limbs including the blood supply to the limbs and the innervation of the muscles and sensory innervation of the limbs. This module also introduces concepts such as bone formation, and normal joint structure, which will then be built on to understand bone fracture healing, orthopaedics and arthritis in year 2.

Learning outcomes

By the end of the module, you will be able to:

1. Demonstrate a knowledge of the structure and function of the upper and lower limbs.
2. Demonstrate a knowledge of the path of blood vessels and nerves through the upper and lower limbs and their relationship to the skeletal elements.
3. Demonstrate a knowledge of the common sites of injury, as well as considerations on the consequences that arise from these injuries.
4. Demonstrate a knowledge of the vertebral column and its role in posture and locomotion.
5. Demonstrate and perform an examination of the elbow and knee joints.
6. Demonstrate an understanding of bone formation and growth.
7. Demonstrate an understanding of muscle microstructure, function, and plasticity.

Learning objectives

1. Describe the skeletal elements that comprise the upper and lower limbs.
2. Describe the muscle compartments of the upper and lower limbs.
3. Discuss the anatomical variations between the upper and lower limbs in relation to their main function.
4. Explain the innervation and vascular supply to the upper and lower limbs.
5. Explain how common injuries to bones or joint may compromise nerves and blood vessels and how these present, and the consequences to the function of the upper and lower limbs.
6. Explain the different types of joint and the interplay between the articular cartilage and synovial fluid to provide smooth movement at synovial joints.
7. Describe the skeletal muscle and its innervation.
8. Explain how bone forms and its normal remodelling throughout life.

9. Describe how nerve conduction velocity and electromyography are assessed.
10. Describe a basic joint examination of the elbow and knee.

Teaching Methods

- Large group teaching activities
- Cadaveric anatomy lab classes
- Surface anatomy class
- Physiology lab class
- Problem based learning (PBL)
- Team based learning (TBL)
- Clinical and Communication Skills sessions
- General practitioner placement

Teaching and learning profile

Activity type over 3 weeks	Total time spent (hours)
Large group	20
Anatomy practical	4.5
Physiology practical	1.5
Problem based learning	5
Team based learning	3
Clinical skills	3
Medicine in Society	16
Active bystander	1
Self-directed (asynchronous)	Number of sessions: 2

Assessments

Formative assessment

- Formative test
- PBL
- TBL

Summative assessments

- Paper A - Continual assessment
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).

- Paper C - Data interpretation
- Paper D - Objective Structured Clinical Examination (OSCE)
- Paper E - Student Selected Component (SSC)

Recommended reading

- Please refer to the reading list provided on the Loco1 Module handbook.

Metabolism

Module lead: Dr Nyree Myatt and Dr Tatiana Novoselova

Module dates: 10th February – 28th February 2025

The Metabolism module in year 1 focuses on the with aspects of biochemistry and Human nutrition and the role of the alimentary (gastrointestinal) system in absorbing nutrients, primarily derived from digestion of carbohydrates, proteins and fats. The module looks at the biochemical processes (metabolism) that the body uses to provide the energy, growth and repair requirements of the body. Hormones have a marked influence on such processes.

Learning outcomes

By the end of the module, you will be able to:

1. Demonstrate a knowledge of the anatomy and function of the alimentary (gastrointestinal) system from mouth to anus, including the structure and function of the liver and biliary system.
2. Demonstrate a knowledge of the biochemistry of human nutrition and cellular energy production and utilization.
3. Demonstrate how to examine the abdomen.

Learning objectives

1. Describe the structure and function of the alimentary (gastrointestinal) system from mouth to anus and including the liver and biliary system.
2. Describe how food provides nutrients through digestion and absorption and illustrate the links between the gastrointestinal structure and function.
3. Describe the metabolic processes involved in nutrient handling and cellular energy production and utilisation, including the main hormones involved in their regulation
4. Define and describe the function and structure of the liver and biliary system.
5. Perform a basic abdominal examination and relate the examination to the surface anatomy and regions of the abdomen.

Teaching Methods

- Large group teaching activities
- Practical sessions in anatomy
- Problem based learning (PBL)
- Clinical and Communication Skills sessions
- General practitioner placement

Teaching and learning profile

Activity type over 3 weeks	Total time spent (hours)
Large group	33
Anatomy practical	3
Problem based learning	5
Medicine in Society	8
SSC protected time	6
Self-directed (asynchronous)	Number of sessions: 1

Assessments

Formative assessment

- Formative Test
- PBL

Summative assessments

- Paper A - Continual assessment
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).
- Paper C - Data interpretation
- Paper D - Objective Structured Clinical Examination (OSCE)
- Paper E - Student Selected Component (SSC)

Recommended reading

Please refer to the reading list provided on the Met1 Module handbook.

Brain and Behaviour

Module lead: Dr Patrick Pallier and Dr Xuenong Bo

Module dates: 3rd March – 21st March 2025

This module aims to provide a functional overview of the anatomy, physiology and clinical neurology of the human nervous.

Learning outcomes

By the end of the module, you will be able to:

1. Demonstrate knowledge of the organisation and functions of the nervous system, the structures that protect it and its vasculature, and describe the cells of the peripheral and central nervous systems and explain their function.
2. Demonstrate knowledge of how sensory information is conveyed from the periphery to the central nervous system.
3. Demonstrate knowledge of the cranial nerves, including their anatomy, function, and clinical assessment, and how to distinguish between an injury to the peripheral or brainstem regions.
4. Apply knowledge to diagnostic testing and demonstrate how to examine the peripheral nervous system and interpret the results from an examination to determine the type and location of an injury.

Learning objectives

1. Describe the main pathways by which the sensory information that carries low threshold cutaneous sensation (touch, pressure, and vibration), proprioception, and pain are transmitted from the periphery to the brain and describe the location of where these pathways crossover (decussate) in the nervous system.
2. Explain the anatomy and physiology of two of the human special senses, vision and hearing.
3. Describe the main components of the motor system, with emphasis on the monosynaptic reflex and corticospinal (pyramidal) tract.
4. Describe and explain the clinical significance of the monosynaptic reflexes.
5. Describe and perform the basic tests used to assess the integrity of the main ascending and descending pathways, recognize and explain the clinical signs associated with their damage, and discuss the main differences in injury and repair mechanisms between central and peripheral nervous systems.
6. Locate specific cutaneous dermatomes on various parts of the body.

7. Describe the origin, organization, and functions of the cranial nerves and the basic tests that are used to assess their integrity, along with the clinical signs associated with damage to them.
8. Name and locate the skull bones and foramina, review the cranial nerves related to each foramen, and describe the difference between newborn and adult skulls.
9. Relate the main functional regions of the cortex to specific brain lobes.
10. Describe the distribution of the principal arteries of the brain and spinal cord and the main functional areas of the brain and spinal cord that they supply.
11. Explain the structure and function of the meninges, the role, formation and removal of the cerebrospinal fluid, and the concept of blood-brain barrier and its clinical significance.
12. Review the major neural and muscular structures of the neck and explain the functional neuroanatomy of breathing, sound, speech and language production.
13. Explain the anatomy and the diverse functions (motor, cardiovascular, and respiratory control; consciousness and sleep/wake control; pain modulation; habituation to meaningless stimuli; neuroendocrine regulation of bodily functions and basic drives) of two major groups of brain nuclei, the reticular formation and the hypothalamus.
14. Know and describe the microanatomy of the central and peripheral nervous system and, at the macro level, the different types of neuroimaging techniques available to investigate the nervous system and interpret common images of basic CNS pathologies.
15. Explain the bases of neurotransmission and neuropharmacology.

Teaching Methods

- Large group teaching.
- Practical sessions in anatomy and physiology.
- Problem based learning (PBL).
- Clinical and Communication Skills sessions.
- General practitioner placements.

Teaching and learning profile

Activity type over 3 weeks	Total time spent (hours)
Large group	24
Anatomy practical	4.5
Physiology practical	3
Problem based learning	6
Clinical skills	3

Medicine in Society	8
SSC protected time	6
Self-directed (asynchronous)	Number of sessions: 8

Assessments

Formative assessment

- Formative Test
- PBL

Summative assessments

- Paper A - Continual assessment.
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).
- Paper C - Data interpretation.
- Paper D - Objective Structured Clinical Examination (OSCE).
- Paper E - Student Selected Component (SSC).

Recommended reading

Please refer to the reading list provided on the BB1 Module handbook.

Human Development

Module Lead: Dr Maryam Malekigorji

Module Dates: 7th April – 9th May 2025 (this module incorporates two weeks break over Easter)

During this module you will be introduced to most aspects of human development from conception and fertilisation through to old age from a scientific, developmental and psychological viewpoint.

Learning outcomes

By the end of the module, you will be able to:

1. Demonstrate knowledge of the anatomy and physiology of the male and female pelvic and reproductive systems.
2. Evaluate the hormonal control of reproduction and how these change with age.
3. Identify various methods to control fertility and assess the effectiveness, advantages, and potential side effects of each method.

4. Demonstrate knowledge of the physiological changes during pregnancy, labour and postnatally.
5. Discuss normal embryonic development and the postnatal changes that occur to allow life ex-utero.
6. Assess postnatal growth using centile charts and development of a child and identify red flags for developmental milestones.

Learning objectives

1. Describe normal anatomy of the pelvic region, including both the bony anatomy and the pelvic organs.
2. Explain normal hormonal control of the male and female reproductive systems, including the changes at puberty, and at the menopause and andropause.
3. Outline factors that allow for fertilisation, implantation, and normal physiological changes during pregnancy and in the puerperium period.
4. Understand the process of birth and the physiological changes that occur in the baby at birth.
5. Appreciate the process of breastfeeding and compare different aspects of breastfeeding and bottle feeding.
6. Recognise normal growth and development before and after birth including social, cognitive, language and emotional developments of childhood and adolescence.
7. Describe the mechanisms for preventing common childhood infections.
8. Understand the physiology associated with ageing.

Teaching Methods

- Large group teaching activities
- Practical sessions in anatomy and physiology
- Team based Learning (TBL)
- Clinical and Communication Skills sessions
- General practitioner placement

Teaching and learning profile

Activity type over 3 weeks	Total time spent (hours)
Large group	27
Anatomy practical	3
Physiology practical	3
Team based learning	3

Medicine in Society	16
SSC protected time	6
Self-directed (asynchronous)	Number of sessions: 2

Assessments

Formative assessment

- Formative Test
- TBL

Summative assessments

- Paper A - Continual assessment
- Paper B - Written paper testing core module content (very short answer questions and single best answer questions).
- Paper C - Data interpretation
- Paper D - Objective Structured Clinical Examination (OSCE)
- Paper E - Student Selected Component (SSC)

Recommended reading

Please refer to the reading list provided on the HD1 Module handbook.

Student Selected Components

Module Lead: various leads

Module Dates: SSC1a throughout year and SSC1b and 1c in 2 x 2 week blocks:

SSC1b: 27th January – 7th February 2025 and SSC1c: 24th March – 4th April 2025

SSC1a is composed of one group poster that you start in Semester 2.

For SSC1b and SSC1c 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 outcome for the module.

Sample and past papers

Examples of SBAs and OSCEs are available on various formats, including online question banks as well as textbooks that take you through common clinical scenarios or OSCE stations. There are also 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:

<http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.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 the early year your clinical placements will mainly be in a primary care setting. You will have GP practice that you will attend throughout the year as part of Medicine in Society. Information about the Medicine in Society component will be communicated in the 1st week of the programme.

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.

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/rep/coursereps/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.

At the end of every module, a survey 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.

Please note that 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 other 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 witnesses 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 can be reported via Evasys online 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)

The Barts and the London Alumni Association (BATLAA) provides continuing links between all former Faculty of Medicine and Dentistry medical and dental students and the Faculty of Medicine and Dentistry.

Further information is available at: [Barts and The London Alumni Association \(BATLAA\) - Queen Mary University of London \(qmul.ac.uk\)](https://www.qmul.ac.uk/batlaa/)