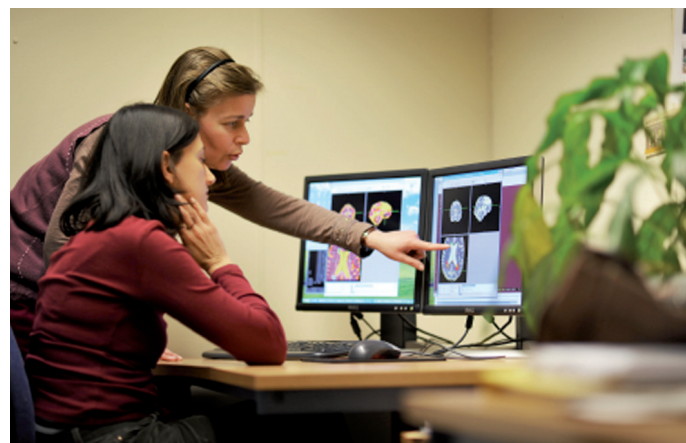
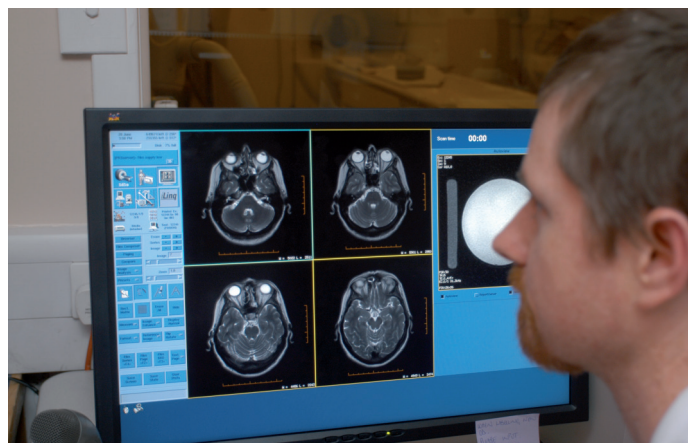


Participate in cutting-edge scientific and clinical research

A particular strength of the Edinburgh programme is that during the student-selected components of the MBChB and the intercalated Honours year, students can join top-rated laboratory and clinical research groups and develop interests and abilities that will often form a basis for their subsequent career. Our international reputation in research is first class. In the UK Research Assessment Exercise (2008), Edinburgh's Biological Sciences research was awarded a top 5 rating and its Hospital-based Clinical research gained a 5* rating - the highest award possible.



Train in state-of-the-art clinical and academic facilities

Clinical teaching, offered from Year 1, takes place in the city's 3 teaching hospitals, in community family practices and in hospitals across south-east Scotland. Facilities for teaching are modern and of a high standard. There have been major developments at the Western General Hospital including a Medical Education Centre and a building for clinical care, teaching and research whilst the Chancellor's Building at Little France provides excellent teaching and research facilities adjacent to the Royal Infirmary of Edinburgh.

Live in a popular capital city with a thriving University community

Edinburgh is one of the most vibrant, cosmopolitan cities in Europe, regularly voted one of the most desirable places in the world to live. With four universities and numerous colleges, it is exceptionally student-friendly too. About 30,000 students study at The University of Edinburgh from all over the world and from a wide variety of backgrounds and the University has around 200 student societies and 60 sports clubs for you to choose from.

Pastoral support is excellent and the University boasts exceptional mentoring arrangements; each student is allocated a Director of Studies who oversees personal development. The Medical Students' Council is active in promoting the interests of medical students and the Royal Medical Society, founded as a student society in 1734, has accommodation close to the central University that is another focus for the medical student community.

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Every effort has been made to ensure that the information in this brochure is up to date at the time of going to press (August 2011). However, it will not form part of the contract between the University and a student or applicant and must be read in conjunction with the Terms and Conditions of Admission set out in the Undergraduate Prospectus.



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Medicine at The University of Edinburgh



The cutting edge of 21st Century medicine

Why choose to study medicine at Edinburgh?

Choosing which medical school to apply to is not an easy task as each has its own strengths. So in what ways does Edinburgh stand out from the crowd? What opportunities does an Edinburgh medical degree offer?

Join a long tradition of excellence in medicine

The Edinburgh medical degree has long been one of the most highly-regarded qualifications in the world. Medicine has been taught in Edinburgh since the early 16th Century and Edinburgh Medical School has occupied a prime position in world medicine since its establishment in 1726. Indeed, many of the world's medical schools were founded by Edinburgh medical graduates and modelled on the Edinburgh curriculum. Edinburgh graduates have long been associated with establishing ground-breaking new clinical methods and specialities.

This forward-thinking tradition in medical education and position at the forefront of medical research are continued by the current Medical School. We are determined to ensure that our past standards are not only maintained but surpassed by continuous development and innovation in teaching, research and clinical practice.

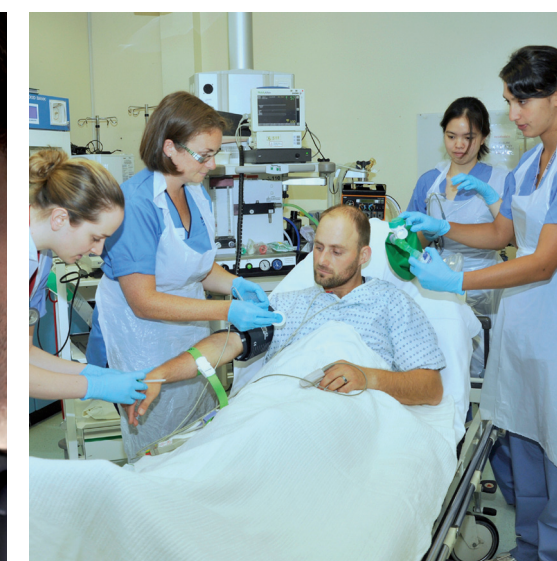
Enjoy an excellent preparation for practice

The MBChB medical degree programme at Edinburgh recognises the talents, skills and diversity of its students and their vocational commitment to careers in medicine. We aim to develop our students to their full potential in order that they graduate as caring, competent, reflective and confident medical practitioners who can work effectively at the highest level in a diversity of scientific, clinical, hospital based and community environments.

Undergraduate teaching is the core activity of the Medical School and our students enjoy a superb preparation for a life of medical practice. Over 800 teachers are involved in delivering the curriculum, under the direction of the University's Centre for Medical Education.

Distinctive features of the educational experience at Edinburgh include an emphasis on the sciences and humanities underpinning clinical practice; research skills and enquiry-led learning; a blend of traditional and innovative teaching and learning methods, that includes lecturers, problem-based learning, e-learning, simulation workshops, portfolio learning and clinical attachments and clear guidance on life long professional development and career planning.

The curriculum is described as 'spiral' which quite simply means students will revisit areas of study repeatedly as they progress through the 5 years, building on prior learning to develop deep understanding of the complexity of clinical practice, technical competence and appropriate attributes. The school describes these abilities of the medical graduate as the 12 Programme Outcomes which have been designed to meet the requirements for medical education described in Tomorrow's Doctors (2009) by the General Medical Council.





Years 1 and 2

Years 1 and 2 provide an introduction to the scientific, sociological and behavioural principles for the practice of medicine through a variety of teaching methods. Amongst these methods a problem-based learning (PBL) approach is used to help integrate concepts; this reinforces the study of the fundamentals of medicine in context together with developing clinical reasoning and decision-making. PBL sessions are student directed and facilitated by members of staff.

Students learn practical clinical skills and resuscitation throughout the curriculum in purpose-build clinical skills facilities

Clinical experiences begin early in the curriculum. Students interview patients and their families in Year 1 during the Talking with Families and Health Needs of Older People elements and undertake clinically relevant group projects in the Student Selected Components in Years 1 and 2.

In Year 2, the Introduction to Clinical Practice course, based in teaching general practices, allows students to learn the key skills of history-taking and examination.

Intercalated Honours

Approximately 40% of students undertake an intercalated year of study leading to one of 18 Bachelor of Medical Sciences Honours degrees, normally between Years 2 and 3 of the MBChB. During this year students study a scientific discipline in depth and submit a dissertation. Honours programmes include Biochemistry, Medical Biology, Developmental Biology, Evolutionary Biology, Reproductive Biology, Molecular Biology, Infectious Disease, Epidemiology, International Public Health Policy, Genetics, Immunology, Neuroscience, Physiology, Pharmacology, Pharmacology with Industrial Experience, Psychology, Sports Science Medicine and Zoology.

Years 3, 4 and 5

In Years 3 and 4 - 'Process of Care' - integrated system-based courses cover the major body systems for a second time. Year 4 introduces reproduction and mental health. The student-selected component in Year 4 is an individual project carried out part-time over 14 weeks.

In Year 5 - 'Preparation for Practice' - students rotate through attachments providing clinical experience in many different contexts, including several outside the main teaching centres. The student-selected component in Year 5 is an 8-week elective period during which students have the opportunity to study outside the UK. A recent innovation has been the introduction of the Student Assistantship where students work with an individual foundation doctor to further develop skills required for practice.

Learning and assessment styles

Edinburgh Medical School recognises that people learn effectively in different ways and therefore provides a variety of traditional and innovative methods from lectures to clinical simulations and from the beginning sets that learning in a clinical context. Throughout the programme there is an emphasis on developing students' aptitude for self-regulated and lifelong learning, an essential quality for a successful medical career. For example problem-based learning is used to encourage students to work collaboratively in small groups to integrate knowledge and develop understanding using a series of clinical scenarios. And the portfolio fosters students' skills in observing and analysing clinical practice to develop their own insights and understanding of what the good doctor does.

Learning outcomes guide delivery of the curriculum; each module, and significant element of teaching has a unique set of learning outcomes to give students a clear idea of what they are required to learn.

Assessment consists of a rich mixture of in-course assessment, portfolio cases, computer-delivered knowledge tests, integrated clinical examinations in Years 2, 3 and 4 and a graduating examination to validate preparedness for medical practice at the end of Year 5.

e-Learning and the Edinburgh Electronic Medical Curriculum (EEMeC)

Within a University at the forefront of computer-enhanced education, the Medical School has pioneered the delivery of an electronic medical curriculum. EEMeC is a sophisticated, web-based learning support environment providing an ever-expanding set of online facilities for medical students and their teachers. EEMeC provides students with their curriculum information, timetable, notice boards, discussion and chat, access to learning resources such as computer-assisted learning packages and online library facilities, feedback opportunities, assessment results and more. You can visit and tour the electronic curriculum online at <http://www.eemec.med.ed.ac.uk>

Students Transferring at Year 3

Every year students from St. Andrews, Cambridge and Oxford transfer to Edinburgh at the beginning of Year 3 and undertake a bridging course immediately before the start of the academic year. The aim of the course is to familiarise transfer students with the Medical School, its programme and its teaching hospitals; and to address potential gaps in learning to ensure a smooth transition from one school to another. During the course students are given the opportunity to practise examination and history taking skills, and learn procedural skills that have been taught in Years 1 and 2 of the Edinburgh programme.. The varied sessions are led by clinicians, academic staff and clinical transfer students from previous years and the latter are on-hand to provide incoming students with advice and tips.



MBChB curriculum grid

Principles for Practice 1	1	Fundamentals of Medicine					Assessment	
		Cardiovascular		Respiratory		Locomotor		
		Health, Society and Ethics						
		Problem-based Learning						
		Student Selected Component 1						
		Year 1 Programme Theme Teaching						
Principles for Practice 2	2	Neurosciences		Gastrointestinal & Liver		Clinical Genetics	Assessment	
		Renal & Urology		Endocrine		The Virtual Clinic		
		Introduction to Clinical Practice						
		Problem-based Learning						
		Student Selected Component 2(a) and 2(b)						
		Year 2 Programme Theme Teaching						
Intercalated Bachelor of Medical Sciences (Honours)								
Process of Care 1	3	Cardiovascular	Locomotor	Respiratory	Gastrointestinal & Liver	Psychiatry	Assessment	
		Student Selected Component 3						
		Year 3 Programme Theme Teaching						
Process of Care 2	4	Haematology Oncology Palliative Care & Breast Disease		Dermatology Ophthalmology Otolaryngology		Obstetrics & Gynaecology and Genitourinary Medicine		Assessment
		Renal & Urology		General Practice		Psychiatry		
		Neurosciences		Student Selected Component 4				
		Year 4 Programme Theme Teaching						
Preparation for Professional Practice	5	Child Life & Health	Medicine	General Practice	General Surgery	Student Assistantship	Student Selected Component 5 (Elective)	Assessment
				Medicine of the Elderly	Emergency Medicine			
					Critical Care			
					Anaesthesia & Pain			
		Year 5 Programme Theme Teaching						