Important Information

Information provided by the University such as in presentations, University brochures and the University website, is accurate at the time of first disclosure. However, courses, University services and content of publications remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the University, leading to required changes. Such circumstances include, industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person’s expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the University, the University will look to give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so. Offers of a place to study at the University will provide up to date information on courses. The latest key information on courses, entry requirements and fees can be found at www.leeds.ac.uk/courses. Please check this website before making any decisions.
At Leeds we pride ourselves on educational excellence, opportunities for research, and career development, harnessing the greatest potential from every student and instilling the highest professional values to support Tomorrow’s Doctors.

Our MBChB course is recognised for the quality of its teaching, and as a leader in the advancement of medical education, we take pleasure in welcoming over 250 new undergraduate medical students each year. Nearly half of our undergraduate medical students also complete an intercalated degree, taking an extra degree in one year. It’s a great opportunity to broaden your knowledge and enhance your career opportunities.

When you join the School of Medicine, you will be following in a strong tradition of medical education and scientific breakthroughs. At Leeds not only does the teaching reflect the knowledge, skills and attitudes required to practice medicine in the current healthcare environment, but we pride ourselves on being a forward-thinking medical school and are confident that the MBChB uses technology effectively to enhance your learning and patient care.

We have an international reputation for high quality assessment and are one of just three medical schools worldwide to hold three ASPIRE-to-Excellence awards, assessed and awarded by leaders in medical education from around the world on behalf of the Association for Medical Education in Europe. We are one of only two medical schools globally to have three of these awards.

We are constantly innovating to provide an outstanding healthcare education which supports you to fulfil your potential and thereby enhance patient care within the UK and beyond. Our School of Medicine has become the first UK institution to introduce ultrasound teaching throughout the full five years of the medical curriculum.

So whether you aspire to be the next health tech entrepreneur, a world renowned clinical scientist, a practicing physician, surgeon, primary care doctor or public health expert, you will find all the education and support you need to fulfil your ambitions here at Leeds.

Leeds is a great place to study and we look forward to welcoming you to the School of Medicine and the beginning of your exciting journey into the medical profession.

**Professor Trudie Roberts MBChB, PhD, FRCP, FHEA**
Director and Professor of Medical Education

**Professor Paul M Stewart MD, FRCP, FMedSci**
Dean and Professor of Medicine
Why study at Leeds

We are one of the most competitive Medical Schools with a long tradition of student success, a strong reputation and a global profile.

PARTNERSHIP-FOCUSED APPROACH
This ensures our students, staff and patients work together to continually enhance our degree courses to deliver compassionate, high quality and safe patient care.

QUALITY ASSESSMENT
We’re one of two medical schools worldwide to hold three international ASPIRE-to-Excellence Awards, which recognise; the quality of assessment, student engagement and social responsibility on our outstanding MBChB course.

ULTRASOUND CLINICAL SKILLS
Leeds is the first medical school in the UK with ultrasound teaching and clinical skills integrated across the whole five years of our MBChB degree - preparing our students for a changing model of healthcare practice.

INTERNATIONAL LEADERS IN MOBILE LEARNING
Our teaching and assessment is supported by the latest cutting edge learning technology both on and off campus, supporting students to get the most out of their time at Leeds.

DIVERSE CLINICAL PLACEMENTS
We offer a diverse range of clinical placements from year 1 through our partnerships with the major Leeds teaching hospitals, local and regional general hospitals, general practices and the community.

RUSSELL GROUP TOP FLIGHT UK UNIVERSITY
In the National Student Survey 2016, Medicine is ranked as one of the top five Russell Group Universities.

TOP TEN RUSSELL GROUP RESEARCH INTENSIVE UNIVERSITY
We are ranked highly for research impact and power.

PATIENT CARER COMMUNITY
With the growing emphasis on patient-centred care and communication, the General Medical Council’s “Outcomes for Doctors” places patient and carer involvement at the core of medical education and a key requirement is that MBChB graduates “make the care of patients their first concern”. Involvement activities can help medical students begin to more fully understand and empathise with the needs of patients and carers.

Our Ethos

I We all work together for our patients.
Patients, staff, families, carers, communities and professionals are fully involved in every stage of the Leeds MBChB programme; in so doing we ensure the patient comes first in everything we do.

I Equipping graduates to become the practitioners of tomorrow.
High-quality, innovative clinical practice is embedded throughout our teaching to produce doctors who demonstrate both academic and clinical excellence.

I Stimulating student enquiry.
through developing critical thinking, independent learning and research skills.

I Engaging students
through clinical based teaching combined with early exposure to ‘wet’ anatomy and innovative use of new technologies to enhance the learning experience.

I Co-production of teaching and assessment
by staff, students and patients augmented through an innovative use of Technology Enhanced Learning resources.

I A research-informed curriculum
which continues to evolve on the basis of world class educational research and innovation.

OUR VISION
Leeds - Training Students Today to Lead Healthcare Tomorrow

OUR MISSION
The Medical School is committed to provide all our students, regardless of their background, with the opportunity to achieve their full potential. We do this by providing a stimulating and challenging learning environment where teaching, learning and research are combined to make available an outstanding education.
Professionalism ceremony

The Professionalism ceremony for our third year students, is held in the Great Hall at the University of Leeds. This celebration reinforces the importance of professionalism and commitment at a critical time when students have more clinical interactions with patients.

The event is a celebration of the students’ success, restatement of the Declaration of Geneva and renewed commitment to the ideals of medical professionalism, this is extremely well received by both students and staff. Students are presented to our Honoured Guests, followed by a formal academic procession and afternoon tea with an opportunity to mingle with guests, staff, patient mentors and peer groups.
As a medicine student you have access to our new and redeveloped Medical School building which houses dedicated teaching facilities and resources to support and enhance your learning experience.

Clinical Practice Centre
Clinical skills teaching for our medical students is delivered by the school’s designated Clinical Skills Education Team which is based in the Leeds Clinical Practice Centre on the St James’s University Hospital Site. This Centre provides excellent clinical skills training facilities including simulation and state-of-the-art ultrasound equipment. You can also access independent directed learning opportunities and one-to-one clinical supervision. The centre provides a safe learning environment for our students to combine teaching with the hands on practical application of clinical skills.

Health Sciences Library
The Health Sciences Library, located in the School of Medicine, contains the research and teaching collections for all medical and health related subjects. The library has Wi-Fi access throughout and a variety of individual and group study spaces.

The Medical Teaching Centre
The Medical Teaching Centre (MTC) provides the hub for classroom based teaching within the School of Medicine. Within the MTC you will find a TV studio creating teaching content for mobile devices, lecture capture in all rooms to aid revision, live voting systems giving lecturers instant feedback while they talk, and private study spaces equipped with all the latest technology. The MTC is the largest teaching centre in the UK with a capacity of 2,500 seats in over 60 classrooms. The curriculum and the quality of teaching is therefore not compromised due to lack of teaching space. Our use of state of the art technology with a large physical space is widely acknowledged as sector leading.

The medical school offers a wide range of facilities to support you at every stage of the course, from dissection labs for learning anatomy to clinical skills facilities to support practical training.

During the first two years of the course, I spent a lot of time in the Worsley Building Anatomy Lab undertaking dissection of bodies that had been kindly donated to the School of Medicine.

Learning anatomy in this hands-on, interactive way was a hugely beneficial experience, and one that is only available in a few centres in the UK.

Medical students also have the unique opportunity to use the state-of-the-art facilities at St James’s Hospital clinical skills centre. The facility has modern equipment that closely simulates real life, along with expert clinical teachers with a background working on the NHS frontline.
Innovation and technology

You will learn from leading healthcare professionals with a curriculum underpinned by clinical excellence and world leading research in Applied Health Research; Cancer and Pathology; Cardiovascular; Genes and Development; Medical Education and Musculoskeletal Medicine.

Technology Enhanced Learning

Developing innovation and technology in medical education to improve and enhance learning, and ultimately improve safety and support patient care, is at the heart of everything we do here at Leeds.

We are international leaders in mobile learning, integrating the latest learning technology throughout the curriculum to facilitate your learning anywhere, whether you are on campus, acute hospitals or primary care placements. You’ll benefit from access to personalised learning and assessment opportunities, with resources available on and offline in a variety of formats for smartphone, tablet, and PC.

You are supported from day one by a range of innovative mobile and interactive resources that have been developed by a specialist team of clinicians and educators here at Leeds.

- Flying Start – an induction initiative which supports your transition to university life using a series of videos, interactive presentations and links to existing learning resources.
- Virtual tours of clinical placement areas to help your orientation on placements.
- Virtual community – a multimedia web-resource providing you with access to a range of virtual patient scenarios.
- ePortfolio – an online portfolio to record and store assessments and clinical observations while on placement.
- Recognising and Responding to Acute Patient Illness and Deterioration programme (RRAPID) – a suite of mobile and interactive resources including an app and eBook to use as learning tools and reference guides within the clinical setting.
- The pRRAPID eBook (Paediatric Recognising and Responding to Acute Patient Illness and Deterioration) is a learning tool used by the University of Leeds to assist in recognising and responding to the acutely ill child.

Ultrasound skills training

Leeds is the first medical school in the country to fully integrate ultrasound into the five year curriculum. The benefit to you is that anatomy teaching integrates hands on practical sessions with the latest ultrasound equipment, merging the importance of basic science with clinical application from year 1.

The first year imaging skills are developed throughout your clinical practice, enhancing your patient examination skills and become part of your clinical and specialist training.
Clinical placements

Excellence in clinical practice
The variety of placement experiences open to you, and the emphasis on patient involvement in our learning and teaching is a great strength of the Leeds approach in preparing tomorrow’s doctors – so you can develop your consultation, clinical and practical skills, and your own style as a doctor from day one.

A variety of clinical placements
Our location in one of the UK’s most diverse regions and our partnerships with the major Leeds teaching hospitals, regional general hospitals, general practices, hospices and private organisations provide our students with early clinical experience across primary care, hospital care and the wider community.

A substantial proportion of healthcare is delivered in the community and this is reflected in the proportion of time you spend in primary and community care placements. We have a world class primary care special spiral that runs from year 1 through to senior year 5 placements. While on placement in a general practice in years 1 and 2, you will work with voluntary groups close to your practice – helping you learn the importance of the voluntary sector as potential partners in healthcare delivery. Over the last few years our students have worked with a diverse range of over 250 community organisations.

“I have worked in a number of hospitals across Yorkshire including Leeds General Infirmary, Bradford Royal Infirmary and St James’s University Hospital, as well as a number of GP practices across Leeds.

Clinical placements have given me the chance to experience a wide range of specialties from cardiology, surgery and anaesthetics to paediatrics and emergency medicine.

Some of the exciting things I’ve been able to do this year include calculating doses of anaesthesia, intubating patients pre-operatively and holding my own consultations with patients in a GP setting.

It’s my favourite part of the course because it’s so hands on and it gives me the chance to put into practice all of the knowledge I have gained in my first and second year of study.

The opportunity to work directly with patients is an invaluable experience and is a huge privilege. Seeing real life situations and getting the hands on experience has given me so much more confidence and has started to help me make the transition from medical student to junior doctor.”

HAYLEY ATKINS
4th year MBChB Medicine and Surgery Student
As a teaching Trust we value having Leeds medical students on placement in our hospitals. As well as playing a part in educating the doctors of the future our own practice is enhanced and contributes to better patient care.”

Dr Alex Brown
Consultant Physician in Elderly Medicine
Director of Undergraduate Medical Education,
Bradford Teaching Hospitals

Assessment

Leeds has an international reputation for high quality assessment – we’re one of only a handful of medical schools worldwide to hold the ASPIRE-to-Excellence award in the area of assessment.

Regular assessment for learning throughout the course builds your knowledge and skills through written and practical exams, coursework and clinical assessments. At Leeds you benefit from a range of innovative assessment methods enabling work place based assessments whilst you are on placement. By utilising state of the art mobile technology our students are able to receive timely feedback whilst on their placement. Our assessments as well as the feedback are done on the mobile app.

“Assessment for Progression” occurs at the end of each year and provides a standard against which progression decisions are made with clinical examinations mapped to meet the General Medical Council’s (GMC) learning outcomes.

www.aspire-to-excellence.org

Focus on Feedback

The School of Medicine is constantly working with students to continually ensure the MBChB degree delivers the most appropriate and productive learning experience. A key area over the next three years is proactively managing feedback. We have launched a programme called Focus on Feedback which is designed to improve the quality and relevance of feedback, both given and received, for our students.
Innovative curriculum

Core themes

Our MBChB course provides in-depth training in the medical sciences with a strong emphasis on leadership, communication and practical skills to help your transition from medical student to Leeds graduate to starting an exciting medical career.

Our core professional themes, focused around delivering safe effective patient care, run throughout the course and form the foundation of your learning.

■ The Innovation, Development, Enterprise, Leadership and Safety (IDEALS) addresses the challenges and requirements of modern practice to develop and prepare you for a leadership role in healthcare - introducing the idea of ‘professionalism’ and what it means to be a doctor.

■ Campus to Clinic integrates early exposure to clinical placements with a strong communication theme co-produced by the Patient Carer Community – developing your clinical decision-making and patient safety skills.

■ Research, Evaluation and Special Studies (RESS) and extended student-led research and evaluation projects (ESREP) develop your research skills including how to gather information, make judgements and draw conclusions – delivering evidence-based medical care.

The Research, Evaluation and Special Studies (RESS) Strand is sector-leading in a modern curriculum, providing research-based education.

Our medical students benefit from opportunities in RESS as each student engages with high-quality research-led teaching putting you at the cutting edge for your future career as a doctor.

“Great opportunities to receive feedback and small group teaching on at least a weekly basis; I couldn’t have hoped for a better introduction to fourth year.”

Hayley Atkins
4th year MBChB Medicine and Surgery Student

IDEALS

The curriculum has been designed to support your development from medical student to professional doctor and to provide knowledge of the working environment into which students will go. The curriculum is designed to give you breathing space to examine many of the deeply ingrained beliefs and attitudes held which may either support or hinder your progress as a doctor. The curriculum design can be summarised as incorporating IDEALS, Innovation, Development, Enterprise, Leadership and Safety and has the following key themes:

• Patient safety
• Professionalism
• Leadership & teamwork
• Careers
• Learning & teaching skills
• NHS Business “understanding the service”
• Personal & professional development

Inter-professional learning

Multi-disciplinary teamwork is vital to the care of patients, clients and carers. As a medical student you have the opportunity to work alongside students from other healthcare professions to develop your leadership and team-working skills in a wider context.

■ In year 1 working with healthcare students, developing your understanding of patient safety and the roles and responsibilities of healthcare professionals.

■ In year 3 working alongside pharmacy students on safe prescribing and medicines management.

■ On placement working with healthcare professionals in acute, community and mental health settings to understand the role of the doctor in a wider multi-disciplinary team.
MBChB Medicine

YEAR 1
Introducing the fundamentals for clinical practice

Your first year introduces you to the core professional themes which run throughout the course, and the biomedical scientific principles which will underpin your clinical practice.

You will study biomedical sciences and integrate anatomy dissection with radiology, physiology, clinical assessment and pharmacology. You will learn about the psychological and societal aspects of behaviour and human development, their role in health and illness and treatment of medical problems.

Your communication skills, with both patients and fellow professionals, will be developed through teaching and through our first year clinical placements with multi-disciplinary teams in hospitals and primary care. You will increase your understanding of research methods central to delivering evidence-based medical care.

YEAR 2
Building on the fundamentals

You will enhance your understanding of clinical conditions, while developing an insight into clinical laboratory science and the role of ethics and law in healthcare provision.

Second year clinical placements will help develop your consultation, diagnostic and practical skills.

Your understanding of human experience and behaviour in health and illness will also continue to grow through academic teaching sessions, patient visits and work with the Patient and Carer Community.

You will be trained in the skills needed to carry out research effectively, how to investigate epidemiological data and to consider evidence in relation to the overall health of a population. You will also participate in a two-week project on enterprise, allowing you to study an area outside mainstream medicine and develop your critical reflection, as well as specific enterprise and entrepreneurial skills.

YEAR 3
Increasing clinical exposure with junior clinical placements

You continue to develop and consolidate the course core themes and to learn about evidence-based medicine. You will integrate your clinical skills and knowledge through five five-week clinical placements, which provide a thorough grounding in medicine, surgery, radiology and specialist primary care as well as exposure to a diverse range of conditions and patients.

Our SAFER-MEDIC theme begins in year 3 and allows an innovative way of looking at patient care, the clinical environment, safety and research, and runs alongside advanced research and improvement science teaching.

YEAR 4
Gaining clinical experience with specialty placements

Year 4 of our MBChB programme provides a highly integrated year of specialty practise in a series of exciting clinical placements.

You will learn about anaesthetic and pre-operative care, acute and critical care, women and children’s health, recurrent and chronic illnesses, mental and physical disabilities, rehabilitation, relieving pain and distress, and palliative care. You will be expected to be able to synthesise more complex clinical information for diagnosis and management.

This will involve practice in clinical reasoning, generating differential diagnoses, making a diagnosis, and deciding appropriate management plans for all common and important conditions.

You will further enhance your leadership, team-working, conflict management and negotiating skills and how to manage change effectively. You will undertake five clinical placements of six weeks each, in specialist areas of medicine.

YEAR 5
The transition from medical student to doctor

In your final year you’ll be expected to continue to build on the knowledge, skills and attitude you’ve developed throughout the course that is of relevance to practice as a junior doctor.

Year 5 guides you through advanced clinical practice across a range of disciplines to build your confidence and responsibility through specially designed placements that deliver safe ‘out of hours’ working for students. Our innovative range of ‘assistantships’ are designed to provide enhanced responsibility and experience to ready students for the transition to successful working as junior doctors.

For more information visit www.leeds.ac.uk/courses
Supporting your learning

Student support

Personal tutor
To support your transition to university and help you make the most of your experience here at Leeds we assign you a personal tutor, usually a doctor or lecturer, from year 1 to provide academic and pastoral support when you need it. Regular contact with your personal tutor guides your academic progress and personal development, to enable you to achieve your full potential.

Peer mentors
You’re also supported by your fellow medical students from when you arrive through our medical undergraduate mentoring scheme (MUMS). You’ll be paired with first-year ‘siblings’ and second-year ‘parents’, who are there to answer any questions, mentor you and help you settle into student life.

Support services
In addition to the School’s provision, the University has a network of specialist services centred on you and your wellbeing, which all work together to ensure that any problems you have are carefully resolved.

"Five years at university is a long time and Medicine is a tough degree, however the support at Leeds is fantastic and has helped me from the first day at university all the way to making the transition to becoming a doctor.

I have regular meetings with my personal tutor to discuss my progress both academically and personally, so if I have any problems or questions they can point me in the right direction.

I found the MUMS scheme extremely useful in my first year as it helped me settle in to university and meet older medical students that had already been through the process.

During the scheme we are introduced to a small group of people, two second year medics and a fellow first year. Having this support network around me was a great help when I started because it gave me the confidence to join MedSoc as I already had friends to welcome me into the society."

Patient and Carer Community, PCC
Although our students are taught about the medical aspects of illness, listening to a patient or carer who actually lives with, or has experienced, a particular medical condition or disability can be enormously powerful. This experience helps medical students to really understand things from a patient or carer perspective and to explore how a condition or disability impacts on the life of the patient or carer. Hence, our graduates are better equipped to communicate effectively and work in partnership with patients and carers throughout their medical career.

PCC members are involved in the MBChB programme in a number of ways from taking part in Open Days to delivering Mini Multiple Interviews to delivering interactive lectures on living with a chronic illness to mentoring students as part of their clinical placement.

DILLON VYAS
2nd year MBChB Medicine and Surgery Student
Your career

GMC registration
Successful completion of the MBChB (and meeting Fitness to Practice criteria) allows you to register provisionally with the General Medical Council (GMC), the regulatory body for doctors in the UK.

Career opportunities
After year five you’ll begin foundation training before becoming fully registered with the GMC.

The professional skills and clinical experience you develop on the course enables you to pursue a variety of careers, including hospital consultancy, General Practice (GP), medical and scientific research, leadership in the NHS and international health development.

Careers support
We encourage you to prepare for your career from day one. That’s one of the reasons our graduates are so sought after by employers.

Throughout the course you’ll have opportunities for self-reflection, to think about different career routes and the skills you’ll need to develop for your chosen career path. Specialist careers support from our dedicated Careers Coordinator based in the School of Medicine will help you build up your employability skills – which are ever-more important in a competitive jobs market.

Our award-winning University Careers Centre provides advice and a range of services including advice on job applications, improving your CV and preparing for interviews. Find out more at www.leeds.ac.uk/careerscentre.

An integrated careers resource for MBChB students
We want to ensure that you are able to reach your potential, so we offer help in choosing and planning your career all the way through the curriculum.

We support you in developing your employability, increasing your self-awareness and knowledge of the options available to you right from your first year.

Careers support is provided by your personal tutor, one to one careers counselling from the Medical school dedicated careers advisor, by tailoring your CV and through career planning tools such as iDecide which contains a wealth of careers information covering the vast range of specialities, as well as Sci59 the British Medical Associations career decision making tool.

iDecide
A careers resource which has been developed to allow you to explore the range of career specialities which are available to you so that you can make an informed choice about your future.

EXSEL@Leeds
EXSEL is a unique scholarship scheme for talented medical students who have an interest in research and wish to pursue an academic career. EXSEL@Leeds stands for Excellence in Scholarship, Enterprise and Leadership at Leeds. The programme includes research, mentoring, leadership and community outreach activities. The scholars act as ambassadors for Leeds Medical School.

EXSEL students - talented medical students pursuing a clinical academic career
Intercalation provides a great opportunity to tailor your personal development and enhance your career prospects.

Our students choose to intercalate for different reasons - you may want to explore a completely new subject or delve deeper into a speciality that interests you. Whatever the reason, by combining existing medical training with a one year intercalated degree you can gain new skills, strengthen your CV and enhance your career opportunities.

Leeds offers an extensive range of undergraduate intercalated courses for medical and dental students who have completed 2 years of their primary degree. The courses we offer cover a wide range of topics and are delivered by different faculties and schools across the University. Opportunities for intercalation are available at the end of year 2, 3 and 4 for MBChB students, including intercalated Masters’ degrees for those intercalating later in the course. Scholarships and bursaries are available, further details can be found on the following site: http://medhealth.leeds.ac.uk/intercalation

“This year, I chose to intercalate my degree with a Masters in Medical Research as it gives me the opportunity to lead my own research project.

Intercalating gives you a chance to take a year out of medicine and explore areas which interest you.

For me I wanted to explore research and academic medicine. Undertaking my research project has given me a chance to make a notable contribution to the field of high altitude medicine.

My project is looking at the effect of hypoxia and high altitude on the human body. By investigating an enzyme called ACE (angiotensin-converting enzyme,) we’re hoping to find ways to combat altitude sickness and treat patients with hypoxia. Not only has this project given me a chance to look at this area in depth I will also be conducting my research on a military medical research expedition to Dhaulagiri, Nepal.

Intercalating is definitely preparing me for life after medicine, I am gaining skills in research and lab work and it’s opening my eyes to career opportunities within academic medicine.”

RICHARD CRUTTENDEN
4th year MBChB Medicine and Surgery
Student and Intercalated Master of Research in Medicine
“The six week elective module offers you the freedom to explore different areas of medicine that interests you. I wanted to use the opportunity to do something completely different to my usual clinical placements in the UK.

I knew I wanted to experience medicine in a developing country; I travelled to Ethiopia and worked in a hospital there for two months assisting and shadowing doctors on the wards.

The placement gave me a real insight into the culture in Ethiopia and I experienced first-hand the challenges medical professionals and patients face in a developing country.

It was an eye-opening experience which has made me appreciate the medical profession and technology we have here in the UK.”

REBECCA DODD
5th year MBChB Medicine and Surgery Student

Study abroad
In year 5 you can choose to spend your six-week elective abroad to gain wider clinical experience or carrying out a specific project. Past students have worked in health centres, charities and non-government organisations, universities and hospitals on all continents, ranging from world-leading research institutes to remote facilities delivering healthcare in developing countries.

We are continually developing new links and strengthening existing ones with health providers abroad, including Japan, Europe and North America to ensure our students can spend time understanding other cultures and healthcare systems.
Leeds University Union is the only students’ union in the UK to hold an excellent status. (NUS Quality Students’ Unions)
Life at Leeds

Campus life
Our single-site campus, one of the largest in the UK, is adjacent to Leeds General Infirmary and just a short walk from the centre of Leeds. Our students love the fact that everything is in one place and it’s really easy to get around.

Your students’ union
When you come to the University of Leeds, you’ll have the chance to become a member of Leeds University Union, one of the best and most active students’ unions in the country. The Union offers an unparalleled range of help, advice, support, events, activities and entertainment, including over 350 student-led clubs and societies.

In addition to the clubs and societies run by the students’ union, the Leeds Medical Society is a student society run by medics for medics. Throughout the year there are events and activities, some directly related to medicine and some just for fun, which are a great way to get to know students on your course and make the most of your time here.

Sport and fitness
Whatever your level of fitness, we provide excellent opportunities to keep healthy and get active. So, whether you want to participate for fun, at club level or at the highest national or international standards, at Leeds you’ll be inspired to achieve your personal best.

Our sports facilities aim to provide an exceptional experience, through the provision of exemplary equipment and an extensive range of activity options.

http://sport.leeds.ac.uk/the-edge/

University accommodation
We have an impressive range of University accommodation located on campus or close by. As an undergraduate student at Leeds you are guaranteed single University accommodation for your first year (and for all years for international undergraduates) providing you make us your first choice.

To find out more about our accommodation visit www.leeds.ac.uk/accommodation

Leeds the city
Leeds is a vibrant, affordable and multicultural city, renowned as a centre for arts, sports, leisure, entertainment and nightlife. It has everything you would expect from a major city with easy access to the surrounding Yorkshire countryside.

The city is a popular university destination with a large student population, making it an exciting place to live and learn.

“We’ve been lucky enough to swim in the Edge twice a week for four years now. It’s a fantastic pool and a great facility!”

Alistair Brownlee
British triathlete, and the current Olympic, European and Commonwealth champion
Entry requirements

Widening Participation

WAMS (Widening Access to Medical School) and LMEA (Leeds Medical Education Academy), are two initiatives supported by students from all years of the MBChB.

Support is provided in the form of taster days, e-mentoring, workshops, summer schools and mock interviews give potential applicants an opportunity to learn about the application process and access appropriate support and guidance. Additionally we work with healthcare partners to provide a work experience initiative to ensure applicants are making informed choices and gain transferable skills to help them with their application to university.

Level 3:

The School of Medicine welcomes applications from applicants studying a range of Level 3 equivalent qualifications where students have the potential to succeed on their chosen degree course.

A-level:

Our standard offer is AAA, including chemistry.

We welcome General Studies and Critical Thinking as a fourth A2, but they do not typically form part of our offer. Certain combinations are not acceptable, specifically:

- Chemistry with Biology and Human Biology
- Chemistry with mathematics and further mathematics

Those taking a fourth A2 subject will not be at an advantage to those taking three. We do not rate A* as being higher than A, i.e. will not accept A*A*B instead of AAA.

GCSE:

6 A*- B, including chemistry and biology (or dual science/double science), English language and mathematics, dual/double science, or science and additional science, or chemistry and biology.

These are the minimum entry requirements for Leeds; applicants should be aware that admission is highly competitive and the majority of applicants will have qualifications well above this standard.

BioMedical Admissions Test (BMAT)

You must sit the BMAT in the year you are applying to. We do not accept other aptitude tests e.g. the UK Clinical Aptitude Test (UKCAT) in lieu of this.

International students

Applications from international students are considered in line with our standard entrance requirements (typically expressed as English A-level qualifications) and we would expect predicted grades to be of an equivalent level.

Proof of English Language proficiency will be required. The minimum levels are:

- Cambridge Proficiency of English: grade B
- IELTS: 7.5 including 7.5 in Spoken English

International students should apply through UCAS in the same way as UK/EU students. Our network of international representatives can help you with your application. More information can be found at www.leeds.ac.uk/internationalstudents.

We recommend that international students apply as early as possible to ensure that they have time to apply for their visa.

Health and criminal record screening

Any offer of a place to study medicine is conditional upon a satisfactory confidential occupational health assessment and criminal record screening.

Alternative entry

We are committed to identify all applicants who have the potential to succeed regardless of personal circumstances or background. We have an extensive outreach programme with the aim of raising aspirations, attracting applicants to our school and supporting them through the application process.

We have several alternative entry routes into our MBChB which include a partnership with the University of Bradford Clinical Sciences BSc.

For more information visit www.leeds.ac.uk/mbchb.

Widening Participation

Through outreach, engagement, and information giving, we aim to inspire students from all backgrounds to raise their aspirations and we support those students who are interested in a career in medicine.

The School of Medicine Admissions Team deliver an outreach programme which includes a wide range of workshops and activities for students as young as primary school age up to mature learners.
All applications should be made online through UCAS at www.ucas.com by 15 October 2017. The institution code for the University of Leeds is L23.

Applications made before the closing date are considered equally against the stated selection criteria and in the context of the number of available places.

The School of Medicine will not normally accept applications after the initial UCAS closing date and does not normally participate in the UCAS Extra scheme.

Applying for the MBChB course is very competitive. We recommend you read advice on personal statements and references, non-academic achievements and personal qualities. More information can be found at www.leeds.ac.uk/medicine/admissions

We welcome applications from applicants who are intending to undertake a gap year. We encourage you to make use of the personal statement section of the UCAS application form to explain your reasons for taking a gap year. Applicants may normally apply for deferred entry for one academic year only. If you wish to defer again, you must contact the academic school.

Selection process

A successful application passes through a number of stages before we make an offer.

Stage 1

We assess your application form against academic criteria, considering your past and predicted grades, and your BioMedical Admissions Test (BMAT) score.

We also take into account any issues raised in your personal statements and academic reference.

Stage 2

Two senior members of the medical staff then independently assess the top-ranked 1,000 applications according to non-academic criteria, which are reviewed annually by the Admissions Committee.

Stage 3

We rank applications and invite around 560 candidates for an interview.

We conduct Multiple Mini Interviews (MMI), so that the candidate can share their knowledge and interest for the programme with several assessors.

Stage 4

You will hear the outcome of your application by the end of March 2018.

More information on our selection process can be found at www.leeds.ac.uk/mbchb.