The Manchester Medical School Curriculum

and future plans

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Curriculum Design

GMC Tomorrows Doctors 2003:

• Factually overcrowded curricula to be reduced
• Students should develop practical skills and attributes to enable them to be competent doctors and to develop successful relationships with patients and colleagues
The Manchester Curriculum

**Foundation years** - Starting a career

**Phase 3 (Y5)**
Consolidation - preparation for practice
Teaching Hospitals & DGH; Community Electives; Portfolio

**Phase 2 (Y3+4)**
Developing clinical competence

- **Y4**
  Mind and Movement
  Families & Children
  Portfolio; Project Option

- **Y3**
  Introduction to Clinical Learning (ICL)
  Heart, Lungs & Blood
  Nutrition, Metabolism & Excretion

**Phase 1 (Y1+2) Laying foundations**
Essential Skills – Sem 1
Life cycle (including ECE) – Sem 1
Cardio/Resp (including ECE) - Sem 2
Mind and Movement – Sem 3
Nutrition & Metabolism - Sem 4
SPICES model

Harden (1984)

S  Student Centred
P  Problem Based
I  Integrated (not discipline based)
C  Community based
E  Elective placements (30% student chosen)
S  Systematic (as opposed to opportunistic/apprentice)
Outcome based learning

• Davis and Harden (2003)
• A single attachment – such as obstetrics– may contribute to several outcomes:
  – Communication skills
  – Screening
  – Public health promotion
  – Ethics
Spiral Curriculum

3 phases
1. Normal structure/function/behaviour
2. Abnormal structure/function/behaviour
3. Clinical practice

Vertical integration – UTI – anatomy/microbiology (phase 1), haematuria/loin pain (phase 2)
Horizontal Integration – UTI taught in urology and medicine
The main outcome

• A doctor who is competent on day 1, FY1

• A doctor who is able to continue to learn from this point
Vertical Themes

• Doctor as a scientist and scholar
• Doctor as a practitioner
• Doctor as a professional
The core syllabus

• Defined by the Intended Learning Outcomes of PBL cases

• PBL is a method of active learning (as opposed to passive learning at school)

• Being developed into Case Based Learning with help of e-resources (available on Medlea/1MedLearn)
Cases are available on 1MedLearn
Curriculum map
Course structure

Phase 1 (Years 1 and 2)
• Essential Skills
• Life cycle
• Cardio respiratory Fitness
• Mind and movement
• Nutrition and metabolism
Course structure

• Phase 2 – Year 3
• Introduction to clinical learning – 3 weeks
• Nutrition, metabolism and excretion
  – 2 x 7 week placements
• Heart Lungs and Blood
  – 2 x 7 week placements
• PEP – student selected – 2 x 4 weeks
• Community – 1 day per week
Course structure

• Phase 2 Year 4
• Mind and movement
  – Ortho/rheumatology/psych/neurology
• Families and Children
  – Paeds/obs and gynae
• Project option – student selected – 11 weeks
Course structure

• Phase 3 – Year 5
• 8 x 4 week blocks
  – Mainly student selected
  – Mainly not in teaching hospitals
  – Preparation for practice
  – 1 x student assistantship
• Elective – 2 of these blocks
• Exemption exam in January
Years 3&4 placement standards

- Induction on first day
- 3 timetabled teaching sessions per week taught by ST1 or above
- 1 PBL – trained tutor, no more than 1 deputy tutor
- With community day, 60% of time in patient contact
- Students should take 3 histories per week and present 1 to a doctor
- Formal individual written feedback at end of placement
Main learning ‘targets’

• Years 3 and 4
  – Students are in groups
  – Experiential generic skills – history taking and general examination
  – Professionalism/engagement

• Year 5
  – Preparation for practice
  – Students often alone - ideal opportunity to practice being an FY1
New curriculum
commences Sept 2016

• Year 3
• Applied Clinical Experience (2 x 6 weeks)
  – Medicine
• Integrated Clinical Practice (3 x 4 weeks)
  – 2 x medicine, 1 x surgery
• APEP (Project option) (11 weeks)
• Student selected clinical placement (4 weeks)
  – In depth experience of a speciality
Applied Clinical Learning

• 2 x 6-week placements in a non acute general medical setting
  – Respiratory
  – Gastroenterology
  – Cardiology
  – Endocrinology

• 8 students per firm

• Similar placement standards to the present ones (ie need 3 tutorials per week etc)
Integrated Clinical Practice

• 3 x 4-week blocks
  – A – general medicine
  – B – specialist/acute medicine
  – C – surgery (incl vascular/transplant/urology)
PBL will be replaced by...

• Case based discussion/Theory of clinical practice (based on the ‘Harvard Case Method’)
• The students will study the case on 1Med during the week
• There will be a group TCP session on Friday
Theory of Clinical Practice Seminars

- Fridays
- 90 minutes
- 30 students and 2 tutors – 1 is a subject expert
- Unseen case based on the week’s case
- Interactive session involving ipads
- Students then have a ‘longitudinal strand’ session
Semester 1 Cases

- Chest Pain
- Asthma
- Liver Disease
- Headache
- Thyroid Disease
- vWD / DVT
- Diabetes
- Hypertension
- Congestive Cardiac Failure
- COPD
- Anaemia
- Pneumonia
Semester 2 cases

- Renal Failure
- Bladder Cancer / Prostate
- Irritable Bowel
- Obesity
- Lung Cancer
- Abdominal Aortic Aneurysm
- Oesophageal Cancer
- Lymphoma
- Bowel Cancer
- Chronic Kidney Disease
- Polycystic Kidneys
- Transient Loss of Consciousness
Longitudinal strands

- Communication
- Prescribing
- Ethics and law
- Humanities
- Care and compassion
New Curriculum – Year 4

• From Sept 2017
• Integrated clinical practice – 8 x 4 weeks
  – Includes – GP/cancer care/womens health/child health/musculoskeletal/neurology/mental health/skin health
• QE PEP – 4 weeks – student selected
• Elective – 6 weeks
New Curriculum – Year 5

• From Sept 2018
• Advanced Clinical Practice – 16 weeks
• Finals
• Preparation for Practice – 16 weeks
• ie 8 x 4-week blocks (as at present)
Main changes

• No NME/HLB/M+M/F+C
• Alteration in 3\textsuperscript{rd} year firm structure
• Project option in 3\textsuperscript{rd} year
• GP in block in Year 4
• Some placements shortened to 4 weeks (e.g., obs and gynae)
• Elective shortened to 6 weeks
• PBL replaced
Potential teaching roles

- Placement lead (2 hrs/week)
- Placement tutor (1 hr/week)
- TCP/Case facilitator – 3 hours on a Friday
- PEP/Project option supervisor
- OSCE examiner (1-2 days/year)
- Communication skills tutor
- Academic advisor
- Associate Hospital Dean
Thank You