University of East Anglia | NORWICH MEDICAL SCHOOL



MB BS
Student Handbook

Contents

Welcome from the MB BS Course Director 4
How you will Learn 5
- How the Course is Structured 5
- Lectures 6
- Anatomy 7
- Consultation Skills 8
- Student Selected Component 9
- Medical Research 9
- Quality Improvement and Clinical Audit 10
- Reflective Practice, Placement Learning Events, PebblePad and Portfolio Reports 10
  - Placement Learning Events 10
  - PebblePad 11
- Primary Care 11
- Secondary Care 11
- Dress code for Clinical Placement (Primary and Secondary Care) 13
- Online Resources 14

General Information 15
- The Student Information Zone (SIZ) 15
- Blackboard 15
- Attendance & Engagement 15
- Professionalism 16
- Equality Diversity and Inclusion 16
- Speaking Up and Speaking Out (SUSO) 17
- UEA Report and Support 17
- Plagiarism 17
  - AI 17
- Confidentiality and Consent 18
- Student Engagement and Representation 18
- MB BS Course Evaluation: Annual Evaluation Forms 18
- Assessments 19
  - Formative Assessments 19
  - Summative Assessments 19
  - Fit to Sit Policy 20
- Objective Structured Clinical Examination (OSCE) 20
- End of Year Knowledge (Written) Exams 21
- GP Tutor and PBL Facilitator Reports 21
- Feedback 21

Student Support 21
- Promoting Well-being 22
  - Med Family 22
- Your Academic Adviser 22
- MED's Senior Advising Team (SAT) 23
- Faculty Student Life and Well-being Advisers 23
- UEA's Student Services 23
- Supporting Students with Disability 23
- Pregnancy 24
- International student support 24
- General Practitioner (GP) 24
- GP Tutors & PBL Facilitators 24

Life Outside Medicine 24
- MedSoc 25
- Student Societies 25
- Student Union 25

Off-campus.....26
Sportspark.....26

Welcome from the MB BS Course Director



Studying medicine at UEA will be exciting and rewarding. Medicine is ever changing and constantly fascinating. The combination of biological science and interpersonal interaction makes for a wonderful, if demanding, career.

So, what do you really need to know to get started? At the heart of our course is early patient contact and the integration of basic science with clinical practice. Your success depends on your enthusiasm to learn from others right from the start; academics, clinicians and patients – and, as importantly, from your fellow students. We rely on you sharing that learning and your enthusiasm with your colleagues and if you do this you will thrive on our course. From day one we also have an excellent team who will support you every step of the way.

Success also depends on being able to study outside the timetabled sessions and prepare well for your problem-based learning. Make the most of all your clinical placements and patient contact so you become competent and confident in your clinical skills. These skills, whether learning how to take a history from a patient, examining them, or undertaking a procedure, will prepare you for your future career in medicine.

The five years of your course will fly by! Make the most of the opportunities to learn; work with your colleagues; plan your elective and consider an intercalated degree. Do also make time to enjoy yourself outside medicine by participating in sport or clubs, and time with your friends. Get to know Norwich - it is a wonderful, safe city with much to offer culturally and recreationally.

We look forward to meeting you and wish you the best of luck with the start of your course.

Dr Dickie Young
MB BS Course Director

How you will Learn



How the Course is Structured

The course is required to cover the GMC Outcomes for Graduates 2018 (updated 2020). As such, it is largely based around modules focussed on specific body systems. Below are the current modules for the academic year 2025-26.

Year 1	Year 2	Year 3	Year 4	Year 5
Module 1: Foundations of Medicine & the Musculoskeletal System	**Module 2A: The Haematological System (Blood) & Skin**	**Module 3A: The Digestive System**	**Module 4A: Women's Health**	**Module 5A: Emergency Care**
	Module 2B: The Respiratory System	**Module 3B: The Renal & Urological System**	**Module 4B: Child Health**	**Module 5B: Student Assistantship**
	Module 2C: The Cardiovascular System	**Module 3C: The Neurological System & Vision**	**Module 4C: The Mind**	**Module 5C: Career Development Placement**
	Module 2D: The Vascular System & Stroke	**Module 3D: The Endocrine System & ENT**	**Module 4D: Continuing, Supportive and Cancer Care**	
			Module 4E: External Elective	

As well as the modules, there are themes running throughout the course, these include: anatomy, physiology, psychology, inter-professional learning and many more. These will be covered in a variety of ways and will complement the material you are learning in the modules.

You will also undertake course work in Student Selected Components (SSC) and Medical Research. At various points you will submit reflective practice activities that will encourage you to develop the reflective skills needed of a doctor. There is an optional choice to undertake learning within medical humanities in year 2. You will have one clinical elective in year 4, and a Career Development Placement in year 5. These areas provide you with self-directed choice and help to expand the breadth and depth of your learning and prepare you for your future professional practice.

Your learning will be guided by the learning outcomes for the course which can be found on Sofia (this is the online curriculum mapping tool we use), this allows you to track your learning and identify topics that you have not yet been covered.

Each campus week at Norwich Medical School is based around a presentation or condition relevant to the body system being covered. The condition will initially be discussed during your Problem Based Learning session (PBL). Your learning will be supported through a series of lectures and seminars, consultation skills sessions, anatomy as well as primary care teaching. During that week you will learn about how the condition presents, is diagnosed and treated as well as the underlying science (both biological and social) relevant to the condition.

Lectures

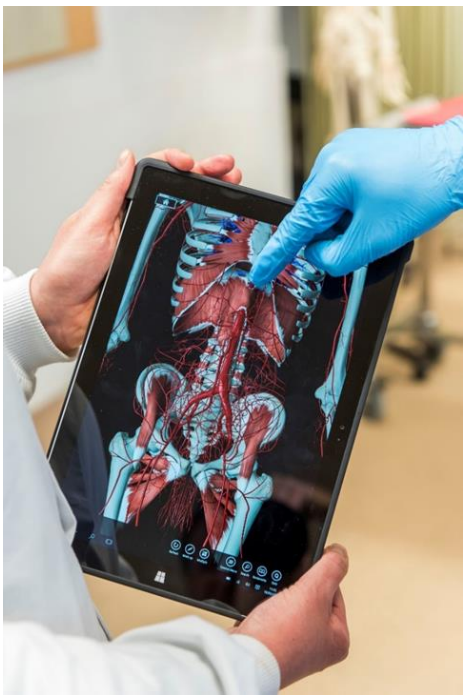
Lectures are 50-minute teaching sessions that are provided by academics from across Norwich Medical School and by clinicians from the surrounding NHS Trusts and GP practices. Lectures may be delivered to the whole cohort, or to smaller groups, for example (usually all the students currently on the same module- ¼ of the year). Your timetable will show lectures that will be delivered either in person on campus or 'live' online, and you will be able to join the session. Your timetable will also show asynchronous sessions that you can access at any time but have been included to support you in understanding the content you need to cover.

To support your learning, you will find electronic resources to complement these teaching sessions in folders on Blackboard.

To make the most of lectures:

- Ensure you attend and engage with all sessions - they all contain valuable information.
- Be well prepared by planning your week and regularly checking times and venues on your personalised timetable, available to view on the Portal.
- It will be important to engage with all routes for learning for the week, attend live sessions and access the online self-study material.
- Check Blackboard for reading lists and keep up to date with background reading each week (complete this in advance of teaching session where indicated/appropriate – this is particularly important before most Consultation Skills sessions).
- If a face-to-face session ensure you know where you're going (they can take place at a wide variety of venues) check on the campus map if you haven't been somewhere before.
- Arrive promptly to each session, whether online or on campus.
- Try to remain engaged throughout the session and participate where appropriate.

Problem Based Learning



Problem Based Learning (PBL) is one of many learning opportunities at Norwich Medical School.

One thing you may find difficult when starting on the MB BS is the huge amount of information available which medicine encompasses. You will also come to realise that sometimes medical opinion is divided on a particular issue and there can be more than one right answer. Over time you will come to recognise that this is part of the nature of medical knowledge.

Studying medicine is a life-long learning experience – there will always be something new to learn. It is very important for the PBL learning process to read the PBL cases each week, to raise questions, and then to review the same cases the following week with newly acquired knowledge from classes. This helps build the framework that is the foundation for future learning.

PBL tutorials offer an opportunity for you to discuss clinical cases with your colleagues, research the medical literature, share knowledge and opinions and learn from each other. PBL cases may not have an "answer" but instead encourage you to build a differential diagnosis. Doctors learn, using cases, in this way daily in the work environment as well as part of their professional development through courses and conferences. In PBL you will be expected to work to a high standard and develop professional attitudes towards your work and colleagues.

Each PBL tutorial group stays together for one academic year. PBL groups consist of approximately 10 students and a facilitator.

To find out more about PBL have a look at our reference manual:
Problem-based learning reference manual for students and facilitators 2025-2026

Anatomy

Anatomy is the study of the structure and organisation of the human body and is taught throughout all 5 years of the MB BS course.

The ethos of the Anatomy Team at Norwich Medical School is to teach clinically orientated anatomy linked to the clinical specialty of the module you are attached to at the time. The team will guide you through your anatomy learning through dissection sessions and seminars as well as a variety of online resources available through Blackboard. Workbooks are provided for each region of the body that you will study and contain tasks for you to complete prior to, during and after dissection-based seminars. Detailed written instructions on how to undertake dissection for each seminar are provided in the seminar. The online learning resources and workbooks are designed to help structure your learning and give a foundation from which to work from during dissection-based seminars. Our aim is for you to gain a true understanding of the anatomy of the human body and its clinical application.

Prior to attending dissection-based seminars in the anatomy facility, all students are required to review and agree to abide by the codes of conduct and safety rules of the anatomy facility. These are available on Blackboard and relate to dress code, conduct and the use of personal protective equipment. Laboratory coats, safety spectacles and gloves are provided for dissection-based seminars. We have built in flexibility in delivery of anatomy teaching to accommodate any changes in social distancing requirements.

For more information: MB BS Anatomy Blackboard Theme site

Consultation Skills



Learning to communicate effectively with patients, their families, and your colleagues is one of the most important set of skills a doctor must acquire.

At Norwich Medical School we consider clinical communication to be the cornerstone of good medical practice and have adopted the model known as the Calgary-Cambridge Guide, and other evidence-based models and methods, to support our teaching. Our comprehensive curriculum will provide you with excellent foundations in providing effective patient-centred care, supporting your preparedness to practice and future career in medicine.

Over the five years your learning will include a range of different topics that align with the rest of the curriculum and your growing level of clinical knowledge. The training is designed to improve your communication skills and support you to:

- Take a structured patient history, working in partnership with patients and their families
- Share information in a way that maximises recall and understanding
- Enter into a process of shared decision making
- Support patients in making changes to improve their health, using brief behaviour change techniques such as motivational interviewing
- Communicate with children and adolescents
- Break bad news sensitively, in a range of contexts
- Work with strong emotions
- Support patients with mental health issues such as depression and anxiety

Your consultation skills knowledge will be developed through a series of lectures and e-learning, alongside regular small group, role-play sessions where you will work with trained actors simulating the role of the patient, to build your skills over time. Learning and revision are supplemented by a range of online resources and demonstration videos.



Small group sessions are excellent opportunities to learn from expert Tutors, experienced simulated patients, and your peers through observation, feedback and discussion. Attending

Consultation Skills teaching and small groups is the most effective way to develop your key skills in building effective doctor-patient relationships (for this reason 100% attendance is expected).

MB BS Consultation Skills

Student Selected Component

Throughout the MB BS, there are Student Selected Components (SSC) that cover a variety of subjects and disciplines. This is an opportunity for students to study an area of interest to them and to learn valuable new and complimentary skills. Through the SSC process, students will develop academic skills such as literature reviewing and critical thinking; presenting and teaching; and developing a clinical or research question.

In years 1 and 3 these skills are acquired by focusing on a specific theme of study, such as Anatomy, Epidemiology and Public Health, Psychology, as well as more diverse themes such as Medical Education, and a selection of surgical themes in year 3. In year 4, SSC focuses on evidence-based practice, examining a clinically relevant research question that arises from a clinical case presentation based on one of the Y4 modules.

In years 1 and 3, students will be asked to choose several SSC themes of interest, in rank order of preference, using an online sign-up system. Once the selection process is complete, students will be introduced to an appropriate tutor for the academic year. The student may choose one or more learning outcomes from the theme lists to generate an SSC question or devise their own in consultation with their tutor. In year 4, students select a patient they have encountered during one of their Y4 modules and generate an SSC question that can be answered by medical research evidence. Guidance is provided through online resources on BB including a seminar and a small-group discussion with the team of academic tutors.

MB BS Assessment Information (All years) >Student Selected Component (SSC)

Medical Research

Medical Research sits at the core of all modern medicine. Every doctor needs to be able to understand research findings and adopt them into their practice. Appraising and performing research are vital skills for doctors at all levels. Explaining test results and their significance to patients, working with risks and probabilities, using prevalence data to plan local services and interpreting information from the latest clinical trials – these are the tasks that doctors perform on a daily basis. Questions on research and statistics form a significant part of all post-graduate medical exams, including core training, specialty entry exams and Royal College exams. Research is fun and an excellent way of distinguishing yourself while working for the benefit of patients. It is often the paper you co-authored or the cases you reported as a foundation doctor that land you the specialty job you desire. In years 1 and 2 at Norwich Medical School you'll be taught the basics of research methods. In year 2 you will begin to apply your skills by undertaking a critical appraisal of a research article selected by the teaching team. In the third year you'll design and write your own research proposal, which you might decide to carry out during an intercalated degree. In your fourth year you'll gain the practical experience of undertaking a quality improvement project, such as a clinical audit, in primary care.
MB BS Medical Research - MB BS Theme

Quality Improvement and Clinical Audit

In Year 4 you'll undertake one asynchronous teaching session prior to a face-to-face workshop on the principles of undertaking a quality improvement project, such as a clinical audit. This is a highly interactive process and is designed to support your learning around the importance of quality improvement and how you may plan and undertake your own projects. You will then be supported to undertake an audit during your Primary Care placement in Module 4D. A further asynchronous teaching session is provided on Blackboard to support your QIP/audit in your GP practice placement. You will need to write this up on the proforma supplied on Blackboard and present your work, findings and change suggestions to your GP and team. Your final submitted project will need to be signed off on PebblePad. There is the opportunity to submit your final work for a prize.

Reflective Practice, Placement Learning Events, PebblePad and Portfolio Reports

Reflective practice is an important theme of the Norwich MB BS course. It is mandated by the GMC as part of Outcomes for Graduates, which state "As a medical student, you are learning not only the scientific and clinical knowledge you need to become a doctor, but also the professional skills and identity that will help you to provide a high standard of care to your patients. The practice of reflection can assist you in this learning process."

Throughout the course and as part of your professional development, you will be supported to develop your skills in reflective practice. In years 1, 3 and 4 this will be through reflection on a case study and will be recorded in PebblePad (see below), and your skills will then be developed towards a professional conversation in year 5 with reflection on your progression in the course and looking ahead to plans after graduation.

A portfolio is a journal, or a private collection of thoughts and ideas based on personal experiences which you are encouraged to collect during this course. It is an important component of your professional development as it forms the basis for self-directed learning and reflective practice. The portfolio will also help you to provide examples or 'evidence' for your reflective practice activities across the course.

To develop an effective portfolio, it is suggested that you spend a minimum of 15 minutes per week documenting important experiences. These could be recorded anywhere but PebblePad (see below) is an appropriate and secure platform where you can choose items of evidence that you may wish to share with advisors or tutors. These may be derived from any part of the course, but you will find that clinical placements provide a particularly rich source of appropriate material. There are numerous models of reflective practice that can be useful to provide structure to your writing; one is explained in the Handbook for Reflective Practice:
Reflective Practice - MBBS Theme

Placement Learning Events

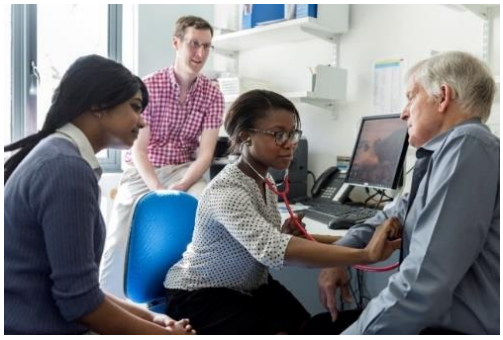
Throughout the course you will be required to complete learning events in both primary and secondary care placements, linked to each module that you complete. In years 1 to 4 these are formative; in year 5 you will need to complete these to a satisfactory level prior to graduation. They will include Case based discussion (CBD) and formative observed patient examinations (FOPE). You will also need to document completion of practical procedures

and some placement-based learning tasks, for example, prescribing and medical note writing. These will be logged on PebblePad.

PebblePad

PebblePad is an online learning portfolio platform accessed either through Blackboard or directly using your UEA login credentials. You will use it to record a wide variety of learning activities in both primary and secondary care placements including case-based discussions, formative observed patient examinations, placement-based events/experiences, practical procedures and reflective case studies. Each year there are different selections of items that have to be completed, for example in year 1 we ask you to get signed off for your HCA (Healthcare Assistant) shifts and in year 4 to document the births that you witness during obstetrics. It is important that you make yourself aware of the items and are proactive in collecting the signatures throughout your placements. Most clinicians are aware of the need to provide students with signatures so don't be afraid to ask. Experience with PebblePad will also prepare you well for your future professional career where you will have to keep a similar portfolio documenting your professional development.
Blackboard >Organisations >Reflective Practice - MB BS Theme

Primary Care



You will spend a day in Primary Care (General Practice) virtually every week that you are on campus throughout the MB BS. This is a valuable opportunity to meet and examine patients with the conditions you have been learning about, cement the knowledge you have learnt and gain an insight into Primary Care. Each week your GP Tutor will recruit suitable patients for you to interview and examine. Patients are a valuable opportunity to practise and hone your skills and in general you should find these contacts very rewarding. As in PBL, it is important that you engage in the group, agree objectives, and that you share, reflect, interpret and integrate your experiences and information. You will generally have one GP Tutor for the whole year. Your GP Tutor also provides guidance and support during the course and submits twice yearly reports on your progress. If you have any concerns or comments, discuss them with your GP Tutor or the Practice Development Tutor; for year 1 this is Dr Neil Thomas.

MB BS Year 1 Site > PBL Groups and Primary Care Allocation

Secondary Care

Your Secondary Care placement refers to your time in hospital. During placement you will not have UEA lectures, PBL or seminars. It is a great chance not only to learn about how patients present and are managed in each specialty but also to find out how hospitals work and what different people do.

There will be a variety of different learning opportunities with the volume and type varying according to the specialty and the hospital. Broadly there will be 3 types of timetabled teaching held in the teaching resource areas including:

- Structured patient teaching sessions. Patients are invited to attend a session whose sole aim is educational. Under the direction of clinicians you will talk to, examine or review the notes and investigations of these volunteer patients with illnesses relevant to the module you are studying
- Clinical skills sessions – teaching on examination or procedural skills, often practising on each other or on models
- Seminars – small group teaching delivered by hospital clinicians on clinical topics

You will also be timetabled to attend various clinical sessions, running in the hospital, that are of educational benefit but where your role will be more observational and education is not the main aim. These are called Booked Sessions and are an important complement to your directly taught sessions. In these, you will pick up a lot of 'informal' learning about each specialty. Examples include going to outpatients, endoscopy, theatre, or following a specialist nurse, physiotherapist or a consultant ward round. Although these sessions can be a bit less predictable, as they rely on what clinical material is available at the time, it is important that you do not underestimate the importance of these sessions to your medical education. You are encouraged to do follow up reading to consolidate this learning (eg if you see a patient with rheumatoid arthritis in clinic, that evening you may like to revise your pathology lecture on inflammation or look up the names of the drugs the patient was taking to ensure you understand why they were on each medication and how the medicines work).

All sessions in secondary care are compulsory. The sessions held in clinical skills areas often have a register and you should ensure you arrive on time and sign at the beginning. Although Booked Sessions don't routinely involve a register, the clinicians and the clinical skills team know which students are scheduled to go where and when, so if you don't turn up as expected you will be reported as absent. You may not swap your timetabled secondary care sessions without specific permission from the administrative team. We divide the placement opportunities between students as fairly as possible, but your experience in secondary care will be unique to you. Students in different hospitals will have equivalent learning but this will not be delivered by an identical timetable. One student may learn about radiology of the bowel in a seminar whilst another might learn it by attending a series of radiology meetings where bowel radiology is discussed for patients.

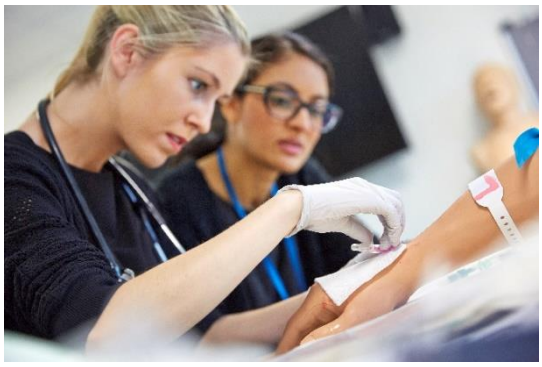
Around all these timetabled activities there will be spaces between the taught sessions and the key to making the most of Secondary Care is to be enthusiastic and proactive in finding additional opportunities, for example:

- Ask the nurse in charge of the ward if there are any patients you could go and see
- Ask to shadow a junior/ resident doctor
- Ask if you can join a medical review or watch a procedure on the wards
- Practice a clinical skill in the skills lab
- Observe a patient's journey through the hospital (from admission to discharge) or follow one up you saw the preceding week

It is NOT a good use of your hospital placement to be reading or in the library. Your time in each specialty is brief and you should be 100% concentrating on gaining clinical experience between 9am and 5pm. A short period reading up and consolidating your learning about the clinical material in the evening/weekends is very useful but should not be your dominant learning during secondary care placement.



If you want to know if there are any other opportunities offered within each block of Secondary Care, ask your supervising Consultant or any of the senior clinical staff you work with.



Always take the opportunity to go to clerk patients (a full history and examination is called a 'clerking') on the ward(s) you are attached to whenever you have free time. This is a key part of your learning in every module and will pay dividends in exams. Many patients will be grateful to have someone to talk to and will often give you information about their condition that you won't find in a textbook. However, always remember to ask the nurse in charge of the patient if it is alright for you to talk to them and ensure you get the patient's consent. If you ask you may also get the opportunity to present your case to a clinician (a 'case-based discussion' or CBD) or to examine the patient under supervision (a 'formative observed patient examination' or FOPE) in which case, you can collect feedback and a signature for your PebblePad portfolio.

The more effort you put in when you are on placement, the more opportunities you will receive and the more enjoyment you will gain, as well as undoubtedly learning invaluable skills.

For further information and for contact details see the relevant section on Blackboard: Practice Education - MB BS Theme >Secondary Care Timetables & Trust Information

Dress code for Clinical Placement (Primary and Secondary Care)

The practice of clinical medicine relies on mutual respect and confidence. Your appearance will affect your working relationship with patients and fellow professionals and may also have infection control implications. Therefore, your clothing should always be smart and clean whilst you are in the hospital or in GP surgery, as well as for your OSCEs.

You will be provided with two sets of scrubs for use whilst on Secondary Care and Anatomy Lab coats for use in the Anatomy lab.

You must comply with requirements for face covering and PPE (personal protective equipment) in primary and secondary care. This may vary dependent on the placement and the types of patients you will be meeting; please make sure you are familiar with what is required by your placement provider. If you are not sure, please do ask. This is for the protection of patients, staff and students.

We recommend you always come appropriately dressed during placement even if you think you only have a seminar or session in the Clinical Skills Resource Area (CSRA) or equivalent that doesn't involve patients. You may well be seen by patients and clinicians visiting the department and inappropriate dress can be seen as quite unprofessional and even disrespectful by clinicians. It will also allow you flexibility to visit the ward or if there is a last-minute change in your timetable.

The Norwich Medical School dress code is in line with NHS dress codes and is available on Blackboard:
MB BS General Information (All Years) > UEA & MB BS Regulations, Policies & Forms

There are lockers/cloakrooms for you to use in the clinical skills areas in each hospital. The style of lockers may vary at Trusts and could be locked via a padlock or by inserting a coin. Please bring your own padlock and/or coins if you intend to leave valuables. Some Trusts may have a padlock which could be loaned on a sign-in single day basis if you forget. Do not take bags and coats into the teaching rooms or the ward areas – it is untidy, unprofessional, reduces space and can be a trip hazard.

Online Resources

In addition to the wonderful UEA library, there are a wide variety of online resources available to you to aid your learning, some of which are described below:

- **Clinical Key** - online access to over 200 medical textbooks as well as videos and images
- **CAPSULE** - a quiz-based learning resource designed to support medical students in the application of medical knowledge in clinical settings.
- **OSMOSIS** – online bite-sized illustrated videos and learning assessment tools
- **Acland anatomy**- nearly 330 videos of real human anatomic specimens in their natural colours.
- **Speaking Clinically –** A video archive of patients discussing their medical conditions.
- **Virtual Primary Care** - A general practice-based resource offering fly on the wall access to 150 real life primary care consultations.
- **SCRIPT** – National e-learning modules that cover a range of therapeutic and prescribing topics.
- **Oxford Medical Simulation** – Immersive virtual reality medical simulations combined with Oculus Quest 2 headsets.
- **UbiSim** – A virtual reality simulation lab with pre-built and customisable scenarios.
- **TeachMeAnatomy** – Over 100 full colour anatomy images in a comprehensive encyclopaedia of anatomy.
- **Anatomy TV** - 3D models of the human body with built in videos and quizzes**.**
- **Visible Body** – A comprehensive 3D visualisation and learning tool to interact with and explore the human body.
- **Complete Anatomy** – A 3D anatomy platform inspired by Gray's anatomy with integrated radiology**.**
- **360' videos** – Created by Norwich Medical School to introduce students to the management of clinical scenarios and orientation videos for hospital placements

General Information

The Student Information Zone (SIZ)

The Student Information Zone is your one stop shop for information, advice and guidance on being a student at UEA. Our Student Information Advisers can help you with a wide range of topics including course queries, submissions, wellbeing, learning and finance. They can also show you how to find the information you need online and support you with making a referral to a specialist Service if you need to. Contact them on live chat or visit them on The Street, Monday - Friday 9am - 5pm.

Phone: **01603 597580**

Email: **student.information.zone@uea.ac.uk**

Live Chat: **siz.uea.ac.uk**

In person: Visit us on **The Street** (opposite The Union Bar)

What3Words location: ///cafe.haven.desks

Academic Registry - Students

Blackboard

Blackboard is the virtual environment used at UEA and there is a huge amount of information available on it. It is worth spending time exploring Blackboard, so you get an understanding of the structure and where different things are. Last year we updated all the sites on to Blackboard Ultra.

The key things on Blackboard to become familiar with early on are:

- Tutors' presentations of lectures and seminars
- PBL group discussion boards
- Handbook for each module

You can contact med.blackboard@uea.ac.uk with any technical related queries and for Blackboard content/material queries, please contact your year and/or module lead.

Attendance & Engagement

The University expects that all students will engage fully with the educational opportunities provided by the University, including timetabled teaching sessions. Norwich Medical School also expects students to arrive for all educational opportunities (both on and off campus) punctually and to take a professional approach to the management of any unavoidable absence.

There are two systems for monitoring attendance:

1. QR Codes- for campus teaching
2. Placement registers- usually involving a sign in or name check by the placement administrator

You are expected to have 100% attendance on all placements, small group teaching and Anatomy as stipulated in the Attendance & Engagement Policy. From time-to-time manual

registers of attendance at campus-based teaching are taken to ensure that the coded attendance record is accurate.

Signing into any register, digital or physical, on behalf of someone else, or with the intention of not actually participating in the educational activity, is a serious probity issue. Students behaving dishonestly in this way my find themselves referred to the Fitness to Practice Panel.

If you need to report yourself absent you must do this via e:Vision before 10am on the day of absence.

The Norwich Medical School Attendance & Engagement Policy can be located on Blackboard. We require all students to familiarise themselves with this Policy. If you are uncertain what to do please contact the Student Information Zone team: **student.information.zone@uea.ac.uk** for advice.

MB BS General Information (All Years) > Attendance & Engagement

Professionalism

The UEA MB BS is a professional qualification, and all our students need to develop themselves as professionals whilst undertaking the course. In general, we find our students to be excellent: you are hardworking, reliable, friendly, appreciative and supportive of others; you try to improve things that could be better and learn fast from any problems.

Norwich Medical School and the University of East Anglia have a zero tolerance to any language or behaviours that causes harm or distress to a student, in any setting. We are a diverse community and, within that, every individual has the right to a positive and safe experience, both educationally and socially. We therefore expect all our students and staff to take responsibility for their actions, in support of this ethos.

Students on the MB BS Course will be expected to adhere to the principles laid out in Achieving Good Medical Practice as set out by the regulatory body for doctors, the General Medical Council.

Once you have started at UEA please take the time to read our full Professionalism Handbook which is available on Blackboard:
MED Professionalism >Professionalism Handbook

Equality Diversity and Inclusion

Norwich Medical School and the Medical Education Department are committed to addressing Social Justice in Medicine. We have a zero-tolerance approach to all forms of discrimination. The Medical Education Department has a dedicated Equality, Diversity and Inclusion Lead and two Student of Colour Ambassadors (SOCA) who are employed to work in this area.

Our ethos is to embed inclusive practice in all that we do. We believe inclusive behaviour is everyone's responsibility. We welcome the opportunity to reflect and learn from each other to continually improve our practices for the benefit of patients. There are several specific groups that work in this area, and all include staff-student collaborations. Full details of

work underway and opportunities to engage is available on Blackboard under *Diversity and Inclusion*, and on our EDI notice board in the PBL corridor. Contributions and communications from students are always welcomed.

Dr Charlie Williams, Equality, Diversity and Inclusion Lead can be reached on c.j.williams@uea.ac.uk.

Speaking Up and Speaking Out (SUSO)

The Speaking Up Speaking Out (SUSO) policy has been developed to guide students in Norwich Medical School (NMS) who want to raise a concern about inappropriate, or offensive, behaviour in their programme learning environment on campus, on placement, or in the workplace. It aims to provide a safe and supportive route for students to report their concerns. It creates a shared understanding about what happened, and a process that outlines how that information should be used and actions that should be taken in a supportive non-judgmental environment where the identity of the person reporting is protected.

Concerns raised by students linked to this process may relate to areas linked to:

- Discrimination and harassment
- Patient/client/service user safety
- Expression that a safe learning environment as part of their course was not being offered.

It complements the independent University of East Anglia (UEA) 'Report and Support' process linked to concern with the campus experience and ensures that our learners can report concerns in all areas of their course, be it on or off campus such as placement.

UEA Report and Support

UEA is committed to change. Bullying, harassment, sexual harassment, assault, hate and discrimination will not be tolerated. You can report concerns anonymously or with your name, via Report and Support: https://reportandsupport.uea.ac.uk/. Support is also available via Report and Support.

Plagiarism

Plagiarism and collusion are things to actively avoid during your life in Medical School. This is part of professionalism and very important for anyone at university. *Learning to reference* all the sources of information you use during your studies is a skill to develop, and doing this (including showing clearly where you are using other people's words) is the way to avoid plagiarising.

We know that working with others is an extremely valuable and essential way to learn, but collusion is against the rules – this is *unauthorised* collaboration. For any assessment which is judging your individual achievements and understanding you must submit your own individual work.

AI

Students must submit original work that reflects their own understanding and effort. While AI tools may be used to support grammar and idea generation, using generative AI to write,

paraphrase, summarise, or create references is not permitted unless explicitly authorised, and may be subject to academic misconduct checks.

If you are unsure whether a particular use of AI is permitted, please consult your module leader or the MED plagiarism officer (J.Rutterford@uea.ac.uk) before submitting your work. Please look at our training on plagiarism, collusion and AI on Blackboard (MED professionalism)

Confidentiality and Consent

Patients must give consent to be involved in teaching and, whilst this will often be obtained for you by your tutor, you should be familiar with the Norwich Medical School consent policy and be confident to take consent yourself when necessary. What it means for you is that you must always gain consent before speaking to, examining or performing a procedure on a patient, and this includes being open about being a medical student.

Patients also have the legal right to have their personal information kept confidential. You will receive further training in this area but what this means for you is that you must NEVER take information which could allow a patient to be identified out of a primary or secondary care setting. For example, you should never take-home copies of patient's notes or test results.

MB BS General Information (All Years) >UEA & MB BS Regulations, Policies & Forms >Patient Consent and Confidentiality Policies and Guidance

Student Engagement and Representation (MS BS)

- Students play a key role in shaping and improving courses by providing feedback and innovative ideas.
- Opportunities include becoming a **PBL Rep, Year Rep, or Clinical Rotation Rep.**
- The **MB BS Convenor**, elected via the Student Union, leads student representation.
- Reps gain leadership skills and meeting management experience. These skills are essential for doctors and can help you build your CV
- Feedback is gathered regular in writing but monthly **Student Experience Partnership (SEP) meetings**, allow students to share feedback directly with staff and co-produce course improvements.

In short: Students are encouraged to **have their say, represent peers, contribute to change, and develop leadership skills** through structured roles, training, and active partnership with staff.

MB BS Course Evaluation: Annual Evaluation Forms

Student feedback about their experiences on the MB BS course is a valued component of ongoing course development. Constructive feedback tells MB BS staff what is working well and where changes need to be made to improve the learning experience for current and

future students. As such, all MB BS students are required to complete Annual Evaluation forms each academic year; there is one form in the Gateway Year, two in Years 1 and 5, and four in each of Years 2, 3 and 4.

The Annual Evaluation forms are completed online via SurveyMonkey. Students will be sent a link to their own personal copy of each form and further details of the evaluation including that form's deadline to their UEA email address when each evaluation period commences. Participating in MB BS course evaluation through completion of the Annual Evaluation forms is a mandatory course activity for all MB BS students, and there are penalties for failing to fully complete each form in a professional manner by its deadline.

Full details of the MB BS course evaluation process, including findings from previous year's Annual Evaluations and changes made to the MB BS course in response to student feedback, can be found in *"Organisations > MB BS General Information (All Years) > MB BS Student Course Evaluation"* on Blackboard.

Any queries about the MB BS course evaluations can be directed to the MB BS Course Evaluation Lead, Dr Susan Miles (susan.miles@uea.ac.uk).

Assessments

Assessments are a crucial part of the MB BS course, serving both formative and summative purposes. Formative assessments guide your learning, while summative assessments ensure you meet the required competencies as you progress.

To ensure you have the necessary skills, knowledge, and behaviours to advance, we offer a variety of assessment types aligned with these core requirements.

Formative Assessments

Formative assessments allow you to experience different types of evaluations used in the course and learn from them. They help you gauge your understanding and learning progress. It's essential to engage with all assessments seriously, preparing for them as you would for any other exam.

Summative Assessments

Summative assessments determine your progression from one level to the next. You must achieve a passing score to advance. Detailed information about each assessment, including whether it is formative or summative, can be found in the assessment brief.

Types of Assessments in the MB BS Course:

- Objective Structured Clinical Examinations (OSCEs)
- Applied knowledge Tests (AKT)
- Student Selected Component assessments (SSC)
- Portfolio and reflective practice reports
- Medical Research assessments
- Placement learning events (e.g., CBDs and FOPEs, also known as workplace-based assessments)

Additionally, your PBL Facilitator and Primary Care (GP) tutor will complete tutor reports on your professional behaviour and provide feedback on your progress. To progress to the next

year of study, you must pass all summative components. Your results will be reviewed by an Exam Board at the end of each year to decide if you can advance.

Fit to Sit Policy

Ensure you are familiar with the medical school's Fit to Sit policy in case you feel unfit to sit an assessment and understand the necessary steps to take.

You can find more detailed information about assessments in the MB BS Assessment handbook.

Objective Structured Clinical Examination (OSCE)

The OSCE is where we assess your clinical skills (although there is also some element of knowledge tested as well). The format of each station will vary, but might include:

- Taking part of a patient's history (e.g. taking a history from a person who has fallen over)
- Examining one or more aspects of a patient (e.g. examining a patient's knee)
- Interpreting an investigation (e.g. looking at an X-ray of the arm)
- Performing a practical or clinical skill (e.g. taking blood pressure)
- Formulating a management plan and discussing with a patient (e.g. discussing insulin with a newly diagnosed diabetic)
- Many stations can be a combination of shorter tasks (e.g. interpreting a test result AND explaining it to a patient)

Each OSCE station is of 8 minutes duration with a further 1.5mins between the end of the station and the start of the next (which gives time to move between stations and read the instructions/prepare for the next station). In most stations there will be a single assessor and, depending on which station it is, there might be a patient, volunteer or actor present. Occasionally there will be an observer, moderator or external examiner present as well.

In year one your first OSCE (held in February) is formative, so the only summative OSCE is at the end of the year (held in June). The summative end of year 1 OSCE is a 12 station OSCE split across 2 days (six stations each day).

In years 2-4 there are two summative end of module OSCEs (one at the midpoint of the year after two modules and one at the end of your 4th module) as well as the end of year OSCE and the final grade for the year is calculated by adding both of your end of module OSCE results to your end of year OSCE results. In effect this means that you perform one long 'staged' 26 station OSCE held on 4 days throughout the year.

The best way to prepare for OSCEs is to make sure you have lots of patient contact (in primary and secondary care), practice skills and examinations with colleagues and make the most of every learning opportunity on placement.

You will receive feedback on your performance in the OSCE through risr/Assess, an online OSCE management system which give you your marks, an idea of where you sit compared to your peers and some brief free text comments for each station from your examiner.

End of Year Knowledge (Written) Exams

Your applied knowledge exams are scheduled during the 'Integrative Period' of years 1-4. The knowledge exams assess your competence across core clinical and basic science topics and will consist of two 100-item, single best answer question papers. In years 2-4, 80-90% of the questions will align to learning outcomes studied within your year of study. The balance of 10-20% will be drawn from previous years learning outcomes.

No notes or course material are allowed to be taken into this exam. More detailed guidance on preparing for the written exam and example questions are available on Blackboard, and in the MB BS Assessment Handbook.
MB BS Assessment Information (All Years)

GP Tutor and PBL Facilitator Reports

Periodically (normally at least twice during the course year) you will have a one-to-one meeting with your current GP Tutor and PBL Facilitator. These educators have more contact with you than anyone else involved in our course and are therefore best placed to assess how you are progressing, discuss your overall professionalism, and to give you feedback on where you are doing well and how you might improve. These meetings are also an opportunity for you to discuss areas you may be having difficulties with where you would like input from your Tutor/Facilitator to help you improve.

The Tutor/Facilitator report form will give you feedback about both your professionalism and your academic progress and effectiveness within the group. If there are any concerns identified your Tutor/Facilitator will discuss this with you and there should be a clear plan of the steps you can take to address the difficulty.

Feedback

Feedback plays an important part in supporting your future learning and is a key element in your development as a life-long learner. As you progress through the course you will receive feedback on your progress and engagement with the course as well as feed forward about how you may develop your approach to learning. This will include feedback from your GP Tutor and PBL Facilitator and your individual performance on assessment and you should make sure you discuss any feedback you receive with your personal advisor. There will also be more general feedback for the whole cohort placed on Blackboard, in the form of an assessment debrief, which you may find helpful.

Student Support

We recognise that studying medicine can be a long and often challenging journey. It is important to recognise any difficulties you have and to seek support proactively. Reaching out for help reflects self-awareness and self-compassion. Both are key attributes of your professional identity.

Promoting Well-being



At Norwich Medical School we are committed to supporting your well-being. During your studies you will take part in well-being workshops on managing stress, building resilience, and developing a wellness action plan. We have developed bespoke online resources around key areas of your student life: well-being, disability, study skills, finances, and professionalism. You will have opportunities to engage in reflective practice and to attend interprofessional Student Schwartz Rounds (forums for students to reflect on the emotional experiences of training in health care).

There are many different teams within MED, the Faculty of Medicine and Health (FMH), and the wider UEA community - including your fellow students - that are here to guide and support you. Dr Georgia Panagiotaki is the Well-being and Schwartz Rounds Lead for the MBBS and is always happy to hear from any student who wants to contribute to the work we do around student well-being. You can contact Georgia here g.panagiotaki@uea.ac.uk.

Med Family



In your first week at UEA, MedSoc will introduce you to 'Medic Families', where you and other students in your year group are allocated a set of 'parents' who are in their 2nd year of study. Your parents will have been through what you're about to experience as a first-year medical student so this is an opportunity to meet a friendly pair of faces who can give you advice and watch out for you as you begin your studies. Medic Families frequently meet up in Freshers Week and beyond and are an invaluable source of information and support.

Your Academic Adviser



Every UEA student has an Academic Adviser who provides academic and pastoral advice. We aim for you to have the same adviser throughout your studies. Meeting your adviser regularly reflects your engagement with the course. We encourage you to meet them in the first month of each academic year and be in touch once a term or as needed, to discuss feedback, how you are managing the course, and any issues affecting your

studies. Your adviser is responsible for making initial contact when you arrive, but we also encourage you to be proactive.

MED's Senior Advising Team (SAT)

MED Senior Advisers are MB BS academics who can provide information on the school's procedures and have up-to-date information on university regulations and options available to students. The team offer academic, professional, pastoral and disability advice. You can reach out for support with your well-being, mental and physical health, a disability you need support with or adjustments for, uncertainty about your career, a break in studies, and to report a concern. Dr Maggie Bunting leads SAT and is the lead Disability Liaison Officer. Members of the team include Dr Anthony Albert, Dr Katie Pak, Dr Asha Simmons and Dr Amy Zile. You can contact them here med.senioradviser@uea.ac.uk.

Faculty Student Life and Well-being Advisers

The faculty's (FMH) Embedded Team consists of well-being and student life advisers who work closely with Student Support teams. They focus on supporting students to get the most out of their students and offer one-to-one confidential support with: non-academic queries; student life and well-being; any issues affecting studies. You can contact the team here: Embedded.FMH@uea.ac.uk.

UEA's Student Services

UEA's Student Services (STS) are a valuable resource if you have any concerns or difficulties during your studies. They offer a wide range of professional services for students, including learning and study support, well-being advice, talking therapies, and a range of well-being workshops throughout the academic year. They also offer advice on student accommodation, finances and support for international students.

Student Services also run a learning enhancement service (LET) that offers advice on several areas including giving presentations, exam techniques, organisation and time management support around specific learning differences (SPLDs). You can find more information at Student Journey and Support Services.

Supporting Students with Disability

MED's Senior Advisers are experienced in supporting students with health-related issues, physical disability or neurodiversity. Maggie Bunting and her team are there to support you and will explore reasonable adjustments with you for the course, clinical placements and assessments. The team works closely with UEA's Student Services expert teams.

If you have a disability, we strongly encourage you to declare it to the student services. The MB BS is a demanding course. Declaring a disability, neurodiversity or a mental health problem will not impact negatively on your professional identity, performance or career prospects. It will allow the school to put the right support in place to ensure that you reach your full potential whilst at UEA. Initially, discussions can remain confidential and the Senior Adviser will guide and support you regarding subsequent steps you need to take. To discuss please contact: med.senioradviser@uea.ac.uk.

If you think you may be neurodiverse, and want a screening for this, you can contact student services vis spld@uea.ac.uk. Alternatively, there are more information regarding screening at Specific Learning Differences.

Pregnancy

If you are pregnant, please contact the Senior Adviser team so the school can conduct a risk assessment for your placements and anatomy sessions. All information is strictly confidential but for your safety the school needs to be aware at an early stage. Please contact med.senioradviser@uea.ac.uk.

International student support

As an international student, you may have needs that are different from British citizens such as cultural, social or financial as well as living far away from home, which involves travelling across international or continental boundaries. Our senior advising team recognise our special responsibilities to support you. As an international student you will have your own Personal Adviser, just like other students, however you are also very welcome to seek advice from the senior advisers by emailing med.senioradviser@uea.ac.uk.
Also, note the following resources for international students:

Student Services: https://www.uea.ac.uk/study/international-students.

General Practitioner (GP)

You should ensure you register with a GP in Norwich and see them if you have any health concerns. Many students living on campus choose to register with the UEA Medical Service (a GP surgery based on the UEA campus). To find out more go to umsuea.co.uk.

GP Tutors & PBL Facilitators

As the people at the medical school who will have the most contact with you, you may choose to discuss any academic issues you are having with your GP Tutor or PBL Facilitator. They will be able to provide advice and support or signpost you to relevant services.

Life Outside Medicine

It's important that you maintain a life outside your studies to give yourself a break and chance to meet new people and have new experiences.



MedSoc

MedSoc is UEA's student society for medical students. MedSoc's aim is to enhance the student experience for medical students at UEA, right from your first week. MedSoc liaise with the student union and medical school about the issues that matter to you and run educational and social events throughout the year. These include information evenings for careers, electives and intercalation years. MedSoc also provide financial support in the form of conference bursaries. Check out our website UEAMEDSOC to see more about the other medical societies we have at UEA, and the medic sports teams. You'll have an opportunity to join MedSoc on your first day, and MedSoc can give you all the help you need to settle in here.

MedSoc also organise Fresher's Week for the new intake of medical students at UEA every year, so watch out for us then.

MedSoc Freshers Group Chat:
https://chat.whatsapp.com/LbAH6RaMo9y8dWgBhWAWkW

Student Societies

UEA student union (SU) offers lots of opportunities for you to enjoy student life away from the textbooks. The SU like to think that they have something for everyone - and if they don't, they can help you to develop new activities that you're passionate about. All societies are run by student committees who volunteer to bring these activities to you.
Through societies, campaign and peer support groups, the SU empowers students to make change in their communities. All of these groups are run by students alongside their studies and provide you with a wide array of opportunities to learn new skills, meet new people and get the most out of your time at UEA. Take a look at our website to find out more.

Student Union

Representing students on university committees is the core function of the Union; your course reps will speak for you to those who can change your course for the better. The Student Union are also a democratic organisation, so vote, stand for election, and be a

council rep.

The SU run the bars, the LCR, the Hive and the Waterfront. Go along to their gigs and club nights or just have a coffee in the Hive. All the profit made through entertainment funds their charitable activities.

Home Run is our housing bureau; they have over 1500 houses on their housing list which all must meet high standards of compliance.

The Union Advice Centre provides an independent, free and confidential service open to all UEA students. You can pick up leaflets and information about a range of subjects and the friendly staff can offer face-to-face advice on just about anything. If they can't help you, they will send you to someone who can. For more information visit: www.ueasu.org/

Off-campus

Make sure you take time away from your studies to explore Norwich and the surrounding area. There is something for everyone.

https://www.visitnorwich.co.uk/

Sportspark

Sportspark is an accessible sport facility on the UEA campus offering a diverse range of activities maximising like a 50m swimming pool, a 125-station fitness centre, 20 badminton courts as well as a climbing wall. "All Day, Every Day, For The Community"

For more information visit: www.sportspark.co.uk.