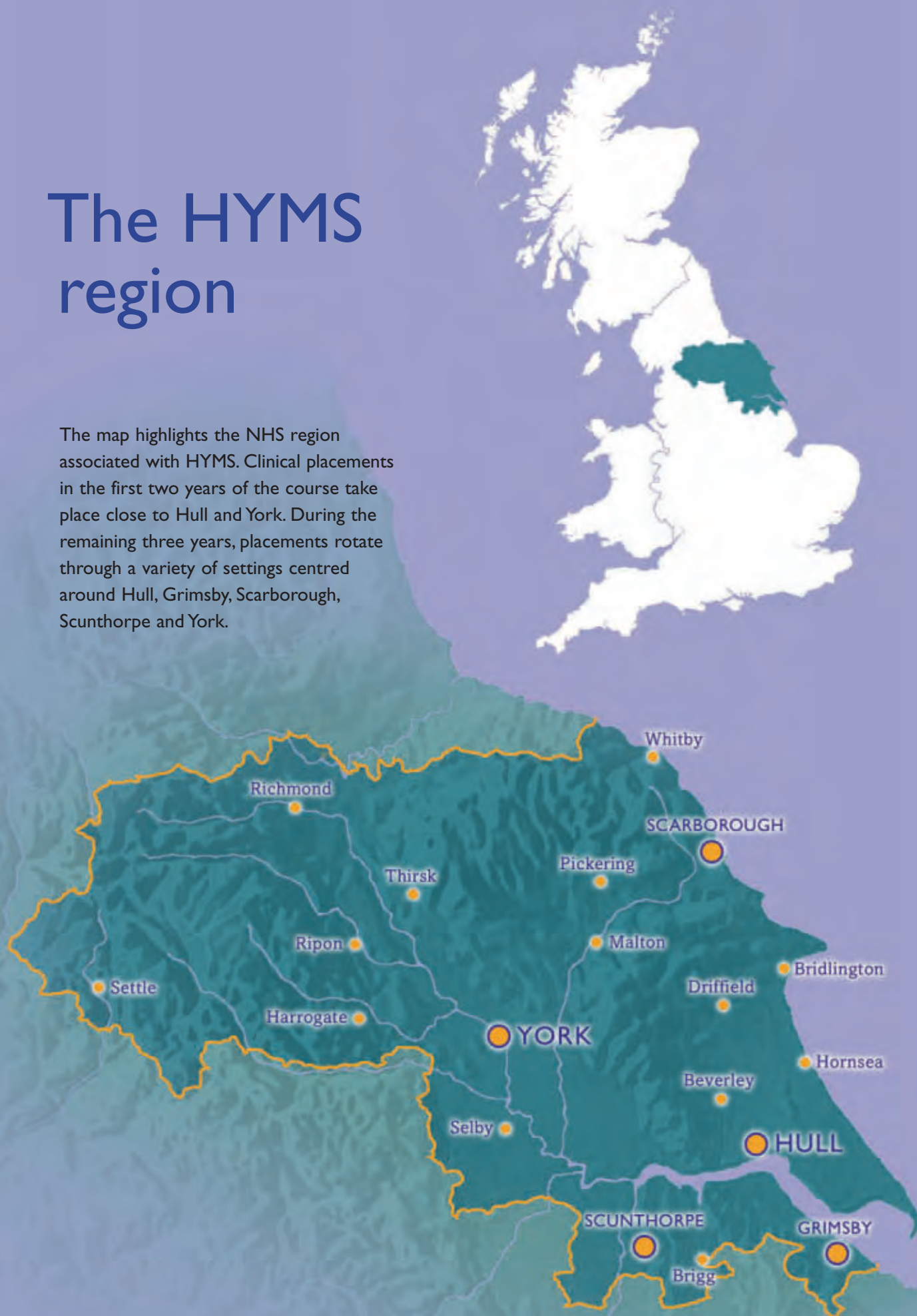




Undergraduate  
prospectus  
2009

# The HYMS region

The map highlights the NHS region associated with HYMS. Clinical placements in the first two years of the course take place close to Hull and York. During the remaining three years, placements rotate through a variety of settings centred around Hull, Grimsby, Scarborough, Scunthorpe and York.



# Introduction



## From the Dean...

It is my privilege to introduce this prospectus for the Hull York Medical School. As shown by *The Times* Good University Guide for the study of medicine where HYMS has been ranked in joint 5th place, the school is already establishing a significant reputation for delivering inspiring and rigorous medical education. These pages tell you why – and invite you in turn to join our student body at an exciting time, as the school becomes fully mature.

The HYMS curriculum teams innovative learning styles and a solid grounding in the sciences with regular clinical experience. We believe that it is important for you to meet patients from the very outset of the course; after all, that is what medicine is all about. That's one reason why HYMS is an exciting place to be.

Secondly, because it is new, it is a course unfettered by past educational methods, outmoded structures, and traditions that no longer provide the optimal approach to medical education. Instead, the programme is genuinely designed to meet your needs – the needs of tomorrow's doctors.

Thirdly, the course is dynamic, continually developing to ensure that your experience is the best it can be. This dynamism comes not just from the commitment and vision of the staff but also from the students. You can play a significant role in developing and shaping the structure and indeed the content of your course. This is what makes it your course.

The most enjoyable part of my own early training as a doctor was meeting patients and seeing how one could make a difference. The highlight of my week is still my clinical practice in obstetric medicine, when the focus on patients' problems keeps everything in perspective. It is not surprising that our students respond so positively to a course that is patient-centred from the

very start. In response, the students' developing skills already benefit the local community in a variety of initiatives, such as setting up a local 'Marrow' programme to boost recruitment of bone marrow donors; or the 'teddy bear hospital' which helps familiarise young children with necessary healthcare procedures. You too can take the opportunity to make a difference, right from the start of your medical career.

Our school capitalises on Hull's considerable strengths in clinical medicine and York's strengths in bioscience and health-related research in areas such as clinical trials, epidemiology and health economics. Thus our students benefit from the best of both worlds in terms of academic and clinical facilities, whilst the Humber and North Yorkshire region receives substantial clinical benefits from having a world-class medical school on its doorstep.

It is an exciting time to join us as we move from a start-up to a fully mature organisation. As well as offering a top quality undergraduate school, we are building and developing further postgraduate medical education and establishing high quality and internationally-recognised research. To encourage more in-depth learning in areas of medicine and biomedicine, which can be important to the development of your future career in medicine, we encourage many of our students to study for an extra year to obtain an intercalated degree (BSc Hons), before completing their MB BS.

We look forward to welcoming you, the potential next class of HYMS, to an exciting and vibrant school: a school you will enjoy and where you will make your own unique contribution, fulfilling not only your own potential but also that of HYMS.

Professor Ian Greer,  
Dean of HYMS





## From the Undergraduate School Dean...

The HYMS curriculum has been designed specifically to meet the fast-changing challenges of 21st century healthcare, while making full use of the most innovative recent developments in best educational practice. Both the highly positive response of our first class to graduate and the General Medical Council's appraisals have affirmed a course that is equipping first-rate clinicians who remain focused on their central concern – the patient. The first medical graduates shortly start working in the region and beyond.

The HYMS course has several elements that define its distinctive ethos:

- Not only is clinical experience always a keystone of your weekly programme, but fully half of all placements take place within primary care settings. This attribute is unique to HYMS, and allows you to develop awareness throughout your course of how healthcare operates where the greater part of it takes place: in general practice or other community contexts.
- In the first two years, the learning curve on each week's topics begins in the supportive, stimulating environment of small problem-based learning groups. You are learning essential team-working skills from the start, while shared discussion helps you pinpoint learning outcomes and how to pursue them.

- Extensive electronic resources support and enhance learning opportunities, while live-linking the student and staff body across the different sites.
- The inclusion of resource management in the curriculum is preparing HYMS doctors to make informed, efficient use of the varied means available for promoting health, diagnosing and treating disease, and helping people live with chronic illness.
- Finally, underlying all HYMS' training is the aspiration that the medical school should bring positive change to the needs of our local communities, especially in areas where there is social deprivation and high levels of disease and death. Our students are already finding many ways to involve themselves in furthering community healthcare from early in their training.

As well as a full description of all aspects of the course, you will find in this prospectus information about the two universities, the local NHS, the cities of Hull and York, and the attractions of the wider region in which we're based. There are also comprehensive details on how to apply for entry in September 2009; please read these with care, and do consult our website [www.hyms.ac.uk](http://www.hyms.ac.uk) for updated news about admissions procedures and other news about the school.

We have been impressed by the commitment, achievements and positive attitude of our first, pioneering students, and look forward to meeting those of you who will be applying to follow in their footsteps from September 2009.

Professor John Cookson,  
Undergraduate School Dean



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# The HYMS curriculum

## Essential qualities of the programme...

### Relevant

To be a successful doctor who can meet the diverse healthcare demands of the 21st century, you need thorough, in-depth knowledge of all the relevant sciences. But you also need a sensitive understanding of people and of society, effective communication and teamworking skills, and the ability to manage and optimise resources.

### Integrated

That's why the HYMS curriculum is integrated: which means that instead of dealing with one issue at a time in isolation, each new topic is treated across a range of themes or disciplines. For instance, in learning about the anatomy and physiology of the musculoskeletal and nervous systems, you may also learn about how to relate sensitively to someone newly diagnosed with multiple sclerosis; about the social effects of disability; and about the support services that are available in the community.

### Patient-centred

It's also why, from the very start of the course, you'll be spending time every week on clinical placement. You'll meet and observe real patients with problems related to the system you are currently studying, and learn directly from practising doctors. Half this placement time is spent in a hospital setting, and half in general practice or other community settings, allowing you to gain understanding of healthcare problems in different contexts.

### Problem-based

And it's why, for the first years of the course, you start work on each week's topics within a small problem-based learning (PBL) group, with a facilitator who guides you in your learning. In this context you can form strong relationships, adapt to working with people of different personalities and backgrounds, and learn to work as a team in tackling the problems you are presented with – while also having plenty of opportunity to develop independent, flexible learning skills that you will continue to use throughout your career.

The varied aspects of the curriculum are delivered by a combination of clinicians, biomedical and social scientists and healthcare professionals, together providing students with the diverse skills required of tomorrow's doctors.

Everything has been planned meticulously and the curriculum is fully integrated, consolidating learning and knowledge throughout the course.

*Alex Cornish YEAR 3*





## Themes, systems and structures

Seven key themes are woven throughout the HYMS curriculum, while the learning is structured around six groups of body systems. Each body systems group is initially studied in a block of learning lasting around four weeks. All the body systems groups then recur at later stages in the course, to be studied in greater detail. Thus it is a spiral curriculum, as you return several times to each theme and subject area to refresh and deepen your understanding.

The seven themes threading throughout the course are:

- Life sciences
- Clinical sciences
- Clinical techniques and skills
- Evidence-based decision making
- Person-centred care
- Population health and medicine
- Managing resources for quality and efficiency.

The six groups of systems, relating to each block of learning, are:

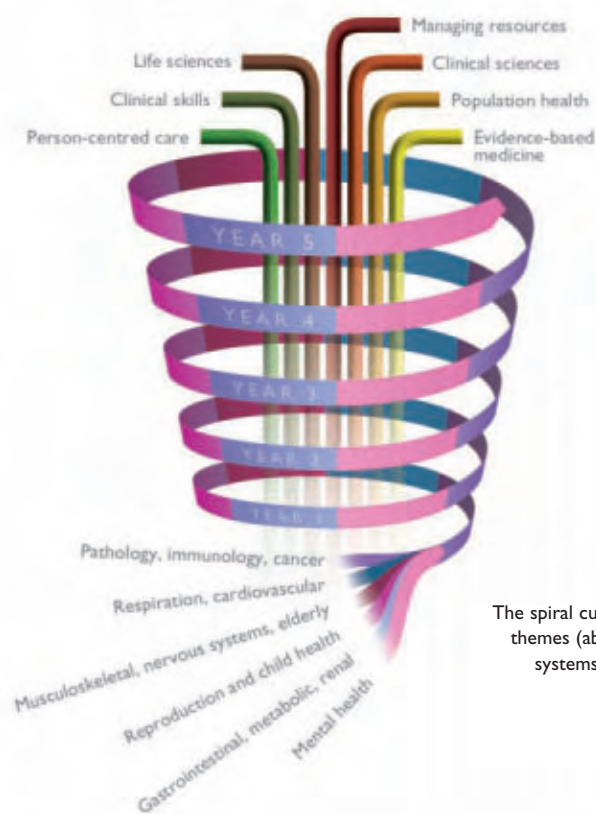
- Pathology, immunology and cancer
- Respiration, cardiovascular medicine and dermatology
- Gastrointestinal medicine, metabolic and renal medicine
- Reproduction and child health
- Mental health
- Musculoskeletal and nervous systems, special senses and elderly persons' medicine.

In the early stages of the course, the treatment of the subject matter of each systems block will be focused on exploring and gaining a full understanding of what is 'normal' for the systems under consideration. In the later stages, the emphasis will be on understanding the diseases and illnesses that affect the systems, their contexts and consequences.

For Phase I, the first two years of the course, you will be based on either the Hull or York campus, tackling each block of learning with your problem-based learning group and benefiting from a wide range of innovative learning methods.

Phase II, which is Years 3 and 4, is largely spent on longer clinical placements across the HYMS region in a variety of acute, primary and community healthcare settings – with continued access to computer-based university teaching resources. Each placement will again focus on one of the body systems groups.

Phase III covers the fifth and final undergraduate year, which provides extensive experience in medicine, surgery and primary care as well as a two month elective; and also the 'pre-registration' period, when graduates begin their medical careers under close supervision and with continuing educational support.



The spiral curriculum: themes (above) and systems (below).





## Problem-based learning (PBL)

This approach to learning may be new to you, but it has in fact been tried and proved in innovative medical education over the last few decades. Although highly demanding, it's also fun!

PBL means that, for the first two years of the course, you'll be part of a small group of around nine students who meet for two key weekly sessions and share a room as your workbase. Together, with guidance from your group facilitator, you tackle the problems raised by a series of 'virtual patients' in an imaginary medical setting – usually a general practice. Each new topic of the course is introduced to your group in the form of two or more of these patients. For instance, when starting work on the respiratory and circulatory systems, you meet Harry Flemming, a heavy smoker with a persistent, hacking cough, and student Hilary Jones whose voice has become hoarse.

The aim for your group is not to solve these patients' problems, but to find out what you need to know in order to understand each problem. This means identifying, as a group, all the issues or learning outcomes which each problem raises. You then explore and learn about these issues through the week's various supervised resource sessions, during your clinical placement, through plenary sessions (lectures) which



### Jade Beeston YEAR 2

Learning through the problems of 'virtual patients' rather than in lectures all the time makes the course so much more interesting.

You look at the virtual patient and their problems as a whole, and try to work out what you need to know – making it much easier when we actually need to diagnose real patients' problems.

focus on the same topic and also through individual study. You then meet later in the week with your group and facilitator to share and check out what you have learned, consolidating the key information.

The fact that learning outcomes are agreed with your facilitator at the end of the first weekly session reflects the fact that HYMS is using the 'guided discovery model' of PBL. Your group facilitator also acts as your personal tutor, supporting you in all aspects of your development.

**Name:** Hilary Jones

**Age:** 17 years old

**Gender:** Female

**Occupation:** Student

**Social situation:** Lives at home with her parents



Hilary Jones comes to see you because she became hoarse while on a school trip in the summer, and has remained hoarse since. She wants to sing in the school musical, but her voice sounds terrible. She practises singing every day. She denies any pain – 'I just sound like a frog.' She doesn't recall having

anything like this before. She smokes a small amount of tobacco.

#### **On examination:**

She is athletic in appearance and a well-nourished, but thin young woman. The ears, nose, and throat are all normal. Indirect laryngoscopy reveals slight swelling of both vocal cords; the cords move well and approximate in the midline, there is no inflammation or exudation. There is no cervical or supraclavicular lymphadenopathy. The lungs are clear to percussion and auscultation.

An example of notes given for one of the virtual patients met on the course.



	Thursday	Friday	Monday	Tuesday	Wednesday
9.15–10.00	<b>Plenary PCC</b> The two agendas Prof I Watt	<b>SDL</b>	<b>SDL</b>	<b>SDL</b>	<b>SSC</b>
10.15–11.00	<b>Plenary LS</b> Upper airway tract and chest Dr M Lagopoulos	<b>Plenary CS</b> Regulation of breathing and cough Prof A Morice	<b>Plenary PHM</b> Perceptions of illness Dr S Nettleton	<b>SDL</b>	
11.15–13.15	<b>RS</b>	<b>Plenary LS</b> Development of body cavities and lungs Dr S Cobb	<b>RS</b>	<b>Workshop</b> Introduction to portfolio (11.15–12.00)	
14.00–15.30	<b>PBL</b> Harry Fleming Hilary Jones	<b>SDL</b>	<b>PBL</b> Harry Fleming Hilary Jones	<b>CP</b> Practising your listening skills Interviewing 2 patients	<b>Free</b>
16.00–17.30	<b>CSP</b> Listening to the patient	<b>SDL</b>	<b>SDL</b>		

Sample 1st Year Timetable  
(The PBL week begins on Thursday)

PBL requires a lot of initiative and self-motivation, as well as the readiness to work in partnership with others; but the rewards can be correspondingly satisfying. Nobody should ever need to wonder, 'Why do I have to learn this?' because the need for learning on each topic will have been clearly established by you and your group – from the starting point of your current 'patient' problems.

In Phase II (Years 3 and 4), when you're mainly on clinical placements, you'll have a weekly presentation to consider as a starting point for the week's subject matter. But you will also have the opportunity to meet patients every day with the relevant symptoms or condition, whose case histories you will record and study.

You can find out more about PBL at the following websites:

- Manchester Parable: [www.parable.man.ac.uk](http://www.parable.man.ac.uk)
- PBL from Illinois including Howard Burrows, one of the founding fathers of PBL: [www.pbli.org](http://www.pbli.org)
- *Problem-Based Learning at HYMS: a guide for students by students* is accessible at [www.hyms.ac.uk](http://www.hyms.ac.uk)



**Muhammad Islam YEAR 1**

Problem-based learning is a breath of fresh air. Studying various aspects of medicine through collective learning helps to understand ideas more effectively.





## Clinical placements

From the start of the first year, you are allocated to a group of four or five students for weekly clinical placements. During the first year you spend a half-day a week alternately in a hospital and community setting, under the guidance of an experienced practising doctor. The time you spend on placement increases as you progress through the course. From Phase II the placements become full time.

All first year placements are within a half-hour journey from either university campus, and transport is provided.

### Phase I

First year placements are not merely a time to observe patients for general interest, but an opportunity to begin developing some real consultation skills early in the programme. Your placement tutor will also be teaching with reference to the HYMS study guides, ensuring that you see real patients whose problems bring to life those of the 'virtual patients' you began studying earlier in the same week.

In the second year, clinical placements occupy a full day each week, again alternating between primary and secondary care. In the mornings you see a variety of patients with conditions relating to the subject block you are currently studying, and in the afternoon your studies focus on developing understanding of the cases you have considered along with relevant visual material. This might include pathology, histology and microbiology specimens, images generated by radiology, ECG and echocardiography, or graphs and



patterns of epidemiology and sociological models – which help in understanding and diagnosis of disease.

### Phase II

Longer clinical placement blocks of eight weeks take place throughout the third and fourth year. For each of these extended placements, students will be based at either Hull, York, Scarborough, Grimsby or Scunthorpe, with NHS accommodation provided where necessary. All students will be allocated to a two-year rotation, moving through two of these bases in order to experience contrasting settings, regions and medical needs.

Within each Phase II placement, students will continue to alternate between a hospital and general practice or other community setting. Some are city-based, some further afield in small towns or rural areas. The focus of placements will still generally be linked to the systems groupings of each block, while some have specialist emphasis – for instance cancer, and women's health.

### Phase III

By the time you reach Phase III, the final year, your skills and knowledge base will have increased sufficiently to allow you to work alongside the healthcare teams, participating directly in the provision of care to patients. You will undertake three eight-week placements, each in a different location, in Medicine, Surgery and Primary care. During that time you will also get experience in the Interprofessional Training Ward at Goole Hospital. In addition, towards the end of the year, you undertake a six-week placement and have the opportunity to select which of the Year 5 subjects you would like to spend more time in as you prepare for your Finals.



#### Ali Ibrahim YEAR 3

As most HYMS students will tell you, the early clinical exposure is the most enjoyable part of the course! Being on clinical placements at such an early stage has provided a valuable opportunity to apply the theoretical concepts we learn in a realistic setting.



## HYMS learning guidance and resources

A wide variety of resources are available to support you in your learning as you work through the curriculum.

IT skills are essential, as much of HYMS' daily work – curriculum updates, group discussion, web-based learning and other electronic learning packages – require computer literacy. The HYMS virtual learning environment, Blackboard, is a crucial tool which provides computer-based support in your self-directed learning. Every student must log onto Blackboard daily to receive updates on current topics. You can also benefit from online discussion with fellow students and staff, and access a wide variety of online information relevant to the current topics.

HYMS also publishes study guides for each block, which detail all the learning opportunities and guide you through the course day by day, helping to direct and structure your study in each context. The weekly plenary lectures are naturally a focal point of learning, and these are delivered with a video link between Hull and York, so that all students are sharing the same core material.

As well as the library resources available on both campuses, HYMS provides CDs and Computer Aided Learning (CAL) packages on relevant material.

Human anatomy is taught in the context of the clinical problems, using donated human materials, prosections, anatomical models and computer-based resources, with the option of dissection through Student Selected Components.

Other practical sessions focus on a wide variety of clinical skills, such as practising consultation with simulated patients whilst being recorded on video (in order to observe your own developing communication skills), or working with equipment for measuring and recording body functions. These practical skills are an essential aspect of your development; attendance and achievement at all clinical sessions is monitored.



**Victoria Knowles YEAR 3**

Clinical skills sessions, offering practice in both practical and communication issues, are absolutely essential – they provide an opportunity for us to get things wrong before we meet patients, ask questions and learn from each others' techniques whilst having fun in order to develop our own style.







There's always a variety of SSCs available at HYMS. I did an SSC on hand anatomy where the tutor allowed me to scrub up and assist on an operation.

*Serena Alim YEAR 4*

## Student Selected Components

Student Selected Components (SSCs) offer the opportunity to study subjects that particularly interest you and enable you to broaden and deepen your core learning. That does not mean they are an optional extra – it is a requirement of the General Medical Council (GMC) that every undergraduate curriculum includes SSCs, and they currently constitute around a quarter of the curriculum.

You make SSC choices from a wide variety of topics across the arts, humanities and sciences. The current list of Phase I SSCs includes 'Are Humans Special?', 'Introduction to British Sign Language', 'HIV-AIDS', 'Experiments in Neuroscience' and various modern languages taught specifically for medical students.

Throughout your time as a medical student, two-thirds of your SSCs must be related to medicine. SSCs at HYMS are grouped within three overarching themes: sciences, clinical issues of special interest, and arts and humanities. In Phase I, you will be expected to undertake at least one SSC from within each theme, to encourage breadth of learning, while the remaining three can reflect your personal interests and strengths, possibly looking towards an intercalated degree programme. SSCs in Phase II are offered in locations across the HYMS area, on a variety of topics. The elective (Phase III) must be in either a clinical area or a related science.

As well as the opportunity to study widely outside the core curriculum, SSCs help you to develop and use research skills, develop greater confidence in your own abilities and undertake small-scale projects. They can also help in your consideration of potential career paths.



**Gemma Cubbin YEAR 4**

I really enjoyed the sign language SSC and am following it up with a more specialised course, 'sign language in mental health'. I think it'll be really useful when I qualify.



## Examinations and assessment

HYMS makes use of two main types of regular assessment, formative and summative.

Formative assessment is intended primarily for your own benefit, and these marks never 'count' as an aggregate towards final qualifications. Formative exams should help you see for yourself how you're getting on, and where you need to increase your efforts.

Summative examinations take place at the end of the first, second, fourth and final years, assessing your progress to ensure you're achieving an appropriate level of attainment to continue the course, and ultimately to determine your final qualification.

Integrated medical science papers, assessing progress across the curriculum's seven themes, and structured clinical and practical examinations, are naturally a part of this. As far as possible, formal examinations are constructed to test the application of knowledge rather than recall of facts. This is consistent with the PBL style of learning, which sets the acquisition of knowledge in the context of a realistic patient problem.

Equally important is your Record of Achievement (RoA), a collation of signed forms and other material which demonstrate your attendance and performance at clinical placements and clinical skills sessions throughout the course. This data contributes to your summative assessment and must show a satisfactory level of performance.

Another essential element is the completion of a Personal Portfolio of learning. Your Portfolio is intended for development of a pattern of thoughtful reflection on your own progress, including the ability to discuss difficulties and failures: an essential habit for all doctors to cultivate and maintain throughout their careers. In your Portfolio you take note of your problems and failures as well as achievements, considering what causes lie behind them, noting constructive criticism and thinking about how to improve in areas where you aren't satisfied with your work. This is an essential formative exercise, but doesn't contribute to summative marks.

## After graduating...

On graduating from HYMS, your MB BS joint degree from the two universities will equip you to start practice as a Foundation Year 1 (F1) house officer.

The Foundation programme is a two-year general training programme forming a bridge between medical school training and specialist or general practice training. Over the two years (F1 and F2) trainees have the opportunity to gain experience in a variety of specialties and healthcare settings before applying to enter their specialist area. Within that context there will naturally be openings for those wishing to pursue academic medicine, as well as for clinicians.



# Broadening horizons

## Intercalated degrees

HYMS students have the opportunity of intercalating between Phase I and Phase II, or between Phase II and Phase III, to obtain a BSc (Hons) in Medical Science. Students can intercalate within HYMS, the University of Hull or the University of York, or indeed at another institution within the United Kingdom.

Intercalating students within the Universities of Hull and York will join the final year of a BSc programme while those within HYMS will undertake a specially designed 'final year' course of study; both will achieve the BSc (Hons) in Medical Science upon successful completion of that year. This is a prestigious degree that will complement your MB BS. Places on the intercalated year are competitive and dependent on performance during the MB BS programme.

Intercalating can add an extra string to your bow and enhance your career opportunities. It gives you the chance to specialise in a particular area, and to develop research skills. You will work at the cutting edge of science with leading academics who will enthuse you to explore a subject in greater depth than the main curriculum allows. Students who pursue this option often find that their approach to both study and their career matures through this in-depth focus, which helps develop a reflective and thoughtful approach.



**Kathryn Potter YEAR 3**

The intercalated degree will give me an opportunity to have a breather from the MB BS course and study something different before returning to it again in a year's time, perhaps a bit fresher, and with a degree already under my belt.

The currently available programmes within HYMS and the Universities of Hull and York cover topics that include: applied ethics, cancer biology, developmental biology, functional morphology and evolution, immunology, molecular microbiology, molecular and cell biology, neurobiology, pathology, reproductive biology and sports science.

HYMS also offers the opportunity to obtain an intercalated MSc in a variety of topics within HYMS, the University of Hull or the University of York, or at another institution. An intercalated MSc is available to graduate entry students intercalating between Phase I and Phase II, or between Phase II and Phase III, and a number are also available to non-graduate students between Phases II and III.

The research skills gained during an intercalated year will be invaluable no matter what career path you choose in medicine. The experience will enhance not only your approach to patients and their problems, but also your vision for developments in medicine – ranging from novel discoveries of disease mechanisms and therapeutics to improved service delivery in your own chosen practice.

So whether you plan a career in a community or a hospital speciality or in a medical or surgical discipline, the intercalated year is a marvellous opportunity: an opportunity to be grasped and prized.







## HYMS research environment

Although still a young medical school, HYMS is already demonstrating its potential for innovative health-related research initiatives across the region. Both the University of Hull and the University of York have established research strengths in distinct areas and a strong relationship with the NHS. HYMS brings together these complementary strengths, with all three partners developing collaborative research projects and programmes. This work will both benefit the health of the local community and enhance medical education, while further developing international research excellence at HYMS and each partner university.

HYMS' research strategy will consolidate and expand this collaboration between strong science, good clinical research, and healthcare delivery, at the same time responding to the substantial areas of health inequalities within the local community. The region includes some of the highest age-adjusted morbidity and mortality rates for cardiovascular and respiratory disease and cancer in the UK, so the potential health benefits are substantial. HYMS will continue to build on the strong reputation for the conduct of clinical trials, which both Hull and York have established. These strengths will attract increasing amounts of government, commercial, and charitable biomedical research funding.

Areas of research addressing NHS and national research priorities and strongly represented in HYMS partner universities include:

- bioethics
- biomedical engineering
- cancer
- cardiovascular disease
- child and adolescent mental health
- diabetes
- health economics
- human variation
- immunology and infection
- lung disease
- medical imaging
- musculoskeletal biology and disease
- older people's mental health
- sexual and reproductive health
- social research
- stem cells for transplantation.

Many of these groups are long established; some have grown dynamically and flourished through HYMS' partnership collaboration, while others have been attracted to the area by the establishment of the medical school. Future graduates from HYMS will be fully equipped to make their own research contribution to the health of the nation, as HYMS takes its place on the International Biomedical Research stage.



**Sarah Shore YEAR 3**

I'm currently doing an Intercalated degree in biology and health sciences at the University of York. It's giving me a chance to broaden my horizons and get some experience of research in an area I am interested in.

# Living and learning environment

## Learning resources

### IT facilities

IT skills, or the readiness to acquire them, are essential for the HYMS student as much self-directed learning required by the HYMS curriculum demands computer literacy.

At the start of the course you will receive an introduction to Blackboard, the HYMS Virtual Learning Environment (VLE), which provides computer-based support in your studies. Every student needs to log onto Blackboard daily to receive timetable information and updates on current topics. You can also benefit from online discussion with fellow students and staff, and access a wide variety of online information relevant to the current topics.

Students at HYMS are supported by a dedicated high-speed computer network that spans both Hull and York. Modern multi-media PCs are available at all sites, and students communicate on a daily basis by email as well as through HYMS' web-based Virtual Learning Environment. Core aspects of the curriculum are supported by computer-based learning packages. Computer connections are also available in York student study bedrooms, and via dial-in connections from university-owned houses in Hull.

### Libraries

The libraries at the two universities together have nearly two million books and over 20,000 current journal titles, as well as a wide range of DVDs, e-books, cassettes, music and multimedia CDs. Resources can be found using the web-based catalogues of the two libraries. Both offer networked PCs and wireless network access. The libraries are open seven days a week and have self issue systems so that material can be borrowed when the main issue desk is closed. Reservations, book renewals and recalls are dealt with electronically.

There is a collection of medical-related books and journals at both university libraries, many of which are available electronically, and students have ready access to online databases such as Medline, Embase and the Cochrane Library. Textbooks and other library resources specific to the HYMS curriculum are available at both university libraries. Students can also benefit from the wider, non-medical, collections of both libraries.

In addition to the University Library facilities, students have access to local NHS library facilities whilst on clinical placement.





## Accommodation

### Personal development

In addition to the many opportunities provided within the HYMS curriculum for personal development, both universities offer schemes to widen students' experience and skills outside their chosen subject.

The York Award comprises a range of courses designed to improve students' employability. Languages for All offers students the chance to learn a foreign language whilst studying for their degrees. Both ILIAD and Languages for All can form component parts of the York Award.

Hull gives all students the opportunity to learn a new language or enhance existing skills. The Language Institute at Hull is one of the largest and best-equipped open learning centres in Britain, offering a full range of teaching techniques and open learning advisors to assist in the development of individual programmes.



### Hull

The University of Hull offers many different types of accommodation, including catered halls of residence, self-catering on-campus flats, and self-catering university-owned student houses. Although all of these options are available to HYMS students, the university recommends that student houses or the Taylor Court flats are best suited to HYMS students' needs, due to their location and longer contract lengths, which fit in with the HYMS' longer terms. Prices range from £82 per week for on-campus flats (50 week contract) to £53–£65 for a student house (42 week contract). All prices relate to session 2007–2008: a slight increase should be expected.

Students who choose halls should be aware that the contract period (31 weeks) is shorter than the length of HYMS terms. A move into a student house for the additional days required may be arranged through the Accommodation Office at an additional cost and depending upon availability. First year students who apply in good time are guaranteed accommodation. A number of residences are especially adapted for students with disabilities.

### York

All single first year students new to York who request it are in University accommodation and are allocated to one of the eight undergraduate colleges or associated residences. All rooms are single and a third of them have en-suite facilities. All students are able to cater for themselves but there are a range of café bars and dining rooms around campus which allows for the maximum flexibility. Most colleges also have a TV room, a bar, a common room, and a laundrette. There is special accommodation for those with disabilities. A typical week's rent for a single student is between £73–£87 (in 2007–2008) and most rooms are let on a 38 week basis.



# Quality and inclusion

## Quality assurance

Universities in the UK are required to satisfy government bodies, including the Higher Education Funding Councils and the Quality Assurance Agency, on quality assurance for all their research and teaching activities. They are subject to regular assessments.

In addition, HYMS is advised and inspected by the General Medical Council, which has appointed a team dedicated to advising HYMS until the first students graduate in 2008. The Education Committee of the GMC is the body which formally approves the final degree as indicating a student's fitness for entry to the medical register.

HYMS has also established rigorous Fitness to Practise procedures to ensure that patient safety is not in any way compromised by health or behavioural problems which its students may be unfortunate enough to experience.



## Widening participation

HYMS fully supports national initiatives to widen participation in higher education. Indeed, it is regarded as particularly important that medical schools recruit potential doctors from all sectors of society and that all students with the ability to train for a career in medicine should have the opportunity to do so.

The Universities of Hull and York are both active in promoting widening participation and enjoy a mixed intake of students from different regions, school types and social backgrounds. Their students are well supported and retention rates for all groups are good. HYMS is developing in the same way.

Students at HYMS are strongly encouraged to take part in a range of activities that enable them to interact with school and college students from all sectors, and to promote higher education in general and medical education in particular. These activities include an e-mentoring scheme with Year 10 students and opportunities to work with school students both at the HYMS sites and via visits to a range of schools and colleges in the HYMS geographical region.

For further information on all our projects please see the HYMS website or:

[www.hyms.ac.uk/admissions/widening](http://www.hyms.ac.uk/admissions/widening)



# The universities

## The University of Hull

Shortlisted for the *Sunday Times* University of the Year award in 2005, the University of Hull has been described by generations of graduates and their families as 'the friendly university', while Hull degrees are highly valued by employers. First-year students frequently say how quickly they settle in and feel at home. Indeed, for our students, as one independent student guide put it, 'the only problem ... is that they don't want to leave'. But leave they do, with the good degrees and the enhanced skills that have kept Hull among the top UK universities for graduate employability in each year since comparative tables were first published.

The University of Hull has its main campus in the leafy suburbs of the large and vibrant city of Hull, and a second in the resort town of Scarborough on the

spectacular North Yorkshire coast. With 16,000 people registered on its programmes, among them students from more than 125 countries across the world, learning in Hull is a particularly cosmopolitan experience.

Hull's reputation for excellence is firmly endorsed by quality assessments. The University is engaged in cutting-edge research activity across a wide range of areas, from archaeology to major environmental issues. External assessors have also judged as excellent the teaching and facilities for learning in departments across the spectrum, from drama and history to computer science and the Business School – the latter now housed in impressively redeveloped premises offering a state-of-the-art learning environment.

There's a great social life here, with something on every night.

Kate Benson YEAR 2



The areas relevant to medical training also achieved excellent scores, including biological sciences, biomedical science, psychology, chemistry, and sport, health and exercise science. The new sport science laboratory houses a collection of high-tech equipment unmatched anywhere in the north of England.

The University is committed to broadening access to undergraduate and postgraduate study and building on Hull's distinction as a traditional university, with an outstanding reputation for research excellence and first-class teaching. It is also committed to serving its region and to pioneering academic programmes.

Our graduates know that the city of Hull is a student-friendly destination with a cost of living among the lowest in the UK, while Scarborough not only offers fantastic water sports but also boasts a lively cultural scene including the National Student Drama Festival and the locally acclaimed jazz and Beached festivals.

Additionally, the University has a track record of excellence in academic and social support services. Hull University Union, in particular, is widely recognised as one of the best students' unions in the country. It incorporates one of the UK's top student nightclubs, offers a wide range of societies, gives access to an excellent sports and fitness centre and is strongly involved in local community projects. The continued positive relationship between the University and Hull University Union ensures that all Hull's students can achieve their potential while making the most of their university experience.



**Ruth Whitford YEAR 2**

They say Hull is one of the friendliest and happiest places in the UK... I can now say this is a fact! With the number of societies and sports to join it just never gets boring. We have one of the best student unions in the country with our very own nightclub, Asylum, on campus – a great place to bump into all your newly made friends both from the course and extra-curricular activities. Studying medicine here is the best!







THE UNIVERSITY OF HULL









## The University of York

The University of York's outstanding academic standards have established a distinguished reputation for scholarship since its inception in 1963.

It was recently ranked 34th of the world's top 100 universities for biomedicine in a table published in the *Times Higher Education Supplement*. Its high position reflects the growing research power of its Departments of Biology and Chemistry and the success of HYMS.

Together with Cambridge, York tops the teaching league with the highest scores in official teaching assessments. The university was also eighth in the *Sunday Times* league table (published 2007) of the 119 UK institutions based on a range of measures.

Like the University of Hull, York did extremely well in the National Student Satisfaction Survey, a new national initiative across all higher education institutions in England, Wales and Northern Ireland which asked final year students what they thought of their courses.

York is also rated sixth out of 172 Higher Education institutions for research, with three-quarters of its departments awarded the highest ratings (5 or 5\*) in the last Research Assessment Exercise carried out by the Higher Education Funds Council for England (HEFCE). These top-rating departments include those allied to medicine, such as Nursing, Health Studies, Biology, Chemistry and Psychology.

Set in delightful landscaped parkland just a short distance away from a remarkable historic city, York offers the advantages of a dynamic modern campus-based university with a friendly, open character.

There are around 11,500 students, equally spread between sciences, social sciences and the arts, and the strong sense of community owes much to the collegiate structure. All York students can begin their studies in college-based accommodation with access to their own social facilities – a smaller-scale environment within the wide, diverse spread of the entire university.



### Anne Dokubo YEAR 2

One of the first things I was most impressed with was the York campus – the beautiful lakeside views and scenery are ideal for evening walks, especially after a hectic PBL session!







The campus lake, landscaping, ancient trees and varied wild life provide a unique setting for every aspect of university life, while both students and staff benefit from their own concert halls, theatre, film theatre, sports centre, bookshops, local pubs and many other facilities – in addition to the vibrant city life available within ten minutes’ cycle ride.

The widely international student body also runs around 100 student societies, including award-winning newspapers, the country’s first independent radio station, music societies for every taste, political parties, film production and a whole lot more from juggling to pot-holing. Around 50 sports clubs compete at both inter-college and inter-varsity level.

Like Hull, York has a reputation for friendliness, excellent employability scores, low drop-out rates and a positive approach to access for all. Working with Hull to establish HYMS, the university has also demonstrated its commitment to the region and boosted already strong links with the NHS. As a HYMS medical student you will experience the benefits of these close working relationships, on campus, in hospitals and in the community.



York has the best of both worlds – a small friendly city, but large enough to offer night life and excitement.

Alexander McNeil YEAR 3

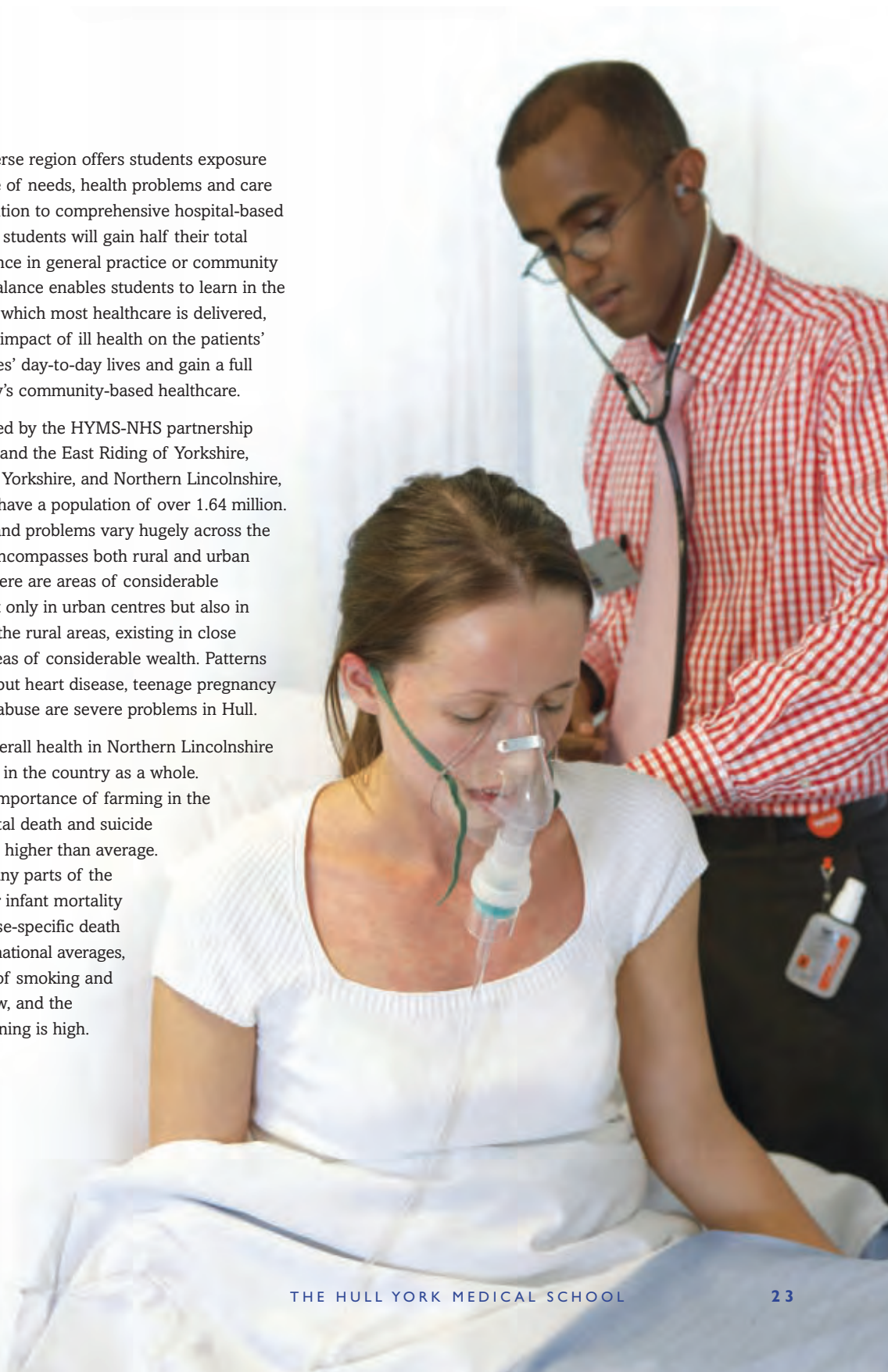
# The NHS in the region

## Diversity

This highly diverse region offers students exposure to the full range of needs, health problems and care settings. In addition to comprehensive hospital-based training, HYMS students will gain half their total clinical experience in general practice or community settings. This balance enables students to learn in the environment in which most healthcare is delivered, understand the impact of ill health on the patients' and their families' day-to-day lives and gain a full picture of today's community-based healthcare.

The area covered by the HYMS-NHS partnership comprises Hull and the East Riding of Yorkshire, York and North Yorkshire, and Northern Lincolnshire, which together have a population of over 1.64 million. Health quality and problems vary hugely across the region, which encompasses both rural and urban populations. There are areas of considerable deprivation, not only in urban centres but also in patches across the rural areas, existing in close proximity to areas of considerable wealth. Patterns of health vary, but heart disease, teenage pregnancy rates and drug abuse are severe problems in Hull.

Measures of overall health in Northern Lincolnshire are poorer than in the country as a whole. Reflecting the importance of farming in the region, accidental death and suicide rates tend to be higher than average. However, in many parts of the region, rates for infant mortality and most disease-specific death are well below national averages, the prevalence of smoking and drug use are low, and the uptake of screening is high.







## Clinical placement plan

With its diverse population and full range of primary, secondary and tertiary care services, the region provides high quality clinical experience throughout the five year programme. HYMS and its NHS partners have arranged clinical placements and special study modules which provide students with learning opportunities across the full spectrum of healthcare. There are over 680 consultants and 1,000 general practitioners in the region. These doctors work as part of the multiprofessional teams that deal with around 419,000 A&E attendances and over two million patient contacts annually.

The weekly clinical placements for first and second year students take place within a half-hour journey of each of the universities, alternating weekly between primary and secondary care. Hospital placements are at the Hull Royal Infirmary and Castle Hill Hospital in Hull, and at York Hospital. Placements in general practices and other community care contexts also take place in locations close to the universities.

From the third year, the longer (eight week) clinical rotations and student selected components (SSCs) are widely dispersed across the HYMS region, but linked always to one of five main centres: York, Hull, Scarborough, Grimsby and Scunthorpe. This wide dispersion allows for good staff:student ratios in all teaching and learning exchanges (the optimum group size is two to four) and extensive opportunity for one-to-one consultation practice with patients.

Throughout Phase II and III, students will spend periods in at least two of these different regional centres each academic year, experiencing the different healthcare needs of the local populations. Whilst on placement away from their university base, or undertaking a special study module, students will be provided through the NHS with temporary accommodation close to where they are studying and will receive help with travel expenses. Living in the area gives easy access to local tutors, learning materials and other relevant resources in each location.

From the start, students acquire medical knowledge in the context of meeting individual patients, engaging with the local community and developing experience of the health service as a whole.



**Rumana Hussain YEAR I**

The weekly clinical placements have helped to build up my confidence and communication skills with real patients. They have given me the opportunity to watch qualified medics in action and learn some of their techniques. The placements are the highlight of my week.





It's excellent that HYMS is enabling students to see medicine in the community as well as in the hospital context from the start.

*Dr Sarah Tommins*

## Doctor profiles

### Dr Guy Millman

*Consultant Paediatrician, York Hospital*

I work in a department with eight other consultants and numerous allied healthcare professionals providing general paediatric, neonatal and neurodevelopmental services to the York and Selby area. The department treats children from birth up to 18 years old, with a wide range of acute and chronic conditions of childhood such as asthma, diabetes, infections and abdominal pain. We also undertake child protection work, which can be challenging and at times difficult. A normal working day consists of a ward round of acute admissions, outpatient clinics, patient administration and teaching.

Working with children is very challenging, very rewarding and never boring. You have to keep both the patient and their parents happy which isn't always easy. The working environment tends to be quite relaxed and happy as you are surrounded by noisy children, lots of toys and often near chaos! Paediatrics was my favourite subject as a medical student because of the range of problems and pathologies encountered on a day-to-day basis. I spent my elective in Canada working in a large children's hospital and this experience convinced me that I wanted to pursue a career in paediatrics.

There have been many developments in the speciality since I was a medical student, but perhaps one of the most fascinating, and controversial, is the ability to resuscitate premature and low birth weight babies at an increasingly early stage and help them to survive, but with potentially significant disabilities.

HYMS' problem-based approach to teaching uses virtual patients with real problems, encouraging students to explore the science surrounding the clinical presentations; this is facilitated with exposure to patients from the start of Year 1. It's an exciting and innovative way to learn medicine, based in two contrasting cities with access to both rural and inner-city settings.

### Dr Sarah Tommins

*GP, East Hull, Dr Bolton and partners*

This is a long-established practice, founded in the 1920s, and most staff stay for long periods. We're all very much individuals, yet work well as a team.

Historically, people in East Hull tend to stay in their community, in close knit relationships – there are about 15,000 patients, and we get to know all the members of patients' families over the years. It's a largely inner city area, with pockets of marked deprivation, and also suburban areas; however, there have been many positive developments over the past twenty years and we're rapidly becoming more cosmopolitan. At our Victoria Dock branch, where there's a lot of new housing, young families are moving in and people of many different ethnic backgrounds are becoming part of the local community.

I enjoy the variety general practice offers, but working with children appeals to me especially – it's so rewarding to build a relationship with children from a young age, when they're responsive and trusting. We run a teenage health clinic, and it's much easier to work effectively in that context with young people we've known from childhood.

We've long been a training practice for GP registrars and now work with HYMS undergraduates. It's excellent that HYMS is enabling students to see medicine in the community as well as in the hospital context from the start, especially as many will ultimately choose to be GPs. The patients have been wonderful, ready to talk to the students about all sorts of things, and the students certainly seem to enjoy their placements – 'best part of the week', they say!



**Dr Shernaz Walton**  
*Consultant Dermatologist,  
 Hull and East Yorkshire Hospitals*

I was attracted to dermatology as a student in Bombay, when I helped at an international conference on the subject. I became so interested I did the pilot work for my MD thesis even before I gained my MB BS – I served all the hospitals in Bombay in developing a staining technique for demonstrating mast cells whilst collating material for my own research.

I've worked as a consultant here since 1997 and have a strong team, running daily clinics for dermatology cases from across the city and taking the clinical lead in a variety of projects across Hull. As skin cancer lead, I run a regular 'lump and bump' one-stop clinic, and also a bi-monthly malignant melanoma clinic, working in partnership with a plastic surgeon and an oncologist. After each clinic, we have a multi-disciplinary team meeting, ensuring we coordinate the best care for our patients.

Working with GPs in East Yorkshire PCT, we've established several dermatology clinics in the community and continue to develop them for other areas. Skin problems are around a third of a GP's workload, and many can be dealt with through primary care, saving the patients from travelling and reducing pressure on hospital clinics. Patients with chronic skin conditions need to come to the hospital for phototherapy or to be introduced to other specialist treatments, like wet wrap treatment for eczema – our specialist nurses organise this care and give excellent support to patients.

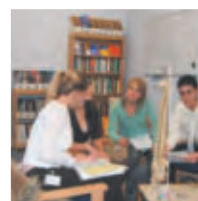
There are scores of skin conditions, and we try increasingly to provide specialist help and information to suit every case.

**Dr David Ames**  
*GP, West Ayton, North Yorkshire*

Our practice is predominately rural, stretching across the edge of the North York Moors from Scarborough to Thornton-le-Dale, with two main and two branch surgeries, and a fairly high elderly population. I am part of a practice of seven doctors, including three female doctors working part-time, and around 8,000 patients, many living in isolated spots. An important service we offer is a dispensary at the surgery so that patients can collect their medication here after their consultation.

I value being able to give personal care to each individual patient through general practice, and we still aim to keep a personal list of patients for each doctor. You get to know people very well over 20 years or so, which naturally improves the quality of care you can offer them. Another valuable aspect of general practice is the ability to work autonomously, but also as part of a team – all members of the practice offer different skills and strengths. I am able to offer acupuncture, and have a special interest in dermatology.

We have long been a training practice for GP registrars and small numbers of undergraduates from around the UK, and have recently extended our facilities to offer greater flexibility for teaching larger numbers of HYMS students. As well as more consulting rooms, we have additional administrative space, the dispensary, a pleasant library and a meeting room which is ideal for teaching. Scarborough is a lovely place to live and has a friendly community – this is why people who choose to come and live in the Scarborough area love it, and don't usually want to leave!





After all, teaching is not about imparting information, but it is about giving students room to learn how to think for themselves

*Mr Ibrahim I Bolaji*

### Dr Astrid Henckel

*GP, York Medical Group General Practice*

I've worked in England for ten years – I appreciated the practical GP training I received here, and am excited to work with the HYMS students now. I think it's excellent that students see real doctors at work throughout their training, and see problems in context; and it's great that they start with developing consultation skills – one of the first things a patient notices. Our patients really enjoy meeting the students, as well as vice versa.

Our practice has four sites in York, with surgeries in two suburbs as well as in the city centre and on York St John College campus. The team includes doctors, nurses, midwives, health visitors, district nurses and specialist nurses who look after a variety of health needs such as women's health, child health, mental health, drug problems, diabetes and asthma.

The opportunity to deal with the social aspects of patients' problems is one reason why I chose and enjoy general practice. Recent changes in society mean far more people live alone, or cope with small children with no extended family support, and this demands a more social and educational role from GPs. My work is mainly based in the city centre and the college, and I enjoy building relationships with very different patients. Though York is a traditional city, increasingly we have patients of many nationalities who come to work at the universities or at Nestlé.

Working with students requires particular skills, including educational – many students are living away from home for the first time and need simple advice on looking after themselves. We also work together with secondary care agencies, such as public health, to deal with mumps outbreaks or TB screening and the sexual health clinic.

### Mr Ibrahim I Bolaji

*Consultant Obstetrician and Gynaecological Surgeon,  
HYMS Director of Clinical Studies (Acute)  
Diana, Princess of Wales Hospital, Grimsby*

I have lived and worked in Grimsby for more than ten years, having done my training in London and the Northern Deanery in Newcastle.

The Obstetrics and Gynaecology department in Grimsby is a five-consultant unit located in £11.8 million Women and Children's Unit (Family Services).

Obstetrics and Gynaecology has often been described as a mixture of Medicine and Surgery and this is certainly a major attraction. The flexibility of this unique and challenging speciality allows one to develop a wide range of interests and skills – be they in surgery or solving complicated therapeutic problems.

The speciality is now more flexible, exciting, rewarding, at times demanding and stressful but always varied and challenging. I am one of the Royal College of Obstetricians and Gynaecologists (RCOG) Recruitment Champions keen to support medical students in their formative years and show them insight into the speciality.

There are diverse numbers of HYMS Students Selected Components (SSCs) which provide an atmosphere for tutors to engage the students into their specific areas of interest. At the local level as a RCOG recruitment champion and HYMS Director of Clinical studies, I have facilitated and boosted interests of HYMS students in Obstetrics and Gynaecology through a well-organised Women's Health Programme in the trust and SSCs.

I am on hand for all students, not to argue positions or provide entertainment, but to facilitate an intellectual intercourse or encounter between texts, sights, touch, technology and mind. HYMS' problem-based learning (PBL) approach to teaching is well suited to this. After all, teaching is not about imparting information, but it is about giving students room to learn how to think for themselves.



# Exploring the region

Diverse and beautiful, the region offers an unrivalled quality of life. Stunning landscapes and breathtaking coastlines are a backdrop to bustling cities and flourishing towns. However you like to spend your spare time – sport, shopping, the arts, clubbing, or just relaxing – this picturesque part of England meets every need.

## Hull

Hull is a large and resurgent waterfront city with a strong maritime tradition and a well-deserved reputation for friendliness. Currently being transformed by over £1 billion of investment, the city is at an exciting point in its history. A regional centre for arts, culture and heritage, offering plenty to do and see, it is the perfect place to spend your student years.

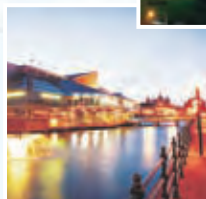
As well as theatre (including the internationally acclaimed Hull Truck), cinema, art exhibitions and an impressive museums quarter, the buzzing city centre offers traditional pubs, stylish new cafe bars and shopping to suit all tastes. The spectacular marina is a surprise to many first-time visitors, and The Deep, the world's only Submarium, has become an icon of the city's regeneration. The latest addition is the £165 million St Stephen's Development, which contains a new retail centre and transport interchange, plus a hotel and apartment complex.

But there is more to Hull than the city centre. The University is located in the pleasant West Hull district, characterised by tree-lined streets and an eclectic mix of specialist shops, lively cafes and bustling bars, with Princes Avenue a particularly colourful area – the 'Notting Hill' of Hull. Students enjoy the range of fine food and drink on offer, not to mention the ice creams in nearby Pearson Park.

Hull also has a rich sporting culture, with the magnificent Kingston Communications Stadium at its heart. Home to Hull's premier sports teams, including Championship football side Hull City AFC and rugby Super League giants Hull FC (one of Hull's Super League teams, alongside local rivals Hull Kingston Rovers) the stadium has also hosted sell-out concerts by the likes of REM and Bon Jovi. Other big names previously attracted to the city centre music venues include Keane, Razorlight, The Killers and Franz Ferdinand.

The creative gene has long flourished in Hull. Poets such as Philip Larkin and Andrew Motion and the Oscar-winning film director Anthony Minghella all have connections with the University, while Hull is the birthplace of award-winning actors Tom Courtenay and Maureen Lipman, and has produced leading musical acts The Housemartins, Fine Young Cannibals and The Beautiful South.

Innovative and individual, Hull has much to offer the student community in both choice and value. Many of our graduates enjoy life so much in this dynamic city that they stay here to build careers and make Hull their home.





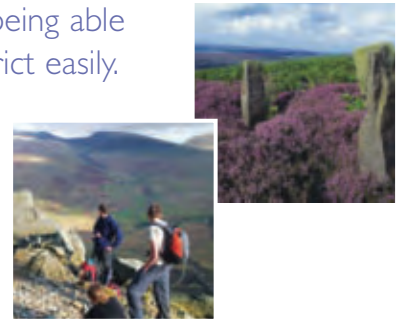
## York

Traditionally an historic city – variously famous for Romans, Vikings, railways and chocolate – York today has transformed into ‘Science City’. With the university at its heart, York is internationally recognised as a centre for scientific research and innovation. Over 240 biotech, IT and heritage technology companies – many of them university spin-offs – now employ more people than tourism in and around the city.

While its remarkable buildings remain marvellously preserved, exciting contemporary developments are bringing a futuristic dimension to the ancient northern capital. Residents and visitors also appreciate the best of old and new in this stylish, compact city. You can wander among fascinating shops and picturesque streets in the shadow of the magnificent Gothic Minster; watch the world go by from numerous cafés, pubs, restaurants and riverside bars; pick from a huge menu of film, drama, art and music at York’s cinema complexes, theatres, galleries, clubs or varied music venues. And for peace and quiet, you can stroll along the best preserved, longest city walls in England, and simply absorb wonderful views of the medieval city.

I enjoy hill walking – and love the Moors and Dales, and being able to get to the Lake District easily.

*Bethan Worthington YEAR 5*



It is easy to get around on foot or by using the city’s excellent cycle routes. Situated half way between Edinburgh and London (both only around two hours by train), York also has great links to national transport networks.

With boundless open countryside on the doorstep, outdoor pursuits and sports of all kinds beckon. Walking, climbing, riding, mountain biking, caving and canoeing – or simply adding to your personal collection of inviting pubs – are just a few of York’s attractions.



**Neil Anthony-Pillai YEAR 2**

I moved to York from London, with my 11-year-old son, to start medical school. York seems a great place to raise kids with a mixture of both old and new – the amazing

history is very well complemented by some state-of-the-art attractions. There are some really good primary and secondary schools around and the beaches are not that far either!



# How to apply

## Application procedures

### Student intake

The Hull York Medical School has 141 places each year on the full five-year MB BS course, A100. There is no accelerated graduate entry course. Eleven of the 141 places are for international students. There are no other quotas of places reserved for special categories.

### Method of application

All applications are made through UCAS directly to HYMS – institution code H75 – not to the University of Hull or the University of York. Applications should reach UCAS by the annual published closing date, usually 15 October of the year before the start of the course. Late applications are not considered.

### Campus allocation

Applicants who accept a place at HYMS must be prepared to accept their allocation to either the University of Hull or the University of York. Students are university-based for the first two years of their course. Initial allocation to Hull or York is only undertaken after all applicants have firmly accepted their offer of a place at HYMS. Allocation is by ballot, except in a small number of exceptional circumstances. For full information about the HYMS campus allocation policy, see [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

### Widening access

The Universities of Hull and York are committed to a programme of widening access to higher education. The HYMS admission process selects applicants on the basis of their potential, and will take some account of evidence of educational, social, health or other personal disadvantage.

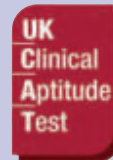
Check the admissions pages on the HYMS website regularly at: [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

It may save you a phone call. The website is updated regularly throughout the year with relevant information for all stages of the admissions process.

### The UK Clinical Aptitude Test

HYMS considers that an admissions process based mainly on predicted A level achievements does not necessarily serve applicants' best interests. Together with other UK universities we require all applicants to take the UK Clinical Aptitude Test (UKCAT) in the year that the application is submitted. For further information see [www.ukcat.ac.uk](http://www.ukcat.ac.uk)

It will help us to widen participation, specifically by identifying very able students whose predicted A level grades are low but who may go on to achieve the required results in August.



### International students

Eleven places are available to international students, defined as students who are 'Overseas' by fee status (UCAS residential category O). In general 'Overseas' means people who have not been resident in the EU for at least three years. To check your fee status, see [www.ukcosa.org.uk/files/pdf/info\\_sheets/tuition\\_fees\\_ewni.pdf](http://www.ukcosa.org.uk/files/pdf/info_sheets/tuition_fees_ewni.pdf)

### Equal opportunities policy

All applications are given full consideration irrespective of the applicant's age, gender, sexual orientation, disability, marital or parental status, religion, social class, nationality, ethnic origin or area of UK residence.

### Gap year

HYMS is happy to consider applications for deferred entry; indeed, a gap year is considered beneficial to many students. Applications may be made either during the A level year (for deferred entry) or during a gap year. Like all other applicants, gap year applicants must be able to attend an interview on one of the pre-arranged dates which will fall between December and February.

### Applicants from other medical schools

We do not accept transfer of students from other medical schools because of the integrated nature of the HYMS course.

We do not accept applications from anyone who has been enrolled at another medical school in the UK or abroad.

### Pre-application experience

There is no prescribed pre-application experience, but applicants are strongly advised to undertake some 'hands-on' care. Every applicant should try to obtain a realistic understanding of the demands of medical training and practice. Applicants will find it useful to get some experience in a range of caring situations, observing or working alongside health-care staff, in either a voluntary or paid capacity. We also advise applicants to explore both the positive and negative aspects of a medical career, through talking to doctors and other healthcare professionals. We expect applicants to





demonstrate understanding of, and commitment to, teamwork and the social context of healthcare.

The following books are regularly updated useful sources of information:

- *Learning Medicine* by Peter Richards, Simon Stockill, Rosalind Foster, Elizabeth Ingall (CUP)
- *The Essential Guide to Becoming a Doctor* by Adrian Blundell, Richard Harrison, Benjamin Turney (Blackwell BMJ Books)
- *The Insiders' Guide to UK Medical Schools* by Sally Girgis et al (Blackwell BMJ Books)

## Entry requirements for school leavers

### GCSEs

Six grades A–C, including A grades in Maths and English Language.

### AS and A levels

Applicants should have studied at least four subjects at AS level, and obtained a B grade at AS level in the subject not continued to A2. Offers will be based on three A levels, normally including both Chemistry and Biology. General Studies and Applied Science A levels are not accepted. Critical Thinking and Further maths are accepted, but only at AS level. All other subjects are considered of equal merit as the third A level. We welcome applicants who show evidence of breadth of interest, but having a fourth A level will not increase your chance of a place.

Typical A level offer: grades AAB at A level plus B in a fourth subject at AS level. More details of offer levels will be shown on [www.hyms.ac.uk](http://www.hyms.ac.uk)

### Vocational A levels

A single vocational A level in Health and Social Care or IT may be offered in combination with Biology and Chemistry A levels. Candidates intending to offer Dual Award AVCEs should contact [admissions@hyms.ac.uk](mailto:admissions@hyms.ac.uk) for further information.

### International Baccalaureate

We welcome applicants who have studied the IB. Overall total of 32 points with three Higher level subjects including 6,6 in Chemistry and Biology.

### The Cambridge Pre-U Diploma

The Cambridge Pre-U Diploma is accepted. Typical offer levels will be shown at [www.hyms.ac.uk](http://www.hyms.ac.uk)

### Scottish Highers

AAAAB at Higher level (H) including Biology and Chemistry taken in a single attempt, plus grades AB at Advanced Higher (AH) level Biology and Chemistry

### Irish Leaving Certificate

AAAAAB at Higher level, including both Chemistry and Biology and excluding Irish, taken at the first attempt.

### Welsh Baccalaureate Advanced Diploma (WBQ)

The typical offer will be conditional on achieving the WBQ with 390 points, including 15 units in optional qualifications. AAB grades will be required in Biology, Chemistry and any third GCE A level excluding General Studies and Critical Thinking.

### Re-sit requirements

We accept results obtained by re-sitting modules within the initial two-year

programme of post-16 education, in order to achieve our typical grades.

Any applicants who have re-taken exams during a third year of post-16 education will need to provide acceptable documentary evidence of extenuating circumstances affecting their first attempt at the examinations. An offer will usually be conditional on obtaining A grades in re-taken subjects.

### BTEC national diplomas

We do not accept BTEC national diplomas.

### Specialist diplomas

The 14–19 specialist diplomas are not accepted in lieu of A levels.

Applicants offering the Higher National Diploma in Medical Laboratory Science should contact [admissions@hyms.ac.uk](mailto:admissions@hyms.ac.uk). Offers will typically require the final year units to be passed predominantly with distinctions and nothing lower than merit.

### Open University qualifications

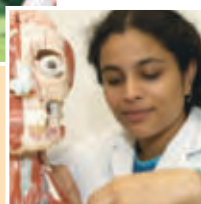
GCSE English and Maths at grade A are required, plus: 120 points of OU courses all at Pass II, to include the level 1 course S103 Discovering Science (60 points) and a further 60 points (at least 30 points at level 2) from other relevant OU courses listed at [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

### European Baccalaureate Diploma

Final overall mark of 85% (8.5) including Biology and Chemistry with minimum grades of 8.5.

### Other European or Overseas qualifications

Information about the requirements in school leaving examinations from many other countries are shown on [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)



## Entry requirements for those other than school leavers

HYMS welcomes applicants of any age for the full five-year programme. All applicants must have taken the UKCAT and apply through UCAS by the annual published closing date.

All applicants must have GCSEs in Maths and English at grade A and proof of recent and appropriate knowledge of Biology and Chemistry. This may be achieved via a biomedical sciences degree; by studying these subjects to A level or AS level; or through an Access to Medicine course (see below).

HYMS considers applications from the following categories of entrant:

- currently practising health professionals with at least five years' post-qualification experience
- graduates in Biomedical Sciences
- other graduates not in either of the above categories
- applicants undertaking approved Access to Medicine programmes.

Graduates should either have achieved grades AAB at the first time of sitting their A levels, or have at least an upper second class honours Bachelor's degree. A higher degree does not replace this entrance requirement.

### Biomedical Science graduates

Biomedical Science graduates should have covered both Biology and Chemistry or related subjects in at least their first university year.

### Experienced health professionals

HYMS welcomes applications from currently practising health professionals

with at least five years' post-qualification experience. This includes nursing, radiography, physiotherapy and similar professions.

### All health professionals and all other graduates

Applicants will be asked to provide evidence of recent knowledge of Biology and Chemistry. This may be obtained either by studying one to A level standard and the other to AS level standard, or by taking an Access to Medicine course.

### Access courses

We will consider applicants who are taking one of the following following courses in a single year:

#### Access to Medicine

- City College, Norwich
- College of West Anglia, King's Lynn
- Sussex Downs College, Lewes
- M&D Pre-Med at Sussex University
- Foundation Course in Clinical Science/Medicine, Bradford

Typically our offer will require an overall distinction including distinctions in Biology and Chemistry.

#### Access to Science

We do not consider QAA-approved Access to Science courses unless we have received a specific request from an applicant and given our approval, based on full details of the course and discussion with the course providers.

### English language requirements

Applicants for whom English is not their first language or about whose language skills the interviewers express concern, may be asked to provide evidence of English language ability. Our standard requirement is an IELTS overall score of 7.5 with a minimum of 7.0 in every component.

## Health and disability

### Health requirements

All offers of places are conditional upon a satisfactory occupational health check. This is because the safety of the public is always the first priority, and in this context we have to consider the potential impact of an individual applicant's disability or health problem on their medical training and suitability as a doctor: HYMS has a responsibility to ensure that all students admitted to the course will be eligible for registration by the General Medical Council on graduation. In order to graduate, all students, including those with disabilities entitled to reasonable adjustments during training, must meet all the core outcomes specified by the General Medical Council in its document *Tomorrow's Doctors*. For further information see [www.gmc-uk.org/education/undergraduate/GMC\\_tomorrows\\_doctors.pdf](http://www.gmc-uk.org/education/undergraduate/GMC_tomorrows_doctors.pdf)

### Students with disabilities

HYMS welcomes applications from students with disabilities. A disability is a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out day-to-day activities. Occasionally a disability or condition may debar an applicant from a career in medicine, on grounds of patient safety or inability to meet all the core outcomes of medical training even after reasonable adjustments have been made. Applicants should note any disability or serious medical condition on their UCAS form. This does not adversely affect the assessment of the UCAS form and the disability will not normally be discussed during interview. All applications showing special needs related to disability are considered by the same assessors in



order to make comparable allowances for people with disabilities of comparable severity.

It is also particularly important that, before application, candidates with disabilities gain insight into the demands of a medical career and appropriate, realistic understanding of the roles of a doctor. Applicants with severe or multiple disabilities are strongly advised to contact the HYMS Associate Dean for Admissions and the disability advisers of the University of Hull or the University of York before application, and before interview if assistance will be needed on the interview day.

### Pre-application

An applicant who has any serious condition that could be passed on to patients, or a disease or disability that could affect their judgement or performance, is strongly advised to seek guidance from a consultant in occupational health or other suitably qualified doctor before applying. The advice should cover whether, and in what ways, their clinical contact with patients should be modified and whether any limitations would prevent satisfactory completion of the MB BS programme. The applicant should then discuss the advice with the HYMS Associate Dean for Admissions.

All applicants offered places at HYMS are required to return a completed health questionnaire to the HYMS occupational health service by a specified date before the start of the course. As a result of this questionnaire, some applicants will be asked to undergo an independent medical examination, and/or a skills assessment, before they can be registered on the course. Each case will be viewed on its merits, but a very small number of disabilities and medical conditions may prevent satisfactory completion of medical

training. For further information see the HYMS Codes of Practice on Admissions, and on Fitness to Practise Medicine at [www.hyms.ac.uk](http://www.hyms.ac.uk)

### Blood-borne viruses

The Department of Health's draft guidance governing applicants infected with blood-borne viruses is as follows (October 2006):

*'All new healthcare workers will need to have standard health clearance for serious communicable diseases. Additional health clearance for blood-borne viruses will be needed for new healthcare workers who will perform exposure prone procedures. This [should not] prevent those infected with blood-borne viruses from working in the NHS, but ... restrict them from working in those clinical areas where their infection may pose a risk to patients in their care, ... [with] restrictions on the working practices of those health care workers known to be infectious carriers of HIV, hepatitis B and hepatitis C.'*

Please note that this is draft guidance. Intending applicants should check for updated information at [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

### Immunisations

Information about immunisations will be given at the time of interview. Specific requirements relating to transmissible diseases may be made from time to time by the Department of Health or by NHS institutions in order to reduce risks of transmission to patients.

### Dyslexia

Anyone offered a place at HYMS who has special needs due to dyslexia, or who has taken the extended version of the

UKCAT because of dyslexia, should send an educational psychologist's report or equivalent with their occupational health questionnaire before the start of the course. This report should be dated within the last 3 years if written before the applicant reached the age of 16, or within the last 5 years if the applicant was over 16 when it was provided.

Students can contact the Disability Service of the Universities of Hull or York (as appropriate) on arrival, to request a suitable psychologist's assessment. The dyslexia tutor of the disability service will then arrange an Assessment of Need to advise what special provisions the student will require throughout the course.

Applicants should be aware that although additional time may be approved in written exams it is very unlikely to be allowed in clinical examinations.

## Selection procedure

The HYMS selection procedure aims to be fair, open and transparent to all applicants. The following criteria are considered when selecting applicants:

- academic ability, judged by prior academic performance and, where appropriate, predicted academic results
- evidence of motivation and reasons for working in healthcare
- evidence of a realistic understanding of healthcare issues and practice
- written and oral communication skills
- evidence of conscientiousness, self motivation and responsibility, and an appropriate level of maturity and confidence.

Selection is a two stage process, involving scrutiny of all the UCAS forms, followed by interview for selected applicants.





No places are offered without interview, and the interview includes an assessment of the candidate's fluency in English.

#### Assessment of UCAS forms

Each UCAS form is read and scored by trained HYMS assessors against broadly defined criteria using a standard scoring form, with appropriate quality assurance. It should be noted that academic achievement is only one part of this assessment process. This yields an average UCAS form score for each candidate which, taken together with the candidate's UKCAT score, allows candidates to be ranked in numerical order. The top scoring applicants are then invited for interview.

#### Interview

Each candidate is interviewed by at least two people, one of whom is an experienced health professional, and neither of whom has seen their UCAS form. This is because the interview explores those attributes which cannot be properly assessed from a written application. Further details can be found at [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

Many more candidates are suitable for an offer of a place than the approximately 350 offers we are able to make, so we then have to implement a further ranking system.

#### Ranking for final selection

After interview, the individual average UCAS score plus UKCAT score and the average interview score are added together, thus placing the candidates in rank order. Offers of places are then made to the top ranking candidates.

#### Feedback

Feedback will only be given directly to unsuccessful applicants in response to a written request from the applicant, and can only be given after the selection process is completed in April. Most unsuccessful applicants are entirely suitable for entry but have been surpassed in rank order by others. We record for every applicant their numerical score and position in the overall ranking, and this is the information normally supplied as feedback.

#### Clearing

HYMS is unlikely to enter UCAS Extra or Clearing.

### Other requirements

The Hull York Medical School Admissions Policy follows the Guiding Principles for the Admission of Medical Students agreed by the Council of Heads of Medical Schools in November 2004. These principles can be seen at [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

#### Criminal records

Applicants are asked to inform the HYMS Associate Dean for Admissions in writing at the time of application of any prior criminal charges, cautions, reprimands or final warnings. Any individual who incurs a new criminal charge, caution, reprimand or final warning between submitting their

application and starting the course should inform the HYMS Associate Dean for Admissions immediately.

This information will not be available to UCAS form assessors or interviewers and it will not affect the recommendation of an offer of a place. However, offers of places to such individuals will require the additional approval of the HYMS Fitness to Practise committee in the light of the full details of the individual's circumstances as provided by the applicant. In considering such information, the HYMS Fitness to Practise committee is acting on behalf of both universities and all the NHS Trusts in the HYMS area.

All students are required to undergo an enhanced Criminal Records Bureau check at the time of registration with the University. Disclosure by the CRB check of any convictions, cautions, reprimands or final warnings that have not already been declared may lead to forfeiture of the place.

#### Agreement to conditions of medical training

All students are required to sign an Agreement to Conditions of Medical Training, which they will receive in the month before registration as a student of either university. The current version of this agreement can be seen at [www.hyms.ac.uk/admissions/conditionsoftraining](http://www.hyms.ac.uk/admissions/conditionsoftraining)

#### Open days

HYMS participates in the open days of both parent universities. The dates can be found on our website. Intending participants are advised to book a place on each respective university's website at least two weeks beforehand: it is not possible to arrange individual informal visits to the Hull York Medical School at other times.

# Fees and bursaries

## Fees

Current tuition fees for the HYMS programme for 2008/09 are £3,145, as approved by the Office for Fair Access (OFFA), and are liable to increase annually in line with inflation. Please check [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions) for the latest information. In the light of the recent major changes in government funding for students in higher education, OFFA access agreements will ensure institutions are safeguarding and promoting fair access – in particular for students from low income groups – through bursaries and other financial support.

### Bursaries available

Bursary support will be available to eligible HYMS students from UK families with lower incomes. The income thresholds and value of bursaries will be amended from time to time. For current rates please check at [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

The 2008/09 rates will be:

<b>Approximate residual family income</b>	<b>HYMS bursary</b>
Up to £23,025	£1,024
£23,026-£38,330	£512
£38,331	No bursary

Bursaries will be paid in two instalments, February and May, and are subject to the student continuing their registration on the MB BS programme at the time of payment.

Most UK students are eligible for a student loan to help in payment of both fees and living costs, and for government grants of up to £2,700 for certain low income students. Other EU students will be eligible for a fee loan. A student loan for fees is paid direct to your university, on your behalf. Students are only required to repay loans once they have left university and are earning over £15,000. Further details about financial help available from the Government is given in the prospectuses of the individual Universities of Hull and York. You can also find out more at: [www.dfes.gov.uk/studentssupport/students](http://www.dfes.gov.uk/studentssupport/students)

The support available varies according to each individual's personal and financial circumstances. Contact your own Local Education Authority, or other appropriate local agency, to determine what you qualify for. Full details about the payment of tuition fees will be sent to all students with preregistration information.

### Fees for non-EU students (international students)

Students from outside the EU (UCAS residential category O) will be charged an annual course fee that, for students starting in or after 2009, is likely to rise annually, in line with inflation. As a guide, students starting in 2008 will be charged £21,000 per year. The exact fee level will be set at least twelve months before each new annual intake, and will be shown on [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions)

If you are unclear about your fee status see the tuition fees guidance note on [www.ukcosa.org.uk](http://www.ukcosa.org.uk)





# Contacts

## Further information

- For routine HYMS enquiries or further copies of the HYMS prospectus:  
Tel 0870 120 2323
- For the University of Hull prospectus:  
Tel 0870 126 2000
- For the University of York prospectus:  
Tel 01904 433527
- Student Recruitment and Admissions Service:  
The University of Hull  
Hull  
HU6 7RX  
Tel 01482 466100  
Fax 01482 442290
- Admissions and Schools Liaison Office:  
The University of York  
Heslington  
York  
YO10 5DD  
Tel 01904 433533  
Fax 01904 433538
- For the latest developments at the Hull York Medical School visit [www.hyms.ac.uk](http://www.hyms.ac.uk)



*Pictures: Les Gibbon, Hull News & Pictures; Kippa Matthews*





THE UNIVERSITY *of York*



[admissions@hyms.ac.uk](mailto:admissions@hyms.ac.uk)  
[www.hyms.ac.uk](http://www.hyms.ac.uk)

UCAS course code A100  
UCAS institution code H75