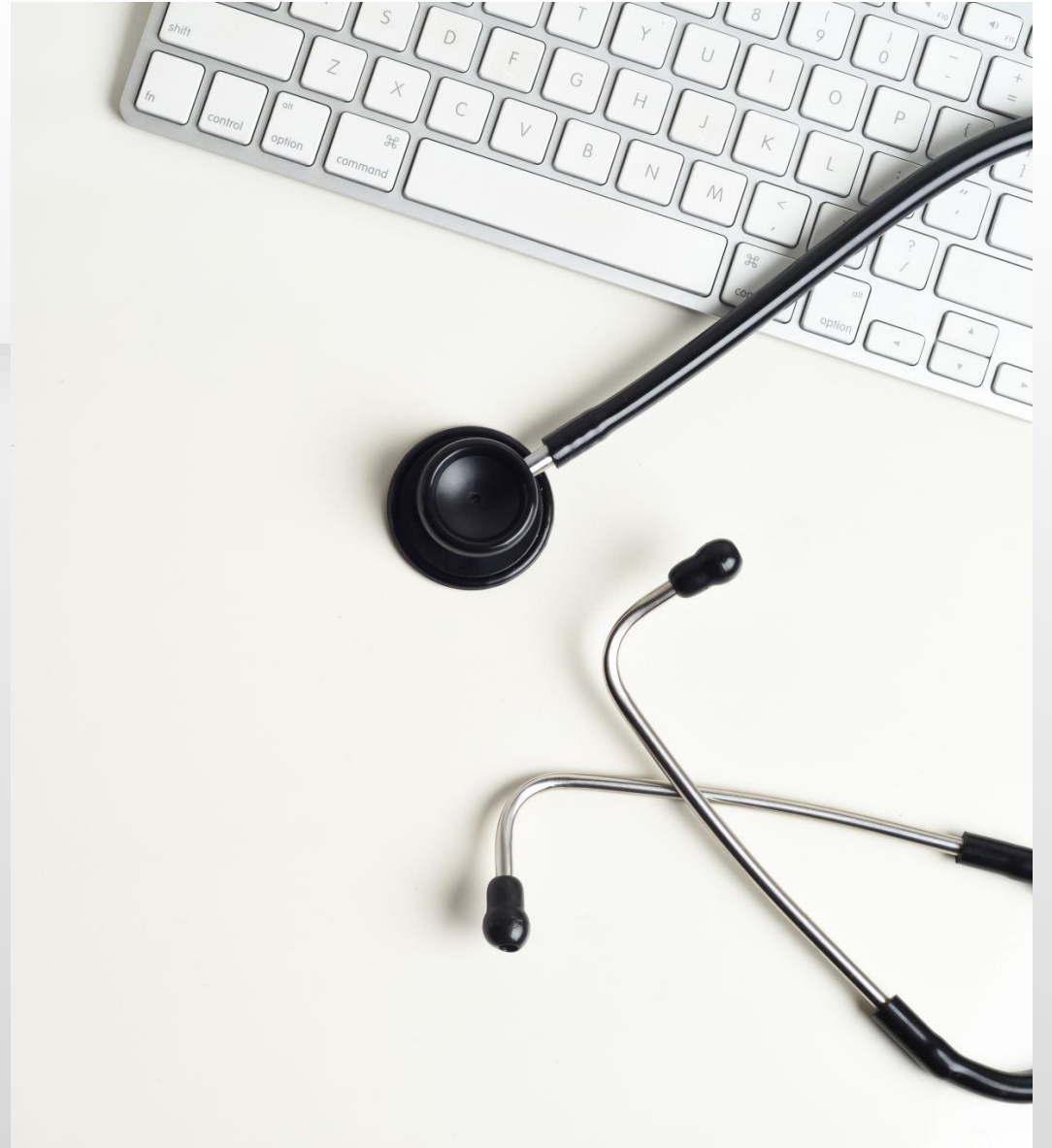


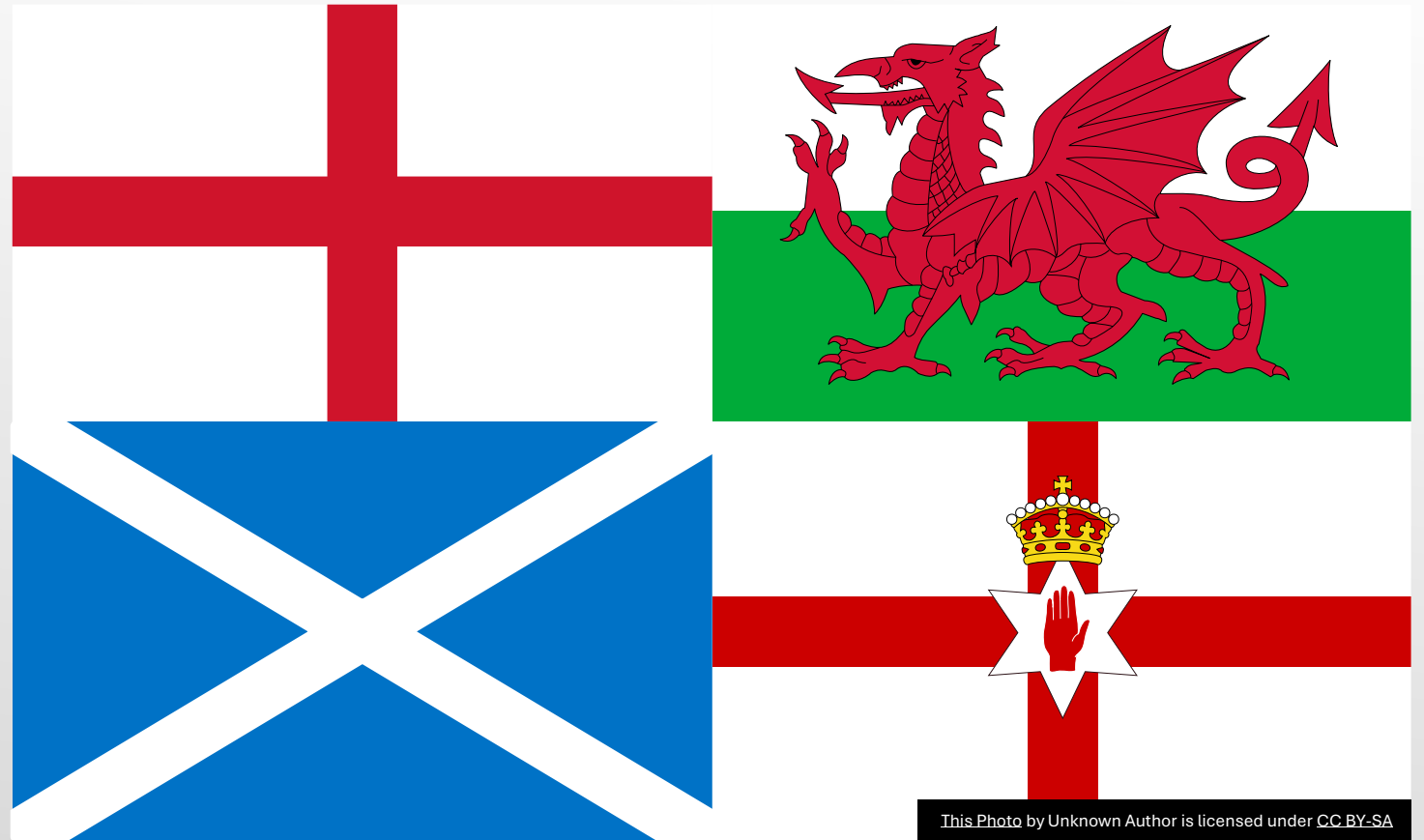
Update on Undergraduate Medical Education

Prof Clare Polack
University of Southampton



National Picture

- Medical licencing assessment
- Medicine apprenticeships
- 4 year school leaver programmes
- New medical schools
- Increasing numbers of learners in struggling NHS
- Financial position of HEI



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Medical Licencing Assessment

The Medical Licencing Assessment (MLA) will test the core knowledge, skills and behaviours of doctors who want to practise in the UK

Needed to pass to graduate in all UK medical schools and PLAB will be equivalent

- Applied Knowledge test (AKT) – Put together centrally, nationally standard set. Accessed online in medical schools. Choice of 4 dates per year
- Clinical and Procedural Skills Assessment (CPSA) - Nationally blueprinted but locally written & delivered

Allows the GMC to say everyone has reached an agreed standard



MLA content map [mla-content-map-_pdf-85707770.pdf](#)

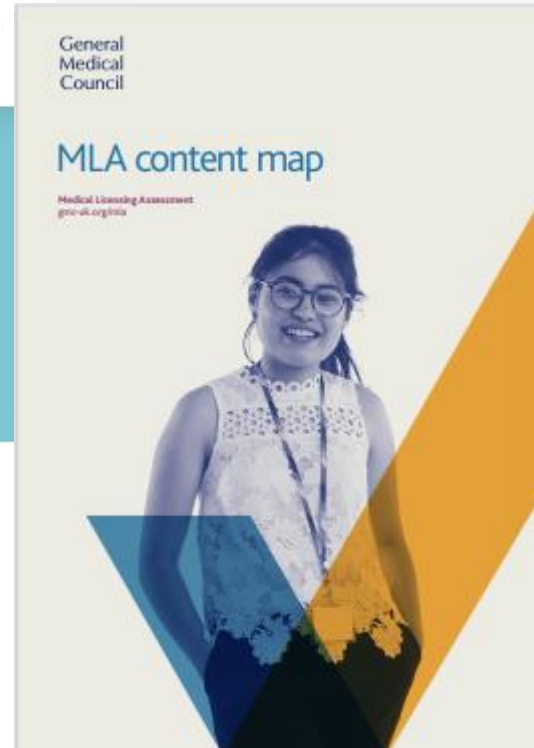


About us

Our work

MLA content map

The [MLA content map](#) sets out the areas that could be tested in the MLA. The content map concentrates on the professional skills, knowledge and behaviours that are essential for safe practice and is based on existing guidance, including [Achieving good medical practice](#), [Outcomes for graduates](#) and the [Generic professional capabilities framework](#). These areas could be tested in the applied knowledge test or the clinical and professional skills assessment.



Challenges of MLA

- **Students still have to meet University requirements**

makes it harder to fail students who have passed MLA but not passed a core module.

- **Logistics and IT**

Time sensitive, room issues, contingencies for IT failure

- **Additional Exam Requirements**

Decided locally - Fair nationally?

- **Appeals**

Local processes - Fair nationally?

- **University regulations differ**

Can be taken 4 times but some universities allow only 3

- **League tables of success**

Will it dictate teaching and learning?

NHS Long Term Workforce Plan

Document first published: 30 June 2023
Page updated: 22 April 2024
Topic: [Workforce](#)
Publication type: [Policy or strategy](#)

The first comprehensive workforce plan for the NHS, putting staffing on a sustainable footing and improving patient care. It focuses on retaining existing talent and making the best use of new technology alongside the biggest recruitment drive in health service history.

- More learners – nurses, PAs, medical students
- More medical schools eg Portsmouth, Surrey
- More retention?



The way medical students are being educated is changing



thebmj covid-19 Research Education News & Views Campaigns Jobs

News

Four year medical degree set to launch in 2026, says NHS England

BMJ 2024 ; 385 doi: <https://doi.org/10.1136/bmj.q1312> (Published 13 June 2024)
Cite this as: BMJ 2024;385:q1312

mediaofficer, 5 February 2024 - [Apprenticeships](#), [Higher Education](#)

Department for Education

NHS DOCTOR APPRENTICESHIPS: EVERYTHING YOU NEED TO KNOW

5-11 FEBRUARY 2024 #NAW2024 NATIONAL APPRENTICESHIP WEEK

SKILLS FOR LIFE APPRENTICESHIPS



The NHS confirmed pilot funding for a new Medical Doctor Degree Apprenticeship in January 2023.



University of Southampton, Faculty of
Medicine, Curriculum Review

New curriculum starting September
2025

Where we are now....

Producing some great graduates with a fantastic education team, including placement centres.....

Rankings: Guardian 28/37 for Medicine, Complete University Guide 15th

NSS (National student survey) and SSS (Southampton Student Survey) 2023 highlights include:

- Helpful, encouraging, knowledgeable, enthusiastic teaching staff
- Work placements good, especially support
- Good pastoral care

....and what challenges do we face?

**Working with lots of
clinical centres**

(pros and cons)

**Keeping up with
competitors**

**How do we manage
a future increase in
our student
numbers?**

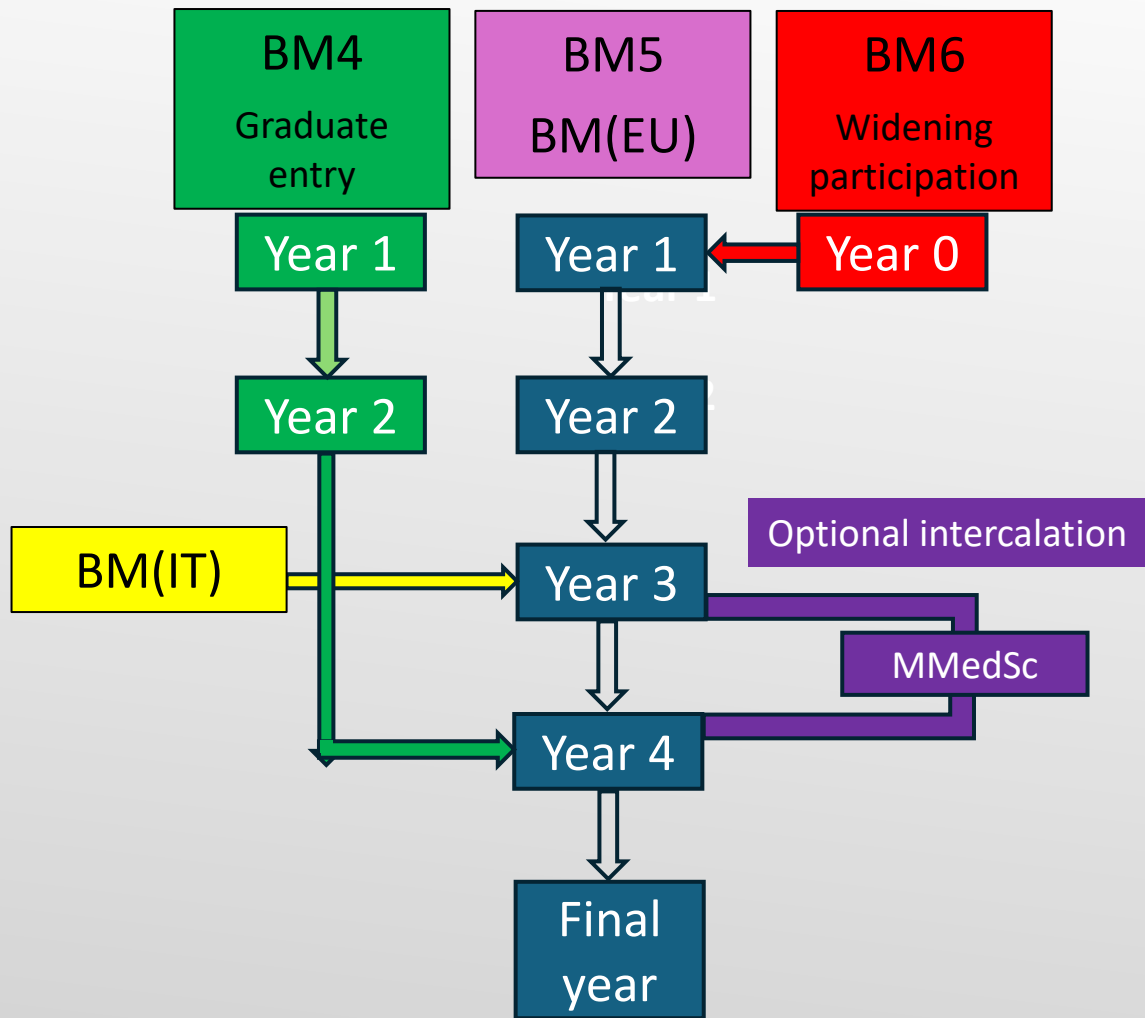
**Need to embrace
new technology to
be competitive**

**NSS and SSS survey
negatives**

**Changing NHS
environment**



How do we prepare
our medical students
for a future NHS we
may not be able to
imagine?



- Six programmes leading to BMBS
- Must all meet the GMC Outcomes for Graduates
(which is being updated)
- Must be aligned with each other and Good Medical Practice
(which has also just been updated)

Structural Changes

- Changes to semester lengths and incorporation of time for consolidation of knowledge and skills
 - Improve student learning and wellbeing
 - Prevents students having to start new year without knowing results from resit exams
 - Reduces clashes with NHS pinchpoints
- Removal of the research project, change to integrated research teaching and experiences throughout the curriculum
- Changes to assessments
 - Curriculum aligned with national medical licensing assessment (MLA) that all medical students have to take
 - Changes to OSCE timings to improve workload for students and staff

Overview of curriculum changes to BM5

Years 1 & 2

- Weekly case-based integrated teaching
- Increased clinical skills
- Focused small group work
- Less repetition of A level and common content

Y3

- No year 3 project
- More time spent on clinical placements
- New Mental Health module
- New Population and Planetary Health module

Embedded research as applied to medicine

Overview of changes to BM5

Year 4

- Changes to placement lengths
- Increased acute care
- First attempt at Finals CPSA examination

Final year

- Student selected unit (SSU) with option of research, elective or more clinical placement time at end of final year
- Longer assistantship

Nurturing and
Professionalising
clinical medical
education

Clinical Teaching Fellows

Undergraduate education
fellowships for resident doctors

GP integrated training posts in
UoS