



UNIVERSITY OF  
CAMBRIDGE

School of Biological Sciences

# Medical Students Handbook



Image description: Spiral DNA Sculpture in Clare College garden

Faculty of Biology

17 Mill Lane

Cambridge CB2 1RX

[www.biology.cam.ac.uk](http://www.biology.cam.ac.uk)

October 2023

# Medical Students Handbook

## MedST Part IA and IB

### Contents

#### Introduction

[Medical Education in Cambridge](#)

[Aims of Your Medical Education](#)

#### Responsibilities

[Responsibilities as a Student Doctor](#)

[Code of Conduct](#)

[Students' Legal Standing](#)

#### Course

[Course Outline](#)

[The Course in detail](#)

[Course Organisers](#)

[Study Skills](#)

[Professionalism](#)

[Assessment and Exams](#)

[Costs in Years One and Two](#)

[Feedback and Representation](#)

[Cambridge Culture \(Colleges, Societies\)](#)

#### Support

[Academic support](#)

[Protecting your Health](#)

[Non-academic support](#)

[Medical Student Register Agreement 2023](#)



## Medical Education in Cambridge

Welcome to Cambridge, and congratulations on gaining a place to study medicine. This is an exciting time; the next step to becoming doctors. Our role is to support and assist you as you develop from bright, passionate students to skilled, professional, and empathetic doctors.

I oversee the first two years of the course (known as 'the pre-clinical years'); these provide you with a thorough grounding in scientific knowledge alongside behavioural, psychological, and social sciences. Once you complete the pre-clinical course (and for students on the standard course, the Part II year) you will enter the clinical course.

I hope that your time at Cambridge is a rewarding one, it will be busy and at times challenging, but we are here to support you. Please reach out to us if you have any concerns, our contact details are in the 'Support' section.

We look forward to welcoming you at the start of new academic year.

Dr Holly Canuto

Director of Pre-Clinical Education, Medical and Veterinary Sciences Tripos



Image description: Graduating students in gowns

## Aims of Your Medical Education

Our continuously evolving understanding of basic sciences fundamentally underpins the practice of medicine. The first two years of your medical course is designed not only to give you a thorough knowledge and understanding of that core science but also to make you aware that because this is continually changing, you will need to engage with life-long learning throughout your professional career. These first two years contain much material which will be built upon in your clinical years – a spiral approach to learning and understanding reflected in the spiral of the DNA model on the cover of this handbook!

We will encourage and support you to adopt an approach to learning based on curiosity and the exploration of knowledge rather than on its passive acquisition, because we believe it is important for you to develop this ability to apply new knowledge, and to adapt to changing circumstances in your professional life.

We will also help you to develop your intellectual skills, such as the understanding and interpretation of scientific evidence, problem solving skills, and skills in oral and written communication; skills which can be transferred to later stages of your medical education and professional career.

The full six year medical studies programme is designed to deliver the major themes of the GMC Outcomes for Graduates.

# Introduction

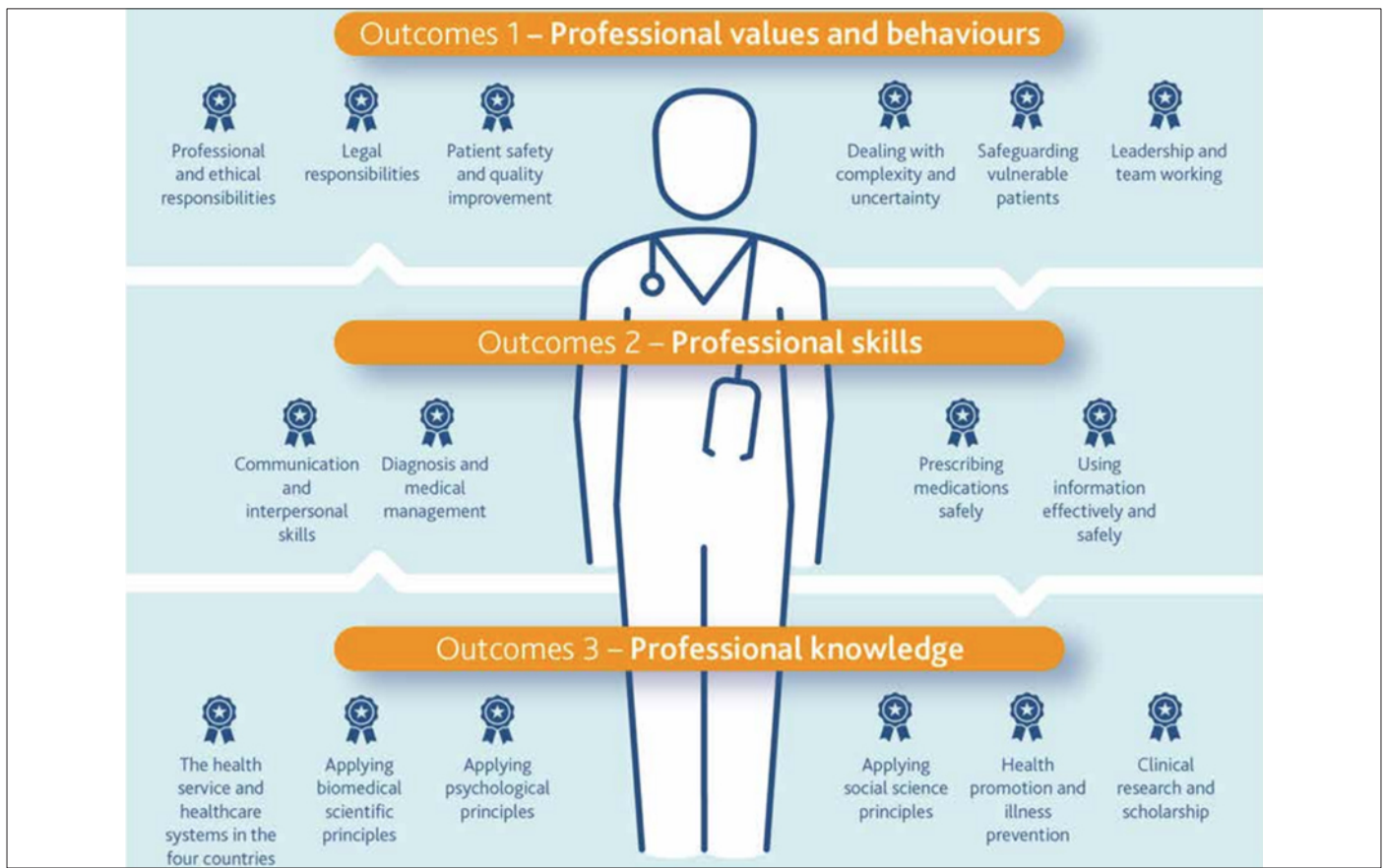


Image description: Icon of doctor with background divided into three sections to reflect outcomes

As you can see from the infographic, the main focus of learning in the pre-clinical years relates to Outcome 3 – Professional knowledge but with key areas of Outcome 1 – Professional values and behaviours and Outcome 2 – Professional skills forming part of the course from the beginning.

We deliver the GMC Outcomes for Graduates by designing our course around three main themes:

Doctor as a scientist and scholar

Doctor as a practitioner

Doctor as a professional

In the first two years, the emphasis is on the area of the doctor as a scientist and scholar.

However, being a doctor involves much more than just knowing about biomedical science and the effects of illness on people. By the end of the first two years we aim to give you a sound grounding in the basic knowledge and skills necessary for working with patients in the clinical part of the course (“doctor as practitioner”). These include certain technical skills, and the skills of listening

# Introduction

and talking to people, generically known as clinical communication skills, which are essential for a doctor.

We expect you to practice and develop these skills, both in the Preparing for Patients programme, and also in the supervisions arranged by your College. Do participate in supervisions - they are not just teaching sessions, they are learning sessions, and learning requires self-expression.

Finally, we aim to introduce you to the fact that doctors have an obligation to practice medicine in the best interest of all patients, and that this obligation requires not only knowledge and skills but development of certain attitudes to your work and in your approach to it (“doctor as a professional”).

## Curriculum themes in the Cambridge medical course

### Doctor as Scholar and Scientist

Core Science and Pathology

Psychological and Social Sciences

Public and Population Health

Scientific method

Research and the INSPIRE programme

### Doctor as Practitioner

Clinical Communication Skills

Practical Procedures

Diagnostic reasoning and Patient Investigation

# Introduction

Therapeutics and Patient Management

Palliative Care

## **Doctor as Professional**

Professional Behaviour

Medical Ethics and Law

Multi-professional Teamwork

Reflection, learning and teaching

Management and Leadership

Patient Safety

## Responsibilities as a Student Doctor

Being a doctor is a privilege and brings with it a set of important responsibilities. The behaviour and performance of all medical professionals, including student doctors, is regulated by the General Medical Council (GMC). The [GMC website](#) has a useful section for medical students and links to major guidance documents, including [Good Medical Practice](#).

However, from the very beginning of your course, you will be expected to behave in a manner appropriate to a medical professional. Before your first introductory session you will be admitted to the Medical Student Register. A copy of the document you will sign is included at the back of this handbook. Please read this carefully, because in signing this register you are making a formal commitment to observe the standards of attitudes and behaviour appropriate to an entrant to the medical profession.

### Standards of behaviour for student doctors

As a member of the University, you are subject to the statutory provisions of university discipline set out in Statutes and Ordinances. As a student doctor, you are studying for a degree that will automatically allow you to register provisionally as a medical professional. During your studies, you will be working within this professional environment and the General Medical Council (GMC) expects you to behave in a manner appropriate to your future role.

#### Guidance note

The standards of professional behaviour expected of you are set out in guidance published by the GMC and Medical Schools Council (MSC): [Good Medical Practice: guidance for medical students](#) (2019).

Although most of the teaching which you receive during years one to three is under the supervision of the Faculty Board of Biology, it is the Faculty Board of Clinical Medicine, working through the Clinical Dean, Professor Paul Wilkinson, which is formally responsible for the supervision of your contact with patients.



# Responsibilities

Students whose health or conduct give rise to concerns that they may be a risk to patients will not be allowed to have contact with them and will be subject to **Fitness to Practise procedures**. This can lead to students being removed from the Medical Student Register and being prevented from entering the Final MB examinations for the award of the MB BChir. Provisional registration with the GMC is subject to a declaration of fitness to practise.

All members of the University and College staff have a duty, in the public interest, to report matters that may affect a student's fitness to practise, to the Clinical Dean. Matters may be referred if they concern poor academic progression, serious conduct issues, or low-level conduct issues that continue over a long period. Health concerns will not normally require referral unless there are serious concerns over fitness to practise, but will be referred under other circumstances, where students have agreed to disclosure. Students are strongly encouraged to disclose health concerns both to their College Tutor, Director of Studies, and to the Clinical Sub Dean for student welfare.

Details of the Fitness for Practise procedures can be found on the web on pages 231–239 of the [University's regulations](#).

## Code of Conduct

The University has agreed a Code of Conduct for student doctors to guide you during your studies and there is also guidance on the legal standing of student doctors. These documents can be found on the [School of Clinical Medicine website](#), and the Code of Conduct is included below.

You are expected to have read this and the GMC guidance before you come up to Cambridge. Make sure you understand these and if you have any concerns, consult your Tutor. At the start of your course you will be asked to sign a declaration (reproduced at the back of this handbook) stating that you have read these documents. Your name will then be entered in the Medical Student Register and this entitles you to have patient contact, which begins in the first year of medical studies. Throughout your course you will receive reminders about the importance of the Register.

# Responsibilities

## Medical Student Code of Conduct

As a student member of the medical profession you are expected to:

Make the care of patients your first concern.

- Demonstrate respect for others: patients, fellow professionals, teachers and student colleagues.
- Treat patients politely and considerately, respect their views even if you don't agree with them, respect their privacy, their dignity and their right to confidentiality.
- Engage fully with the teaching programme including clinical placements, bedside teaching, lectures, seminars and workshops
- Act without discrimination, whether on grounds of age, race, sex, disability, religion or belief, marital or civil partnership status, pregnancy and parenthood, sexual orientation, gender reassignment or perceived economic worth.
- Abide by rules and policies, follow procedures and guidelines which apply to all aspects of the course as advised by the professionals supervising you.
- Be an effective communicator: always make clear to patients and other healthcare professionals that you are a student and not a qualified doctor; be aware of your limitations and do not exceed your ability when giving information to patients.
- Be open and honest: do not break the law in any way, never threaten violence, act violently towards others or act dishonestly. Do not engage in bullying and harassment of fellow students or professional colleagues. Inform your Senior Tutor and the Clinical Dean immediately if you are involved in any University or

# Responsibilities

police investigation which may lead to charges being brought; concealment of involvement in an incident that may lead to prosecution may be viewed as an even greater offence than the incident itself. Do not cheat in examinations.

- Understand, accept and agree to be bound by the principle of confidentiality of patient data, and also of information concerning staff and students. Do not discuss patients with other students or professionals outside the clinical setting, except anonymously. When recording data or discussing cases outside the clinical setting, ensure that patients cannot be identified by others.

- Demonstrate respect for patients and for fellow students and professionals when using social media or sharing communications. Do not use mobile electronic devices to record and store patient images or any other identifiable patient information; never use e-mail, electronic messaging or social media to share information about patients. Do not abuse fellow students or colleagues on social media platforms.

- Ensure that you can be reliably contacted by University and NHS staff; reply promptly to emails and other communications.

- Contribute to improving teaching by completing feedback as requested by course organisers and reporting any difficulties as they arise through the appropriate channels.

- Comply with appropriate health-testing requirements as advised by the University, NHS and Occupational Health department.

- Maintain a professional appearance and demeanour and comply with the recommended dress code.

- Take action at an early stage if a problem arises: inform the Clinical Dean,

# Responsibilities

Sub Dean for Welfare or a College Tutor immediately if you become aware of any personal problems arising which may put the health and well-being of patients at risk.

- Seek immediate advice from the Clinical Dean or one of the Clinical Sub Deans if you think a doctor or colleague has behaved in a way that suggests that he or she may not be fit to practise. Examples of such behaviour include: making serious or repeated mistakes in diagnosing or treating a patient's condition, not examining patients properly or responding to reasonable requests for treatment, misusing information about patients, treating patients without properly obtaining their consent, behaving dishonestly in financial matters, or in dealing with patients, or research, sexual misconduct, misusing alcohol or drugs.
- Avoid abusing alcohol or drugs.

## Students' Legal Standing

Even as a trainee doctor, the safety of patients must be your paramount concern. This guidance sets out broad principles which are intended to clarify the legal position for student doctors in regard to work undertaken with patients. For these purposes, a student is one whose name is on the Medical Student Register and who has access to patients as part of an agreed attachment under the supervision of a specified medical practitioner.

In regard to patient care, students report to junior doctors as part of the clinical team which reports to the consultant. When the trainee doctor is absent they are required to designate another qualified doctor to cover themselves and a student may be an assistant to the official deputy. Whenever doubt exists as to patient management, seek assistance from a qualified doctor or, in obstetrics, from a certified midwife. The degree of supervision is determined by the practitioner



# Responsibilities

## Guidance note

You should:

- Always wear a badge identifying you as a student doctor, and introduce yourself as such
- Always obtain a patient's permission to see/examine them.

You may not:

- initiate X-ray or other diagnostic investigations; request blood for transfusion.
- make a formal diagnosis of death;
- perform any practical procedure nor give any medication (intravenous or oral) without authorisation and supervision by a medical practitioner
- sign statutory certificates (e.g. death) or prescription sheets;
- obtain patient consent;
- witness a patient's signature on any official hospital document;
- sign hospital accident forms;
- 'identify' patients before operation;
- check blood bags for transfusion;
- authorise any patient to be discharged from hospital (particularly A&E)

# Responsibilities

and so will vary from firm to firm; consequently students may find that in some firms they are allowed to carry out duties which are forbidden in others.

If you undertake a task which you know – or ought to know – that you are not qualified or sufficiently experienced to perform, you may be guilty of negligence. If a patient were to suffer harm as a result of your exercising less than reasonable care, you might be held personally liable/legally responsible. You could, in theory, be sued, but in practice the patient would sue the supervising practitioner or the hospital trust and it is unlikely that the hospital authority would refuse to assist a student with any defence that might be necessary, or to meet damages if awarded. The level of responsibility which had been delegated to the student by the supervisor must be held to be reasonable in regard to the student's experience and level of attainment. If you had been given a task to perform for which you were not sufficiently skilled, a court would probably conclude that you were not to blame for having performed it badly.

If a patient suffered injury as a result of a procedure carried out by a student, a medical defence organisation would be expected to support the member responsible for the student at the time, provided that the student had been authorised to undertake the procedure in question.

Medical students must take advantage of the free cover provided by medical defence organisations before they meet any patients (i.e. at the start of Year 1).

Carry out only those tasks authorised by a consultant or named deputy and perform the task on the basis of a standard procedure and you will not incur legal liability.

## Course Outline

The table below provides an overview of the three stages of learning on the 6 year course (pre-clinical, third year tripos specialised study, and clinical)

Year of Study	What you will study	Subjects and Courses	Qualifications Obtained
Year 1 - MetST IA	Scientific knowledge	Medically relevant core scientific knowledge and skills, together with some optional specialisation.	2nd MB, Tripos IA
Year 2 - MetST IB			2nd MB, Tripos IB
Year 3 - Part II	Part II course of specialised study	A wide range of courses and subjects (other Tripos courses are also available to Medics)	BA
Years 4 - 6	Clinical studies based at Cambridge University Hospitals NHS Trust (Addenbrooke's Hospital and partner hospitals in East Anglia) and GP practices throughout the Eastern Region.	Clinical medicine leading to the development of clinical skills and knowledge in a range of specialities.	Final MB, leading to MB BChir

### What Next?

At the end of the undergraduate course you will receive your MB BChir degree, which is a Primary Medical Qualification (PMQ). Holding a PMQ entitles you to provisional registration with the General Medical Council (GMC), subject only to its acceptance that there are no Fitness to Practise concerns that need consideration. Provisional registration is time limited to a maximum of 3 years and 30 days (1125 days in total). After this time period your provisional registration will normally expire.

# Course

**Provisionally registered doctors can only practise in approved Foundation Year 1 posts: the law does not allow provisionally registered doctors to undertake any other type of work.**

To obtain a Foundation Year 1 post, during Year 6 you will need to apply through the UK Foundation Programme Allocation scheme, which allocates these posts to graduates on a competitive basis.

Successful completion of the [Foundation Year 1 programme](#) is normally achieved within 12 months and is marked by the award of a Certificate of Experience. You will then be eligible to apply for full registration with the GMC. You need full registration with a licence to practise for unsupervised medical practice in the NHS or private practice in the UK.

Doctors graduating from 2025 will need to pass a new UK Medical Licensing Assessment to be granted provisional registration with the General Medical Council. Both the written and clinical components of this will be integrated into existing Cambridge exams.

## The Course in Detail

In the first two years of the course, you will study biological sciences relevant to medicine both as subjects in their own right, as well as means to solve medical problems. You must pass all courses to progress onto the clinical part of the course.

In Lent Term of Year 1, you will also attend a 'Basic Principles of First Aid' course.

### First Year (Part IA)

#### Core Science modules:

Functional Architecture of the Body (FAB) – layout and function of the body's structures

Molecules in Medical Science (MIMS) – chemical and molecular mechanisms underlying the function of the body



# Course

Histology and Homeostasis (HIS/HOM) – mechanisms underlying communication/maintenance of a stable internal environment within the body

## **Clinical and Professional Strand modules:**

Foundations of Evidence Based Practice (FEBP) – basic concepts of epidemiology and biostatistics as tools for critical assessment of the quality of scientific evidence and inferences drawn from scientific data.

Social and Ethical Context of Health and Illness (SECHI) – cultural aspects of health care

Preparing for Patients (PfP A) – experience in meeting patients at GP surgeries

## **Second Year (Part IB)**

### **Core Science modules:**

Mechanisms of Drug Action (MODA) –mechanisms of drug action upon the body

Biology of Disease (BOD) –processes underlying disease and its effects on cells, tissues and organs

Human Reproduction (HR) –structure and function of the reproductive system

Neurobiology and Human Behaviour (NHB) –structure and function of the sense organs and central nervous system and their role in determining behaviour. Also the study of psychology

Head and Neck Anatomy (HNA) –overall structure of the head and neck

### **Clinical and Professional Strand modules:**

Preparing for Patients (PfP B) – experience in meeting patients in hospitals

Preparing for Patients (PfP C) – visiting community based health related agencies

# Course

## Third Year (Part II)

An advantage of the Cambridge medical course is that it provides a year of specialist study in any one of a wide range of subjects. Options vary from more science-related subjects - zoology or history of medicine, to less-science related subjects - philosophy or management studies. The Preparing for Patients course (PfP D) continues throughout the year to maintain patient contact. At the end of this year, you receive a BA. You will be provided with more information during the Lent and Easter terms of your second year about the options available to you, to help you make the decision about what to study. If you are an affiliated student, you skip this year.

During the third year, you have the opportunity to apply for a place on the MB-PhD programme. For those who have enjoyed the scientific aspects of their first two years and chosen Part II course, this offers a chance to undertake a PhD during the clinical years of the course. Further information is provided to all third year students and you can, of course, discuss this with your Director of Studies.

## 4th, 5th, 6th Years - The Clinical Years

Your clinical studies (years 4, 5 and 6 of the course) will be based at Addenbrooke's Hospital, Cambridge University Hospitals NHS Foundation Trust, though many of your placements will be in one of our partner hospitals across East Anglia. As well as being a tertiary hospital with an international reputation for medical excellence, Addenbrooke's is the site of several major biomedical research institutions. You will also spend time in other regional NHS hospitals throughout East Anglia. In addition, around a fifth of your time on clinical placement will be spent in general practices across the east of England.

Throughout your clinical studies, you will build on your biomedical science education, reflecting the spiral nature of our course. This final three years of the course focus on developing the knowledge, skills and attitudes required to practise clinical medicine. You will be exposed to general medical practice, both in the community and in hospital and to the specialist care provided in hospital settings. The emphasis for teaching and learning will be patient-centred, such that you will be encouraged to think of medical care from the patients' perspective, with implications for

# Course

patient choice within a national healthcare delivery service.

During your clinical studies, you will have weekly small-group 'clinical supervisions' with junior doctors to develop and monitor your clinical skills. You will also receive teaching on the wards and at the bedside, in clinics, in facilitated small group seminars and sometimes in lectures. The Clinical School virtual learning environment (VLE), contains a wealth of resources and material to support your learning, and you will be expected to plan your time carefully to take advantage of these resources and to pursue self-directed learning, in addition to taking full advantage of the clinical experiences available to you.

More information on the clinical course can be found on the [School of Clinical Medicine website](#).

## Course Organisers

### MedST Part IA (2023-24)

Name of Course	Organiser and Department	Email address
Histology	Prof. N. Brown (PDN)	nb117@cam.ac.uk
Homeostasis (HOM)	Dr J. Fraser (PDN)	jaf21@cam.ac.uk
Foundations of Evidence Based Practice (FEBP)	Dr M. Fortune (Public Health and Primary Care)	mdf34@medschl.cam.ac.uk
Molecules in Medical Science (MIMS)	Dr D. Nietlispach (Biochemistry)	dn206@cam.ac.uk
Functional Architecture of the Body (FAB)	Dr S Fawcett (PDN)	slf43@cam.ac.uk
Social and Ethical Context of Health and Illness (SECHI)	Dr R Duschinsky (Public Health and Primary Care)	rd522@medschl.cam.ac.uk
	Dr Z Fritz (Public Health and Primary Care)	zbfm2@cam.ac.uk

# Course

## MedST Part IB (2023-24)

Name of Course	Organiser and Department	Email address
Biology of Disease (BOD)	Dr C. Crump (Pathology)	cmc56@cam.ac.uk
Head and Neck Anatomy (HNA)	Prof. C. Brassett (PDN)	cb457@cam.ac.uk
Mechanisms of Drug Action (MODA)	Dr P. Miller (Pharmacology)	pm676@cam.ac.uk
Neurobiology and Human Behaviour (NHB)	Dr H. Matthews	hrm1@cam.ac.uk
	Dr S. Edgley (PDN)	sae1000@cam.ac.uk
Preparing for Patients (PfP)	Dr P Harijan (Clinical Medicine)	p.harijan@nhs.net
	PfP B, C & D: Mrs S Smith (Clinical Medicine)	ss2512@medschl.cam.ac.uk
Human Reproduction (HR)	Dr E. Watson (PDN)	edw23@cam.ac.uk

## Study Skills

University is not like school. There are significant differences between the way you were taught at school and the way you will learn at University, and sometimes you may feel confused by the transition. In order to help you with this, you will be asked to attend an academic induction at the start of Michaelmas Term in your first year.

In place of relatively small school classes, information at University is delivered by means of lectures, which can be to groups of over 300 students. Most lecturers will issue hand-outs (some of which will be available online only, via the University's virtual learning environment, Moodle) and



# Course

live recordings may become available for some lectures, but you will also need to develop your listening, concentration and note-taking skills to get the best out of the lecture experience. The material will be delivered quickly, and it is then up to you to understand and assimilate it; you are also expected to read further material on the subject matter. The information you are provided within lectures will be developed and set in context in practical classes. Although some practical classes may be large, you will work in small groups with demonstrators on hand to help and answer questions. These practical sessions are vital to your education and attendance is mandatory.

The College supervision system is there to complement the formal teaching and the onus is very much on you to make use of it, and to develop study and time management skills to help you assimilate, and master, the material. College supervisions will play a very important part in your education. Make them interactive and take full advantage of them to ask questions about any parts of the course you need help with.

You will need to use the internet to consult library catalogues, past examination papers, databases of scientific literature - and much, much more. The departments that deliver your teaching provide supplementary information on Moodle (virtual learning environment), and the [Faculty of Biology website](#) also provides a lot of basic information. You need to be aware that the University takes plagiarism very seriously, and you can [read more about this on the Faculty website](#).

## Biological Sciences Libraries support

Throughout your studies you will be supported primarily by your College librarians but there is also a dedicated Biological Sciences Libraries Team. The Team can be found in different libraries across Cambridge and you can discover more about where to find them on the [Biological Sciences Libraries website](#).

They can help you with a lot of things including getting access to resources to support your studies such as books, articles, databases and much more. They can chat about your work through one to

one meetings as well as in their teaching sessions where they will help you develop many of the skills you'll need for managing your studies at Cambridge. They will also see you in some timetabled sessions as part of your lectures.

You can get in touch with any questions you might have: [sbslibraries@lib.cam.ac.uk](mailto:sbslibraries@lib.cam.ac.uk).

## Professionalism

Doctors are among the most respected and trusted professionals in the UK. The profession has earned this trust by our members behaving in a way that demonstrates that we can be trusted. The public do not see a major distinction between medical students and doctors, hence unprofessional behaviour by medical students can bring the profession into disrepute.

Therefore, once you have signed the medical student register, you need to behave professionally – what a reasonable person would expect of a doctor. Full details of what this means are spelt out in the [Medical Student Code of Conduct](#) and the [GMC's Good Medical Practice](#). Some important areas to consider (where students have slipped up in the past) include keeping to the law; treating other students, staff and patients with respect; looking after your own health by seeking medical help when needed and following medical advice; honesty (especially around assessments); and studying professionally, particular when it comes to attending teaching.

Diligent attendance is a requirement of the Faculty Board of Clinical Medicine as you will need a record of diligent attendance to permit you to take the 2nd MB examinations. Attendance at practical classes and seminars in particular, is recorded and, if your attendance at these classes falls below 80%, your progression in the course and professional future will be in jeopardy.

Attending lectures and practicals in person provides a social aspect to learning which has significant benefits that are lost when relying on lecture recordings. Lecture recordings should be used as a adjunct rather than primary source of learning. However, if you are unwell or unable to attend then they can be used to ensure that you can access the learning materials.

If there is a good reason why you are unable to attend a practical class then you must tell your

# Course

Director of Studies or Tutor immediately. You must also inform the department, the contact details for this will be found on the individual course VLE (Moodle). It may be possible for you to do the practical at some other time. Organisers of practical classes will notify students and their Colleges if a student's attendance record is unsatisfactory.

## Time out of the course

If you believe you may need to intermit and take time out of the pre-clinical course, for health or other reasons, please discuss this as soon as possible with your Director of Studies or Senior Tutor. If, following further discussion (including, where relevant, with Occupational Health) you feel that a period of intermission would be appropriate, a request will need to be made by your College and formally approved through the University's Examination Access and Mitigation Committee.

Please note that there is a maximum time period (including periods of intermission) over which the entire medical course can be taken. This is eight years for standard course students; six years for graduate course students; and seven years for affiliated students. Extensions to this period can be made under exceptional circumstances, and an application for additional time in which to complete the course would need to be made to the Faculty Board of Clinical Medicine.

## Assessment and Exams

Courses have been designed to allow students, wherever possible, to learn for themselves rather than being passive recipients of instruction. You will get far more out of your course, and are more likely to do well in your exams, if you regard university as an opportunity to study what interests you, rather than just learning a syllabus to pass an exam.

You will encounter two kinds of assessment throughout the first three years:

- Formative assessment is an informal, continuous review of progress. Meetings are organised by your College supervisors and Director of Studies on a weekly or termly basis to review your progress.

# Course

- Summative assessment is your formal end of year exams. The 2nd MB determines whether you are able to proceed onto the clinical part of the course and the Tripos determines your class of BA qualification.

There are three sections to the summative assessment. Section I involves theory exams based on the lecture material and consists of short notes, extended matching questions or multiple choice questions (MCQs) depending on the subject. Section II involves a practical exam or data handling paper based on practical material covered. In some subjects, these papers are combined in a single exam and in some they are separate. Because these 2nd MB exams constitute a professional qualification, you will be expected to pass them at a qualifying level, and to demonstrate a good knowledge and understanding of the whole of the subject material. Furthermore, you will be expected not merely to know this material but, more importantly, to understand it and apply that understanding to the solving of problems.

Section III involves two or three-hour exams consisting of essay questions from a wide range of topics. This last section contributes (along with Section I and II marks) toward your Tripos qualification, not your professional MB. To do well in the Tripos, you will need to show a deeper understanding of and engagement with the material, using it to generate coherent arguments and wider discussion.

Further information about examinations will be provided in the form of demystifying information sessions in both Michaelmas and Lent terms. In addition, detailed information is available on individual subject pages on the Virtual Learning Environment (VLE). Further details of these exams and how they relate to the course can be found in the tables at the end of this section and on the [MedST website](#).

Students who have a disability, specific learning difficulty or neurodivergent diagnosis should discuss these with their Director of Studies as early in the course as possible, in order to explore whether any reasonable adjustments are needed for study and/or examinations. Disabled students are specifically supported by the guidance for Medical Schools in the [GMC document – Welcomed and Valued](#) (2018).

In the interests of public safety, in accordance with [GMC's 'Outcomes for Graduates'](#), and in your own best interests, information pertinent to your educational achievements and to your fitness to practise may be shared by the Cambridge University School of Clinical Medicine with training providers, employers, regulatory organisations and other medical schools.

## **Examination resits and mitigating circumstances**

Your Tutors closely monitor your progress from the start of a course and, if you have not reached the level of achievement expected, the Clinical Dean or Director of Education for the Medical and Veterinary Sciences in the School of Biology (for Graduate Course students in Years 1 and 2) will advise you to withdraw from an examination - note that satisfactory course attendance is a pre-requisite for entry to all MB Examinations.

### **Resit policy**

If you fail a Second MB 1A or 1B examination in June, you are entitled to one resit in September for which you are automatically entered.

Your Tutors, in discussion with College Director of Studies, will arrange support for resit examination preparation and advise whether you should, in exceptional circumstances, consider requesting a change in your scheduled course programme. For some pre-clinical students in years one and two who have failed Second MB examinations, it will be appropriate to consult their Tutors to discuss the option of transferring to another Tripos and graduating at the end of their third year with an honours degree. The University Careers Service provides excellent support and advice for any student considering their career options.

Please note that there are no resit examinations for Tripos, and therefore pre-clinical students failing components of Tripos, may also need to submit a request to the Examination Access and Mitigation Committee (for example, for an exam allowance, a disregarding of terms, or for the award of a DDH), at the same time as pursuing any necessary course of action in relation to the 2nd MB components. Students should discuss this with their College Tutor or Director of Studies.

## **Additional Resit Examinations**

Students are permitted only two attempts at Second or Final MB examinations unless there are mitigating circumstances, such as illness or other good cause. If you wish to apply for a third attempt, please discuss this with the director of pre-clinical or clinical studies (as appropriate) or the Senior Tutor in your College. Applications for an exceptional third attempt are made to the Faculty Board of Clinical Medicine and are considered on a case by case basis. Those which are approved are almost always based on the presence of mitigating circumstances, and have the support of the College. Following discussion with your College, if you wish to apply for a third attempt, your College has to do this on your behalf and has to provide a letter to show whether or not they support the application, and why.

Please note that unless exceptional circumstances apply, Faculty Board will not approve requests for third attempts at examinations, on more than two separate occasions throughout the entire medical course. For example, if Faculty Board approved requests in your first and second pre-clinical year, they would not normally consider further requests in subsequent years (including the clinical years of the course).

Please also note that if Faculty Board approves a request for an exceptional third attempt, it may set conditions on that approval. For example, Faculty Board may stipulate that approval is subject to receipt by the chair of the Medical and Veterinary Student Progress Panel of a report from Occupational Health, confirming that you are fit to sit the examination. If the conditions are not met, approval for the additional resit may be withdrawn.

## **Mitigating circumstances**

It is very important to bear in mind that mitigating circumstances must be declared in advance of the examination. Applications for exceptional third attempts based on a declaration of mitigating circumstances after the fact, will normally not be approved, particularly if those circumstances were known and could have been declared in advance.

You may be hesitant to discuss difficult circumstances such as depression or a family problems – however, if these difficulties are affecting your ability to study for your examinations and you are



concerned that they will affect your examination performance, you are very strongly encouraged to discuss these with a Clinical Sub Dean, your director of pre-clinical or clinical studies, or with the Senior Tutor, before your examinations. Your Tutors can then discuss possible sources of support and help, and can advise you on whether they believe your difficulties could potentially constitute mitigating circumstances. If so, they can make a declaration of such circumstances on your behalf. If you experience severe difficulties immediately prior to your examinations, and are not in a position to discuss these with your College or with a Clinical Sub Dean first, please declare these difficulties to the examiners, to your College and to the Clinical Dean as soon as possible after the examination, and certainly within seven days of your last examination.

Being aware of and reflecting on, your own health and personal circumstances, and seeking support if you feel that your wellbeing and performance are suffering, is part of the professional attitude that you will be expected to demonstrate as a doctor in training, and subsequently as a fully licensed professional. Adopting this attitude towards your professional examinations will stand you in good stead for making similar assessments and decisions when it is your working environment and your contact with patients that may be affected.

## **What counts as an attempt at a 2nd MB or Final MB examination**

If you take your place for an examination (whether in an exam hall or in College), and the examination formally starts, you will be deemed to have had an attempt at that examination. Attempting any paper or element of a 2nd MB subject or a component of Final MB, will count as an attempt at the entire subject or component.

In addition, if you do not turn up for an examination for which you have not been officially withdrawn by your College or by the Clinical School deanery team, you will also be deemed to have had an attempt, unless very exceptional circumstances apply (for example, an accident on the day of the examination). These circumstances would be considered by the Faculty Board of Clinical Medicine, which would make a decision as to whether or not you should be deemed to have attempted the examination. As indicated in the section above, any such circumstances must be declared to the examiners, to your College and to the Clinical Dean as soon as possible after the examination, and certainly within seven days of your last examination.

# Course

Please note that you cannot withdraw yourself from an examination – you must have permission to withdraw from either your College or the Clinical School deanery team. Emailing your College or a member of the deanery team prior to the exam to tell them you feel you cannot sit the exam, does not count as formal withdrawal from an examination, unless you have received confirmation that your withdrawal has been approved.

Colleges may choose to refer students to Occupational Health, if there are concerns about whether a student is fit to sit, and/or for a view on whether and how any health difficulties may have affected a student's preparation. Health difficulties declared in advance, and any discussions and/or evidence about managing those difficulties, can be submitted to Faculty Board for consideration and are taken into account if an exceptional third attempt at an examination is requested.

## **Requesting an additional Second MB resit attempt**

[Guidance on the submission of requests for additional Second MB attempts is published by the Faculty of Biology](#). Requests for an additional resit should be made by the College using [2nd MB Resit Application form](#), and should include a letter from the Senior Tutor and a '[Medical Student Declaration form](#)', signed by the student.

Faculty Board will notify the student, the College, and the Student Registry, of the outcome of any application for an additional resit, along with any conditions stipulated as part of an approval of the application.

## **Medical Student Register**

If you fail any 2nd MB or Final MB examination for a second time, you will be automatically removed from the Register. If you request an additional resit, and if the request is approved, you will be reinstated onto the Register.

# Course

## Year One Examination Summary

Course	Exam Paper Structure		Material Examined	Assessment		Exam format	Notes
	Section	Time		2 <sup>nd</sup> MB	Tripes		
Homeostasis (HOM)	Section I	1 h	Lecture Material	2 <sup>nd</sup> MB	Tripes	MCQs or short notes	Section I & III taken as a single 3 h paper. Section II taken as two separate 1-hour papers, one an experimental written practical, the other a Histology practical
	Section II	2 h	Practical material	2 <sup>nd</sup> MB	Tripes	Practical questions (by MCQs)	
	Section III	2 h	Whole course		Tripes	Essay questions	
Molecules in Medical Sciences (MIMS)	Section I	3 h	Lecture Material	2 <sup>nd</sup> MB	Tripes	MCQs	Sections I & II taken as a single 3 h paper
	Section II		Practical material	2 <sup>nd</sup> MB	Tripes	Practical questions	
	Section III	2 h	Whole course		Tripes	Essay questions	
Functional Architecture of the Body (FAB)	Section I	1 ½ h	Whole course	2 <sup>nd</sup> MB	Tripes	Short answer questions	Sections I & II taken as a single 1 ½ h paper
	Section II					Practical questions	
	Section III	2 h	Whole course		Tripes	Essay questions	
Foundations of Evidence Based Practice (FEBP)	One paper	45 min		2 <sup>nd</sup> MB		MCQs	
Social and Ethical Context of Health and Illness (SECHI)	Course work			2 <sup>nd</sup> MB			
Preparing for Patients A (PfPA)	Course work			2 <sup>nd</sup> MB			

### Notes

Histology is examined as part of the Homeostasis practical.

The regulations for MedST IA stipulate that each subject of the IA examination should carry the same marks. [Form and Conduct notices](#) describe in detail the format of each examination.

# Course

## Year Two Examination Summary

Course	Exam Paper Structure		Material Examined	Assessment		Exam format	Notes
Biology of Disease (BOD)	Section I	1 ½ h	Lecture Material	2 <sup>nd</sup> MB	Tripes	MCQs	Sections I & III taken as a single 3 ½ h paper
	Section II	2 h	Practical material	2 <sup>nd</sup> MB	Tripes	Practical questions	
	Section III	2 h	Whole course		Tripes	Essay questions	
Mechanisms of Drug Action (MODA)	Section I	1 ½ h	Lecture Material	2 <sup>nd</sup> MB	Tripes	MCQs	Sections I & III taken as a single 3 ½ h paper
	Section II	2 h	Practical material	2 <sup>nd</sup> MB	Tripes	Practical questions	
	Section III	2 h	Whole course		Tripes	Essay questions	
Neuroscience and Human Behaviour (NHB)	Section I	1 ½ h	Lecture Material	2 <sup>nd</sup> MB	Tripes	Short answer questions	Each section taken as a separate paper
	Section II	1 h	Practical material			Practical questions	
	Section III	3 h	Neurobiology Psychology of medicine		Tripes	Essay questions	
Human Reproduction (HR)	Section I	1 h	Lecture Material	2 <sup>nd</sup> MB	Tripes	MCQs	Sections I & III taken as a single 2 ½ h paper
	Section II	1 h	Practical material	2 <sup>nd</sup> MB	Tripes	Practical questions	
	Section III	1 ½ h	Whole course		Tripes	Essay questions	
Head and Neck Anatomy (HNA)	Combined section I and II	45 min	Lecture and practical material	2 <sup>nd</sup> MB	Tripes	Short answer questions	
	Section III	45 min	Lecture material		Tripes	Essay questions	
Preparing for Patients B (PFPB)	Course work			2 <sup>nd</sup> MB			

### Notes

The regulations for MedST IB stipulate that the maximum marks allocated to each subject at IB

# Course

should be in the following proportions:

Biology of Disease 10

Mechanisms of Drug Action 10

Neurobiology and Human Behaviour 14

Human Reproduction 8

Head and Neck Anatomy 4

[Form and Conduct notices](#) describe in detail the format of each examination.

## Costs for Years One and Two

In addition to the standard living costs, pre-clinical medics should expect to have to meet some costs (estimated on last year's actual costs). Details and methods of payment for the below will be confirmed and announced in due course.

Pre-clinical medics will be asked to pay for:

Provision of dissecting instruments, gloves, pens, safety goggles	£25.00
Lab coat	£14.00
Safety glasses	£3.50 - £5.50
University approved calculator	£20.00 - £25.00
Preparing for Patients module:	
PfPA (1st year) maximum travel costs	£25.00
PfPB (2 <sup>nd</sup> year) College rent fees for accommodation out of term.	Around £130.00 but varies between Colleges
PfPD (3rd year) maximum travel costs	£25.00

# Course

## Lab Coats

You will be expected to have one lab coat. This can be purchased before arrival from external suppliers or from the University during your scheduled Molecules in Medical Science (MIMS) lab coat sessions which occur in the first week of Michaelmas term, for approximately £14.00 each.

[This can be pre-paid online.](#)

You will also have the option to pay by card on collection.

Lab coats purchased before arrival must be clean, full-length (down to your knees), high collar, close-able, and white with pockets.

## Paper Handouts

Printed handouts are not provided for lectures in some of the 1st and 2nd year courses (unless students have a particular learning needs requirement for printed notes); materials for all lectures will be available on line.

## Laptop requirements

The Faculty Board of Biology has issued minimum specification guidelines for laptops that relates to the materials it provides:

- Windows: 7, 8, and 10 on 64-bit platforms
- macOS: OS X 10.14 and higher
- CPUs newer than 2011 (Intel Sandy Bridge or newer)
- 10 MBs of disk space
- Web camera and microphone (internal or external)
- A broadband internet connection (0.15Mbps upload speed)

**Note:** Our Exam Portal does not run on Google Chromebooks, virtual machines, machines running Linux, tablets, or mobile phones.



## Feedback and Representation

### Student Feedback and Representation

Course organisers will actively solicit opinions from you about the teaching you receive. We do change our teaching as a response to comments and suggestions made by previous students, and you owe it to those coming after you to respond to questionnaires, so that those responsible for organising the teaching know when something is right, and when something could be improved. When you complete a teaching questionnaire try to be honest, informative, polite, and constructive.

Course liaison committees have student representatives and it is at this level that most of the useful work is done in providing and contextualising feedback to those who teach from those who are learning.

The Faculty Board has student representatives, and we hope that some of you will wish to contribute through this means of discussion. The student elected to sit on the Faculty Board from the medical and veterinary courses also sits on the Medical Education Committee, which maintains an overview of Cambridge medical education from admission to qualification. There is also a Faculty Committee, the MVST Part I Committee, which oversees MedST IA and IB, and includes student representatives. Please feel free to take any thoughts you have about the course to your student representatives.

### Concerns about Other Students/Members of Staff

The Student Code of Conduct requires students to 'take action at an early stage when any problem arises'. All medical students should seek advice from the College Tutor or Director of Studies if they think another medical student has behaved in such a way that suggests he or she is not fit to practise. Examples of such behaviour include:

- misusing information about clients;

# Course

- treating patients without properly obtaining consent;
- behaving dishonestly in financial matters, or in dealings with patients, or research;
- making sexual advances towards patients;
- misusing alcohol or drugs.

## Complaints about the Course

If you have problems with the organisation of a particular course, you should communicate this to the course organiser. You can also tell student representatives who sit on the management committee for the course to raise the problem on your behalf.

Problems with the teaching provided for you by your College should be raised with your Director of Studies, if that fails, with your Tutor or with the Senior Tutor.

## Complaints about Exams

Any complaints about the conduct or the results of examinations must be raised in the first instance with your College Tutor, not directly with the examiners concerned. It is your Tutor's responsibility to advise on these matters. Cambridge exam rules and regulations make provision for cases of illness or other misfortune. If you encounter any such impediments to exam preparation, the sooner you inform your College Tutor the better. All liaison between a student and the central administration regarding examinations must be conducted through your College Tutor.

## Cambridge Culture

### The Complementary Roles of the University and the Colleges

Cambridge is a collegiate University, and responsibility for your education is shared between the University and your College.

Within the University, the Faculty of Biology is responsible for organising your teaching for the first three years. You will undergo practicals and lectures from staff of six departments: Biochemistry; Genetics; Pathology; Pharmacology; Physiology, Development and Neuroscience (PDN) and Psychology. The Faculty of Clinical Medicine is responsible for your teaching on the SECHI and FEBP modules.

Departments will provide course online handbooks for each of the courses you take, and these will include details of the arrangements for lectures and practical classes in that subject, and detailed guidance about the form and conduct of examinations. Much more information, especially on timetables, is available on the [Faculty of Biology website](#) and you should become accustomed to consulting this.

This teaching will be augmented and enhanced by small-group teaching (supervisions) organised by your College. These help with academic work, but also communication and writing skills. Your College Director of Studies will get to know you as an individual and will organise the provision of supervisions to support and enhance the formal teaching provided by departments. Your College supervisors, Director of Studies and Tutor provide a unique pastoral network designed to support your studies at Cambridge.

### Student Societies

Within Cambridge there are societies organised by, and run for, medical students:

## **MedSoc**

The Cambridge University Medical Society was founded in 1784 and is one of the biggest societies in the university. MedSoc provides both academic and welfare support, and aims to contribute to all areas of medical students' lives. We invite speakers to regular seminars, represent the student body in meetings with Faculty, offer research grants and organise social events, including our annual MedSoc ball! We will be there at Freshers' Fair, as well as hosting our own MedSoc Freshers' Fair. Look out for an email at the start of Michaelmas with more information on how to join. We look forward to meeting you soon!

## **Cambridge Black Medics Society (CBMS)**

CBMS was founded in 2020 and is a community which encourages, inspires and empowers black medical students. Find us at the Freshers Fair, contact us via our [website](#) or connect with us on our socials.

## Academic Support

### **Are you having difficulties coping with the demands of the course?**

Begin by asking your College supervisor in the appropriate subject. University teachers can be approached if a problem remains unresolved and, in practical classes, demonstrators are on hand to deal with immediate queries. Problems with lectures and practical sessions can be raised with those who are lecturing or running a particular class.

### **Do you have an undiagnosed specific learning difficulty (SpLD) or neurodiversity?**

A number of students on the course will have undiagnosed SpLD or neurodiversity. If you have any concerns that this might apply to you, please speak to your Director of Studies, your Tutor; alternatively, you can speak direct to the team at the Accessibility and Disability Resource Centre ([ADRC](#)). Features of your learning which might make you suspect this could include difficulty concentrating, challenges starting and finishing tasks, issues around organisation, difficulty keeping up with the speed of lectures or finding that you are taking longer than your peers to complete supervision work. An SpLD or neurodivergent diagnosis does not in any way preclude you practising as a very successful doctor, it simply ensures that you are given the most appropriate support and reasonable adjustments for your learning and in examinations.

### **Motivational problems: are you on the right course?**

If you are having serious doubts, talk about them immediately with your Tutor and/or Director of Studies. There are students who realise, having got to this stage, that it was all a big mistake. But it is never too late to change your mind. Cambridge offers exit routes from medicine into other Triposes, so you can still acquire a degree. Many students study subjects which contribute greatly to the practice of medicine, e.g. genetics or pathology, without becoming a medical practitioner.

## The Medical and Veterinary Student Progress Panel

The College Tutorial and pastoral system is backed up by the [Medical and Veterinary Student Progress Panel](#). The Panel maintains a general overview of medical student progression throughout both the pre-clinical and clinical course at Cambridge and monitors the cases of students who, for one reason or another, may be having problems with the course. The Medical and Veterinary Student Progress Panel consists of senior members of the School of Biological Sciences, the School of Clinical Medicine and Department of Veterinary Medicine together with College Tutorial representatives. **The committee is not a disciplinary body but is set up to provide support for students and Colleges.** Its basic remit is to ensure that students have a timely and trouble-free progress through the course.

## Clinical Dean

The Clinical Dean is responsible for all aspects of undergraduate medical education in the Clinical School and for the professional elements of the Medical Sciences Tripos based in the School of Biological Sciences.

### **Professor Paul Wilkinson, Clinical Dean**

Tel: 01223 (3)36732

[clinical.dean@medschl.cam.ac.uk](mailto:clinical.dean@medschl.cam.ac.uk)

Faculty of Clinical Medicine



## Protecting your Health

All applicants offered a place to study medicine at Cambridge are required to complete a health assessment with the University's Occupational Health Service (OH). You will be asked to fill in a confidential health questionnaire and return this directly to OH. The main purpose of this confidential assessment is to learn about any medical conditions or disabilities that you may have that require specific support during your training. Where necessary, you will be contacted by OH for further information in order for support to be appropriately considered and implemented.

We are required by the General Medical Council (GMC) to ensure that you are not affected by a condition that would make it impossible for you to acquire the skills necessary to qualify and work safely as a doctor. If you have a medical condition or disability that you think may affect your fitness to practise as a doctor, or that you think may be difficult to accommodate, then you should contact OH or the Accessibility and Disability Resource Centre ([ADRC](#)) for confidential advice before applying. Contact details for both are in the Non-Academic Support section.

### Vaccinations for entry to the Medical School

If you are offered a place, national guidelines currently advise a course of immunisation against hepatitis B and evidence of vaccination against, or immunity to, rubella, measles, chickenpox and tuberculosis. You will be sent details of the vaccination programme with your offer letter and health questionnaire. Vaccination courses will be commenced or completed by OH if these are not routinely available prior to starting your course.

### Blood borne virus (BBV) testing / infections

When you commence your studies at Cambridge, in order to comply with national guidelines, you will be required to undergo appropriate occupational health screening for previous exposure to hepatitis B, hepatitis C and HIV, before you can be cleared to undertake or assist with certain surgical procedures known as exposure prone procedures (EPPs). During EPPs, there is a risk that the healthcare worker's blood could get into the patient.

In the event that any test result shows BBV infection, you will be personally informed and counselled by OH, and referred for specialist advice. You will be able to continue on your course, but would not be allowed to assist with or undertake EPPs unless the infection can be eradicated or satisfactorily suppressed. Infection will not prevent you from qualifying or practising as a doctor, except for any restriction on EPPs. Should you decline the tests you will be allowed to continue with the course but not allowed to undertake or assist with EPPs.

## **Keeping appointments with Occupational Health**

With around 300 new medical students to be seen in the first two to three weeks of term, OH staff work to very tight deadlines. Please ensure you do not miss appointments and you are on time. If you are required to complete a course of hepatitis B or any other vaccinations, OH will do their best to provide you with appointment times which minimise interference with your academic work.

If you receive an appointment that you cannot attend please contact the Occupational Health Service immediately to re-arrange the appointment:

## **Occupational Health Service**

Tel: 01223 (3)36594

[occhealth@admin.cam.ac.uk](mailto:occhealth@admin.cam.ac.uk)

16 Mill Lane, Cambridge CB2 1SB

## Non-Academic Support

We understand that some members of the student body may encounter non-academic challenges – financial, health, emotional or family problems, for example – which can affect their progress on the course. There are a variety of sources of support for students within Colleges, the wider university and externally.

### Support within your College

Tutors, Director of Studies, Supervisors, student mentors, College Nurse, Chaplains and welfare team.

The central person in your pastoral support while at Cambridge is your Tutor, and they should usually be your first port of call with any problems you may have. This is partly because they will have training and experience in helping students, but also because they have a recognised role in the University. For example, if you have health problems which affect your performance in exams, it would be your Tutor who would be asked to write in your support. Similarly, if you wish to apply for additional funding for travel or hardship, that application would be made via your Tutor.

For all these reasons, even if you decide to seek help elsewhere (for example a self-referral to the University Counselling Service), you should inform your Tutor that you are doing so. Finally, if for some reason you do not feel happy discussing a particular issue with your allocated Tutor, you can speak to another Tutor at your College, or the Senior Tutor.

### Support within the wider University

The University provides a wide range of support services, the main ones being:

[Student Wellbeing](#)

# Support

[Cambridge Nightline](#)-Term time only (7pm-7am from the 17th of January to the 17th of March)

Night-time listening support run by students for students

Tel: 01223 (7)44444

email@cambridge.nightline.ac.uk

[University Counselling Service](#)

Tel: 01223 (3)32865

counsellingreception@admin.cam.ac.uk

[Accessibility and Disability Resource Centre](#)

Tel: 01223 (3)32301

disability@admin.cam.ac.uk

[Occupational Health Service](#)

Tel: 01223 (3)36594

occhealth@admin.cam.ac.uk

[CUSU Student Advice Service](#)

Tel: 01223 (7)46999

advice@studentadvice.cam.ac.uk

[University Church Chaplain](#)

Tel: 01223 (7)41718

chaplain@gsm.cam.ac.uk /

[Breaking the silence – preventing harassment and sexual misconduct](#)

# Support

## Support outside the University

For a comprehensive list of contacts and resources, visit the [Student Wellbeing website](#).

[LifeCraft](#) (11am-11pm, 365 days a year)

Confidential support service across Cambridgeshire

Tel: 0808 808 2121

[Samaritans](#) (24/7, 365 days a year)

Confidential help line

Tel: 116 123

[jo@samaritans.org](mailto:jo@samaritans.org)

Local branch-(10:30am-10:00pm)

4 Emmanuel Road, Cambridge, CB1 1JW

[British Medical Association \(BMA\) Counselling](#) (24/7, 365 days a year)

Free access to a counselling and peer-support line for all doctors and medical students regardless of whether they are members

03301231245

# Medical Student Register Agreement 2023

*If you have a difficulty with any element of this declaration, please contact your College Senior Tutor to discuss how this might be resolved. In exceptional circumstances, resolution may require GMC approval for special pre-registration experience.*

## **Student declaration:**

I have read the following information:

- GMC and Medical Schools Council guidance: [Achieving Good Medical Practice: guidance for medical students \(May 2016\)](#);
- the University's [Medical Student Code of Conduct](#);
- the Clinical School's [Legal Position of Clinical Students](#).

I understand that the Fitness to Practise Committee may share information about my registration with other bodies in the public interest and has the authority to remove my name, either temporarily or permanently from the Medical Student Register in the following circumstances:

- failure to observe the Medical Student Code of Conduct;
- failure to progress academically to the satisfaction of my Tutors;
- failure in any MB examination on two occasions;
- failure to enter MB examinations within time limits stipulated in the University's Statutes and Ordinances.

I understand that I will remain on the Medical Student Register and observe the Medical Student Code of Conduct until I have:



- satisfactorily completed the course and provisionally registered with the General Medical Council;
- failed any MB examination for a second time;
- exceeded the maximum time permitted to complete the course;
- withdrawn from the clinical course;
- having been deemed unfit to practise after consideration of my case by a Fitness to Practise Adjudication Panel.

I understand that, if I fail to observe the Medical Student Code of Conduct, I will be responsible for paying any reasonable costs arising from a review of my fitness to practise in the event that such review leads to my being found unfit to practise or fit to practise only under certain conditions.

I am aware of the confidential sources of advice provided by the University and Colleges.

I have read the above and understand the implications of being on the Medical Student Register.

Student Name:

Witness Name:

Signature:

Signature:

Date:

**You will complete a copy of this form at the start of Michaelmas Term. Please keep this copy for your records.**

The ways in which the University processes your personal information are described in its [privacy policy](#). As noted in that policy, and in the interests of public safety, pertinent information on you may be shared not only with relevant University and College staff, but also with external bodies such as regulatory organisations, and training providers. [Supplementary information on the processing of medical student data](#) is also available.

# Connect, Follow and Share

Checkout our social media accounts and give us a follow!

---



School of Biological Sciences



@Cambridge\_SBS



@Cambridge\_SBS