

Faculty of Education and Health Sciences

Bachelor of Medicine Bachelor of Surgery (BM BS) Graduate Entry





GRADUATE ENTRY MEDICAL SCHOOL

Welcome to the University of Limerick Graduate Entry Medical School, where our uniquely practical and interactive approach to learning shapes exceptional individuals who contribute in a positive way to the world of medicine.

UL's BM BS Graduate Entry Medical Programme is open to graduates from any discipline. It has a highly innovative curriculum which offers students the opportunity to complete undergraduate medical training in four years in an environment specifically designed for graduate students. During your four years of study, you will be taught the basic medical and clinical sciences necessary to form the basis for postgraduate training and for a career in any branch of medicine.

Programme Outline

Years 1 & 2 Overview

Year 1	Autumn / Spring	Years 1 and 2 In each of the first two years, the curriculum is further divided into six learning units, covering different topic areas. Areas covered by each unit include: <ul style="list-style-type: none"> – Life Structure: Musculo-skeletal system, Rheumatology, Orthopaedics, Trauma, Plastic Surgery, Skin & Dermatology – Life Cycle: Reproduction & Development, Child Health (Paediatrics), Obstetrics & Gynaecology, Sexual Health, Ageing, Death – Life Maintenance: Alimentary System, Gastroenterology, Endocrinology, Renal Medicine, Urology, Nutrition – Life Protection: Immunology, Infection, Haematology, Oncology, Preventative Medicine, Genito-Urinary Medicine – Life Support: Cardiology/Cardiovascular Surgery, Respiratory Medicine, ENT – Life Control: Nervous system, Neurology/ Neurosurgery, Vision & Ophthalmology, Psychiatry, Psychology
	BM4001 Knowledge of Health & Illness 1	
	BM4011 Clinical & Anatomical Skills 1	
	BM4021 Professional Competencies 1	
Year 2	Autumn / Spring	
	BM4002 Knowledge of Health & Illness 2	
	BM4012 Clinical & Anatomical Skills 2	
	BM4022 Professional Competencies 2	
	BM4022 Special Study Module (SSM) (3 weeks)	

Year 3 & 4 Student Rotations

The structure of teaching and learning in Years 3 & 4 will involve student rotations through the major clinical disciplines. Typically, the year is structured as follows:

Year 3	Autumn	Spring
	BM4003 General Practice/Primary Care (18 weeks)	BM4053 Medicine 1 (9 weeks)
	BM4023 Special Study Module (SSM) (3 weeks)	BM4063 Surgery 1 (9 weeks)
	BM4023 Professional Competencies 3	

Year 4	Autumn	Spring
	BM4054 Obstetrics & Gynaecology (6 weeks)	BM4034 Medicine 2 (6 weeks)
	BM4064 Paediatrics (6 weeks)	BM4044 Surgery 2 (6 weeks)
	BM4074 Psychiatry (6 weeks)	BM4084 Special Study Module (SSM) (6 weeks)
	BM4084 Professional Competencies 4	

Programme Of Study

The curriculum is taught in a traditional academic year. Years 1 & 2 are taught on campus and consist of 33 teaching weeks per year starting in September. Years 3 & 4 commence in August and consist of clinical training, where students rotate through the major clinical disciplines in affiliated hospitals and General Practices.

The curriculum has three main modules or domains:

- Knowledge of Health & Illness
- Clinical and Anatomical Skills
- Professional Competencies

The above domains or themes run concurrently and underpin all learning across the four years. They are designed to ensure that all aspects of the skills required to be a doctor are addressed, from the sciences underpinning a rational approach to diagnosis and management, to an awareness of the importance of personal development.



Special Study Modules (SSMs)

Special Study Modules (Electives) allow students to study indepth areas that are of particular interest to them. In total, students undertake three SSMs, one in each of Years 2, 3 and 4. Students have considerable choice over the subject of these projects, but the format for assessment is prescribed. Some students might choose to undertake their SSM locally and others may go abroad to complete these electives.

Early Patient Contact Programme

During the first two years, you will be assigned to two real patients and will be expected to follow their progress and life experiences over time. One patient will have a chronic and possibly progressive medical problem (e.g. diabetes, arthritis, multiple sclerosis); the other patient will be an expectant mother and you will be expected to monitor her progress through her pregnancy and, subsequently, the early development of her child.

Over the two years, you will be expected to come to know your patients, first and foremost, as people. You will also be expected to be involved when they interact with health care services (e.g. you might accompany them when they visit their GP or hospital out-patient clinic; you might visit them in hospital etc.).

The aim of the programme is to help students to understand both health and illness and how each is managed from the patient's perspective. You should also come to appreciate the strengths and deficiencies of health services. Above all, you should gain some insights into the relationship between the providers and the consumers of health care.



How you will be taught

Years 1 & 2

The first two years of the course are structured around Problem-Based Learning (PBL). This is backed up by a small number of lectures. There will also be structured clinical skills teaching and anatomical skills teaching. Teaching in the Professional Competencies takes the form of lectures, tutorials, workshops and seminars on topics such as psychology, public health, health law & ethics and medical sociology. All sessions are focused towards the topic of the week and exploring it from different perspectives including the scientific, sociological, public health, legal and patient experience. This means that everything you learn is done in the context in which you will use it when you practice as a doctor.

Years 3 & 4

In Year 3, all students will be located in the General Practice/ Primary Care setting in one of 6 Primary Care Teaching Networks (PCTNs) for 18 weeks. For the remainder of Year 3, students will undergo hospital-based clinical training in Medicine and Surgery. Three weeks in Year 3 is devoted to the SSM.

In Year 4, students will spend 6 weeks of Clinical Training in each of Obstetrics/Gynaecology, Paediatrics and Psychiatry. They will also undertake another 6 weeks in Medicine & Related Specialties and a further 6 weeks in Surgery & Related Specialties. This will involve rotations through a number of affiliated hospitals. 6 weeks in Year 4 is devoted to the SSM.

Students that are placed in the Mid-Western Regional hospital network for their Year 3 Medicine and Surgery rotations must complete their senior cycle of Medicine and Surgery rotations in an affiliated hospital in Year 4 or vice versa.

What Problem-Based Learning (PBL) really means

The 'problems' are highly structured hypothetical clinical cases, each of which takes a week to work through. Each semester, students are divided into groups of seven or eight, each with its own tutor in a tutorial room, with PC, state of the art AV equipment and walls lined with whiteboards. The group meets with the tutor to work through the week's case. The tutor does not act as a teacher, but as a facilitator, guiding the group through the sequence of steps which have been devised to help students learn from the clinical cases.

Each step and new development in the case (such as results of investigations or details of drugs prescribed) is only given out after the group has finished discussing the previous step.

By working through the problem and hypothesising about what is wrong with the patient, the PBL group comes up with a list of learning issues that represent the key knowledge needed to understand what is happening to the patient. The group members then independently research these learning issues in their own time.

At the next PBL tutorial, the group discusses what they have learned and the tutor distributes the next stage of the problem. The new information is discussed, new learning issues arrived at, and members again research independently.

The group report back again and the final stage of the problem is explored and the case concluded. By this time, the group is likely to have worked through:

- The original presentation of the patient (either at A&E, an outpatient clinic or a GP clinic)
- The history taken by the doctor
- The examination findings
- Any investigations ordered and their findings (e.g. blood results, x-rays, biopsies, etc)
- The course of the patient's illness (over hours, days, weeks, months or years) and the impact of this on the patient's life
- Treatment (pharmacological, surgical, psychiatric, etc)
- The involvement of family and others close to the patient
- Any complications that might have arisen
- The outcome of the case (including rehabilitation, ongoing community care, etc.)

Independent learning times are not just about reading from textbooks. During these times, students are encouraged to visit and make use of facilities of the Anatomical Skills Education Unit and Clinical Skills Education Unit.

Staff will be on hand to provide support in whatever area you feel you need it. However, to a large extent, students in the programme will be both encouraged and expected to assume a high level of responsibility for their own learning. Students will not be 'spoon fed' and there is a deliberate strategy to minimise the amount of didactic teaching in the curriculum.

A typical timetable for Years 1 & 2 of the Graduate Entry Medical Programme:

Time	Mon	Tues	Wed	Thurs	Fri	Key: PBL = Problem-Based Learning PC (1) = Professional Competencies relating to psychology, social and community aspects of health care, epidemiology, biostatistics, Public Health Medicine, Occupational Medicine and Complementary Medicine. PC (2) = Professional Competencies relating to the humanities, critical reasoning, evidence-based medicine, health service organisation, health economics, health law and ethics, self-awareness and self-care EPCP = Early Patient Contact Programme
9-10	PBL (3)	PC (1)		PC (2)	Lecture	
10-11	PBL (1)	PC (1)		PC (2)	Lecture	
11-12	PBL (1)					
12-1			EPCP			
1-2						
2-3	Lecture			PBL (2)	Clinical Skills	
3-4	Lecture	Clinical Skills	Anatomical Skills	PBL (2)		
4-5						

Entry requirements and how to apply

EU APPLICANTS

EU Entry Requirements

Candidates must hold a minimum 2.1 (second class honours, grade one) result in their first honours bachelor degree (NFQ Level 8).

For candidates who meet this requirement, GAMSAT (Graduate Australian Medical Schools Admissions Test) will then be used as the sole instrument to select students for the programme.

EU Application Process

Applications must be made through the CAO. Information about applying through the CAO is available at **www.cao.ie**. The course code for the Graduate Entry Medical Programme is LM101.

NON-EU APPLICANTS

Non-EU Entry Requirements

Candidates must hold a minimum 2.1 (second class honours, grade one) result in their first honours bachelor degree (NFQ Level 8).

For candidates who meet this requirement, GAMSAT (Graduate Australian Medical Schools Admissions Test), or in the case of North American applicants, MCAT will be used as an instrument for selection.

Non-EU applicants must also attend for interview as part of the selection process.

Non-EU Application Process

Applicants should contact The Atlantic Bridge Programme for information on admissions and applications at: **www.atlanticbridge.com**

Additional information

Further information, including information on Fees and Semester dates can be found on the Medical School website:

<http://www.ul.ie/medicalschooll>

The contents of this brochure are for information purposes only and should not be viewed as the basis of a contract between a student and the University. No guarantee is given that the programme, syllabus, fees or regulations may not be altered, cancelled or otherwise amended at any time.



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