UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH



School Of Medicine

University Of Limerick
Faculty Of Education And Health Sciences

Bachelor Of Medicine
Bachelor Of Surgery (BM BS)

ul.ie



UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

A Growing Campus On The Banks Of The River Shannon

Contents

Vision, Mission and Values 2

UL and School Profiles 3

Why Study at the School 4

Programme Domains 6

The Programme and Curriculum 7

Problem-Based Learning 8

Electives and Residency 9

Research at the School 11

Student and Graduate Testimonials 12

The UL Student Experience 15

How to Apply 15

Our Vision

The School of Medicine aims to be a world class medical school delivering leading-edge education and research programmes that positively impact the health and well-being of our global community.

Our Mission

Through an inclusive, collaborative and supportive culture we will deliver inspiring and distinctive education and research programmes of the highest quality, producing outstanding, internationally recognised graduates and leaders in Medicine and Health, enhancing healthcare and its delivery to patients and communities.

We will achieve this mission by:

- Continuing to produce excellent graduates and leaders who are collaborative, lifelong learners, focused on both individual and population health with due regard to ethics, resources, and societal challenges.
- Developing partnerships with members of the public, patients, and other key stakeholders in clinical, policy, and industry settings to produce research and advocate for changes that will enhance the quality and outcomes of healthcare in Limerick, the Mid-West, Ireland and globally.
- Optimising our teaching, learning, and research to increase their impact on and benefit to our communities, in areas such as primary and social care.
- Fostering a culture of collaboration and innovation across our academic and clinical education and research programmes and promote an inclusive environment that ensures the health, well-being, and development of all our staff and students.
- Expanding our infrastructure to support academic diversification, growth, and excellence.

Our Values

The School of Medicine holds its staff, students, patients, and community at its core and promotes quality, excellence, and social accountability while fostering a positive and professional work environment.





Professor Colum Dunne,
Head of School

Welcome from the Head of School

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

UL's BMBS Graduate Entry Medical Programme is now well-established, and since 2011 its graduates have progressed in their careers internationally across all clinical specialties.

This success reflects the interdisciplinary setting of the medical school, ranging from a BSc in Biomedical Sciences to our MSc in Public Health.

> "A curriculum, based on four years of medical education, that prepares doctors for a fulfilling clinical career."

UL Profile

The University of Limerick (UL) is an independent, internationally focused university with over 18,000 students and 2,000 staff. It is a young, energetic and enterprising university with a proud record of innovation and excellence in education, research and scholarship. The University is situated on a superb riverside campus of over 130 hectares with the River Shannon as a unifying focal point. Located 5km from Limerick city and 20km from Shannon International Airport, the University boasts outstanding recreational, cultural and sporting facilities, which further enhance this exceptional learning, research and working environment.

School Of Medicine Profile

The School of Medicine building is purpose-built and located on the scenic North Campus of the University campus. The building is situated in expansive natural surroundings adjacent to the River Shannon and is an ideal environment for the promotion of student learning and overall wellbeing. The highly innovative School building, distinguished by its striking limestone exterior, received the prestigious Royal Institute of British Architects' European Award in 2013 and the Royal Institute of Architects of Ireland's Assessors Award in 2014.

Why Study At The School Of Medicine?

- BMBS offers a four-year medical degree programme open to graduates from any discipline.
- BMBS has a highly innovative and dynamic curriculum, which is founded on problem-based learning (PBL), a method that is very relevant to clinical practice.
- School of Medicine staff ensure that graduates are fully equipped with the knowledge and skills required to meet the existing and emerging needs of a global society.
- BMBS students develop the higher-order skills needed to meet the demands of 21st-century health care.
- BMBS students have opportunities to engage in research during the programme.
- The School welcomes a balanced mix of Irish and international students.
- The UL experience offers over 70 Clubs & Societies, including the increasingly popular UL International Society, Medical Society and Surgical Society.
- Ireland's Sports Campus promotes a culture of positive health and wellbeing among student and staff alike.

Facts and Figures

4 Year Programme

730 Medical Students Annual Intake Of 195 Students

300 Faculty Members And Tutors

8 Family Medicine (General Practice/ Primary Care) Hubs

Area 1 – Limerick/North Tipperary
Area 2 – Clare
Area 3 – Kerry
Area 4 – Cork/South Tipperary
Area 5 – South East
Area 6 – Midlands
Area 7 – Dublin
Area 8 – North West

6 Teaching Hospitals

- University Of Limerick Hospitals Group (Limerick City)
- Tipperary University Hospital, Clonmel (Co. Tipperary)
- St. Luke's General Hospital, Kilkenny (Co. Kilkenny)
- Midland Regional Hospital, Tullamore (Co. Offaly)
- Midland Regional Hospital, Portlaoise (Co. Laois)
- Portiuncula University Hospital, Ballinasloe (Co. Galway)



Dr Clare Conway
Associate Professor
in Medical Education
(International)

The School of Medicine BM BS programme at the University of Limerick is accredited by the Medical Council of Ireland.

> "Our goal is to produce medical graduates of the highest calibre who are recognised internationally for their competence and commitment."



Welcome from the Associate Professor in Medical Education (International)

Our goal is to produce medical graduates of the highest calibre who are internationally recognised for their competence and commitment. We foster in our students a drive for evidence-based learning and scientific enquiry, which they will carry with them throughout their chosen career paths. We equip our graduates with the skills to tackle evolving individual and population health challenges that patients face on a day-to-day basis.

From day one of the BMBS programme, students working in small groups actively engage in an integrated, problem-based curriculum delivered in a safe, inclusive environment. The problem-based method of learning promotes the development of the critical clinical reasoning, collaboration, leadership and lifelong learning skills that are essential to clinical practice. Clinical exposure is introduced in Year 1 through clinical and communication skills training and the Early Patient Contact Programme.

In keeping with the School of Medicine's drive for excellence, our BMBS assessments follow international best practice, using a blend of assessment instruments to evaluate our students fairly and reliably. We operate robust internal and external quality assurance (QA) procedures and respond to feedback from multiple sources, including learners. Our QA processes ensure that the BMBS programme adheres to the highest standards of medical education and that the curriculum remains dynamic and aligned to rapid advances within the global community of 21st century medicine.

Three Domains Of The Programme

Knowledge Of Health And Illness

The modules in this domain centre on the structure, function and development of the normal human body at all levels of organisation, from molecular and cellular to the whole individual. They examine the causes and consequences of disease, injury and abnormal development and look at evidence-based strategies for the treatment and prevention of disease. The modules deliver a thorough grounding in the basic sciences relevant to medicine through the study of carefully designed problem-based learning (PBL) cases. PBL is an educational technique where students learn in small-group tutorials.

The modules cover six key topics: life support, life control, life maintenance, life structure, life cycle and life protection.

Clinical & Anatomical Skills

Clinical skills are the skills required by a doctor for direct patient contact and constructive interaction with other health professionals. These include consultation and communication skills, practical and procedural skills, and emergency care management. In the early years these skills are taught in small groups in custom-built clinical skills labs using a range of resources including simulated and real patients, manikins, models and high-fidelity simulators.

Practical sessions relevant to the basic sciences centre on anatomical teaching, which students learn through surface anatomy on live humans and anatomical models and through medical imaging. Living anatomy is taught in the hospital theatre setting.

Professional Competencies

The Professional Competencies modules involve the consideration of health and illness in the wider context of family, cultural groups and community. The modules focus on the ethical and legal frameworks of medicine and on personal and interpersonal skills appropriate to lifetime medical practice. During the modules, students learn how to appraise and review medical literature with a view to practising evidence-based medicine and keeping up-to-date with current medical thinking and treatments.

The Human Doctor component of the modules examines how being a doctor can affect one's self and advocates a mindfulness-based, stress management approach to self-care in medicine.







The Programme And Curriculum

Three domains feature throughout the four years: Knowledge of Health and Illness, Clinical and Anatomical Skills and Professional Competencies.

The first two years of the programme see these domains delivered, predominantly on campus, in a comprehensive, integrated system-based and problem-based learning (PBL) approach to the basic sciences. The PBL approach ensures that students, working together in small groups, come to understand the basic sciences in the context of clinical problems.

Early clinical exposure is an important aspect of the first two years, and students are introduced to clinical sciences and skills from the very first week of the programme.

In Year 3 and Year 4 of the programme, students undertake an intensive clinical apprenticeship, encompassing the major clinical disciplines across six affiliated teaching hospitals and several family medicine (general practice/primary care) networks.

All students should expect to be placed outside of Limerick at some stage during their clinical training.

Years 1 And 2 Module Titles

Year 1

Knowledge of Health & Illness 1
Clinical & Anatomical Skills 1
Professional Competencies 1

Year 2

Knowledge of Health & Illness 2
Clinical & Anatomical Skills 2
Professional Competencies 2

A student who does not progress through the BMBS programme and who wishes to exit the programme will be eligible for consideration, at the discretion of the relevant Examination Board, for an exit award of Diploma in Medical Sciences for those who have accumulated >120 and <180 ECTS credits.

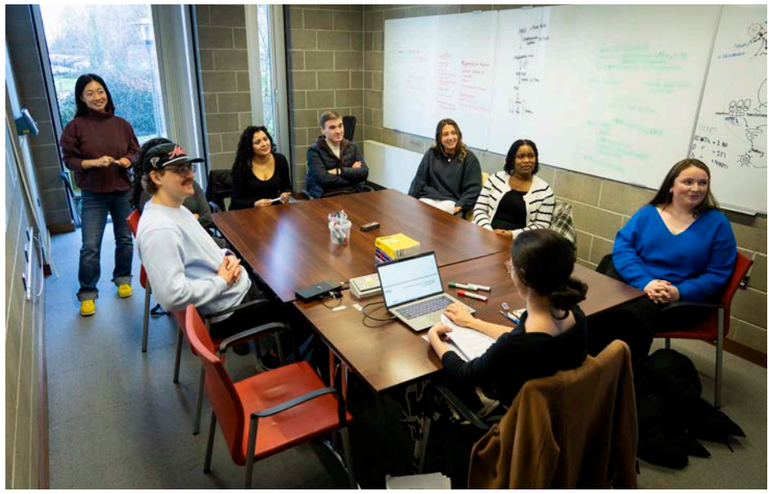
Years 3 And 4 Module Titles – Clinical Placements

Year 3

Family Medicine (General Practice/Primary Care)
Medicine 1
Surgery 1
Professional Competencies 3

Year 4

Medicine 2
Surgery 2
Obstetrics & Gynaecology
Paediatrics
Psychiatry
Professional Competencies 4



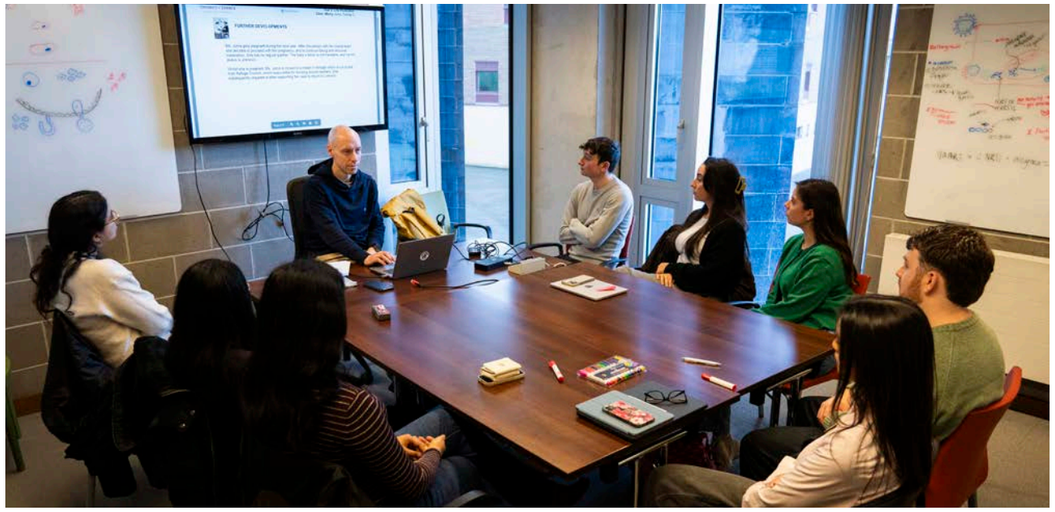
> The ‘problems’ used to facilitate student learning are highly structured hypothetical clinical cases.

Problem-Based Learning

Problem-based learning (PBL) is core to the teaching methodology at the School. The ‘problems’ used to facilitate student learning are highly structured hypothetical clinical cases, each of which takes a week to work through.

Each semester, students are divided into small groups. The group meets, with a dedicated tutor, for three sessions each week to work through the clinical case of the week. The tutor does not act as a teacher but as a facilitator, guiding the group through the sequence of steps that have been devised to help them learn from the cases provided. Each step and new development (such as results of investigations or details of drugs prescribed) is provided 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 generates a list of learning outcomes that represent the key knowledge needed to understand what is happening to the patient.



Electives

Completing a clinical elective in North America is essential to securing a residency in the United States or Canada. As a result, the School of Medicine has entered into formal arrangements with McMaster University and NOSM University to provide our students with clinical electives. In addition to our formal arrangements, students have completed electives at several North American medical schools. This provides our students with clinical electives in a variety of specialties. The list below is a sample of where our students have completed electives. In formal evaluations, North American institutions that have enrolled UL BMBS students on elective programmes have commented on their clinical proficiency and exceptional medical communication skills.

Canada

- University of Toronto
- University of Ottawa
- University of Manitoba
- Queen’s University
- McMaster University
- McGill University
- Rural Ontario Medical Program
- Independent First Nations Alliance

USA

- University of Maryland
- University of California
- Central Michigan University
- Peds4Kids, New York
- TMC Health Medical Education Program

Residency

Many Canadian and US students aim to secure residency placements in North America after completing their medical programme. Our medical school is committed to supporting the application process and examination requirements for our North American students and graduates to help them secure residency posts. Our recent graduates enjoy an enviable reputation in securing competitive residencies throughout North America. Below is a sample of the residency locations secured by recent graduates.

Canada

- University of Toronto
- Toronto Metropolitan University
- McMaster University
- Queen’s University
- Western University
- University of Ottawa
- University of British Columbia
- Dalhousie University
- Memorial University of Newfoundland
- University of Calgary
- University of Alberta
- University of Saskatchewan
- McGill University

USA

- Albany Medical Centre
- University of Arizona
- Central Michigan University
- University of Illinois
- Mayo Clinic
- ISMMS Mount Sinai Morningside
- University at Buffalo New York

Licensing Exams

Preparation for licensing or board exams (NAC, MCCQE, USMLE) is recognised as essential for students applying for North American residency training.

The School offers preparatory support and access to online resources outside of the main BMBS curriculum, including workshops delivered by a senior clinical faculty member.

Welcome from the Director of Research

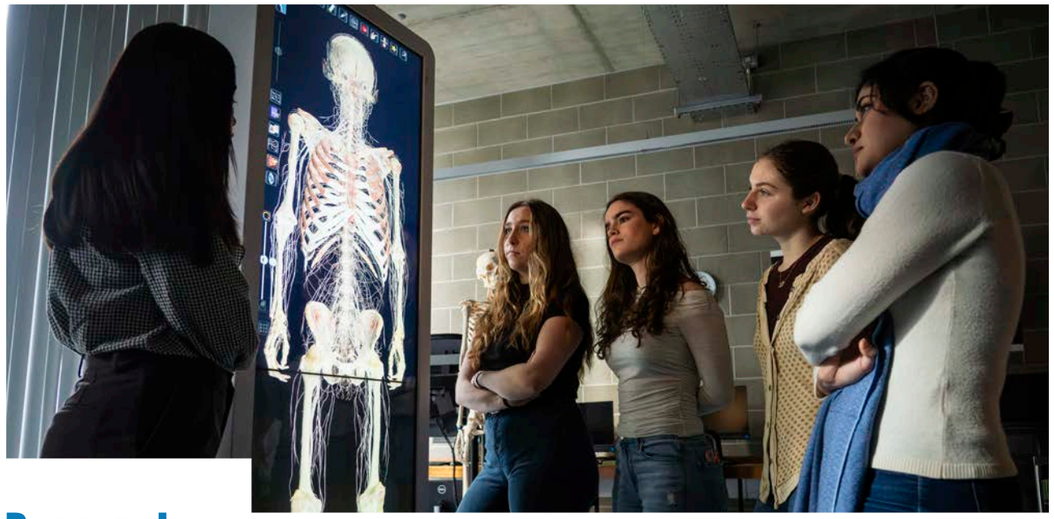


Professor Pat Kiely,
Director of Research

The School of Medicine recognises that education and research are both fundamental aspects of modern medical practice. With this in mind, the School strives to promote and support effective research in parallel with education, fostering critical thinking and evidence-based practice in our graduates which will ultimately advance healthcare and benefit patients.

Research methodology forms a core component of the BM BS curriculum. To complement this, we provide opportunities for students to engage with researchers seeking solutions to current clinical challenges. Students are also given the opportunity to participate in integrated research observerships at our affiliate clinical sites and to undertake projects over the summer months. These activities, along with postgraduate research at master's and PhD level, have resulted in a considerable number of publications, many of which are highly cited by peers internationally. Crucially, we have found that involvement in such research initiatives encourages students to reflect on real-life medical and surgical practice and illustrates for them the extent to which evidence-based clinical decision-making can beneficially influence patient outcomes. We believe that a holistic approach to medical education requires exposure to top-tier research, and we will continue to provide the necessary resources and leadership to foster such intellectual curiosity in our students.

> "We provide opportunities for students to engage with researchers seeking solutions to current clinical challenges."



Research

Research at UL's School of Medicine spans biomedical sciences, medicine, surgery, primary and pre-hospital care. Our researchers are broadly organised within 3 main themes that include: Health Professions Education, Healthcare Devlivery and Innovation and Translational Biomedical Science with several sub-themes existing within each theme. With a focus on exploring the fundamentals of health and illness, School of Medicine researchers aim to contribute new knowledge relevant and translatable to real-world challenges.

Through their expertise and leadership, School of Medicine faculty members and support staff are enabling the next generation of researchers as they aspire and strive to improve lives by preventing and treating disease.

The School of Medicine offers postgraduate research-based MD/MCh/PhD degrees.



Welcome from BMBS Course Director (Graduate Entry)

Starting medical school is a significant milestone. Medicine is a profession built on knowledge, compassion, integrity, teamwork, and a lifelong commitment to learning. At the University of Limerick School of Medicine, our students develop not only the scientific knowledge and clinical skills required to care for patients, but also the communication, professionalism, resilience, and curiosity that define an excellent doctor.



Mr Chwanrow Baban,
Associate Professor and
Module Lead for Surgery,
BMBS Course Director
(Graduate Entry)

Testimonials



Dr Nicholas Conradi

Graduate

Making the decision to move overseas to pursue your dream of becoming a doctor is no easy choice! I remember the mix of excitement of moving to Ireland juxtaposed against the uncertainty of where I'd end up. Looking back now as a Pediatric Resident at the University of Alberta, I can wholeheartedly say that studying medicine at the University of Limerick was the perfect mix of adventure and hard work.

There are a million reasons why UL's School of Medicine programme stands out amongst other medical schools, ranging from its beautiful campus, approachable and supportive staff, and diverse student body. Perhaps most importantly, however, is its approach to training adaptable and mature graduates who move on to innovate in their respective fields. UL's pioneering of Problem-Based Learning, a group-based collaborative learning method developed in Canada, builds not only your ability to steer your own learning but also promotes your ability to interact with a team. Furthermore, UL's use of cutting edge technology throughout its teaching prepares you to hit the ground running when you enter the hospital environment.

Now a few years after graduating, not only am I building on the strong foundation I established at UL, but I am surrounded by a global network of friends and colleagues. There is no doubt in my mind that studying at UL was one of the best decisions I've made and one that has made me the physician I am today!



Dr Maggie Vincent

Graduate

I graduated from UL School of Medicine in 2020. It was quite the year to graduate with the beginning of the pandemic however even COVID-19 cannot overshadow the incredible four years I spent in Limerick.

My 3rd year at UL was particularly memorable. I spent the year rotating through clinical placements at South Tipperary General Hospital (STGH) in Clonmel, County Tipperary. Clonmel is a beautiful small town with lots of mountains and is close to the seaside, which I took advantage of and did many hikes and weekend excursions. Because STGH is a smaller centre, I had a lot of opportunity as a medical student to learn procedures and had more individual bedside teaching from consultants and senior physicians. At STGH I presented research articles at the hospital rounds and took on a research project with a colleague, which was accepted to an academic conference in Belfast, Northern Ireland.

The School was also very supportive in helping me pursue a community outreach project in Limerick City. Through the Health Equity Programme and with the support of clinical tutors, myself and two fellow medical students started a health education initiative at a women's shelter. This experience was invaluable to me in developing leadership skills and opening my eyes to social medicine, a field which I hope to specialise in.

The medical education I got at UL was excellent, particularly in clinical skills, something that is often complimented by senior physicians I work with today. Having matched to my first choice residency programme in Canada (Emergency Medicine at McMaster University), I was grateful to have a competitive edge in the CaRMS application process. With the support of the School I was able to complete 10 weeks of clinical electives in Canada during the summer months between my 3rd and 4th year of medical school, and I believe this was essential in helping me match to such a competitive residency program.

I would recommend UL to anyone who wants to pursue medicine. You will learn from fantastic teachers and be surrounded by wonderful people in a beautiful country. You will have opportunities to pursue clinical electives locally in Ireland, in your home country and in other countries too. For me, my years in Limerick were the experience of a lifetime and I will cherish those memories forever. I am incredibly grateful to have had this opportunity, and I can't wait to come back and visit my second home.





Dr Jordan Hartkorn

Graduate

I graduated from University of Limerick's School of Medicine in 2018 and went on to become a family physician in North America. It is hard to articulate the special place that the School and Ireland hold in my heart.

To begin with, the School understands that good physicians come from all walks of life. As a mature professional working in finance, attending the School of Medicine gave me the opportunity to pursue my dream of becoming a doctor. Making the transition from finance to medicine was abrupt, but the School offered a well-founded and up to date curriculum to bridge that gap successfully in four years. The unique problem-based learning method (PBL) taught me a methodical and comprehensive approach to obtaining a differential diagnosis. The clinical skills programme, which starts from day one, is phenomenal; so much so, that I continue to get praise for the strength of my clinical skills.

As a Canadian citizen, the programme was supportive of my desire to return to North America for residency. I was offered the opportunity to participate in a USMLE prep course during year 2 as well as opportunities to write my USMLE and Canadian exams in year 3 & 4. I successfully passed all Canadian and USA exams on my first attempt, and I matched to my top choice residency programme in the USA.

On a personal note, I reminisce about Ireland every day. I miss the majestic green fields of Western Ireland and the beauty of UL's campus. I miss the Irish people's warm hearts, welcoming demeanour, and resilient sense of humor. To this day, I keep in touch with class colleagues who have gone on to work in Ireland, UK, Australia, USA and Canada. I have returned to Ireland since graduating and still feel like there is a part of home there.

I will always remember what a Canadian doctor, who also trained in Ireland, told me when I was accepted to the School of Medicine. She said, "it is a special four years that will go by quickly, so enjoy every moment you can". Looking back, I think I did. I had a good work-life balance. My clinical rotations were in parts of Ireland that were interesting to explore, there were numerous social events (pub quizzes, charity galas, extra-curricular sports) and of course cheap flights to continental Europe! If you are fortunate enough to attend, be sure to take advantage of all the School has to offer- both inside and outside the classroom.



Student Experience

The UL Student Experience

Limerick is a riverside city where the Shannon is an integral part of the city's character. Vibrant Limerick combines big-city amenities with an innate friendliness, a mix that guarantees an attractive and welcoming environment for student living. The UL experience is second to none; the campus is located just outside Limerick city, which is home to more than 90,000 people, of whom almost 50% are under the age of 30. The Limerick of today is a fast-moving and cosmopolitan city in which to live and study.

UL Sport

Known as 'Ireland's Sporting Campus' the University is home to the UL Arena, which is one of the largest sports facilities in Ireland. The indoor Arena operates four independent multi-purpose courts, a 60m indoor suspended sprint track and a 3-lane 225m jogging track. The University's 50m swimming pool is Ireland's first Olympic-sized pool. The Arena's Cardio Fitness Centre is one of the largest and most comprehensive gyms in Ireland. UL Sport Climbing Wall is home to Ireland's tallest (18 meter) indoor climbing wall.

Clubs and Societies

UL Wolves represents over 70 extremely active UL Clubs & Societies; some of the most popular societies of particular interest to new medical students are the well-established UL International Society and UL Medical Society and the newly established Surgical Society.
For more information visit: www.ulwolves.ie.

How to Apply

North American candidates should contact the Atlantic Bridge Program for further information and application materials: **www.atlanticbridge.com**

Entry Criteria (Non–Eu Applicants)

Graduates of any discipline may apply.

Candidates must hold a minimum 2.1 (second class honours, grade 1) result in their first honours bachelor degree (NFQ Level 8). For North American applicants, a competitive GPA is required. For candidates who meet this requirement, the GAMSAT (Graduate Australian Medical Schools Admissions Test) or the MCAT (Medical College Admission Test) will be used as an instrument for selection.

Non-EU applicants must attend for interview as part of the selection process. To facilitate prospective students from North America, School of Medicine faculty members travel to central locations in the US and Canada to conduct the interviews.

Further Information:

If you require any further information about the BM BS School of Medicine Programme, please contact:

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Disclaimer:

The information contained in this brochure is accurate at the time of publication. However, the University reserves the right to make changes to courses, modules, schedules, fees, and other details without prior notice. Prospective students are advised to consult the official university website or contact the School of Medicine for the most up-to-date information. This brochure does not constitute a legal contract between the University, its affiliates, and any other party.