The Hull York Medical School
Undergraduate Prospectus 2016
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Map
Welcome to HYMS. Since opening in 2003, we have become one of the UK’s most exciting and modern medical schools, with a reputation for innovative, inspiring and rigorous medical education. We welcome 140 new students every year.

HYMS is based in two well-established universities, in the attractive and historic cities of Hull and York surrounded by some of England’s most beautiful countryside.

Our aim is clear: to offer a leading medical education programme that produces very high quality doctors who are also equipped to be the professional and academic leaders of the future. You will graduate as an excellent doctor with a solid understanding of the scientific, social and human basis of medicine. We are rated in the top ten in national surveys of UK medical schools for student satisfaction.

Our programme is distinctive. The course is patient-centred: from the start of the course you will have structured clinical placements in healthcare facilities. It is problem-based: working in small groups, you will learn about the science, skills and knowledge underlying the practice of medicine in the wider context of the healthcare of patients, their families and communities.

Our teaching is informed by research and we seek to inspire the next generation of clinical researchers. Some students publish research papers and present at scientific conferences before they graduate.

The course is up to date and relevant to the demands of 21st century medicine, with a strong focus on the scientific basis of health and disease, evidence based practice and professionalism.

Our graduates have a strong reputation as excellent thinkers, evidence-based practitioners and patient-centred communicators, thoroughly prepared for clinical practice in whatever field they choose.

Throughout your time at HYMS, you will be well supported by a dedicated student office and personal advisor.

You will graduate with the degree of MB BS jointly awarded by the universities of Hull and York, well prepared to enter Foundation training and your future career as a doctor.

We look forward to welcoming you to the first step along your career path in Medicine in September 2016.

Professor Trevor Sheldon, Dean
Dr Janine Henderson, Director, MB BS
**Studying with us**

Hull York Medical School covers a diverse population of 1.6 million people in Hull, the East Riding, York, North Yorkshire and northern Lincolnshire. We offer a cutting-edge medical curriculum for 21st-century doctors.

Our course is fresh, innovative and distinctive. It has all the dynamism you would expect of a young medical school. We welcome 140 new students every year — and they begin their regular clinical placements in the first few weeks of the first year.

HYMS also has a reputation for high-quality teaching. We are rated in the top ten in the UK for student satisfaction in national surveys.

In addition to our 700 undergraduate MB BS students we offer postgraduate medical education and internationally recognised research degrees. We also have a wide range of intercalation options for our undergraduate students.

**Studying at HYMS**

Our parent universities have outstanding academic and clinical facilities. As a HYMS student, you get the best of both worlds.

York excels at bioscience (particularly infection and immunology and neuroscience), health-related research (mental health and public health) and, has world class groups for clinical trials, epidemiology and health economics.

Hull is strong on biomedical research into blood and metabolism, medical imaging and research into primary care, palliative medicine, cardiovascular and respiratory medicine, vascular surgery, cancer surgery and oncology.

In Years 1 and 2, you are based in either Hull or York for all of your university and clinical activity, and lectures are video-linked between the two sites. From Year 3 onwards, you spend the vast majority of your time on clinical placements around the region (see map inside back cover).
Library facilities
The libraries at the two universities together have nearly two million books and over 20,000 current journal titles, as well as a wide range of DVDs, e-books, cassettes, music and multimedia CDs. There are textbooks and other resources specific to the HYMS curriculum at both universities. On clinical placement you also have access to local NHS libraries.

IT facilities
At HYMS, you use information technology skills every day. At the start of the course, we introduce you to our powerful Virtual Learning Environment, Blackboard, which provides computer-based support in your studies, busy online discussion boards for students and staff, and a variety of learning and other materials relevant to your current topics.

We have a dedicated high-speed computer network spanning both universities and all NHS sites. Our modern PCs are available wherever HYMS has a presence. Computer connections are also available in York student study-bedrooms and from university-owned houses in Hull and accommodation provided for clinical placements.
Our innovative ‘blended learning’ approach means we pose problems, then support you as you find your own ways to solve them, developing specific knowledge and skills along the way. Our course is integrated and woven around patients throughout ensuring that everything is learned in context and relevant to modern medicine.

What else makes our course special?

- Clinical experience is the keystone in your weekly programme, and half of your placements are in primary care settings. This is unique to HYMS. It makes you aware how healthcare operates where most healthcare happens: in the community.

- In your first two years, you study medicine through problem-based learning as part of a group. Your PBL group is facilitated by an experienced clinician who knows not only how to guide you through the curriculum but also understands the professional requirements for a modern medical practitioner. With the group’s support and stimulus, you develop essential team-working skills, and the shared discussion helps you to pinpoint learning outcomes and work out what to do next.

- Because disease doesn’t exist in isolation, HYMS uses a thematic approach so you can integrate everything you learn.

- You learn resource management so you can make informed, efficient use of the means available for promoting health, diagnosing and treating disease, and helping people live with chronic illness.

- Each aspect of the curriculum is taught by a combination of clinicians, biomedical and social scientists, and healthcare professionals, passing on the expertise that tomorrow’s doctors need.

- Technology-enhanced learning is a central part of our course, with extensive electronic resources supporting all parts of the curriculum.

Underlying all HYMS training is a belief that our medical school should make a difference to the communities around us, especially in areas with social deprivation or high levels of disease and death.
The curriculum

Relevant
To be a successful doctor who can meet the demands of 21st-century healthcare, you need up-to-date, in-depth knowledge of all the relevant sciences and an innovative approach. But you also need a sensitive understanding of people and society, the ability to communicate and work in a team, and the skill to manage resources.

Integrated
The HYMS curriculum is integrated. This means that each new topic is explored through a range of themes and disciplines, instead of dealing with one issue at a time in isolation. For instance, in learning about the anatomy and physiology of the musculoskeletal and nervous systems, you may also learn about how to relate sensitively to someone newly diagnosed with multiple sclerosis, about the social effects of disability and about support services in the community.

Patient-centred
From the start of the course, you spend time each week on clinical placement. You meet and observe real patients who have problems related to the body system you are studying, and you learn from practising doctors. You spend half your placement time in a hospital and half in general practice or other community settings.

Problem-based
For the first year of the course, you start work on each week’s topics as part of a small problem-based learning group, with a facilitator to guide your learning (for more about this, see page 10).

Evolving
Our programme continues to develop, benefiting from contemporary educational methods, the latest scientific research and feedback from our students, alumni, tutors and faculty members.
Our MB BS course

Your degree

Our course maps to the requirements of the UK General Medical Council (GMC). At the end of our five-year medical course, you graduate with the degree of MB BS, awarded jointly by the universities of Hull and York. This UK- and EU-recognised primary medical qualification combines two first degrees: Bachelor of Medicine and Bachelor of Surgery.

After graduating, you are entitled to provisional registration with the UK General Medical Council, with a licence to practise, provided you can demonstrate that your fitness to practise is not impaired. You can find out exactly what this means at www.gmc-uk.org/education/ (search for ‘medical students professional behaviour’).

You can take an extra, ‘intercalated’ year after Year 2 or Year 3, at York, Hull or another university, to work for a further degree (see page 16). You can take a BSc after Year 2, or a Masters-level qualification after Year 3.

Our five-year course is divided into three phases

**Phase I**

Phase I covers the first two years of the course. You are based in either Hull or York, where you will experience a unique blend of problem-based learning, e-learning, lectures and direct clinical experience.

**Phase II**

Phase II, which is Years 3 and 4, is largely spent on a series of clinical placements across the region in a variety of acute, primary and community healthcare settings — with continued access to computer-based university resources.

**Phase III**

Phase III covers the fifth and final undergraduate year, in which you gain extensive experience in medicine, surgery and primary care, arrange a seven-week elective and undertake a two-month assistantship, where you work alongside junior doctors on the wards, managing the daily care of hospital patients getting you ready for your own practice when you qualify.
Thematic, systemic and structural aspects

Four themes are woven through the HYMS curriculum, which is structured around six groups of body systems. You begin by studying these systems in turn, for about four weeks each. It is a spiral curriculum: you keep returning to these body systems and exploring the same themes, to refresh and deepen your understanding of every topic as the course progresses.

The four themes threading through the course are:

- Applied life sciences,
- Clinical skills and reasoning,
- Health and society,
- Professionalism.

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

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

In the early stages of the course, you focus on understanding what is ‘normal’ in each systems block. Later, the emphasis moves to understanding the diseases and illnesses that affect the systems, with their contexts and consequences.

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

Alex Cornish, Year 5
Apart from lectures and clinical placements, in the first two years you do much of your learning in a small problem-based learning (PBL) group, with a facilitator guiding you. This approach may be new to you, but it has become an established and effective approach in medical education since it began more than fifty years ago. Although highly demanding, it’s also fun.

PBL means that you meet with eight to ten other students for two sessions each week, sharing a room as your workbase. With guidance from your facilitator, you work as a group tackling problems raised by trigger materials. These triggers can be written scenarios about virtual patients such as Harry Flemming, who is a heavy smoker with a persistent hacking cough and hoarse voice who will help you understand about respiratory physiology and anatomy. They can also be audiovisual materials such as a filmed scenario.

The aim is not to solve any problems presented by these triggers but find out what you need to know to understand the trigger fully. You work as a group to identify all the issues or learning outcomes that each trigger raises.

You explore these issues through the week’s lectures, supervised resource sessions, clinical skills teaching, clinical placement and your own individual study, all related to the topic of the week. Then later in the week your group meets again with your facilitator to share and discuss what you have learned, consolidating the key information.

Of course, PBL requires initiative and self-motivation, and a readiness to work in partnership with others, but the rewards are great. You never find yourself wondering ‘Why do I have to learn this?’ because you and your group soon see why — starting from the problems of your current ‘patient’. You will be ‘talking the language of medicine’ from the start of your undergraduate course.

In this context you can form strong relationships, adapt to working with people of different personalities and backgrounds, and learn to work as a team when tackling problems — while developing flexible, independent learning skills that you will use throughout your career.

Your PBL facilitator is also your personal tutor.

You can find out more about PBL on the HYMS website: www.hyms.ac.uk

In Phase I, everyone follows exactly the same course, whether they are in Hull or York. Your clinical experience begins at the start of Year 1 with half-day placements. These alternate between hospitals and community settings, including general practice.
Clinical skills

During Phase I, you attend clinical skills sessions twice a week, on the same afternoon as your PBL sessions.

We use an integrated approach to emphasise the importance of the relationship between the various skills you use in a consultation, including physical examination, mental state examination, history-taking, diagnostic reasoning and communication. For example, good communication is an inherent part of a successful physical examination; and diagnostic reasoning is also a product of good communication, physical examination and consultation management.

You learn how to perform physical examinations by examining each other and by being examined yourself (peer physical examination). These examinations are carried out in a professional atmosphere under the close supervision of your clinical skills tutors, all of whom are experienced clinicians. All students participate in this key requirement of the course.

“Problem-based learning is a breath of fresh air. Studying various aspects of medicine through collective learning helps to understand ideas more effectively.”
Muhammad Islam, Year 3
Clinical placements

From the start of Year 1, you are allocated to a group of four or five students for your clinical placements. You spend half a day each week on placement, one week in a hospital, the next week in the community, under the guidance of a practising doctor. All first-year placements are within a half-hour journey from your campus, and transport is available.

Placements are not just a chance to observe patients, but also an opportunity for you to start developing your consultation and examination skills. Your placement tutor knows what you are studying and will ensure that you see real patients with the same problems as the ‘virtual patients’ you began studying earlier in the same week.

The time you spend on placements increases as you progress through the course. In Year 2, they occupy a full day each week, again alternating between community and hospital care. In the mornings you see patients with conditions relating to the subject you are currently studying; in the afternoons you focus on understanding the cases you have seen, along with relevant clinical material.

“The weekly clinical placements have helped to build up my confidence and communication skills with real patients. The placements are the highlight of my week.”

Rumana Hussain, Year 3
Scholarship and Special Interest Programme

The Scholarship and Special Interest Programme will present you with intellectual challenges, a chance to develop your research skills, and a range of topics which you can choose to study in depth. The choices you make will shape your own experiences, enabling you to develop as a scholar and a scientist, with a sound grasp of research principles.

The Scholarship and Special Interest Programme is one of the aspects of the HYMS course that sets it apart from other medical schools. You’ll be encouraged to choose subjects that inspire and excite you, and to explore areas that might lead you into a particular career.

Phase I
You will be attached to one of our academic centres in your first year and a different one in your second year, working alongside tutors who are active researchers and experts in their fields.

In either your first or second year, you’ll spend time in a laboratory-based centre: either the Centre for Immunology and Infection in York, or the Centre for Cardiovascular and Metabolic Research in Hull. In the other year, you’ll choose from our other centres, with topics ranging from health inequalities and global public health in the Centre for Health and Population Sciences, to mammalian ecology and evolutionary anatomy in the Centre for Anatomical and Human Sciences.

The programme will equip you with the skills and knowledge that you will need for conducting research projects in later years. It will also prepare you to step out of your medical degree for a year, if you so choose, to complete an intercalated degree (see page 16).

Phase II
In your third year, you’ll choose clinically-related projects to work on at your placement site. One of these projects will develop your experience and skills in assessing and improving the quality of care through participation in an audit or improvement project.

In your fourth year, you’ll undertake a single extended project across the year. This will focus on a special interest of your choice — perhaps a research project, or perhaps developing teaching or leadership skills. You’ll begin to establish distinctive skills and attributes that will be of value as you shape your future career as a doctor.

Phase III
Your final-year elective is also part of the Scholarship and Special Interest Programme. For more details, see page 18.
Phase II

In Years 3 and 4, you spend more time on a structured series of clinical placements across the HYMS region. As part of a group of four or five students, you work in rotation through clinical settings across the region but linked always to our NHS partners in Hull, York, Scarborough, Grimsby and Scunthorpe.

This wide dispersal allows for good staff/student ratios in teaching and learning exchanges and plenty of opportunity for one-to-one consultation practice with patients.

In each placement, you continue to alternate between a hospital and general practice or other community setting. Some placements are city-based, some in small towns or rural areas. Health problems vary greatly across the region, with areas of urban and rural deprivation close to areas of wealth. Patterns of health vary, but heart disease, teenage pregnancy rates and drug abuse are severe problems in Hull.

Our placements are designed to give you extended contact with services in specific specialities and areas allowing you to follow up patients and understand their problems over time and to become a part of particular clinical teams for longer periods. Your educational supervisor in these placements will help to supervise your learning, ensuring that you are gaining the most from the range of clinical experiences available to you.

While you are on placement away from your base or undertaking a special study module, the NHS provides you with free accommodation close to where you are studying. Living near your placement gives you easy access to local tutors, learning materials and other resources. Because your placements are normally grouped in blocks, you are unlikely to move location more than every three to six months.

Your first point of contact on placement is one of our Student Liaison Officers, who are based in the main hospital centres.

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

Ali Ibrahim, Year 5
**Intercalated degrees**

We offer a diverse programme of intercalated degrees open to both HYMS students and those from other medical, dental and veterinary schools.

An intercalated degree is an opportunity to take a year’s leave of absence from your regular medical programme to undertake separate studies, leading to a further degree qualification.

If you’re passionate about a subject, intercalating offers you the chance to spend a year exploring your interest in greater detail, delving much deeper than on a regular medical curriculum, with expert supervisors who are at the cutting edge of their field. You’ll learn about scientific research methods and develop research skills that will be invaluable for any future academic career, and you may even publish your own material, based on your intercalated degree research.

Intercalating not only lets you experience another academic environment and a different way of learning, it also gives you a qualification that enhances your CV and could give you an edge over your peers when you apply for the top jobs.

You can intercalate at undergraduate or postgraduate level at HYMS, in departments of our partner universities of Hull and York or at another university.

If you are interested in intercalating at HYMS we offer a range of subjects to choose from, including undergraduate BSc (Hons) Medical Science degrees in:
- Biomedical Sciences
- Biological, Biomedical and Environmental Sciences
- Applied Ethics
- Philosophy of the Mind and Body
- Sports Health and Exercise Science

and postgraduate MSc degrees in:
- Human Anatomy and Evolution
- MSc by Thesis

To find out more about intercalating at HYMS and the Universities of Hull and York go to:
HYMS: [www.hyms.ac.uk/intercalate](http://www.hyms.ac.uk/intercalate)
Hull: [www.hyms.ac.uk/intercalate/hull](http://www.hyms.ac.uk/intercalate/hull)
York: [www.hyms.ac.uk/intercalate/york](http://www.hyms.ac.uk/intercalate/york)

"Intercalating is an experience I’d recommend to anyone doing medicine as their first degree. It’s fun, very interesting, and makes you much more competitive for future applications!"

Laura Munro, intercalating student
On your three eight-week placements, you are attached to a Foundation Year 1 doctor and given responsibility for providing some care for patients. You also gain experience in interprofessional working, prescribing and in giving presentations on common management issues to the whole class. This early responsibility helps to ease the transition to Foundation Year 1.

**Interprofessional working**

Throughout your course, but especially in Phase III, you have opportunities to work closely alongside healthcare professionals from different disciplines.

This is important because doctors do not work in isolation in today’s healthcare services. Instead, a range of health and social care workers are involved depending on a patient’s needs and may include professionals such as social workers, psychologists, nurses, occupational therapists, community support workers and pharmacists.

During your training at HYMS, you will see this multidisciplinary team in action when you join ward rounds, community team meetings, home visits and rehabilitation meetings. By joining these teams you will see how effective communication between them can improve the experience of patients.

By the time you reach Phase III — your final year — you have sufficient skill and knowledge to work alongside other healthcare professionals. You work as an assistant intern in medicine, surgery and primary care.

**Phase III**

Your elective

You also have a seven-week elective, when you experience medicine in a different context, backed by self-directed study. This is an opportunity to reflect on your professional and personal development. Electives so far have included hospitals and research institutes in Vanuatu, Tenerife, Belize and South Africa, as well as organisations in the UK, such as the Institute of Neurology in London.
“After much thought and reflection I decided that I wanted to study medicine in a developing country for my elective.

There were multiple reasons for this choice. I wished to study in an area where I would see conditions that are rare in the UK. As a student a lot of time is spent reading textbooks. However, at the end of the day, I felt that one of the most important parts of understanding a disease is seeing the patient and hearing their story. Therefore seeing cases of TB, malaria, elephantiasis etc provided me with a better understanding of such conditions and also hopefully enabled me to better identify such problems should I ever be faced with them in the UK.

I set to work to find a country which would fulfil my needs. This is when I came across Vanuatu, an economically developing archipelago of 83 islands situated in the Western Pacific, where I spent my elective period.”

Jess Morgan, HYMS graduate doctor

“The elective place I took up was at the Institute of Neurology, London, and was part of an established elective programme.

The structure of the placement was as follows: I was assigned to the neuropsychiatry ‘firm’ (team) and given opportunities to examine, work up and present cases as requested by the registrar. Each firm consisted of consultants, two specialist registrars, two senior house officers and two medical students. There was an emphasis on formal teaching, with opportunities to attend lectures, outpatient sessions, ward rounds, tutorials and other aspects of the teaching programme. I was expected to attend the teaching and business rounds of the consultants on the firm, as well as those by the registrars.

The majority of my time was spent in neuropsychiatry but I had access to all general neurology teaching and was given the opportunity to gain clinical experience in other aspects of neurology. My aim in taking this elective was quite generally to gain a knowledge and clinical experience of neuropsychiatry which is not afforded through the basic undergraduate syllabus. My career aspiration when I applied to study medicine was to practise psychiatry.”

Mary Docherty, HYMS graduate doctor

“For my elective, I landed a placement at NASA to investigate space science. I flew out to California and spent eight weeks working alongside the team responsible for space medicine and research.

In general, the physiology of astronauts’ bodies works in different ways when they’re in space. One of the problems is motion sickness, and the research is looking at how to counteract that. But even just simple things like a headache can be an issue, because the logistics of getting treatment are problematic.”

Tom Armstrong, Year 5 student (pictured right)
As a student at HYMS, you’ll be taught by researchers who are working at the cutting edge of their disciplines, and you’ll have the opportunity to interact with them throughout the course.

Research is an important part of medicine. It underpins advances across the spectrum of healthcare, from clinical trials to assess how GPs prescribe medicines, through to molecular biology research identifying new drugs to fight major diseases.

Much of the research conducted in HYMS is interdisciplinary, spanning traditional subject boundaries and reaching out into other departments within the universities of Hull and York. For instance, anatomists work with medical engineers, immunologists with computer scientists and neuroscientists with chemists. This approach provides a vibrant atmosphere, with even greater opportunities for innovative medical research.

We’ll provide you with ample opportunity to get a taste for research. You might undertake a vacation research studentship, opt for a Scholarship and Special Interest Programme focusing on research, or even intercalate on a one-year BSc or MSc programme. These options might simply fuel your curiosity. Or, if you choose, they might also form part of a programme of activities that will help you build your CV and lead you into an academic clinical research career.

HYMS research is organised into seven Centres which each conduct world-class research:

**Centre for Cardiovascular and Metabolic Research (CCMR)**

The CCMR focuses on understanding the development and causes of cardiovascular, respiratory and metabolic diseases in order to enhance our knowledge of common diseases that have significant impact on the health of the nation. Our researchers integrate a unique combination of expertise in basic and clinical sciences to create a large multi-disciplinary research grouping that examines the biochemical, molecular and cellular aspects of disease pathogenesis. Our aim is to translate these findings to develop and enhance therapeutic strategies for improving treatment of these common diseases.

Current research into the importance of obesity in IVF has shown the embryos of women who are overweight or obese at the time they conceive display distinct differences in early development compared to embryos from women of a healthy weight and we are exploring the potential long-term health implications for any children born from these embryos.
Centre for Immunology and Infection (CII)

In the CII, our research encompasses fundamental and translational research on inflammatory, autoimmune and infectious diseases, some well-known like HIV/AIDS and diabetes, and some that have historically received limited attention by governments, funding agencies and the world’s media (the ‘neglected tropical diseases’). We provide an intimate link between Biology and Medicine, rarely seen in long-established medical schools, and the CII research strategy ensures that we maximise the quality and impact of our research.

The technological base available to us, in a range of core facilities across campus, rivals that available anywhere in the UK, particularly in the area of “imaging” of biological processes. Our academic staff include a mixture of world leaders and rising stars, each with a proven excellence in their discipline and an appetite for conducting new transformative inter-disciplinary research. We believe that identifying common threads between disparate diseases can provide new insights and a synergy rarely attainable in highly disease-focused research groups.

We have fully exploited the ‘without walls’ approach that is a feature of the University of York, to extend our research beyond traditional boundaries. Few medical research centres of our size could boast of interactions with structural biologists, plant molecular biologists, computer scientists and public health specialists. This approach to research has been rewarded by over £25M in research income and has produced over 200 papers in peer reviewed journals. Our translational research is bearing fruit: we have identified a new lead compound for treating sleeping sickness; the first leishmaniasis vaccine to be developed in over a decade has completed its first clinical trial; a range of new HIV interventions are in an advance stage of planning; and we have an advanced biomarker program in cancer and wound healing. We look forward to making more fundamental discoveries in pathogen biology and immunology and to exploiting this knowledge for global health benefit, and through the HYMS intercalated degree programme, you can join us and help make a difference.
Centre for Anatomical and Human Sciences (CAHS)

CAHS has an international reputation for cutting-edge research that concerns musculoskeletal form and function, particularly in the context of the evolution and functional morphology of the mammalian skull, particularly humans and our relatives. This research is embedded within the Department of Archaeology at York. Our particular specialisms are in the fields of imaging, statistical methods for the study of anatomical variation, and virtual simulation of musculoskeletal function. This work has national and international impact through our wider engagement with other research groups and with the public through outreach events and museum exhibitions in the UK and abroad.

CAHS contributes teaching in human clinical and functional anatomy, physiology, embryology and histology to the core medical undergraduate curriculum at HYMS. This teaching ensures that every graduate gains sufficient knowledge of clinically relevant aspects of human structure and function to practise safely and to take on additional postgraduate training in clinical specialties depending on career choice. As well as providing core anatomy teaching, CAHS offers an anatomically focused Scholarship and Special Interest Programme (SSIP) to medical students in the first two years of their training. This concentrates more on the scientific underpinnings of anatomy: how the body is formed in development; how our development relates to our evolutionary history; and how our anatomy relates to function. We also offer a Masters degree in Human Anatomy and Evolution to students who intercalate an additional year of study into their medical training. This allows students to explore in depth topics they will have encountered during the Anatomy SSIP and to begin to develop research skills. Beyond this, to science and medical graduates, CAHS offers opportunities for research-focused study leading to the award of a PhD.

Centre for Health and Population Sciences (CHaPS)

CHaPS brings together expertise to address issues related to the health of communities and the quality and safety of their healthcare. It includes researchers from the Department of Health Sciences at the University of York and the Supportive care, Early Diagnosis and Advanced disease research group (SEDA) at the University of Hull, plus other groupings across the two universities. Research from the Centre has had significant national and international impact on improving knowledge and practice in a broad range of topics including: cancer epidemiology; communication and decision making; mental health; neonatal and infant nutrition; palliative medicine; public health; and primary care. Current research includes the world’s largest study of its kind looking at the management of depression in older people, and a study to better understand and reduce inequalities between rich and poor in the outcomes of care for cancer treatment.

The SEDA Research Group is led by Professors Miriam Johnson and Una Macleod:

“Our overall aim is to apply rigorous health service research methods to understanding issues related to cancer diagnosis, supportive care, advanced disease and end of life issues. Our research is related to cancer diagnosis and detection, cancer and primary care, health inequalities, advanced heart failure, breathlessness and venous thrombo-embolism in advanced disease. Examples of our current cancer detection research projects include a programme of research funded by Yorkshire Cancer Research that aims to understand and then reduce social inequalities in healthcare for people with cancer in East Yorkshire; studies funded by Cancer Research UK seeking to understand the impact of smoking status on responses to potential cancer symptoms, and the role of fatalism in help seeking with potential cancer symptoms. We have developed
expertise regarding validating tools for clinicians to assess advanced disease for cancer patients, people with Parkinson’s disease and most recently interstitial lung disease (the latter funded by Marie Curie). The British Heart Foundation has recently funded a randomised controlled trial morphine versus placebo for dyspnoea in patients with stable severely symptomatic congestive heart failure.”

Professor Una Macleod

**Joint Centre for Cancer Studies**

The Centre for cancer studies between clinicians at Hull and East Yorkshire Hospitals NHS Trust (HEY) and academics at the University of Hull and is supported by a new Biomedical Research Centre, the Allam Building, at the University. There are a number of key research areas for the Centre, including tumour microenvironment, but its key focus is to foster and promote translational research. To this end, new developments, such as the recent installation of a new pre-clinical positron emission tomography (PET) at the university and the new CT PET scanner at Castle Hill Hospital, will encourage the development of research from concept in a lab environment through to trials in patients.

The Centre is involved in early phase clinical studies through its links with the University of Leeds and continues to work with the Centre for Magnetic Resonance Imaging in HEY, to develop novel imaging techniques. The Centre also collaborates with many NHS departments, including the Department for Medicine and the Elderly, to better assess elderly cancer patients.

**Centre for Neuroscience**

Our research in neuroscience, especially neuroimaging, is conducted through close links with York Neuroimaging Centre, a research facility for investigating human brain function using non-invasive imaging techniques. Facilities include 3-Tesla magnetic resonance imaging, whole-head magnetoencephalography, high-density electroencephalography, transcranial magnetic stimulation and high performance parallel computing. The Centre also undertakes research on the network mechanisms underlying neuronal population behaviour associated with sensory processing.
The Centre has become the hub of a multi-disciplinary approach to understanding structural, chemical, functional and theoretical aspects of neuronal mechanisms. We work closely with colleagues in the Department of Chemistry and Psychology at the University of York, and with the Schools of Engineering and Sports Health and Exercise Science at the University of Hull.

Professor Antony Morland, Head of the Centre of Neuroscience, is interested in how the brain responds or adapts to visual deficits caused by disease or damage to the visual system. He is also investigating the causal roles that different brain areas play in visual perception, such as object recognition.

Dr Heidi Baseler, Lecturer in Imaging Sciences, is investigating the neural mechanisms specialised for processing central and peripheral vision. In particular, she is interested in how the eyes and brain adapt to the loss of vision or might compensate for the absence of hearing (visual plasticity).

Lecturer in Biological Sciences Dr Aziz Asghar is principal investigator on one of our current projects, leading an innovative interdisciplinary research team based in the Enterprise Centre, University of Hull. The team, which includes colleagues from HYMS, School of Engineering and Departments of Health and Social Care, Telehealth, and Sports, Health and Exercise Science, has successfully developed a novel low cost portable monitor which enables monitoring by smart phones/tablets of relevant body electrical signals including the brain electroencephalogram (EEG) and heart electrocardiogram (ECG).

**Centre for Education Development**

Our goals are to develop, support and disseminate high quality externally funded educational research, which helps inform our curriculum and programmes, and high quality evaluation to explore the quality of our programmes and the student experience. Research strands range from studying the effective use of technology to support education, and optimise staff and student digital literacies to the development and teaching of clinical reasoning amongst medical undergraduates.
We use two main types of regular assessment, formative and summative:

- Formative exams are mainly for your own benefit; these marks never count towards your final qualifications. We also provide self-tests, which you can do whenever you wish, to see how you’re getting on or where you need to increase your effort to address any areas of weakness.

- Summative exams take place at the end of each year. We use these to assess your progress so we can be sure you are attaining an appropriate level to progress to the next level of the course. These exams also determine your final qualification.

Integrated medical science papers, assessing progress across the curriculum’s four themes, along with structured clinical and practical examinations, are all part of this. As far as possible, formal exams are constructed to test whether you can apply knowledge rather than just recall facts. This is consistent with the PBL style of learning, which sets the acquisition of knowledge in the context of a realistic patient problem.

**Record of Achievement**

Your Record of Achievement (RoA) is a very important collection of signed forms and other material that demonstrate your attendance and performance at clinical placements and clinical skills sessions throughout the course. The RoA contributes to your summative assessment, for which a satisfactory level of performance is required.

**Personal Portfolio**

Another important element is your Personal Portfolio. The idea behind this is that you cultivate the habit of thoughtful reflection on your own progress, an essential practice for all doctors throughout their careers. In your portfolio of learning, you note your problems and failures, successes and achievements, considering what lies behind them, recording constructive criticism and thinking how to improve in areas where you aren’t satisfied with your work. This is an essential formative exercise, but is not part of the summative assessment.
After you graduate…

With an MB BS joint degree from HYMS, your next career step is employment on the two-year Foundation programme of general clinical training.

Completing your Foundation years opens up the full range of medical careers in hospital specialties and in the community, and also in public health, academic research, the armed services, medical management and medical journalism.

Alumni

When you graduate, you become a member of the HYMS Alumni Association, part of the alumni community of our two parent universities, entitled to make use of all their benefits and services. The Association helps you keep in touch with the school, and each other, as you move into the next phase of your career. In time, we hope the Association will generate a range of voluntary activities, such as mentoring and organising events, for social purposes and for the promotion of medicine.

You can read about the experiences and career paths of some of our alumni at www.hyms.ac.uk/alumni.
This two-year general programme forms a bridge between medical school and training for a specialty or general practice.

Foundation trainees gain experience in a variety of specialties and healthcare settings before applying to enter their chosen specialist area. Within each specialty there are openings in academic medicine, as well as for clinicians. There are sufficient Foundation posts available for those HYMS graduates who wish to remain in the region (see map inside back cover).

North Yorkshire & East Coast Foundation School
The NYEC Foundation School is one of three Foundation Schools within the Yorkshire and the Humber Deanery. Our hospitals include Scarborough, Grimsby, Scunthorpe, Hull and York with a total of 175 F1 programmes across the School.

By the time you come to us in Foundation Year 1, you have already been on placement in each of our five hospitals during your undergraduate course — so you know our hospitals, our consultants and the other hospital staff. This helps to ease you into your role as a qualified doctor.

We offer a wide range of specialties in both years, but all foundation doctors also spend one year in a district general hospital (Scarborough, Grimsby or Scunthorpe) and one year in a teaching hospital (Hull or York).

Our school also runs a number of Academic Foundation Programmes — in HIV/Genitary Urinary Medicine, Psychiatry and Primary Care (in conjunction with the University of York). Trainees on these programmes are based in York for Year 1 and Hull or Scarborough for Year 2.

To find out more, please see our website — foundationschools.info/nyec.html — or, for information on Foundation Training in general, see www.foundationprogramme.nhs.uk. We look forward to welcoming you in the future.
York is one of Britain’s most distinguished and successful universities and a member of the Russell group. It’s large enough to have a rich and varied social and cultural life, but still small enough to have a real community feel that is welcoming and friendly to its 15,000 students.

**The university**

Life for all York students is centred at Heslington on the edge of the historic city of York, where our colleges are set in an attractive landscaped campus. There is a network of cycle paths, and cycling is popular both on campus and around the city. The campus is generally traffic-free, and with fast and frequent bus services to the city.

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

Anne Dokubo, Year 3

**Student life**

York’s student life is lively, especially at Heslington, where everything is close at hand. Most colleges have eating places and bars. The campus also has food stores, cashpoints, bookshops, a second-hand book mart, a stationery store, a brand new sports centre, tennis and squash courts, film theatres, concert halls — and of course a health centre.

The university has award-winning newspapers, its own television station and Britain’s first independent radio station. It has over a hundred student societies, for religious groups, political parties, music, dance lessons, film production, juggling, drama and much more. There are over fifty sports clubs, competing at inter-college and inter-varsity level, ranging from cricket, rugby and football to potholing, skateboarding and paintballing. HYMS students also have their own societies, which link the York and Hull campuses.
National Student Surveys show that Hull students are amongst the most satisfied in the UK with the quality of their course. Generations of graduates and their families have described Hull as ‘the friendly university’ and the level of student support it offers is unparalleled.

**The university**

The main campus is on the outskirts of Hull (but only a ten-minute bus ride from the centre) near the leafy village of Cottingham, where the university has many of its halls of residence.

Hull has a solid reputation for research, particularly in areas relevant to medicine: chemistry, biological science, biomedical science, psychology, sport, health and exercise science all score consistently highly in external research assessments.

“With the number of societies and sports clubs to join, Hull just never gets boring. Studying medicine here is the best!”

Ruth Whitford, HYMS intercalating student

**Student life**

With over 15,000 students from 125 countries, the university is cosmopolitan. It also has excellent support services, always putting the welfare of its students first.

The union is the hub of campus social life — and Hull University Union is recognised as one of the best students’ unions in the UK. Recently it was awarded a Silver Student Union Evaluation Initiative Award. It has over a hundred clubs and societies, an award-winning nightclub, two bars, a heated terrace, bustling marketplace, bookshop and even a hairdresser, and the union is strongly involved in community projects and campaigns.

Sport and recreation are taken seriously at every level. Students benefit from more than forty well-established sports clubs, some professionally organised, and the use of superb on-campus sports facilities at cut-price rates.
With its strong maritime tradition, Hull is at an exciting point in its history. This resurgent waterfront city, a regional centre for arts and heritage, has recently been announced as UK City of Culture 2017. It offers plenty to do and see.

The spectacular marina, a surprise to many visitors, connects the city with the sea. The Deep, the world’s only submarium, is an icon of Hull’s regeneration. As well as theatre (Hull Truck is internationally acclaimed), cinema and art exhibitions, Hull has an impressive museums quarter, and the buzzing city centre offers traditional pubs, stylish café bars and shopping to suit all tastes. St Stephen’s, the latest development, includes a new retail centre, transport interchange, hotel and apartments.

Sport is big in Hull. The magnificent Kingston Communications Stadium is home to Hull’s leading teams, including Premier League football team Hull City and the two Super League teams, rugby giants Hull FC and local rivals Hull Kingston Rovers. The stadium has also hosted concerts by the likes of REM and Bon Jovi.

Creativity flourishes here too. The poets Philip Larkin and Andrew Motion and the late Oscar-winning film director Anthony Minghella all have connections with the university. The award-winning actors Tom Courtenay and Maureen Lipman were born here, and Hull has produced musical acts too, including The Housemartins, Fine Young Cannibals and The Beautiful South.
York

This stylish, compact city — famous for Romans, Vikings, churches, chocolate and railways — contains the best of old and new. Its old buildings remain marvellously preserved, but York is an exciting and busy place. You can wander among fascinating shops and picturesque streets in the shadow of the magnificent Minster; watch the world go by from the many cafés, pubs, restaurants and riverside bars; and pick from a long menu of film, drama, art and music at its cinemas, theatres, galleries, clubs and music venues.

And for peace and quiet, you can stroll along the longest and best-preserved city walls in England, with wonderful views of the medieval city. It is easy to get around on foot or using the city’s cycle routes. York is some two hours by train from Edinburgh or London and well connected with the rest of the country.

The ancient northern capital is today a ‘Science City’, internationally recognised as a centre for research and innovation. It has 240 biotech, IT and heritage technology companies, many of them university spin-offs.

With open countryside on the doorstep, and moors and wolds beyond, outdoor pursuits of all kinds beckon. And, when you’ve done walking, climbing, riding, mountain biking, caving and canoeing, York is full of inviting places to eat and drink.
Where to live

**Hull**
The University of Hull offers various types of accommodation: catered halls of residence, self-catering on-campus flats and self-catering university-owned student houses. Some residences are specially adapted for students with disabilities.

All these options are open to you, but we recommend student houses or the ensuite rooms in Taylor Court flats for HYMS students, because these places offer a contract that matches the HYMS terms. The 34 to 37-week contract period in halls is shorter than the HYMS terms, so you would need to find another place to stay during the extra days. You might be able to move into a student house for this period.

Prices range from £69.16 to £82.18 per week for a student house (self-catered) to between £127.82 and £149.10 for a large, fully-catered room in university halls of residence.*

**York**
If you are based at York, you become a member of one of the University’s nine colleges, which all have their own on-campus accommodation. College rooms are single, and many of them have en-suite facilities.

All rooms are self-catering, but you can eat at one of the café bars or dining rooms around the campus. Most colleges also have a TV room, bar, common room and laundrette. There is specially appointed accommodation for those with disabilities.

For a single, standard, self-catering room, prices range from £101.92 to £124.32 per week, or £131.18 for a premium ensuite room.*

*These prices are for the academic session 2014–15; prices increase annually.
As well as all the things you can do in Hull and York, and the clubs and societies in the two universities, HYMS students have set up societies of their own:

- The Wilderness Medical Society runs a large variety of activities, including mountain biking, scuba diving, walking and rock climbing. They also organise workshops, talks and an annual conference on subjects such as disaster planning, military medicine and expedition medicine.

- The GP Society holds talks, social events and workshops for students interested in a career as a GP, and those who want a better understanding of primary care.

- Minds in Motion, which has won a national award, is our voluntary project reaching out to people with dementia, by offering activities at three Community Units.

Among the sports societies for HYMS students are men’s and women’s rugby teams, football teams and a riding club. In addition, HYMS MedSoc organises social events like barbecues, quizzes, nights out and formal balls.

You can find details of HYMS clubs and societies along with MedSoc activities on their website: [www.hymsmedsoc.co.uk/](http://www.hymsmedsoc.co.uk/)
How to apply

You must apply through UCAS directly to HYMS — institution code **H75** — not to the University of Hull or the University of York. Your application should reach UCAS by the published closing date, usually 15 October of the year before the start of the course. Late applications are not considered.

**Student intake**
We offer 140 places each year on the full five-year MB BS course, A100. There is no accelerated graduate entry. Ten places are reserved for international students from outside the EU/EEA. There are no other quotas.

**Campus allocation**
You must normally be prepared to accept allocation to the University of Hull or the University of York for the first two years of your course. This allocation (normally by ballot) is only made after all applicants have firmly accepted their offer of a place at HYMS. For more information, see [www.hyms.ac.uk/admissions](http://www.hyms.ac.uk/admissions).

**International students**
See page 46; for academic requirements, see pages 38-39 and our website.

**Applicants from other medical schools**
We do not accept transfer of students from other medical schools under any circumstances, because of the integrated nature of the HYMS course. We do not accept applications from anyone who has been enrolled at another medical school in the UK or abroad.

**Equal opportunities policy**
All applications are given full consideration irrespective of the applicant's age, race, colour, nationality, ethnic origin, creed, disability, HIV status, sexual orientation, gender, marital or parental status, political belief, or social or economic class.
Before you apply
You must have some ‘hands-on’ experience of helping frail or ill people. You should find out how the doctor’s role fits in with the rest of the healthcare team, in a hospital and in the community, even if you are not able to shadow a doctor. Get experience by talking to, observing or working (as volunteer or employee) with healthcare professionals in different settings. You should be realistic about the demands of being a medical student, and the positive and negative aspects of a medical career, and show that you understand, and are committed to, teamwork and the social context of healthcare.

Gap year
We welcome applicants who have taken a gap year before coming to HYMS, because so many students find the extra experience beneficial. You may apply in your A-level year (for deferred entry) or during your gap year. You must nevertheless be able to attend an interview on one of the fixed dates between December and February.

The UK Clinical Aptitude Test
All applicants must take the UKCAT during the (calendar) year when they submit their application. The test is open to all applicants regardless of A-level predictions. It is designed to test applicants’ aptitude for medicine, rather than testing knowledge. For further information, see www.ukcat.ac.uk.

The UKCAT score is used (as described in detail on the HYMS website), along with academic results, the UCAS personal statement and the interview, to make offers of places.

Useful reading
- Learning Medicine by P. Richards, S. Stockill, R. Foster and E. Ingall (CUP)
- Choosing a Medical School by A. Young et al (BPP Learning Media) second edition
- Getting into Medical School by S. Horner (Trotman)
Entry requirements

For all applicants

GCSEs
Eight grades A–C, including an A grade in Maths and English Language. We will accept English Literature grade A if you have grade B in English Language.

For school leavers

A-levels and AS-levels
Applicants should have studied at least four subjects at AS-level, and completed three A-level subjects within the usual two-year period of post-16 education. Our typical offer is AAA, including Biology and Chemistry, and grade B in a fourth subject at AS-level.

General Studies, Critical Thinking, Thinking Skills and Applied Science are not accepted. If you are considering Further Maths, please see the most up-to-date information on our website at www.hyms.ac.uk/undergraduate/entry-requirements.aspx. All other subjects are considered of equal merit as the third A-level. We welcome applicants who show evidence of breadth of interest, but a fourth subject at A-level will not advantage you, and A* grades will not be included in offers.

AQA Baccalaureate
Typical offer: AAA at A-level to include Biology and Chemistry, and B in a fourth subject at AS-level.

BTEC
We do not normally accept the BTEC National Diploma. Distinction in a single Level 3 BTEC Award or Certificate will be accepted with A-levels in Chemistry and Biology.

Cambridge Pre-U Diploma
Typical offer: Pass with D3 in three Principal Subjects/Global perspectives, including Biology and Chemistry.

Diploma
We do not normally accept the Diploma.

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

International Baccalaureate
Typical offer: a total of 36 points with grades of 6,6,5 in three higher-level subjects including Chemistry and Biology, and including bonus points for Theory of Knowledge and Extended Essay.

Irish Leaving Certificate
Typical offer: AAAAAAB at Higher level, including A1 in both Chemistry and Biology, taken at the first attempt.

Scottish Highers
Typical offer: AAAAB at Higher (H) level, including Biology and Chemistry both at grade A, taken in a single attempt in Secondary 5; and:

- either AA at Advanced Higher (AH) level Biology and Chemistry, plus an additional Higher at grade A, taken in Secondary Six;
- or AA at Advanced Level Biology and Chemistry, plus an additional Advanced Higher at grade B, taken in Secondary Six.

Welsh Baccalaureate Advanced Diploma (WBQ)
Typical offer: grade B Pass in the WBQ core, plus AA grades in A Level Biology and Chemistry, and a third subject at A-level grade B, excluding General Studies and Critical Thinking.

Mitigating circumstances and resits
We do not normally accept the results of resits taken in a third year of post-16 education. If extenuating circumstances were communicated to staff at the responsible educational establishment at the time when the exams were taken, we will consider documented
evidence of the circumstances, and then may agree to accept resits on an individual basis. This special consideration will normally only be given for temporary illness, accident or injury. Long-term illnesses which affect preparation for an exam or performance in an exam are not eligible for special consideration.

**For those other than school-leavers**

We welcome applicants who have taken the UKCAT, apply through UCAS by the closing date, meet our GCSE requirements, and have proof of recent and appropriate knowledge of Biology and Chemistry via a biomedical sciences degree, by studying these subjects to A-level, by taking an Access to Medicine course, or through the Open University.

Graduates should have at least upper second-class honours in their first degree and grades ABB at their first sitting of A-levels. Subsequent or higher degrees do not replace this entrance requirement.

**Biomedical Science graduates**

Biomedical Science graduates must have covered sufficient Biology and Chemistry in their course.

**Access and International Foundation courses**

We will consider applicants who are taking the following Access to Medicine courses in a single year, and have not previously taken Biology and Chemistry A-levels:

- College of West Anglia, King's Lynn,
- Sussex Downs College, Lewes,
- Lancaster University,
- Stafford College and New College Telford,
- Foundation Course in Clinical Science/Medicine, Bradford.

Typically our offer will require a distinction in each component of the course. We do not accept Access to Science courses.

If you are an international student, we will consider your application if you are currently taking the International Foundation in Medical, Biomedical and Healthcare Sciences, INTO, at St George's, University of London. You must achieve an overall score of 75%, with no less than 60% in any module, and you must not have previously taken Biology or Chemistry A-levels.

**Open University qualifications**

120 points from completed OU courses with Distinction in level 1 courses and Pass II in level 2 or 3 courses, chosen from relevant OU courses listed at [www.hyms.ac.uk/undergraduate/entry-requirements.aspx](http://www.hyms.ac.uk/undergraduate/entry-requirements.aspx).

**English language requirements**

All applicants must have Grade A in GCSE or IGCSE English Language, or equivalent. We also accept IB score of 6 at the standard level in English Language (as a first language), or IELTs score of 7.5, with a minimum of 7.0 in every component obtained within the last two years.

Resits are allowed, except in the case of IB students, who may sit GCSE/IGCSE English Language as an alternative. If you have not achieved the required standard, we may make an offer based on a pending resit of the same qualification. Please note that we do not accept GCSE/IGCSE English as a Second Language.

If our interviewers express concern about your spoken English, we may also ask for an IELTs overall score of 7.5, with a minimum of 7.0 in every component obtained within the last two years.
Health and disability
All offers of places are conditional upon a satisfactory occupational health assessment. For further information about this and the following issues go to:

www.hyms.ac.uk/undergraduate/for-successful-applicants/health-checks — Health checks, immunisation and blood borne viruses

www.hyms.ac.uk/undergraduate/before-you-apply/applicants-with-disabilities — Applicants with disabilities, dyslexia

Other requirements
Agreement to Conditions of Medical Training: Each year, all students must sign a copy of this Agreement, which is sent to them in the month before they register as a student at either university. For the current version of this agreement, see www.hyms.ac.uk/undergraduate/before-you-arrive.aspx.

Fitness to practise
If you have any prior convictions, cautions, reprimands or final warnings that are not ‘protected’ as defined by the ROA 1974 (Exceptions) Order 1975 (as amended in 2013) by S1 2013 1198, you must inform the HYMS Admissions Tutor in writing when you apply. For full details go to: www.hyms.ac.uk/undergraduate/our-applications-process/fitness-to-practise
HYMS aims to be fair, open and transparent when selecting applicants. The following criteria are considered:

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

Selection is a two-stage process: scrutiny of all available information leading to selection for interview, followed by interview for selected applicants. Offers will not normally be made without an interview. For detailed information on our selection procedure see www.hyms.ac.uk/undergraduate/our-applications-process/our-selection-procedure. We reserve the right to alter our process if considered necessary.

UCAS forms are assessed to ensure minimum academic standards have been achieved, including UKCAT scores.

Interviews are offered to the top-scoring candidates, ranked on the basis of UKCAT and academic ability.

Interview

Our interviews include one-to-one interviews and group tasks, assessed by a number of interviewers including health professionals, academic staff, lay people and senior medical students. Candidates are assessed on attributes that cannot easily be judged from a written application. Further details can be found at www.hyms.ac.uk/admissions/.

Ranking for final selection

Candidates are ranked again after interview. Places are offered to the top-ranked candidates. For up-to-date details see www.hyms.ac.uk/admissions/.

Feedback

Feedback is given only to unsuccessful applicants, who must request it in writing. As there are very many able applicants, most unsuccessful applicants have simply been surpassed in rank order by others. The usual feedback provided is therefore the applicant’s numerical score and position in the overall ranking.

Clearing

HYMS is unlikely to enter Clearing.

Our admission policy follows the Guiding Principles for the Admission of Medical Students agreed by the Council of Heads of Medical Schools (revised March 2010).
Diversity and widening access

The universities of Hull and York are committed to widening access to higher education. We welcome applicants who bring diverse experiences to the medical school community, including older students and graduates. For further information on our contextual data policy see [www.hyms.ac.uk/about-us/regulations-policies-and-codes-of-practice/policies](http://www.hyms.ac.uk/about-us/regulations-policies-and-codes-of-practice/policies).

We are closely involved in national and local initiatives to encourage the recruitment of potential doctors from all sectors of society. Our own Widening Participation programme includes a range of local projects to raise the aspirations of young people in the region’s schools and colleges, encouraging them to consider a career in medicine. HYMS students have a central role as ambassadors and role models in this programme, interacting with a wide range of young people. To find out more about all our projects, see [www.hyms.ac.uk/about/widening-participation.aspx](http://www.hyms.ac.uk/about/widening-participation.aspx).
At the time of going to print, tuition fees and funding for 2016-2017 applicants have yet to be announced.

For 2015-2016, the HYMS tuition fee was £9000 per year. Funding support for the first four years of our course was the same as for other undergraduate degrees:

• a tuition fee loan of up to £9000 per year
• a living cost loan of up to £5740 per year for students living away from home
• a maintenance grant of between £50 and £3387, depending on students’ household income (where this was more than £42,611, the grant was not available)
• a HYMS bursary of £3000

In the fifth year of the course, arrangements change. The NHS pays students’ tuition fees and awards a non-repayable bursary. Year 5 students may also be eligible for a non-means-tested grant and a reduced-cost loan.

For more details

To see the most up-to-date information about the fees and funding available for the HYMS course in 2016-2017 and beyond, see www.hyms.ac.uk/undergraduate/fees-and-funding.aspx.

For graduates

If you have already completed an undergraduate degree before you come to HYMS, you won’t be entitled to the same level of support. More details are at www.gov.uk/student-finance.

For international students

Students from other EU countries pay the same course fees as UK students, and are eligible for the fee waiver element of the HYMS bursary. They are also eligible to apply for the same tuition fee loan as UK students.

Students from outside the EU pay different fees. For more information, see overleaf.

The HYMS bursary

If you are ordinarily resident in the UK and your household’s residual income is £25,000 or less, you may be eligible for a HYMS bursary as follows:

• Years 1 and 2: £3000 in total, paid as £1500 fee waiver and £1500 cash towards your living costs
• Years 3, 4 and 5: £3000, which you can choose to take as a £3000 fee waiver, as £3000 cash, or as £1500 fee waiver and £1500 cash

All eligible students will be considered for the bursary, including graduates. For full details, including how to apply, see our website.

The above figures were correct at the time of going to print but may change for future years, including 2016-2017 entry.
International students

We believe that students from outside the UK bring valuable additional experiences to the medical school.

Who is an international student?
This depends on your residential category. If you are from outside the European Union and not a British citizen, you are competing for one of the ten separately funded places for international students, who are defined as ‘Overseas’ by their fee status. As part of our admission process, we review all UCAS applicants’ self-selected Residential Category and then contact you later if we require clarification. If you live anywhere in the EU or EEA, you must compete for one of the 130 places for ‘Home’ students.

Why choose HYMS?
Choosing to study medicine abroad is a big step, and we want to make you feel at home from the start. Our admissions team will advise and support you personally at every stage of your application.

With only 70 first-year medical students on each campus, you all get to know each other within the first few weeks after you arrive. You work in the same small group, meeting twice a week with two different tutors (PBL facilitator and clinical skills tutor), so you quickly get to know the school staff too. Your PBL facilitator is also your personal adviser. You have support and assistance with non-academic matters from the International Offices of both Hull and York universities.

Admissions requirements
Competition for places is intense. You must have an excellent command of the English language and meet our normal academic requirements and non-academic admissions criteria. If you are invited for interview, this will normally take place in Hull or York at HYMS on one of the interview dates (shown in advance on www.hyms.ac.uk).

Accommodation
All international students are guaranteed university accommodation in their first year and given priority in subsequent years.
Maintaining international links

All our students have the chance to study abroad during the elective period in Year 5. HYMS is actively developing links with medical schools outside the UK. The degree of MB BS (Hull York) is an EU-recognised primary medical qualification.

Fees

To check your fee status, see www.ukcisa.org.uk. EU students pay ‘Home’ fees and may be eligible for loans. Further information can be found at www.gov.uk/student-finance. Tuition fees for ‘Overseas’ students are fixed at least twelve months in advance, and are liable to a small annual increase. As an example, the tuition fee for entry in 2015 was £25,930. Up-to-date information is at www.hyms.ac.uk/undergraduate/international-students.aspx.

You should allow between £8,000 and £10,000 a year to cover your living costs in the UK.

“Arriving in a new city to start a new course can be daunting. However, I was put at ease straight away by the friendly staff at the university, who made the process as simple and smooth as possible.

“I was delighted to be allocated to a house with another medical student, whose presence certainly eased the initial introduction at various Freshers’ events and provided invaluable support throughout the year. Furthermore, having only a small population of students at each site, we got to know each other very well, enjoyed and benefited from this closely knit community during our studies and spare time.

“I find the city of Hull where I was based a very welcoming community for international students from all over the world, with plenty of places to enjoy their company, explore their culture and relish their native cuisine.”

Han Cao, alumnus of HYMS
Contacts

For admissions enquiries
telephone 01904 321690

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

The map shows the NHS area where you will be working on placement. In your first two years, your clinical placements will be close to Hull and York. After that, your placements follow a rota in a variety of settings around Hull, Grimsby, Scarborough, Scunthorpe and York.