



PARTNERS ACADEMIC SUMMER SCHOOL 2025

Syllabus for Medicine

Subject Area

This syllabus is for PARTNERS applicants seeking to progress to the degrees of:

- A100 MBBS Medicine and Surgery
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Aims

To allow students to demonstrate their potential to succeed in specified degree programmes by showing a grasp of entry-level subject-specific knowledge, understanding, cognitive and subject-specific skills.

Learning Outcomes

A good knowledge and understanding of ...

- Describe the anatomical position
- Define key anatomical terms and planes
- Identify the main regions and systems of the body
- Describe the boundaries and contents of the thorax
- Describe the different components of the respiratory system and their function
- Describe and identify the basic anatomy of the respiratory tract and lungs
- Describe and identify the structures that make up the thoracic cage
- Describe and identify the muscles of respiration
- Describe and identify the anatomy of the pleura
- Describe how expansion of the thorax causes expansion of the lungs
- Describe the sequence of events in the respiratory cycle
- Describe which respiratory muscles are active during inspiration and expiration
- Explain how pneumothorax and haemothorax affect ventilation
- Describe the relevance of ethics in medicine
- Describe how to take a focused history from a person presenting with symptoms suggestive of respiratory disease
- Describe how to correctly use a stethoscope
- Describe how to perform a basic examination of the respiratory system and the lungs with the use of inspection, palpation, percussion, and auscultation

- Describe how to apply appropriate infection prevention control measures when examining a patient
- Describe how to communicate sensitively and clearly using an ethical approach when examining a patient
- Describe how to gain appropriate consent from a patient
- Describe the risk factors, pathogenesis, and clinical features of different common respiratory diseases
- Describe the principles and clinical use of different imaging techniques in clinical radiology.

The ability to apply this knowledge and critical understanding to...

- Apply the principles of clinical reasoning in formulating a differential diagnosis between the different presentations of respiratory disease
- Apply understanding of gross anatomy of the thorax to cadaveric images and specimens
- Apply understanding of gross anatomy of the thorax to interpret clinical images
- Critically evaluate ethical and legal issues

Competence in...

- Professional behaviour in clinical environments
- Communication skills - an overview of how to undertake an effective clinical history from a patient with suggestive respiratory disease
- Clinical skills - an overview of how to perform a basic examination of the respiratory system in relation to inspection, palpation, percussion and auscultation

Summer School Syllabus

The Summer School mirrors the format of a case in Year 1. It centres around a patient called John who presents to the Emergency Department with respiratory symptoms. The timetabled sessions and asynchronous material covered during the Summer School link to this clinical case.

The Summer School begins with some time to go through induction materials followed by a live online Case Launch. There is then time to independently work through asynchronous anatomy materials before attending a live online Q&A about these resources. On the second online day, there is time to independently study asynchronous physiology resources before attending a live online physiology quiz. The afternoon of the second day involves a live online ethics session and time to independently study asynchronous resources on history taking and clinical skills. Knowledge from the asynchronous resources will be needed for the on-campus sessions.

The first in-person session is in small groups to give students a chance to get to know some people on the Summer School as well as their Academic Mentor. This is followed by a pathology lecture. The next session consolidates some of the learning from the asynchronous resources on history taking, ready for the afternoon session. The afternoon involves rotating around three activities: history taking, a clinical skills practical and an assessment Q&A. The history taking session forms the basis of one of the assessment tasks.

The final day of the Summer School starts with rotating around three activities: an anatomy practical, an imaging practical and a clinical reasoning seminar. These are followed by a Case Round-up delivered by a Respiratory Physician.

By the end of the Summer School, students will have experienced a version of a Year 1 case, been introduced to studying anatomy, clinical skills, history taking, physiology, ethics and pathology at university-level, and have experienced assessments similar to those used in Year 1.

Students are expected to attend all sessions and attend on time. Non-attendance or lateness must follow the procedure outlined in the induction materials and in the Case Launch (i.e. email the Strand Leader to explain why). Students are expected to engage with asynchronous materials and during in-person sessions.

Clinical Skills practical guidelines

- Please dress bare below the elbow where possible (as you would in a clinical environment e.g. no watches, long sleeves, jewellery).
- Please keep your hair tied back.
- Food and drink is not allowed in the Clinical Skills Lab. This includes your own water bottles but there is water available.
- Students will be doing respiratory examinations so may want to wear a thin T-shirt if they are comfortable with being examined.

Dissecting Room (DR) guidelines

- Students need to sign a Code of Conduct. Instructions on how to do this will be provided in the induction materials.
- Please wear appropriate clothing and tie long hair back.
- Students need to leave all of belongings in a locker.
- No food, drink or mobile phones are allowed in the DR.

Activities for Personal Study

Students should spend time outside timetabled sessions working through the asynchronous resources provided and consolidating learning from timetabled sessions. Working through asynchronous resources may include, but is not limited to, reading the material provided, watching videos, making notes, looking up

unfamiliar terms, finding further sources of information to help understanding, and creating resources to aid personal study. Some of the asynchronous material needs to be studied before a timetabled session to get the most out of the timetabled activities. Consolidating learning from timetabled sessions may include, but is not limited to, making notes, looking up unfamiliar terms, finding further sources of information to help understanding, creating resources to aid personal study, and personal reflection.

Recommended resources/reading:

- Asynchronous resources on Canvas (Induction materials, Anatomy, Physiology, History Taking and Clinical Skills)
 - Gray's Anatomy for Students, 5th Edition, Drake
 - Medical Physiology, 3rd Edition, Boron
 - Kumar and Clark's Clinical Medicine, 10th Edition, Feather, Randall & Waterhouse
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On-Campus Teaching:

Wednesday 2nd (PM), Thursday 3rd July & Friday 4th July

Online Teaching:

Monday 30th June & Tuesday 1st July

Formative Assessment Details

One written reflective piece and one timed exam

More details will be given during the event by your Academic Strand Lead.

Hand-in Method

Digital

Assessment deadline

Wednesday 9th July – 2pm