UNIVERSITY OF WOLVERHAMPTON

Course Specification

Published Date:	15-Sep-2026
Produced By:	Multi Type Usr Record For All Personnel
Status:	Course currently being validated

Core Information

Awarding Body / Institution:	University of Wolverhampton		
School / Institute:	Black Country Medical School (TBC)		
Course Code(s):	MD001H01UM	Full-time	5 Years
UCAS Code:			
Course Title:	MBChB Medicine		
Hierarchy of Awards:	Bachelor of Medicine and Surgery Medicine TBV Bachelor of Science with Honours Medicine TBV Bachelor of Science Medicine TBV Diploma of Higher Education Medicine TBV Certificate of Higher Education Medicine TBV		
Language of Study:	English		
Date of first cohort:			
Specification valid from:			

Academic Staff

Course Leader:	
Head of Department:	

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Standard Provision (Not delivered in partnership)
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

GCSE (or equivalent) qualifications. The requirement is a minimum of 6 GCSEs/IGCSEs at grade 6/B or above, which must include English Language, Mathematics. Chemistry, Biology or Double Science (or international equivalent)

And

A Levels: Minimum grades AAA, with Chemistry and Biology being compulsory and any third subject excluding General Studies and Critical Thinking. Applicants who meet our specified widening participation criteria may be eligible for a contextual offer of ABB (or international equivalent)

Or

International Baccalaureate (IB) Diploma: 37 overall (7,6,6 at Higer Level in 3 subjects which must include Chemistry and Biology)

Or

Scottish Advanced Highers: AAA to include Chemistry and Biology

A list of international equivalents is available from our admissions team.

AND

We require all students to take the University Clinical Aptitude Test (UCAT). The scores from this test will be considered alongside the other required qualifications.

Applicants who have resat or are resitting GCSEs, A Levels or accepted equivalent qualifications will be considered.

For applicants taking a degree, a minimum of a 2.i in any discipline plus 3 A levels at grades ABB to include Chemistry and Biology, and the same GCSE requirements as stated above. The university degree must be from a recognized UK ENIC approved University. Graduates must complete all 5 years of our programme. We do not offer an accelerated graduate entry medical programme at Wolverhampton.

International applicants must demonstrate a high-level of English Language skills (IELTS 7.0 overall, with 7.0 in all the components of reading, writing, listening and speaking), unless a national of a majority English speaking country, or a qualification from overseas deemed to be equivalent to a UK degree, taught in a majority English speaking country (full details available from admissions team).

No offers are made without interviews. These are normally held remotely (online) in the format of multi mini-interviews (MMIs). We do not specify a minimum amount of work experience although all candidates will be expected to demonstrate a commitment to study medicine and work experience is a useful way of demonstrating this.

Conditional offers will be made subject to:

Confirmation of educational results

Submission of a health questionnaire and occupational health clearance and the satisfactory completion of an Enhanced Disclosure and Barring Service (DBS) check (UK Criminal Records Check)

For applicants living outside UK, a Certificate of Good Conduct/Police Check

Obtaining the necessary Visa and Home Office permissions to live and study in the UK

Distinctive Features of the Course:

As one of the newest medical schools in the United Kingdom we have been able to design a modern and innovative programme that allows our students to gain a deep understanding of the science of medicine whilst at the same time developing into caring doctors that have an appreciation of the place of medicine in society. You will be taught by subject matter expert scientists and active clinicians, who are all motivated by the desire to train the next generation of doctors. Our course is built around a number of priorities including ensuring students understand the “human condition”, the life course from birth, growth, maturity, and old age. We focus on how modern medicine can ensure people stay as healthy as possible throughout their lives (public and occupational health). We also place emphasis on the interplay between physical illness and emotions, including the psychosocial aspects of medicine, team-working, and dealing with uncertainty. You will generally be taught in small groups, in seminar rooms, clinical skills spaces, and with access to state-of-the-art clinical simulation facilities. As a relatively small medical school we are able to provide a more personalised experience to our students than some of the larger schools, in a very supportive environment. The university of Wolverhampton is recognised for the excellent support it provides to international students and those from the UK that come from diverse backgrounds. You will receive detailed feedback about your progress throughout the course including how to improve. Put simply, we are about training the very best doctors for the 21st century.

We are called the Black Country because we are based in the West Midlands (including Wolverhampton, Dudley, Walsall and Sandwell), an area that saw intense industrial activity and pollution in the 19th century. Urban regeneration has changed the landscape, but it is still an area of high healthcare needs. You will undertake a range of clinical placements in the community (general, family practice) and in all the core hospital specialties. This means our students can learn from people with a variety of disorders, developing the experience, skills, and confidence to practice as doctors and equipping them for a life-long career in medicine.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2027/8	Overseas	Full Time / Sandwich	£47000.00

PSRB:

None

Course Structure:

September (Full-time)

Module	Title	Credits	Period	Type
4MD001	Fundamentals of Medicine 1	120	INYR	Core

September (Full-time)

Module	Title	Credits	Period	Type
5MD001	Fundamentals of Medicine 2	120	INYR	Core

September (Full-time)

Module	Title	Credits	Period	Type
6MD001	Clinical Practice 1	120	INYR	Core

September (Full-time)

Module	Title	Credits	Period	Type
6MD002	Clinical Practice 2	120	INYR	Core

September (Full-time)

Module	Title	Credits	Period	Type
6MD003	Advanced Clinical Practice	120	INYR	Core

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Regulations Exemption:

Please see regulations in relation to this course.

Reference Points:

UK Quality Code for Higher Education

Qualifications and Credit Frameworks

Subject Benchmark Statements

University Policies and Regulations

Equality Act 2010: guidance - GOV.UK

Apprenticeship Standard

Outcomes for graduates - GMC

Promoting Excellence - GMC https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/promoting-excellence

Overview of Assessment:

As part of the course approval process, the course learning outcomes were mapped to each of the modules forming the diet of the programme of study. This process confirmed that all course learning outcomes can be met through successful completion of the modules. This mapping applies to the final award as well as to all of the intermediate awards.

Learning Outcomes	Modules
CERTHE01 Demonstrate knowledge of the underlying concepts, theories and principles associated with your area(s) of study. (Knowing)	
CERTHE02 Evaluate, interpret and apply data, to develop ideas and discussion in your subject(s) of study. (Knowing)	
CERTHE03 Use different approaches to solving problems related to your area(s) of study (Doing)	
CERTHE04 Communicate the results of your study/work accurately and reliably, and with structured and coherent arguments (Doing)	
CERTHE05 Identify and undertake further training and develop new skills to support your learning (Being)	
CERTHE06 Identify personal qualities and transferable skills necessary for further study and/or employment (Being)	
DIPHE01 Demonstrate knowledge and application of the concepts and principles of your area(s) of study. (Knowing)	

Learning Outcomes	Modules
DIPHE02 Demonstrate the application of those principles in an employability and/or professional practice context. (Knowing)	
DIPHE03 Identify and use methods of enquiry in the subject(s) and evaluate the appropriateness of different approaches to solving problems in study. (Doing)	
DIPHE04 Use a range of new and established techniques to explore and critique data and sources of information, to solve problems within your subject (Doing)	
DIPHE05 Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences. (Being)	
DIPHE06 Show personal responsibility and decision-making to developing existing skills and acquire new competences that will enable you to reach your employability goals. (Being)	
BHONSN01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at the forefront of your discipline. (Knowing)	
BHONSN02 Apply the methods and techniques that you have learnt to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects (Knowing)	
BHONSN03 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. (Doing)	
BHONSN04 Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing)	
BHONSN05 Developed analytical techniques and problem-solving skills that can be applied in many types of employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. (Being)	
BHONSN06 Assess, propose and justify your qualities and transferable skills necessary for employment. (Being)	
BHONS01 Demonstrate a systematic understanding of key aspects of your field of study, including acquisition of coherent and detailed knowledge, at the forefront of your discipline. (Knowing)	
BHONS02 Apply the methods and techniques that you have learnt to review, consolidate, extend and apply your knowledge and understanding, and to initiate and carry out independent studies or projects (Knowing)	
BHONS03 Devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. (Doing)	

Learning Outcomes	Modules
BHONS04 Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences. (Doing)	
BHONS05 Developed analytical techniques and problem-solving skills that can be applied in many types of employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances. (Being)	
BHONS06 Assess, propose and justify your qualities and transferable skills necessary for employment. (Being)	

Teaching, Learning & Assessment Strategy/(Learning and Teaching):

The course follows a spiral model with topics introduced at appropriate levels, and returned to at other points in the curriculum. you will be taught by medical professionals from a wide range of practice, industry and research backgrounds. During your time on campus, you will encounter a variety of learning and teaching methods, including:

- Face-to-face and online lectures
- Group work and problem-based learning
- Seminars
- Clinical skills training
- Independent study
- Practical sessions
- Interactive workshops and tutorials
- Online resources

Group sessions are designed to encourage students to work collaboratively and have a range of activities to offer a flexible, inclusive and engaging learning experience. Resources range from workbooks, to on-line applications and hi-fidelity simulation to promote the ethical use of digital tools within the healthcare environment.

In addition to these learning methods, you will also spend time each year on a series of placements. You'll work under the supervision of a range of medical and healthcare professionals from our network of carefully selected NHS trusts and primary care providers. Serving an exceptionally diverse range of communities and settings, such as inner-city areas, towns and rural locations, each placement will allow you to encounter a wide range of patients and experiences, giving you an excellent foundation for your future medical career.

Assessment Methods/Assessments:

The purpose of assessments across the MBChB programme is to ensure that graduates are competent to undertake Foundation Training. The assessments are designed to assess professional knowledge, skills, and behaviour competencies as outlined in the programme learning outcomes consistent with the GMC Outcomes for Graduates 2018. The assessments each year reflect the competence level for that year and are aligned with the year's learning outcomes. Across the programme, you can expect a range of assessment methods including single best answer and short answer questions, reflections, presentations, Objective Structured Clinical Examinations (OSCE) and assessment of practice within the practice setting.

The programme provides opportunities for students to practise and receive feedback on assessments both in terms of content and structure of the exams. This includes regular quizzes that test content knowledge and formative exams that follow the structure of the final assessments. In Year 1, for example, students undertake a formative practical exam (OSCE) that prepares them for the summative exam in Year 2.

The range of assessment styles, patient study, poster, single best answer, short answer questions develop critical thinking and problem-solving skills.

All assessments are designed to ensure inclusivity and accessibility both in terms of content and style, whilst ensuring a robust assessment. Practical examinations (OSCEs) are designed around real-world scenarios and assessments such as patient case studies are reflective of the healthcare settings.

Further Information for Student:

Transitional Support:

The MBChB includes a period of Induction at the start of each year to support students in developing a sense of belonging in the University of Wolverhampton, the Black Country region and the medical school. Our induction processes are designed to support students through critical periods of transition and lay the foundation for their growth and development throughout their time at the BCMS. Induction activities include those at the university level, those delivered on campus by the medical school, and (importantly), the local inductions provided in conjunction with clinical placement providers. Pre-arrival support around practical matters, finance, visas, accommodation, etc. is also available.

Academic support is provided in a number of ways. Each student will have a Personal Tutor who will support their academic development, and, in clinical years, a named educational supervisor who oversees all clinical placements.

We employ a range of teaching, learning and assessment methods. There is an emphasis on working with peers to apply learning and solve problems, and we use technology and digital resources to make materials more accessible, to enhance learning and to make it fun. Modes of assessment include in-course assignments, computer-based knowledge exams, practical clinical skills tests, and continuous assessment of professional behaviour. The school delivers feedback sessions on assessment to support student learning.

Prior to all clinical placements, students will be given both practical advice and support (location of placements, expectations etc.) as well as practising necessary skills in simulation, for example, history taking and examination techniques.

The student voice is an important part of the programme and both formal and informal feedback is sought from the student body via a range of mechanisms. The school will consider all feedback and make adjustments where necessary to further develop and enhance the student experience.

Student Support:

The University provides a wide range of academic and pastoral support to help students succeed in their studies and personal development. This includes access to the Library and Skills for Learning service, academic coaching for Level 3 and 4 students, and tailored advice from the Careers and Enterprise teams. Students also benefit from 24/7 wellbeing support through WLV Student Life Connect, pastoral care via the Multi-faith Chaplaincy, and assistance from the Mental Health and Wellbeing team. Those living in university accommodation have additional access to Residential Life support, and all students can engage with the Students' Union for advocacy, societies, and further peer-led services.

Placement support will be established with partner NHS providers. The University will coordinate with the existing well-established support mechanisms in placements via Trust Education centres and GP practices, linked into local arrangements and university processes. Students remain supported via university mechanisms whilst on workbased placements and will also access support via the educational teams in each work setting who are highly experienced in providing support and guidance for medical students.

Currency:

Medical degrees are regulated by the General Medical Council (GMC) and any changes to requirements to the course will be undertaken as necessary. The school and its staff will keep abreast of developments in medical education and incorporate them into design and delivery appropriately. In addition, we work closely with the team at Aston University (the BCMS contingency partner school) to ensure that course content and educational approaches reflect contemporary best practice. Finally, we work in collaboration with local practitioners and researchers to ensure course content (theory and practice) remains current.

Evaluation and feedback will be reviewed and any suggested changes will be considered within the school by the relevant committees, which will include student representation.

The course in rooted in real-world delivery and all teaching and assessment is grounded in the real-world examples and experience.

Students will be encouraged to consider undertaking small research projects and to develop research skills. Interdisciplinary Professional Learning (IPL), where medical students learn and practise, along side other healthcare professionals, is built in the design of the course. This both trains the student for clinical work in the future and fosters interdisciplinary education.

Personalisation Opportunities:

Throughout the course students will have the opportunity to select topics and projects that reflect their personal interests, for example, in choosing patient case studies as part of their clinical work. They will have the opportunity to pick from a range of Student Selected Components and to shape these to reflect interests and goals.

The study of medicine deals with patients from all areas of life and the course reflects diverse perspectives and identities.

The course uses feedback from multiple sources and students are encouraged to reflect on their learning journey, to use feedback in a positive and productive way to enhance and develop as medical practitioners and individuals.

Employability in the Curriculum/Employability and Professional Development:

Once you have successfully completed your five-year MBChB degree with us, you will have a variety of education and training options available to you depending on what you want to achieve from your career.

UK Foundation Programme

This is a two-year integrated training programme for newly qualified foundation doctors who are eligible for provisional registration with the GMC. You can register your interest in a variety of rotations and settings. Currently, non-UK/non-EEA nationals who graduate from a UK medical school wishing to undertake a recognised, two-year full-time foundation programme (including academic programmes) are eligible to extend their Tier 4 visa to cover the duration of the training programme. Our qualified visa team will be on hand to provide you with advice and support should you wish to take this career path.

Registration

Currently in the UK, full registration with the GMC occurs on successful completion of foundation year one. However, foundation year two must be completed before entering specialist training. The length of this training varies according to the speciality. For example, three years of specialist training is required for general practice, with five to seven years required for hospital specialities.

Continuing your training and career overseas

If you decide to continue your training outside of the UK, you will need to refer to that country's government body guidelines for details on eligibility, application and processes.

We will support you by offering you a multi-staged appointment with our medical careers lead to discuss your future plans and provide you with relevant information and advice. In order to provide our students with the best opportunities we are establishing specific international career structures and routes by building links with educational establishments and hospitals globally.