

Programme Specifications

MEDICAL AND VETERINARY SCIENCE TRIPOS

1	Awarding body	University of Cambridge
2	Teaching institution	Faculty of Biological Sciences
3	Accreditation details	General Medical Council Royal College of Veterinary Surgeons
4	Name of final award	B.A. (Hons) (for all students) 2 nd MB/2 nd Vet MB
5	Programme title	Medical and Veterinary Sciences
6	UCAS code	A100MB/BChir D100MB/VetMB
7	JACS code(s)	A300
8	Relevant QAA benchmark statement(s)	Medicine; Veterinary Medicine
9	Qualifications framework level	6 (Honours)
10	Date specification produced/ last revised	October 2006
11	Date specification last reviewed	June 2015

Programme Aims of Medical and Veterinary Sciences (Part I)

In the first two years, medics and vets study for both the Tripos and for the professional qualification of 2nd MB/2nd Vet MB. Some courses are assessed for both qualifications; some are for professional purposes only.

The programme aims to:

- 1) to provide high quality education in clinically relevant biosciences leading to intellectually self-reliant graduates of the calibre sought by the profession.
- 2) to provide a stimulating and challenging learning environment where teaching is informed and enhanced by research to international standards of excellence.
- 3) to provide training and experience in the scientific principles and practice of research and its evaluation.
- 4) to continue to attract outstanding students from a variety of backgrounds, and to develop their potential to enable them to contribute fully to the cultural and intellectual base of society.
- 5) to contribute to the national and international needs for practitioners and leaders in the medical and veterinary professions.

Programme Outcomes for Medical and Veterinary Sciences (Part I)

By the end of the first two years (MVST Part IA and IB) preclinical students should have:

- 1) knowledge and understanding of the basic principles and processes of biomedical science;
- 2) been introduced to common forms of disease and the contribution made by biomedical science to understanding their basis;
- 3) begun to develop observational and deductive skills in associating molecular and cellular events with the outcomes of disease;
- 4) acquired basic laboratory manipulative skills and begun to develop skills in analysis and interpretation of experimental data;

- 5) acquired basic information technology skills in searching for and retrieving information;
- 6) begun to develop skills in oral and written communication and in learning through curiosity ;
- 7) begun to develop skills in listening to and dealing with patients;
- 8) become aware of the standards of competence, care, conduct and responsibilities expected of a member of the medical or veterinary profession;
- 9) become enabled to progress to clinical training.

Teaching and Learning Methods

Each subject within Part I of the course employs a variety of teaching and learning methods, including lectures, small-group teaching sessions (supervisions), computer work, practical classes, and problem based learning. In addition, medical students undertake a programme of patient contact (PfP), and vets engage in practical animal handling as part of the Principles of Animal Management course. Vets also undertake farm practice through the Extra Mural Studies programme.

At Part II, in addition to lectures, students undertake a dissertation, based on literature review or laboratory project work.

Support for Students and their Learning

There is an extensive provision of student support and guidance, involving among other things

- 1) Introductory sessions at the beginning of their first year.
- 2) Individual course handbooks and websites.
- 3) University, Departmental and College libraries and computing facilities.
- 4) Students are assigned a Director of Studies and a personal Tutor by their College.
- 5) Small group tutorials (supervisions) provided by Colleges with collaboration of Departments.
- 6) Extensive staff contact in practical classes.

Criteria for Admission

Because students will be simultaneously gaining academic and professional qualifications, selection for admission in **medicine** is rather more complex than for most subjects, and involves four separate hurdles:

- 1) students have to satisfy the course entry requirements, which are:
 - Part A:
Requires General Certificate of Secondary Education (GCSE) passes at grades A, B or C in Double Award Science and Mathematics
(Note: Single awards in GCSE Biology and Physics may be substituted for Double Award Science).
 - Part B:
Requires General Certificate of Education (GCE) Advanced (A2) or Advanced Subsidiary (AS) Level passes in three of the following subjects: Biology; Chemistry; Mathematics; Physics. One of the subjects must be Chemistry and at least one pass must be at GCE A2 Level.
- 2) students must also meet the criteria that have been formulated by the Council of the Heads of Medical Schools as being necessary in order to start as a medical student

- 3) the Cambridge course is scientifically demanding and nearly all successful candidates gain at least three A grades at A-level. From 2015 the standard entry requirement for Cambridge has been set at A*A*A
- 4) students must also undergo a check for any criminal record through the Disclosure and Barring Service (or similar if from overseas).

For admission in **veterinary medicine**, the requirements are broadly similar:

- 1) students have to satisfy the course entry requirements, which are:
 - Part A:
Requires General Certificate of Secondary Education (GCSE) passes at grades A, B or C in Double Award Science and Mathematics
(Note: Single awards in GCSE Biology and Physics may be substituted for Double Award Science).
 - Part B:
Requires General Certificate of Education (GCE) Advanced (A2) or Advanced Subsidiary (AS) Level passes in three of the following subjects: Biology; Chemistry; Mathematics; Physics. One of the subjects must be Chemistry and at least one pass must be at GCE A2 Level.
- 2) the Cambridge course is scientifically demanding and nearly all successful candidates gain at least three A grades at A-level. From 2015 the standard entry requirement for Cambridge has been set at A*A*A
- 3) students must also undergo a check for any criminal record through the Disclosure and Barring Service (or similar if from overseas).

Mechanisms for evaluating and improving the quality of student learning support

Students have termly meetings with their College Tutor and Director of Studies to monitor and review their progress. This is facilitated by reports submitted to the Colleges by the student's supervisors on each course.

The College tutorial and pastoral system is backed up by the Medical and Veterinary Student Progress Panel, which maintains a general overview of medical and veterinary student progression throughout both the preclinical and clinical course at Cambridge. It also monitors the cases of students who for one reason or another may be having problems with the course. This may be because of illness, personal difficulties or due to repeated examination failures.

Each course in the MVST has a course management (or teaching) committee, which regularly reviews the content of that course, student feedback and comments from examiners. Students are represented on these committees. There are also termly Course Panel meetings for each subject, at which several student representatives are present, and where the responses to feedback questionnaires returned by the year group are discussed.

All courses have External Examiners, who are required to submit a report on the examination to the University. This is normally responded to by the Head of Department, or an appointed deputy with appropriate input from the Director of Education for the School of Biological Sciences. The report and response is scrutinised by the General Board's Education Committee.

The first two years of the course are managed by the MVST I Committee. This Committee reports to the Faculty Boards of Biology and Clinical Medicine or Veterinary Medicine and to the Medical Education Committee or Veterinary Education Committee which take an overview of the whole course, pre-clinical and clinical, and advise on changes necessary to meet changing demands of the professional bodies. Students are represented on these committees and encouraged to survey their colleagues and raise matters for consideration.

All Departments teaching in the Tripos are reviewed by the General Board once every six years.

Assessment

The examination for each subject of MVST 1A and 1B is divided into three sections. Sections I and II are assessed for both the Tripos and the 2nd MB/2nd Vet MB. Section III is assessed for the Tripos only.

- Section I is a theory paper, and is assessed either by MCQ or short notes.
- Section II is a practical or data handling paper, and is usually assessed by MCQ or short notes.
- Section III is an essay paper.

The Third Year

A range of courses is available in year three. Students may take in-depth courses in many of the subjects studied in their first two years; these are offered in the NST Part II courses. Students who wish to maintain breadth of study can combine courses from different departments in NST Part II BBS. Alternatively, they may choose to take courses in something rather different, such as Anthropology, Management Studies or Philosophy.

Outline of the Part I Medical and Veterinary Sciences Tripos

Individual courses focus on the “core” scientific knowledge, which doctors or vets need to have in order to cope with clinical practice.

Students who do not have A level Biology may take a short preparatory on-line course in **Cell Biology**.

First Year Courses

Second MB and Tripos

- 1) the overall layout of the structures of the body is covered in **Functional Architecture of the Body** (Medics) and **Veterinary Anatomy and Physiology** (Vets)
- 2) the chemical and molecular mechanisms underlying the functions of the body and the mechanisms that govern inheritance in **Molecules in Medical Science** (Medics and Vets)
- 3) the mechanisms that underlie communication within the body, and the maintenance of the stability of the internal environment in **Homeostasis and Histology** (Medics and Vets)

Second MB (Medics)

- 1) The **Preparing for Clinical Practice** course comprises two components:

- i) Patients, ethics and societal context are introduced in **The Social Context of Health and Illness**
 - ii) students begin encountering patients in the community in **Preparing for Patients A (PfPA)**. Subsequent parts of this course take place in the second year (PfPB and PfPC) and in the third year (PfP D), and satisfactory completion of all four parts is required for Second MB qualification.
- 2) basic concepts of epidemiology and biostatistics as tools for critical assessment of the quality of scientific evidence and appropriate inference are introduced in the **Introduction to the Scientific Basis of Medicine**

Second Vet MB (Vets)

- 1) The **Principles of Animal Management** course comprises two components:
 - i) fundamental principles of the important components of animal management, namely: nutrition, reproduction, breeding, housing and environmental control, behaviour, animal welfare and ethics
 - ii) practical training in animal handling and restraint techniques
- 2) basic concepts of epidemiology and biostatistics as tools for critical assessment of the quality of scientific evidence and appropriate inference are introduced in **the Introduction to the Scientific Basis of Medicine**

Second Year Courses

Second MB and Tripos

- 1) the mechanisms by which drugs act upon the body are covered in **Mechanisms of Drug Action** (Medics and Vets)
- 2) the biological processes underlying disease are dealt in **Biology of Disease** (Medics and Vets)
- 3) the structure and function of the reproductive system is covered in **Human Reproduction** (Medics)
- 4) the overall structure of the head and neck is covered in **Head and Neck Anatomy** (Medics)
- 5) the structure and function of the sense organs and the central nervous system, and the study of mental processes and psychology are covered in **Neurobiology and Human Behaviour** (Medics)
- 6) the structure and function of animal reproductive systems in **Veterinary Reproductive Biology** (Vets)
- 7) the structure and function of the sense organs and the central nervous system and basis of animal behaviour are covered in **Neurobiology and Animal Behaviour** (Vets)
- 8) further study of veterinary anatomy is undertaken in **Comparative Vertebrate Biology** (Vets)

Second MB and Second Vet MB

- 1) Medics continue to develop their experience in **Preparing for Patients B and C (PfPB and C)**.
- 2) Vets undergo further development of experience in **Preparing for the Veterinary Profession (PfVP)**.

The tables below summarise these courses and their assessment, and details of the aims and content of individual courses are provided in the following sections.

MVST Part IA (First Year) Medical and Veterinary Courses

	Medical Students	Veterinary Students	Assessment		
Enabling courses	Cell Biology		not separately assessed		
	Histology				
Common courses	Homeostasis (HOM)		2nd M.B.	2nd Vet M.B.	Tripes
	Molecules in Medical Science (MIMS)		2nd M.B.	2nd Vet M.B.	Tripes
	Introduction to the Scientific Basis of Medicine (ISBM)		2nd M.B.	2nd Vet M.B.	
Parallel courses	Functional Architecture of the Body (FAB)		2nd M.B.		Tripes
		Veterinary Anatomy and Physiology (VAP)		2nd Vet M.B.	Tripes
Clinical strand	The Social Context of Health and Illness (SCHI)		2nd M.B.		
		Principles of Animal Management (PAM)		2nd Vet M.B.	
	Preparing for Patients A (PfPA)		2nd M.B.		

MVST Part IB (Second Year) Medical and Veterinary Courses

	Medical Students	Veterinary Students	Assessment		
Common courses	Biology of Disease (BOD)		2nd M.B.	2nd Vet M.B.	Tripes
	Mechanisms of Drug Action (MODA)		2nd M.B.	2nd Vet M.B.	Tripes
Parallel courses	Human Reproduction (HR)		2nd M.B.		Tripes
		Veterinary Reproductive Biology (VRB)		2nd Vet M.B.	Tripes
	Neurobiology and Human Behaviour (NHB)		2nd M.B.		Tripes
		Neurobiology and Animal Behaviour (NAB)		2nd Vet M.B.	Tripes
	NHB Psychology Extension		Assessed with NHB		
	Head and Neck Anatomy (HNA)		2nd M.B.		Tripes
		Comparative Vertebrate Biology (CVB)		2nd Vet M.B.	Tripes
Clinical strand	Preparing for Patients B (PfPB)		2nd M.B.		
		Preparing for the Veterinary Profession (PfVP)		2nd Vet M.B.	

Part IA Molecules in Medical Science (MIMS)
(Tripos, 2nd MB/2nd Vet MB)

This course is run by the Department of Biochemistry with contributions from the Departments of, Genetics, Pathology, Pharmacology and Veterinary Medicine, the Clinical School and MRC Human Nutrition Research

Aims

The course aims to provide students with a basic understanding of:

- 1) the molecular architecture of eukaryotic cells and organelles, including membrane structure and dynamics;
- 2) the principles of bioenergetics and enzyme catalysis;
- 3) the chemical nature of biological macromolecules, their three-dimensional construction, and the principles of molecular recognition;
- 4) dietary requirements of man and selected domestic animals;
- 5) the metabolism of dietary and endogenous carbohydrate, lipid and protein;
- 6) the principles and major mechanisms of metabolic control and of molecular signalling by hormones;
- 7) the control of cell proliferation;
- 8) how the DNA in a genome is organised, replicated and repaired;
- 9) how genetic information in the DNA is selectively expressed as functional RNA or proteins;
- 10) how genes are transmitted between generations, and how and when errors can arise;
- 11) how natural polymorphism and genetic variation can give rise to mutant genes, and how these genetic errors are inherited;
- 12) how inherited genetic errors can cause both single gene and multifactorial diseases and the consequences of this inheritance for individuals and populations;
- 13) the tools used in molecular genetics, and their potential applications to medical and veterinary science;
- 14) from their own laboratory practice, the experimental dimension of the molecular approach to biology;
- 15) the significance for clinical and veterinary practice of the molecular approach to medical science;

Learning outcomes

By the end of the course, students should be able to:

- 1) demonstrate knowledge and understanding of the molecular machinery of living cells;
- 2) demonstrate knowledge and understanding of the principles that govern the structures of macromolecules and their participation in molecular recognition;
- 3) demonstrate knowledge and understanding of the principles and basic mechanisms of metabolic control and molecular signalling;
- 4) use basic laboratory skills and apparatus to obtain reproducible data from biochemical experiments;
- 5) implement experimental protocols, and adapt them to plan and carry out simple investigations;
- 6) analyse, interpret, and report to their peers on the results of their laboratory experiments;
- 7) participate in and report orally on team work investigations of problem-based assignments;
- 8) build on their knowledge and understanding in tackling more advanced and specialised courses, and to more widely pursue independent, self-directed and critical learning.

Teaching and Learning Methods

These include lectures, supervisions, practicals and linked discussions which include data interpretation and handling, problem-based learning, and a computer-based bioinformatics exercise

Assessment

Assessment for this course is through MCQs, data handling exercises and an essay paper.

Part IA Homeostasis (HOM)
(Tripos, 2nd MB/2nd Vet MB)

This course is run by the Department of Physiology, Development and Neuroscience.

Aims

The course aims to:

- 1) provide students with an understanding of the fundamental scientific concepts, the core knowledge and clinical relevance of the homeostatic mechanisms and physiological functioning of the body, excluding the reproductive system, the sense organs and the central nervous system;
- 2) to develop students' investigative skills and familiarity with standard laboratory and clinical techniques of observation and measurement, and gain practice and confidence in applying these skills, in a quantitative manner where appropriate.

Learning outcomes

By the end of the course of lectures students should understand the principles and have a core of knowledge of the individual topics set out in the course synopsis. They should also:

- 1) acquire a sense of the broad nature of homeostasis, of the integrated way in which the systems of the body interact in response to changes in conditions, and the types of inter- and intra-cellular communication that make this possible;
- 2) gain a preliminary sense of the consequences of malfunction of these systems;
- 3) meet the objectives for each set of lectures, which are set out in the individual lecture handouts.

Practicals

By the end of the course students should have:

- 1) learnt to observe and make intelligent deductions, relating the way in which real tissues behave to the necessarily abstracted descriptions in their lectures;
- 2) learnt to design procedures and experiments that efficiently address both pre-defined questions and also open –ended ones;
- 3) learnt the techniques of collection, analysis and presentation of numerical and graphical data, including methods for recognising and dealing with systematic and random errors of measurement;
- 4) gained experience in using modern experimental techniques and familiarity with common items of equipment, including the use of computers for data-acquisition, presentation and analysis, and also in simulations of biological systems;
- 5) learnt how to carry out skilled tasks in co-operation with others, and how to carry out procedures on human subjects with consideration and due regard to health and safety procedures and to ethical considerations;
- 6) by being subjects for experiments. Learnt at first hand how physiological perturbations are reflected in subjective sensations, and something of what it is to be a patient rather than a doctor;
- 7) gained manual dexterity in standard manipulative procedures, and particularly in the handling of biological tissue;
- 8) learnt to appreciate the intrinsic difficulties of experimental work on animal tissue and human subjects, and also to experience some of the pleasures that such investigation can bring.

Teaching and Learning Methods

These include lectures, supervisions, and practicals.

Assessment

Assessment for this course is through MCQs and short notes questions, data handling and analysis exercises and an essay paper. Students are also required to submit practical notebooks.

Part IA Histology
(Tripos, 2nd MB/2nd Vet MB)

This is a practical course run by the Department of Physiology, Development and Neuroscience.

Aims

The course aims to:

- 1) To provide students with an understanding of the microscopic structure of cells and tissues with emphasis in the correlation between structure and function.
- 2) To provide a practical experience in the examination of the microscopic anatomy and ultrastructure of cells and tissues to support other Part IA courses, particularly Homeostasis, Functional Architecture of the Body, Veterinary Anatomy and Physiology, and Cell Biology.
- 3) To provide the basis of understanding of normal tissue structure needed to prepare for certain Part IB courses, such as Biology of Disease, Human Reproduction, and Veterinary Reproductive Biology.

Learning outcomes

By the end of the course, students should be able to:

- 1) Use a binocular microscope.
- 2) Using light microscopy, recognise the principal categories of cells and tissues, in sections through a tissue.
- 3) Form a conception of the structure of a tissue in three dimensions, from a two-dimensional image.
- 4) Interpret electron micrographs, including the identification of different types of cell organelles.
- 5) Suggest, on the basis of 2, 3 and 4, the functions of the tissue examined, and correlate structural and functional features.
- 6) Recognise and describe the structural features of the cells and tissues involved in the following physiological functions: nervous and neuromuscular conduction, autonomic control, muscular contraction, cardiovascular, respiratory, renal and body-fluid balance, gastrointestinal, hepatic, pancreatic, temperature regulation and endocrine.
- 7) Understand the structural features that underlie the following properties of cells: division, movement, apposition, differentiation, death, polarity, secretion, and lineage.
- 8) Understand how and why the structure of a tissue may alter with both age and functional state.
- 9) Begin the process of recognising the structural consequences of disease.

Teaching and Learning Methods

These include practical classes with the guidance and support from Demonstrators; small-group discussions; student team-work in groups of three or four around a computer workstation; use of Histology computer modules (these modules are also available online in the cam domain for the students to study and revise at their convenience); examination of tissue specimens under a light microscope; use of video cameras, which link the microscopes with the computers and enable to display any image from the tissue slides on the computer screen; examination of digital slides and of electron micrographs..

Assessment

Assessment for this course is through MCQs. Histology is assessed as a component of Section II of the MVST Part IA Homeostasis examination. In recent years, Histology has contributed 10% to the Tripos mark for Homeostasis and 20% to the Second MB/Vet MB.

Part IA Functional Anatomy of the Body (FAB) (Medics only) (Tripos and 2nd MB)

This course is run by the Department of Physiology, Development and Neuroscience.

Aims

The course aims to provide students with:

- 1) an understanding of the structure and organisation of the human body, including the identification of its components and tissues and their principal relationships in dissected cadavers, living subjects and imaged material,
- 2) an understanding of the relationship of structure to function,
- 3) an awareness of the range of normal variation among individuals and within an individual through life,
- 4) an awareness of how the body plan is established,
- 5) an awareness of the scientific and practical bases of anatomical knowledge including the principles of observation, correlation and experimentation and the skills used in gaining this knowledge,
- 6) an awareness of how anatomical knowledge may be applied effectively in clinical and scientific contexts,
- 7) an awareness of how ethical and attitudinal issues impinge on the study of anatomy, on the application of anatomical knowledge, and on communication about it,
- 8) the beginnings of an understanding of how to pursue independent, self-directed, reflective and critical learning,
- 9) the beginnings of an understanding of how to work effectively and co-operatively in small groups.

Learning Outcomes

By the end of the course, students should be able to:

- 1) demonstrate a knowledge and understanding of the body particularly the anatomy underlying common clinical problems and procedures,
- 2) recognise common variations and understand the causes,
- 3) observe surface markings, feel and identify anatomical features, listen to cardiovascular and respiratory sounds, undertaking all these sensitively and with respect for the subject.
- 4) interpret common diagnostic images.
- 5) know the anatomical bases for clinical examination and clinical procedures,
- 6) communicate effectively, sensitively and ethically about the body using the appropriate language to colleagues and lay persons.
- 7) communicate relevant information in concise, unambiguous writing, with sketched illustrations.

Teaching and Learning Methods

These include lectures, supervisions, practical cadaveric dissection, prosections and applied anatomy classes.

Assessment

Assessment for this course is through MCQs, a "steeplechase" practical with prosected specimens, and essays.

Part IA Social Context of Health and Illness (SCHI) – medics only
(2nd MB only)

This course is run by the Clinical School.

Aim

This course serves as an introduction to the relevance and value of a social science perspective for medical practice. It draws on a range of disciplines to explore how ideas of health, illness and treatment are differently understood, and the impact this can have on health care provision. It explores the influence of demographic and cultural variables, and consequently aims to demonstrate some of the links between medicine and its social context. In addition it introduces students to the principle of medical ethics.

The course aims to address objectives outlined in [*Tomorrow's Doctors*](#).

Learning outcomes

By the end of the course, students should be able to:

- Demonstrate a basic knowledge of relevant material, including key texts and authors
- Critically engage with a range of social science perspectives
- the principles of medical ethics, informed consent, confidentiality and the clinical relationship;
- Demonstrate an understanding of current ethical issues
- Apply theoretical ideas and concepts to practical examples, including relevant contemporary issues
- Establish links with concurrent and future components of their studies

Teaching and Learning Methods

These include lectures, seminar-style supervisions, and on-line self learning support materials.

Assessment

Assessment for this course is by unseen examination requiring candidates to write two essays.

Part IA Introduction to the Scientific Basis of Medicine (ISBM)
(Tripos, 2nd MB/2nd Vet MB)

This course is run by the Institute of Public Health. It is in two strands, Epidemiology and Medical Statistics.

Epidemiology

Aim

To provide an introduction to epidemiology and its application in medicine

Objectives

- 1) to provide an understanding of basic concepts in epidemiology and their relevance to clinical practice and disease prevention in patients and in the community;
- 2) to introduce tools for critical assessment and evaluation of the quality of the scientific literature and appropriate application of findings to medical practice.

Learning outcomes

- 1) understanding of different measures of rates and risks and their application in practice;
- 2) understanding of principles of screening, and measures of validity of test including sensitivity, specificity and predictive value and their relevance to practice;
- 3) understanding how to make comparisons: basic epidemiologic study designs (cross sectional, case control, longitudinal and intervention studies), their strengths and limitations;
- 4) ability to interpret data appropriately and to make sensible inferences from such data; understanding and definitions of bias and confounding, and concepts of causality and generalisability;
- 5) ability to evaluate scientific literature critically and sensibly.

Medical Statistics

Aim

To introduce the relevance, concepts and basic applications of statistics in medical science.

Objectives

- 1) to introduce medical statistics as a subject, and descriptive statistics within it for summarising data numerically and graphically;
- 2) to show how to estimate numerical features of populations from samples of data, using and correctly interpreting confidence intervals to quantify uncertainty;
- 3) to introduce another branch of statistical inference, hypothesis testing as the technique to help decide if sample results are a matter of chance or indicative of a genuine effect;
- 4) to extend hypothesis tests to two samples of data, allowing comparisons of groups (e.g. those exposed to a risk factor or not);
- 5) to discuss research as published in the biomedical literature, and how to discern if a paper's results provide valid and applicable evidence.

Learning Outcomes

- 1) appreciate the role of statistics in medicine;
- 2) develop a 'statistical eye' when viewing data or reading the literature;
- 3) understand statistical and epidemiological principles of design/analysis;
- 4) know when and how to apply basic statistical methods;
- 5) realise the need to consult a statistician at appropriate times.

Teaching and Learning Methods

Lectures and supervisions

Assessment

Assessment for this course is by an MCQ paper

Part IA Veterinary Anatomy and Physiology (Vets Only)
(Tripos and 2nd Vet MB)

This course is run by the Department Physiology, Development and Neuroscience.

Aims

The course is designed for students studying to be vets who may end up in any of a huge range of different jobs, from practice (small, large, equine, mixed) to Government Departments (meat hygiene, public health) industry (pharmaceutical etc), in zoos or labs, in welfare, in research, in teaching and so on. Hence the course aims to give an appreciation of the role of anatomy in:

- 1) diagnosing, treating and controlling disease in vertebrate animals;
- 2) the reproduction and husbandry of animals and their products;
- 3) its central contribution to biological science;
- 4) helping people enjoy, marvel or delight in the animals around us.

The focus is on the core anatomy of domestic mammals. Wild animals receive passing attention.

Objectives

By the end of the course students should:

- 1) understand the language of anatomy, sufficient to communicate fluently with clients and colleagues, and to comprehend texts and original articles. This means that students should not only be comfortable with formal jargon but also with colloquial terms too – practising vets spend more time talking to lay people than to other vets or scientists.
- 2) be familiar with anatomical principles.
- 3) know how to find anatomical information from personal observations, and the observations of others.
- 4) know essential anatomical detail relevant to commonplace veterinary activities.
- 5) have developed skills for learning anatomy, knowing how much to learn, recalling it and utilising it in the interpretation of living animals in various postures and physiological states.

Teaching and Learning Methods

These include lectures, supervisions and dissection and prosection classes.

Assessment

Assessment for this course is through MCQs, short answer questions, a practical and an essay paper.

Preparing for Patients (Medics Only)
(2nd MB)

This course is run by the Clinical School over the three years of the pre-clinical course. It is divided into four strands. The course aims to give students the opportunity to relate the core science courses to real patients' experiences of health problems, and to prepare them for clinical study by starting to develop the communication skills they will need to interact successfully with patients.

First Year Strand : General Practice (PfPA) - Students visit a GP's Surgery

Aims

- 1) to support students to interact respectfully and ethically with patients;
- 2) to allow students to take their first step to conduct a medical interview
- 3) to show the linkage between core science learning and clinical practice including patients' health problems and experiences.

Objectives

By the end of the PfPA programme, students should be able to:

- 1) conduct a simple medical interview, discussing with patients their health problems, their experience of them and their expectations of health care;
- 2) demonstrate understanding of the principles of consent and confidentiality and the practicalities of respecting consent and preserving confidentiality;
- 3) identify what influenced the success of their interviews from the perspective of the patient and themselves
- 4) look across their experiences with different patients in General Practice to identify a challenge during an interview and potential solutions.

Second Year Strand : Hospital Medicine (PfPB)

Students visit a hospital

Aims

- 1) to enable students to further explore patients' experience and understanding of illness;
- 2) to continue and extend students' introduction to the medical interview;
- 3) to link students' core science learning to patients' experiences of illness.

Objectives

By the end of the PfPB programme, students should be able to:

- 1) conduct a more complex medical interview than in PfPA, discussing with patients the reasons for their admission to hospital, the symptoms that they have suffered, their experience of their health problems and their expectations of health care;
- 2) understand the feelings and experiences of being a patient in hospital and identify good practice that helps to improve patients' experiences;
- 3) identify what influenced the success of your interviews from the point of view of the patient and, from your own perspective, in gathering information about disease and illness;
- 4) explain a characteristic of a patient's illness in terms of your knowledge of core science relevant to medicine.

Second/Third Year Strand: Non-clinical Community Experience (PfPC)

Students visit a statutory, voluntary or other health related agency

Aims

To provide students with the opportunity to experience health care in a wider context within society by exploring, from a user's perspective, agencies, groups, organisations and networks that are involved in supporting people with health problems in the community.

Objectives

By the end of the programme students will be able to:

- 1) describe the services provided to support people with health problems by the agency, group, organisation or network visited in the community;
- 2) assess the strengths and weaknesses of such services and how they interface with the work of primary and secondary health care teams;
- 3) define the evidence that would help a medical practitioner evaluate the value of the service to users
- 4) understand the ease or difficulty that clients have in accessing these services.
- 5) reflect on how visiting these agencies, groups, organisations or networks has affected their understanding of the provision of health care in society

Third Year Strand : Continuity of Care (PfPD)

Students follow a pregnancy over time, visiting women in their own homes.

Aims

- 1) To continue and extend students introduction in conducting the medical interview
- 2) To enable students' to appreciate the importance of developing an ongoing patient-doctor relationship
- 3) To enable students' to make the linkage between the human reproduction course and patients experiences

Objectives

By the end of the programme students will:

- 1) have built a relationship with a patient over a period of time, developing a deeper understanding than can be achieved in just one meeting
- 2) conducted a series of extended medical interviews, discussing with one woman her pregnancy, her experience of it and her expectations of maternity care;
- 3) explored the different roles of professionals involved with pregnancy;
- 4) considered how the family as a whole is affected by a pregnancy;
- 5) made links between core science learning and women's experiences of pregnancy.

Teaching

Briefing and review sessions

Assessment

Assessed structured reports

Principles of Animal Management (PAM) **(Vets Only)** (2nd Vet MB)

This course is run from the Department of Veterinary Medicine in the first year.

Aims

The course programme is designed to provide a fundamental level of knowledge and understanding of the important features of animal management, namely nutrition, reproduction, genetics and breeding, housing and environmental control, behaviour animal welfare and ethics. The course will integrate this knowledge and understanding with an appreciation of the structure and economic basis of the major UK animal industries. Principles of animal requirements will be considered across species and details of the practical application of these principles within each of the important animal industries will be considered on a species basis. This approach aims to develop a deep understanding of the principles of animal management needed to underpin future training in the clinical aspects of veterinary science.

Learning objectives

By the end of the course, students should:

- appreciate of the role of important animal industries in the UK;
- understand the structure of the important UK animal industries for both farm and companion animal species and the economic importance of these industries;
- appreciate the differences in approach to the management of farm animals compared with companion animals;
- appreciate the main ethical theories underlying the use of animals by humans

- be familiar with the safe and appropriate ways to approach and handle commonly kept domestic animals using basic techniques;
- appreciate the basis of an animal's responses to changes in the climatic environment and how these influence housing needs, productivity and welfare outcomes;
- understand how the nutritional requirements of animals are determined and how feeding systems are formulated and their adequacy assessed;
- appreciate how animals are fed and housed in practice and how this together with an understanding of the elements of animal behaviour form a basis for a scientifically based appraisal of animal welfare;
- understand the role of veterinarians in providing advice on the management of farm and companion animals.

Teaching

By lectures, practicals and CAL packages.

Assessment

MCQs.

MVSTIB - Preparing for the Veterinary Profession (PfVPB) **(Vets Only)** (2nd Vet MB)

This course is run from the Department of Clinical Veterinary Medicine in the second year.

Aims

The students will gain an appreciation of the role of the veterinary profession in society in its widest sense.

Objectives

By the end of the course students should

- 1) describe the broad history of the veterinary profession and how it has shaped the profession today
- 2) define schools of ethical philosophy and give examples of behaviour which demonstrate these schools of thought.
- 3) analyse professional problems in terms of ethics and legislation pertaining to the veterinary profession
- 4) assign roles to the various professional organisations
- 5) describe the role of veterinary profession in global health issues including food safety
- 6) demonstrate an understanding of the importance of communication in client and interprofessional interactions

Teaching

By lectures, seminars, computer aided learning, discussion groups and supervisions.

Assessment

The knowledge component of the course will be examined by an MCQ examination at the end of Lent term.

MVST 1B – Biology of Disease (BOD)
(Tripos and 2nd MB/2nd Vet MB)

This course is run by the Department of Pathology.

Aims

- 1) to describe the mechanisms underlying disease processes in terms of molecular and cellular biology and deviation from normal physiology;
- 2) to convey an understanding of the natural history and dynamic nature of disease.

Learning Objectives

By the end of this course of lectures and practicals students should be able to:

- 1) demonstrate knowledge and understanding of the cellular response to injury;
- 2) demonstrate knowledge and understanding of the processes of innate and adaptive immunity, including inflammation;
- 3) demonstrate knowledge and understanding of the basic structure of viruses, bacteria, parasites; how these pathogens evade host defences and cause disease; and the principles underlying the transmission, epidemiology and control of infectious disease;
- 4) demonstrate knowledge and understanding of the processes responsible for the deregulation of cellular growth and differentiation, and the manifestations and effects of this in the genesis and growth of tumours;
- 5) demonstrate knowledge and understanding of the processes whereby the normal blood circulation may be disrupted through pathology in blood vessel walls, disorders of haemostasis, or otherwise altered cardio-vascular physiology, and the ensuing processes of thrombosis, embolism, ischaemia and infarction;
- 6) identify and concisely describe these basic processes as manifested by altered cell tissue and organ structure;
- 7) demonstrate an understanding of the principles and practice of the sterile techniques, antisepsis, the handling of pathogenic viruses and bacterial pathogens;
- 8) demonstrate skills in the basic techniques for growth and identification of common bacterial species and the quantitative analysis of viral infection and growth;
- 9) demonstrate familiarity with basic methods for investigating the major immunological processes; and
- 10) solve simple problems that require interpretation of the manifestations of disease at the levels of clinical manifestation and molecular, cellular and tissue dysfunction.

Teaching and Learning methods

Lectures, practicals and supervisions

Assessment

MCQs, essays and practical/data handling paper

MVST 1B – Human Reproduction (Medics Only)
(Tripos and 2nd MB)

This course is run by the Department Physiology, Development and Neuroscience.

Aims

To provide a basic understanding of:

- 1) the biology of human reproduction;
- 2) the genetic context of human reproduction
- 3) how to begin applying this understanding to clinical problems.

Learning Objectives

By the end of this course of lectures and practicals students should understand

- 1) how the two sexes are generated, mature and function;
 - 2) the relationship between sex, gender and sexuality;
 - 3) how the menstrual cycle is regulated and the potential influence of external factors such as stress, relationships and the environment;
 - 4) how mature male and female gametes are formed, come together and generate a conceptus;
 - 5) how the conceptus develops, signal its presence to the mother and establishes a pregnancy;
 - 6) how pregnancy is maintained successfully through to parturition;
 - 7) how labour and delivery are initiated and controlled, and a new born mammal is nurtured;
 - 8) the main types of reproductive loss and morbidity and their causes;
-
- 9) the principles of demography, and their application to reproduction;
 - 10) how birth and death rates and population size have changed with economic and social development.

Teaching

Lectures, supervisions and practical classes

Assessment

MCQs and essays

MVST IB - Veterinary Reproductive Biology (VRB) (Vets Only)
(2nd Vet MB/Tripos)

This course is run by the Department of Physiology, Development and Neuroscience

Aims

To provide students with a basic understanding of

- 1) the biology of mammalian reproduction and lactation.
- 2) the transition from intra - to extrauterine life.
- 3) how to apply this knowledge to clinical situations.

Learning Objectives

By the end of the course of lectures and practicals, students should understand:

- 1) The properties, and biological actions of the reproductive hormones.
- 2) How the two sexes are generated and mature.
- 3) How the ovarian cycles are regulated in different species.
- 4) The potential influence of external factors such as light, nutrition, touch on male and female fertility.
- 5) How mature male and female gametes are formed, come together and generate a conception.
- 6) How the conception develops, signals its presence to the mother and establishes a pregnancy.
- 7) How the placenta is formed and functions.
- 8) How pregnancy is maintained successfully through to parturition.
- 9) How the fetus grows and develops in utero.
- 10) What adaptations the mother makes to accommodate the growing fetus.
- 11) How labour and delivery are initiated and controlled.
- 12) The processes of neonatal adaptation to extrauterine life.
- 13) How the newborn animal is nurtured.
- 14) The main types of reproductive losses and neonatal viability and their causes.
- 15) The methods by which reproduction can be manipulated in animals and some specialist genetics topics.

Teaching

Lectures, supervisions and practicals

Assessment

MCQs and essay paper

MVST 1B – Head and Neck Anatomy (HNA) (Medics Only)
(Tripos and 2nd MB)

This course is run by the Department of Physiology, Development and Neuroscience.

Aims

To provide students with:

- 1) an understanding of the structure and organisation of the human head and neck and of the relationship of structure to function
- 2) an awareness of the range of normal variation among individuals and within an individual through life
- 3) opportunity to develop their understanding of how to pursue independent, self-directed, reflective and critical learning,
- 4) opportunity to develop their understanding of how to work effectively and co-operatively in small groups.

Learning Objectives

By the end of this course of lectures and practicals students should be able to:

- 1) demonstrate a knowledge and understanding of the human head and neck particularly the anatomy underlying common clinical problems and procedures,
- 2) recognise common variations and understand the causes,
- 3) interpret common diagnostic images,
- 4) know the anatomical bases for clinical examination and clinical procedures,
- 5) communicate effectively, sensitively and ethically using the appropriate language to colleagues and lay persons.

Teaching and Learning Methods

These include lectures, supervisions, prosections and applied anatomy classes.

Assessment

Assessment for this course is through a "steeplechase" practical with prosected specimens and a short written paper.

MVST 1B Neurobiology and Human Behaviour (NHB) (Medics Only)
MVST 1B Neurobiology and Animal Behaviour (NAB) (Vets Only)
(Tripos, 2nd MB/2nd Vet MB)

These courses are run by the Department Physiology, Development and Neuroscience

Aims

- 1) to provide a broad-based course on the structure and function of the central nervous system;
- 2) to provide students with a clear understanding of the basic principles of neurobiology
- 3) to provide students with explanatory frameworks for understanding phenomena such as consciousness, attention, memory and language (NHB);
- 4) to enable students to understand the basis for common neurological and behavioural problems.

Objectives

- 1) to introduce the scientific concepts underlying the study of the central nervous system;
- 2) to provide students with an understanding of the principles underlying sensory, motor, motivational and cognitive processes, and how these contribute to behaviour;
- 3) to understand the functional and behavioural consequences of disorders
- 4) of the nervous system, and how they might be influenced by drugs;
- 5) to provide core knowledge relevant to a career in medicine/veterinary medicine.

Teaching

Lectures, supervisions and practicals

Assessment

Short notes, written practical and essay paper

MVST 1B – Mechanisms of Drug Action (MODA)
(Tripos, 2nd MB/2nd Vet MB)

This course is run by the Department of Pharmacology

Aims

- 1) to give students a core knowledge in basic pharmacology and so lay a secure foundation in principles of drug action to support future courses in medicine and veterinary medicine which students will carry with them into their professional careers;
- 2) to allow students to develop their experimental and data analysis skills through a range of experiments carried out in the practical laboratories and attendance at demonstrations and supervisions.

Learning Outcomes

At the end of the course each student is expected to be able to

- 1) demonstrate a broad knowledge of modern pharmacology, from the molecular basis of receptors, to the effect of drugs on whole body systems;
- 2) identify the major classes of drug receptors and sites of drug action within the body;
- 3) identify typical examples of drugs which are used to restore physiological functions in the cardiovascular, renal, respiratory, digestive and peripheral nervous systems;
- 4) demonstrate an understanding of the use of drugs to control inflammation and immune response or to kill bacteria, viruses, or malignant cells;
- 5) apply the basic principles that concern the absorption, distribution and elimination of drugs to predict the time course of drug concentrations in the body.

Teaching

Lectures, supervisions and practicals

Assessment

Essays MCQs and data handling and analysis

MVST IB Comparative Vertebrate Biology (CVB) (Vets only)
(2nd Vet MB/Tripos)

This course is run by the Department of Physiology, Development and Neuroscience.

Aims

- 1) to complete the systematic biology covered in the Veterinary Anatomy and Physiology core course with essential biology of the mammalian head;
- 2) to provide an overview of the anatomy, and some physiology, of birds of veterinary importance;
- 3) to present introductions to the remaining vertebrate classes of fish, amphibia, reptiles and some of the more exotic domestic animals such as elephant, camels and llamas.

Objectives

- 1) to introduce the study of pain from a cellular and molecular, systems and clinical point of view;
- 2) to stimulate interest in the topic and to encourage discussion in class;
- 3) to encourage students to pursue their reading and thinking to a level beyond that covered in the lectures;
- 4) to emphasise that our knowledge is not complete, and to point out some of the major gaps which it is hoped that some of those in the audience may be stimulated to fill in future scientific investigations.

Teaching and Learning methods

Lectures, practicals (including live anatomy) and supervisions.

Assessment

Short notes, steeplechase practical and essays.

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academical year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academical year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: www.admin.cam.ac.uk/univ/camdata/archive.html