

LUSUMA Intercalation Booklet

WHAT IS
INTERCALATION
REALLY LIKE?

REVIEWS FROM
STUDENTS FOR
STUDENTS.



LUSUMA

Leicester University Students' Union Medical Association

INTRODUCTION

Hi all,

I'm Suvarna, your LUSUMA President for 2023/24, and also a fellow intercalator. This booklet is a short snippet into the plethora of opportunities an intercalation during Medical School can provide. It also serves to lay out considerations to bear in mind prior to committing to this additional year at Medical School were you to choose it.



As it stands, the Medical School curriculum is jam-packed with all the foundations to equip us to be the best doctors we possibly can be. However, this sometimes leaves little room to explore a particular area of interest you may have. Intercalations provide this opportunity to deep-dive into another area of your choosing, something that may fascinate you or something you may even want to pursue as a particular career avenue. Whilst this is an extra year spent at university with the respective tuition fees alongside, for some the skills learnt are invaluable and a huge asset they otherwise wouldn't be able to obtain.

The opportunities are limitless if you choose to spend this additional year in Leicester, or beyond. As you'll read from my testimonial, I've reaped the benefits of an intercalation heavily. It was by far the most challenging year of my Medical School career, but the most dynamic and rewarding. However, for some of my peers, continuing in their degree (minus an intercalation) felt like the better step for their aspirations. Whatever choice you make, LUSUMA is ALWAYS happy to support the process. Both options carry their benefits and considerations, so it's important for you to know that there really isn't a 'right' answer; it's your choice and one this booklet hopes to support.

LUSUMA love,

Suvarna xoxo



Hi! I'm Jasmin, the Alumni, Electives and Intercalation officer for LUSUMA. As part of my role, I want to help inform students about intercalation and help everyone make a decision that is best for them, that's why we created this booklet!

This booklet is a compilation of reviews of different courses that other Leicester medical students intercalated in. They have shared their own personal experience of how they found these courses and the year in general. Whether you are firmly set on intercalating, just started considering it or know absolutely nothing about it, we hope this booklet shows you more about the different options that are available and what you could gain from it.

Overall, intercalation is an amazing opportunity to explore an area you are interested in and gain skills and experiences beyond the scope of what is taught in medical school. I hope this booklet helps you with your decision on intercalation 😊

Any further questions, feel free to email me: aerep@lusuma.com

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Jess Peachey

**Urgent and Emergency Care BSc,
University of Plymouth (2022-23)**



How was the application process?

Required to fill in an application form about why you want to do the course, what ED/acute care experience you have (they don't expect you to have loads, just want you to show you understand what you are entering into), what your future career plans are and how they relate to the course, personal attributes and smart goals for the year. You then have to interview where half is 1:1 questioning on attributes etc and half is an A-E assessment of an unwell patient. Once you have a place on the course, depending on how your interview went (you get put into deciles) you then rank about 30 emergency departments across the country and get allocated one.

Between which years did you intercalate and why?

4 and 5. I felt I would get more out of this course having completed all the specialty blocks in 4th year as you see everything in ED. I don't think this is essential, it was about a 50/50 split on my course of people between 3-4 and 4-5. I also wasn't sure if intercalating was for me during application time in 3rd year!

Briefly outline the structure of your course. How did you find this?

Its placement based (a lot better than normal placement!) you are based in an emergency department (they also run a critical care equivalent where you spend 9 months in an ITU) somewhere in the UK for 9 months and you have to do about 24 hours across 3 shifts a week. You also have some taught weeks, a mixture of face-to-face weeks down in Plymouth and some over zoom. You do 3 modules, and it is all assessed via coursework (no dissertation or exams). It is very different to studying normal medicine, I'd never written a proper essay before but there is lots of support available. You have a lot of time to pursue other interests/work a part time job/travel as the hours are very flexible and you don't have to do much work outside placement except for around coursework deadlines!

What was your favourite thing about intercalating?

Lots of free time to do sports, travel, explore new city etc. I would highly recommend moving to a new city for a year. The placement was also an incredible experience. You basically work as an F1 but get to do all the interesting things – lots of clinical skills, involvement in trauma calls, procedures, trauma courses etc. If you're interested in emergency medicine I would highly recommend as you meet lots of people and get lots of opportunities to help you with future career plans but it's also a very chill year!

Were there any downsides to intercalating?

We don't do much essay writing at Leicester so I was at a slight disadvantage compared to others but there was lots of help and support available.
Can't guarantee where your placement will be.

How did you find the new city/university?

I loved living in Plymouth. I didn't know anyone there when I moved but it was very easy to make friends as you have so much more time for socialising and getting involved in uni clubs. As you are in the same department for 9 months, you become quite a valued member of the team and it is completely different to being a 'normal' medical student.

Do you have any advice for prospective intercalators?

Don't be put off by the application process! It's a bit of a faff but worth it.
They run very helpful information evenings, if you google 'urgent and emergency care Plymouth' you'll find the page.
I would be more than happy to help anyone looking to apply!

Find out more about this intercalation course here: [BSc \(Hons\) Urgent and Emergency Care \(Intercalated\) - University of Plymouth](#)

Sudiksha Devendra Kumar



Masters in Clinical Education, Keele University (2022-23)

How was the application process?

This was relatively straightforward, I just had to complete an application form through the university's online portal and attach a CV, and I heard back after a few weeks!

Between which years did you intercalate and why?

I chose to do it between Year 4 and 5, honestly because my Year 3 was disrupted a lot by COVID so I wanted an extra year with my year group 😊 Having done the intercalation now I feel like this was a good idea because it also meant I had more experience being a clinical medical student to apply to what I was learning on the course.

Briefly outline the structure of your course. How did you find this?

It's difficult to summarise but there's 8 modules and 1 masters research project - 4 of the modules are the PGCert set modules, and 4 of them are PGDip modules which you can choose (but to do the masters one of them has to be the research module), you can also choose to do the course completely in person (there's only a few in person days for each module so it's possible to commute from a nearby city rather than living in Keele/Stoke), completely virtual or hybrid.

What was your favourite thing about intercalating?

Probably the Educational Media Design module where I got to make my own resource for student use, and the flexibility of the course which meant I could get involved in extracurriculars that I wouldn't have been able to do with medicine.

Were there any downsides to intercalating?

It's very self directed so it can feel like you're the only one struggling with this new way of learning - but get to know other intercalators and organise regular catch ups/study sessions!

How did you find the new city/university?

I lived in Manchester during my intercalation which was lovely- there's a lot you can do and I would highly recommend it!

Do you have any advice for prospective intercalators?

Initially it can feel daunting to write assignments and have so many deadlines, but you get all your deadlines at the start of the year so use that to plan your time as there are less busy times when you can plan more social activities and really busy times that I'd avoid planning extra things in!

Find out more about this intercalation course here: [Clinical Education - Keele University](#)

Ali Bashari

Medical Education MSc, University of Nottingham (2022-23)



How was the application process?

Application process was fairly simple, I provided my permission to intercalate form, a transcript of my results and answered a few questions on the portal.

Between which years did you intercalate and why?

Intercalated after 4th year, partly due to finances (NHS Bursary funded masters)

Briefly outline the structure of your course. How did you find this?

It was a full time course that included 3 core modules, 4 optional modules (one was preselected for us as a research methods module as we had to do a project, this will be changing so that research module is incorporated in the dissertation module)

What was your favourite thing about intercalating?

I enjoyed taking a year out and learning more about the academic side of medicine, there were good networking opportunities and it was nice to have a different timetable format.

Were there any downsides to intercalating?

Downside for me was time pressure of doing the dissertation, doing a full time masters means if there are any issues (e.g recruitment difficulties for the study) then you are a lot more pressured and may not have as much of a break before coming back to medicine. Also, learning academic writing has a bit of a learning curve but isn't too bad. UoN also are not always the best with organisational/administration so that can be a bit annoying.

How did you find the new city/university?

Nottingham is a great city!

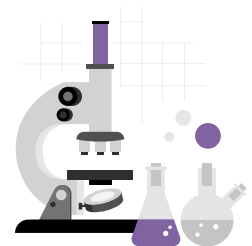
Do you have any advice for prospective intercalators?

Go into the course with an open mind and make the most of it. Find out what you want to achieve from the year (e.g break from medicine, extra-curricular development, portfolio development, publishing etc.) and try to see how you can achieve those goals.

Find out more about this intercalation course here: [Medical Education MMedSci/PGDip/PGCert 2024 entry - University of Nottingham](#)

Vasavi Tadikamalla

MRes Health Sciences, University of Bristol (2022-23)



How was the application process?

The application process was fairly straightforward. I was required to submit 2 references, a CV, grade transcripts, confirmation of permission to intercalate and enrolment for medical school,

and a personal statement highlighting my motivation to study the course. There was no strict deadline for submitting an application; however, once all spaces for the course were filled, the application portal closed.

Between which years did you intercalate and why?

Between years 3 and 4 - I personally felt having a better understanding of medical research would help me make the most of medical school and did not want to delay gaining this understanding until after year 4. Until I started clinical years (year 3), I was not sure whether I wanted to intercalate therefore did not choose to do so after year 2.

Briefly outline the structure of your course. How did you find this?

There were 5 units in total: 1. Introduction to research, 2. Basic lab skills and statistics, 3. Project proposal, 4. Journal club, 5. Research project. I found this course structure flowed very nicely with each unit building on the next, and a research project at the end to put all the knowledge gained into practice.

What was your favourite thing about intercalating?

The chance to dedicate a whole year to learn something new that is not part of the medical course but still very relevant.

Were there any downsides to intercalating?

Being out of practice with medicine for a year, joining a new cohort when returning to medical school, financing an extra year of uni.

How did you find the new city/university?

I really enjoyed being able to explore a new city for a year.

Do you have any advice for prospective intercalators?

Think carefully about the course, as doing something you're not really passionate about will make the year quite difficult. I would encourage intercalating externally as it is a great chance to live in a new city with little commitment as it is only one year. Think about the end date of your intercalated course too, as some courses overlap with the start of the medical school year.

Find out more about this intercalation course here: [MRes Health Sciences Research | Study at Bristol | University of Bristol](#)

Jasmin Bullock



Clinical Neurology MSc, University of Sheffield (2022-23)

How was the application process?

The application process was fairly straightforward. I just followed the 'intercalation process map' on blackboard and what the course asked for. I had to provide permission to intercalate from the med school, grade transcripts, a CV and a personal statement tailored to the course. All together it wasn't too much to do but took a little while to do around other med commitments.

Between which years did you intercalate and why?

I intercalated between years 3 and 4. I think there are pros and cons to anytime you intercalate but I wanted more continuity between years 4 and 5 so that I wouldn't feel behind when going into final year. I hadn't considered intercalation until 3rd year so did not think about intercalating between years 2 and 3 although this would have reduced the choice slightly not being able to do masters courses available.

Briefly outline the structure of your course. How did you find this?

The majority of the course was lectures based with a final research project or clinical attachment at the end. The course had a clinical focus so alongside lectures you could attend clinics with neurologists and many of the neurophysiologists and neurosurgeons were also happy with you reaching out to them and joining in their clinics/surgeries, we also had dissection sessions with neuroanatomy. Assessments were a mix of exams, essays, presentations, and a final dissertation. There was a mixture of people from neuroscience, psychology and medical backgrounds on the course.

What was your favourite thing about intercalating?

My favourite thing about intercalating was having the time and encouragement to dive deeper into areas around certain conditions and the latest developments in research that I was interested in. I

also found that I had a lot more free time outside of Uni to see friends and get involved with different activities.

Were there any downsides to intercalating?

The biggest downside would probably be financially, with a masters the student loan covers most of the tuition fees, but you don't get any maintenance loan.

How did you find the new city/university?

I was in Sheffield which is quite a small city but with lots to do and a lot of nature and parks. I really enjoyed Sheffield and being able to move somewhere new. The university was nice and all the staff at the hospital and the university were really friendly.

Do you have any advice for prospective intercalators?

Personally, I really enjoyed intercalation and would highly recommend it. It allowed me to develop lots of skills that I wasn't able to in medicine, and it was a really fun year exploring somewhere new. I would start looking at courses early so you find something you are really interested in and suits you, also there are considerations personally and financially to think about.

Find out more about this intercalation course here: [Clinical Neurology MSc | 2023 | Postgraduate \(sheffield.ac.uk\)](https://www.sheffield.ac.uk/clinical-neurology/msc/2023/postgraduate)

Mel Sarker

**Medical Sciences with Management
Bsc, Imperial College London (2022-23)**



How was the application process?

The application process was quite competitive, I later found out and it was quite stressful passing on documents/ references required between Leicester and Imperial before deadlines, so I'd recommend doing things with plenty of time in advance.

Between which years did you intercalate and why?

Between years 4 and 5. I intercalated just before final year because I thought I needed a break from medicine and this was an opportunity I wouldn't be able to take ever again.

Briefly outline the structure of your course. How did you find this?

My course had 10 modules and was notoriously difficult in Imperial, renowned as the most challenging BSc, so if you want a totally chilled out course this might not be for you. It was work hard play hard, with lots of events hosted by the business school and a large cohort to socialise with which was great! We had online lectures, coursework, exams and plenty of online meetings with group members.

What was your favourite thing about intercalating?

My favourite thing about intercalating was being able to live back at home for a year (I live next to Imperial) and experience London from a student perspective. I have lots of friends here already so it was great spending time with them as well as making lots of new friends. This course taught me lessons which I would never have learnt otherwise and provided me with a unique perspective of viewing life and business making me even more ambitious to become successful.

Were there any downsides to intercalating?

The downsides to my course was the round the clock work which was required and in particular group work. I can confidently say it was more intense than 4th year medicine and since it was with new themes/topics to healthcare it takes some getting used to.

How did you find the new city/university?

London is great and has always been home to me.

Do you have any advice for prospective intercalators?

Regarding advice for prospective intercalators, make sure this is a course you want to do and speak with lots of older years and do your research. This will help you prepare what you're getting yourself into for a year and will mean that you choose the course that's right for you.

Find out more about this intercalation course here: [Management | Faculty of Medicine | Imperial College London](#)

Suvarna Netke

**Management Bsc, Imperial College London
(2022-23)**



How was the application process?

The application process was very straightforward! It involved submitting a personal statement regarding why you wanted to study the course, skills you've picked up in experiences e.g. society work or otherwise that would make you a good candidate for the course, what skills you'd be hoping to develop or learn from the course and finally what you'd like to do with this course/skills learnt going forward. The application process didn't involve an interview process, despite the course being established as being competitive to get into.

To aid your personal statement, check out the course page + BSc guide that breaks down the modules that will be covered in the year. If you're able to detail why you're looking forward to certain modules in relation to your skills and career prospects, it makes for a more well-rounded application. <https://www.imperial.ac.uk/medicine/study/undergraduate/intercalated-bsc-programme/management/>

I'd recommend sorting your personal statement either the summer before, or over Christmas break so it's out the way. I left it very last minute, so it became a little on the stressful side on top of the craziness of Medical School.

Between which years did you intercalate and why?

I intercalated between years 3 and 4. It was absolutely the right choice for me. 3rd year was very content heavy and felt on the longer side with the subsequent SSC that followed. By that point, I was itching for a change of scenery and type of learning style + content.

That said, 4th year at LMS is known to be the hardest year purely due to how long it is, so I knew people that felt intercalating after this would be a good 'break'. However, for me, I wanted to intercalate before 4th year so that I wouldn't be entering final year with a looser grasp of clinical knowledge.

There is no 'right' time to intercalate, it's personal choice and every option has its pros and cons. Equally, don't fool yourself into thinking you can revise Medicine on top of your intercalation content or in the summer before the year you're returning into. It's impossible, and unnecessary in my opinion. Enjoy your intercalation for what it is, otherwise you're at risk of burning out. Medicine knowledge won't disappear fully, you'll just need to naturally refresh it when you return, that's all.

You can even intercalate for BSc's between 2nd and 3rd year, but for me I wanted to have at least one year of clinical experience under my belt going into my intercalation. I felt this gave me a better understanding of the state of the NHS, and healthcare as a whole in the UK, having been on the wards, which was relevant to my BSc.

Briefly outline the structure of your course. How did you find this?

The course was split into modules covered in first term and second term. Notoriously second term is known to be more difficult than first term, but it works in your favour so you can have time to 'ease' into the course. Modules are detailed more on the course website but include items such as 'Global Strategy', 'Marketing', 'Health Economics', 'Accounting' and 'Entrepreneurship' to name a few. They were fascinating, and something I wouldn't have otherwise come across if I didn't intercalate in this BSc.

On top of the modules covered, you also have to conduct a group (6-7 members in total) research project, entailing an oral presentation and 25,000 word dissertation. As part of this research project you have to run a form of literature review alongside concurrent interviews with participants/individuals relevant to your project. All of this takes place whilst you are revising for your other module exams at the end of the year, so it can be A LOT. However, I managed to balance all of this alongside being President of LUSUMA, so it's safe to say it is do-able!

Learning style wise, a lot of the modules had assessments that were essay-based, and project based. With the course being multi-faceted in its assessment style (research project, course work and written exams) there are plenty of opportunities to make up marks which I found really motivating.

Despite the course requiring graft, by managing my time I was also able to enjoy activities outside the course. I was able to go on holiday with friends I made during the course in the academic year, get involved with society work and then balance this alongside revision and research project work. Whilst it was undoubtedly stressful at times, it was fairly manageable and the payoff was definitely worthwhile.

On this BSc, the group work was integral to the course, we had to complete graded tasks based on a criteria within a set time-frame. This involved collaboration, and team decision-making at different levels. Having to balance different expectations and ways of working between peers on top of this was also incredibly insightful and applicable to the real world.

You're in almost every day for lectures, so lots of contact hours which makes for a dynamic course.

What was your favourite thing about intercalating?

The course: It changed the way I now think and view the world. It also allowed me to appreciate the endless career possibilities after leaving Medical School as a clinician.

The people: I befriended a really good bunch of external and internal intercalators. They made my time at Imperial what it was.

Were there any downsides to intercalating?

Cost: London is naturally on the expensive side – be it accommodation, food, transport. This was something I knew would be something to be wary of, but if you apply for SFE this should help cover your tuition fees. As for everything else, I know some of my peers tutored throughout the year. Whilst I didn't do this, I applied to be an Imperial Business School Ambassador and picked up shifts throughout the year which paid well.

Location: Unlike in Leicester where to meet friends all you have to do is walk across the road, in London everyone is more scattered apart. Meeting friends requires more planning, and taking tubes/buses etc. That said, transport is regular and places well connected and convenient, so this was a minor thing.

Pace of life: Life in London is worlds apart from Leicester. Everything felt a lot quicker and non-stop. It's hard to pin-point whether this was due to the city itself or the course, but pace it right and give yourself time to adjust and you definitely get used to it, so much so you can embrace it.

How did you find the new city/university?

London was nothing short of exceptional. There was always something to do, see or attend – be it organised by ICSMSU (Imperial College School of Medicine Students' Union) or with the elected 'social secretaries' on our course. These individuals were elected early into term and organised socials to allow our cohort to mingle. Equally, Imperial Business School itself (where the course takes place) ran plenty of events, brunches etc. to keep us motivated and in touch with our peers throughout the year; they even organised free personalised Management hoodies for us all!

Once you make some friends too, you'll find London has lots of things you can go and do with friends – brunch, dinner, Kew Gardens, open markets, BBQ boats and much more. Essentially, you can never be bored in London as there's no chance you'll have completed all it offers. The staff (programme managers + lecturers) were incredibly supportive, particularly of external intercalators and definitely made me feel welcome throughout.

I lived in Imperial Student Accommodation as this was cheaper than private accommodation or living in a flat somewhere with other intercalators. Living in a flat with Freshers turned out to be great, despite being 3 years older. They ended up being good company and respectful that I was on the busier side, and would be hanging out with other intercalators of whom there ended up being many in my accommodation!

Transport was regular (mostly). My accommodation was in North Acton outside of South Kensington campus, so I'd have to commute around 50 mins daily. This involved 2 tubes and a 10-15 min walk from the station to campus. I got used to this, and regularly was able to switch things up by walking through Hyde Park on sunny days. Worth noting, I regularly ran through Hyde Park to 9 ams and I am here to tell the tale, so anything's possible!

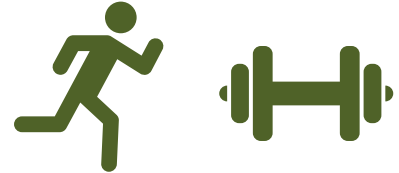
Do you have any advice for prospective intercalators?

Take the leap to intercalate and don't look back (seriously!)

Whilst intercalations no longer count towards your EPM/Foundation application since the application process has been changed, the insight and skills they give you are still invaluable and applicable to future career prospects. I would hands down say it's been the best year of Medical School thus far, so 4th year has big shoes to fill now.

Being challenged and stretched in how to think differently, with big risk and big reward was amazing. Equally, the people I met have become friends for life. I now also view the world that little bit differently, which is a testament to my intercalation allowing me to think laterally and expansively.

RAYAN DE



**Sports and Exercise Medicine Bsc,
Queen Mary University of London (2022-23)**

How was the application process?

The Sports and Exercise Medicine course at Barts as an intercalation is very popular for students all over the country. As a result, after submitting a standard initial application form, there is also an interview process. This may sound daunting but in reality you receive a list of questions to prepare for in advance so the actual interview is not too demanding.

Between which years did you intercalate and why?

I intercalated between 4th and 5th year. Originally I applied to intercalate between 3rd and 4th years but got rejected, so I tried again the following year. There's pros and cons to both of these times. I would say between 4th and 5th year is good because you have learnt the majority of

content by the time you return to medicine in final year, so there is not many new topics to learn. However, you are going into final year off the back of studying a different degree for a year, so you will naturally feel a little rusty, especially at the start of the year. Between 3rd and 4th year is good in this aspect, as you will return to medicine with a cushion of 2 years remaining instead of 1. At the end of the day, I think it comes down to personal preference.

Briefly outline the structure of your course. How did you find this?

The course consists of 6 separate modules, 5 of which have a weighting of 15 credits. The research project (dissertation) is the only exception, which is worth 45 credits. Each of these modules has an 'intensive week' which involves a week of face to face teaching at the SEM department in Mile End Hospital. These are the main times it is mandatory to attend in person. Assignments are given regularly but these can mainly be done online. I enjoyed this mix of working from home and in person teaching as it exposes students to different styles of teaching/learning. Also there were no in person exams (only a few online, open book exams) which was a welcome change!

What was your favourite thing about intercalating?

My favourite thing about intercalating was the opportunity to further my knowledge in a specialist area which I have interest in. It is a unique experience to learn something different but also related to medicine which can help career progression in the future. I had the best year doing this and could not recommend it enough!

Were there any downsides to intercalating?

I would say the main downsides to intercalating are financial as you are spending another year in education. Also, your original year group will graduate a year prior, whilst you drop into the year below at medical school. This wasn't a huge deal personally, but it is something to be aware of before applying.

How did you find the new city/university?

I loved the experience of spending a year in London at a new university. Barts (Medical and Dental School of Queen Mary University) is a great university and I immensely enjoyed being a part of it. The students are very friendly and I had no issue making new friends. Part of this was because I stayed in first year halls which I'm aware is not for everyone, but I loved it! They also have great societies and sports clubs which I got involved with as much as I could. This really contributed to my overall experience.

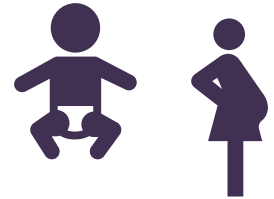
Do you have any advice for prospective intercalators?

My advice to prospective intercalators is to be organised and research beforehand in plenty of time if you are interested in any courses. As you can apply to as many different universities as you want, you will need to keep on top of the different applications and dates of deadlines. Finally, don't be afraid of the unknown. I felt a little apprehensive about moving to a new city, studying a new course and making new friends. But looking back, it was one of the best decisions I've made in a long time and I would do it again if I could.

Find out more about this intercalation course here: [Intercalated Sports and Exercise Medicine - Queen Mary University of London \(qmul.ac.uk\)](https://www.qmul.ac.uk/intercalation/)

Yusra Durrani

Reproductive and Developmental Sciences Bsc, Imperial College London (2022-23)



How was the application process?

The application process was really easy. I had to write a personal statement detailing why I wanted to intercalate at Imperial for the specific course I was applying to. I also had to provide them with my grades I achieved for the past 3 years at medical school.

Between which years did you intercalate and why?

Between years 3 & 4. I was worried that after year 4, I would forget more content.

Briefly outline the structure of your course. How did you find this?

My structure was split into 3 modules. There were no exams, only coursework. First module was lecture based (none of the content was assessed though). The second module was group work.

The third module was our project. I really enjoyed the structure of the course as it allowed me to have a lot of free time. I was able to work part-time (3-4x a week) and enjoy myself.

What was your favourite thing about intercalating?

My favourite thing about intercalating was the free time I had, as well as enjoying London for the year. I got to also experience a different university with new people!

Were there any downsides to intercalating?

No downsides.

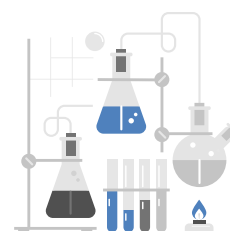
Do you have any advice for prospective intercalators?

Overall, I would 100% recommend intercalating. I was against the idea at first as I wanted to finish medicine quickly, however you learn so much during this year. Prior to this year, I was not confident with my writing or reading articles but now I am. You learn skills this year that you would not have learnt during medical school!!!

Find out more about this intercalation course here: [Reproductive and Developmental Sciences | Faculty of Medicine | Imperial College London](#)

Jafar Cain

Kennedy Trust IMPACT MBPhD scheme, University of Manchester



Why did you choose to intercalate?

I wanted to intercalate to develop skills that are not a part of the medical curriculum. I was interested in carrying out research and had no prior lab experience, so this opportunity to really develop my biological sciences lab skills to the point where I'd be comfortable designing and running all my own experiments independently was very exciting.

Between which years did you intercalate and why?

My PhD intercalation is 3 years long, for this reason it's recommended to take the break from the MBChB between years 2 and 3 or 3 and 4. For me, between 2 and 3 seemed the best as I wanted a clean separation between Phase 1 and Phase 2 and to not have to worry about keeping up so many clinical skills during what is a long hiatus from medical school.

Briefly outline the structure of your course. How did you find this?

The course involves an initial 3 months in which you produce an in-depth literature review (approx 12'000 words). This requires you to get a solid understanding of the area in which your research finds itself, ensuring you become aware of the development of your chosen field and the current state of knowledge in that field. Following on from this, I had to undergo several training courses, primarily due to the nature of my research which uses mice as an animal model of allergic airways disease. The first year is then spent mostly optimising experimental assays and perhaps running pilot studies and proof of concept studies. This first year culminates in a Viva examination where you produce a MPhil style thesis and defend it in front of 2 examiners not affiliated with your project. Following this, years 2 and 3 are all about accelerating your research and gathering as much data as you can. You will be encouraged to attend conferences and to submit review articles to journals along the way.

What was your favourite thing about intercalating?

The PhD course gives you a lot of autonomy and you find yourself really making all the major decisions about your project. Supervisors are there to offer guidance, but what experiments you plan and how you design those experiments is all up to you. Very quickly you can feel yourself becoming more and more of an expert in your particular niche, as you will be working on new previously unanswered questions every day.

Were there any downsides to intercalating?

This is perhaps very specific to my project, but I'd have to say that circadian work is very heavy going. I have to take biological samples from mice at various timepoints throughout the day (and night) so this often means I have to forget about sleep for a while. The longest I went without sleep was 72hrs! But the data was good after that so it was worth it (maybe?). I think that makes a good point about PhDs in general however, there will be challenging times no matter what field you're in, but if the academic satisfaction alone is compensation enough for you then that's a good sign!

How did you find the new city/university?

Manchester is a really nice city. So many different areas to explore and vibes to take in. Living here is very convenient and easy. You will also be getting a PhD stipend during the 3 years so you will be able to enjoy the city without the usual constraints of an undergraduate student budget which is very nice.

Do you have any advice for prospective intercalators?

Supervisors are extremely friendly (nine times out of ten). If you have questions, or are interested in a project just email and ask them questions. They will most likely want to meet you and discuss more maybe via Zoom. My current supervisors helped me through the whole application process and I feel that working with them in that way gave me a feel of what they'd be like as supervisors. At the end of the day the interview and application process is designed to allow you to be able to choose the best supervisory team for yourself as well as for them to select the best student.

Rajat Roy

Sports and Exercise Medicine MSc, University of Nottingham (2022-23)



How was the application process?

The application process was not complicated. It involved researching the course on the website and looking for aspects of the degree that particularly appeal to you. These points should then be highlighted when answering the questions. These form part of a personal statement and is combined with the applicants other credentials, such as previous SEM experience, SSC, awards or research.

Between which years did you intercalate and why?

Intercalated between years 4 and 5. This was because of 2 main reasons. Firstly, the pandemic significantly impacted the first clinical year. Therefore, I really wanted to experience another year of clinical attachments before leaving for research. Secondly, the NHS Bursary contribution was tremendously helpful too.

Briefly outline the structure of your course. How did you find this?

A masters is 12 months in duration. Approximately 6 modules plus a research component. Each module is assessed with either essays (majority) or with practical simulation assessments. If you're looking to travel, it is definitely possible! Travelling just requires planning so you don't miss essential in-person days.

What was your favourite thing about intercalating?

Definitely the placements at sports clubs and institutions, ranging from Nottingham Forest to Wrexham to the Royal Ballet in Birmingham. The opportunity to qualify with the pitchside trauma management course to provide pitchside assistance in on-field emergencies was very exciting. Lots of practical experience covering elite and recreational sporting fixtures.

Were there any downsides to intercalating?

Lots of assessments. Mainly assessed with essays and some practical examinations. However, on reflection, I believe this experience with extending writing projects will add to the skillset as it's not something we are usually assessed in throughout the standard medical degree.

How did you find the new city/university?

Nottingham is beautiful. The campus is located a scenic 40-minute canal walk away from the train station. It is possible to commute from Leicester (check for train strikes!). The gym and sporting facilities are state-of-the-art and very advanced. Many exciting clubs and societies to explore. Very engaging student atmosphere.

Do you have any advice for prospective intercalators?

This is not the easiest degree to manage without support from peers and supervisors as there are times when the workload is a lot. However, the placements and the student community are tremendous and I would recommend this course to others.

Iona Brett



MSc Global Health, Maastricht University (2022-23)

Why did you choose to intercalate?

I chose to intercalate to have an extra year of being a student, meeting new people, and gaining new experiences and skills. I wasn't quite ready for full-time NHS!

Between which years did you intercalate and why?

I intercalated between 4th and 5th year as I'd heard the exams for 4th year were hardest so wanted to get them out of the way. 5th year is an easier year to join back to as it's a bit more relaxed and you have your elective to look forward to.

Briefly outline the structure of your course. How did you find this?

I was in Maastricht for 4 months doing a mixture of lectures, reading, group discussions and assignments. I liked doing something different from medicine as this involved much more reading, writing and analysing information compared to the normal memory game of medicine. Next, I did an elective in Thailand for 3 months with a similar structure, but this was mostly online, so I got an amazing chance to travel the country, as well as Vietnam and Cambodia!! Then we all met in India, Manipal, for a global health symposium of ten days. This was an incredible opportunity to meet internationals from Canada, Sudan, India and Europe and learn more about global issues as well as local issues. Finally, I got to stay at home for 4 months to write my thesis. During this time, I got a part-time job to earn some money and had lots of time to catch up with family and friends. I couldn't recommend this structure enough for variety and lots of new opportunities.

What was your favourite thing about intercalating?

My favourite thing was getting to meet new people from all over the world and take a break from medicine. I found I felt more invigorated and ready to commit to medicine afterwards.

Were there any downsides to intercalating?

The main downsides could be having to catch up again when you come back which I'm now trying to do. However, you have had a nice long break so do feel more ready to work hard.

How did you find the new city/university?

I loved Maastricht, it was great to experience Dutch culture. It was full of internationals, and everyone was friendly. There were markets twice a week. Lots of great restaurants and bars and of course, lots of bikes!

Do you have any advice for prospective intercalators?

Take the time to consider if intercalation could be for you. Perhaps consider what you would do had you not done medicine and try it.

Internal Intercalations

iMSc Medical Research, University of Leicester

Course description

This course comprises four taught modules and a research project. September to late February you have 2 days of lectures per week roughly where you are taught 4 modules; Fundamentals of Applied Health Research, Quantitative research methods, Qualitative research methods and Science, Society and Responsible Research methods. Most of the taught module teaching is completed before Christmas, with the research project module running across the whole academic year. The taught modules are designed to give a solid foundation in qualitative and quantitative research, including study design, research methods, statistics, ethics and research governance.

Overall, I found the taught components in this course to be excellent in preparing you for the research component and also later down the line in your career. The research project module had the greatest weighting for the overall mark and the dissertation made up the majority of this module.

After completing the taught module teaching and assessments you have more time for your research project that you signed up with your tutor and you can just focus on the dissertation after that. It is what is most exciting about the year as you get to grips with how to perform research and even though can be a steep learning curve, it is well worth it.

The course is assessed through a number of written assignments and presentations as well as a research poster and dissertation.

You can find out more about this course of the University of Leicester's website: [Medical Research MSc \(intercalated\) | University of Leicester](#)

Student experiences:

Jakevir Shoker

iMSc Medical research, University of Leicester (2022-23)

How was the application process?

Very straightforward. Wrote a few paragraphs about why I wanted to apply and what I was interested in for research and how it would shape my future career. Then later on, I ranked my top 5 projects based on preference.

Between which years did you intercalate and why?

Some of my friends weren't intercalating so I wanted to spend as much time in the same year as them as possible. By intercalating later on, I also had more time to work out what research areas I was more interested in, so I could apply for projects that will impact my future career more with this in mind.

What do you think are some benefits of intercalating?

It boosts SFP application chances. The course also gave me a broader research skill set, an appreciation of research and helped me work out if research was a career for me. There are opportunities for presentations (+potential publications).

Time away from medicine (both as a break and to explore alternatives)

Were there any downsides to intercalating?

Didn't enjoy essay writing, it is a very different style to what we're used to. I am now a year behind a lot of peers and friends.

Do you have any advice for prospective intercalators?

I have very much enjoyed my intercalation year and would recommend. It has helped shape my career decisions and given me opportunities I will carry forward.

iBSc Psychology, University of Leicester

Course Description

The iBSc Psychology is open to students who wish to intercalate after Year 2, 3 or 4. You do three modules per term (so a total of 6 modules) plus a dissertation. Core modules cover aspects of biological psychology, mental health and wellbeing, individual differences, clinical psychology and health psychology. In the first term, two of these modules are compulsory and you pick one which is optional. In the second term, you do one compulsory module and you pick two optional ones. The available option modules cover a variety of applied and broadly clinically relevant areas of psychology to provide a breadth of understanding of the nature of the field. You also have tutorials, an essay and a presentation specific to intercalation so that you can learn the skills required to succeed (for example, how to read research papers and how to write essays).

You can find out more about this course on the University of Leicester's website: [Intercalated BSc \(Psychology\) | University of Leicester](#)

iMSc in Clinical Education, University of Leicester

Course Description

In the course, there will be taught modules covering the principles of clinical education; practice learning, inter-professional education and technology; innovation, quality, research and evaluation; assessment in clinical education; and curriculum design. In addition to the taught modules, you will complete a dissertation, allowing you to apply your new knowledge and skills in clinical education to a topic that really interests you. You will have the opportunity to study alongside qualified clinicians from different clinical backgrounds and career stages, and will study as part of a supportive, diverse multi-disciplinary group, supported by leading educational researchers and practitioners.

Formal teaching will take place in small groups, this is then supplemented by self-directed learning to develop your interests further. You will be assessed through assessed teaching, practical tasks, written assessments, and oral presentations

As well as studying for a postgraduate qualification, you will be able to seek recognition by Advance HE as an Associate Fellow of the Higher Education Academy.

You can find out more about this course on the University of Leicester's website: [Clinical Education MSc/PGDip/PGCert | University of Leicester](#)

iMSc in Healthcare Management, University of Leicester

Course Description

The course features core management modules covering areas such as leadership, strategy, organisational behaviour and accounting, together with skills vital to healthcare managers around managing clinical professionals and quality and safety. These will be taught through a mixture of seminars, lectures, group work, case study analysis and guided reading. Assessments include assignments, examinations and a 15,000-word dissertation.

This degree will help you to critically evaluate the published literature on healthcare management and develop your practical transferable skills including the ability to conduct independent research. You will have the opportunity to develop the expertise and knowledge to manage competently, capably and ethically.

You can find out more about this course on the University of Leicester's website: [Healthcare Management MSc | University of Leicester](#)

iMSc in Quality and Safety in Healthcare, University of Leicester

Course Description

On this course, you will learn the practice and theories of healthcare quality and patient safety from academics who are leading world-class research in this area and from experts in quality and safety at our NHS partners. Harm resulting from unsafe healthcare is one of the ten leading causes of death and disability in the world today. Learning about quality and patient safety will help you to identify and design interventions to lead change to decrease patient harm, improve patient experience and generate a sustainable positive working environment.

You will study 4 core modules and 2 optional modules covering topics of quality improvement methods, the influences on patient safety, methods and knowledge in the discipline of ergonomics and human factors, and the use of data for quality improvement and patient safety. In addition to the taught modules, you will complete a 15,000 word dissertation. You will also develop key transferable skills in critical appraisal, academic writing, project management and communication.

You can find out more about this course on the University of Leicester's website: [Quality and Safety in Healthcare MSc, PGDip, PGCert | University of Leicester](#)

Summary of Feedback from Previous years (2018-2021)

In this section we have summarised the different experiences students in previous years had, and we have used their own comments to help answer common questions and concerns about intercalation you might have.

How is the application process?

It took some organisation but the overall process was not too taxing, definitely when compared with medical school applications!

I had a lot of help from my Phase 1 tutor both for references and directing me to course websites etc

I found it very helpful to attend the Intercalated BSc fair at Imperial in order to speak to both current students as well as the head of the programme

I would definitely start to think about your application a couple months before hand, in order to get everything in place for your submission with plenty of time

There are things to be aware of, like having to write a personal statement, references, end of year transcripts, suspension of degree etc; but it is still manageable and nothing to really worry about

Make sure you check for any overlap between term dates with returning to medical school – a lot of master's courses finish after we are expected back on placement

When to intercalate?

Between years 2 and 3

- ✚ I chose this in part because I didn't want to break up my clinical years which I believed are important to take consecutively to help retain information and skills.
- ✚ Between years 2 and 3 you can only do a BSc degree. You can do a masters after completing 3rd year.

Between years 3 and 4

- ✚ I wanted to have at least two years of medical school before I qualified, rather than intercalating and then being thrown straight into 5th year for the apprenticeship being a little 'rusty' having had a year-long break away from Medicine.
- ✚ I was also worried about doing 4th year after a year away from medicine, but in hindsight the 4th year exam had very little 3rd year content in it so this would have been fine.
- ✚ I'm glad I did it then (between 3 and 4) because having a year of clinical experience helped me appreciate the BSc content more.
- ✚ The main reason I chose to intercalate after third year was to be eligible to apply for a master's course, and I chose not to intercalate after fourth year as I wanted to have a more extended clinical time prior to final year.

- ✚ I did find that when I came back from intercalation a lot of my clinical knowledge was rusty and it took a few months to get back up to speed.

Between years 4 and 5

- ✚ I intercalated between 4th and 5th year because I wasn't sure whether I wanted to do it until quite late, and also my group of friends were mostly intercalating at this time as well.
- ✚ It is a bit intense coming back into final year but they are mostly rotations you've done before so it is all familiar.
- ✚ I feel like it was good intercalating at this point because all your specialty rotations are completed during 4th year and this for me is when I realised which specialties I was interested in for the future.

Where to intercalate?

Internally

- ✚ Staying in Leicester, you can use your free time to go exploring and have fun! Leicester is very central to the UK so you can definitely go traveling to other big cities you want to visit.

- ✚ With Leicester offering a 20% discount to intercalate internally and rent being quite cheap it's a lot better than a lot of other locations. (This discount is only offered with postgraduate courses (MSc). iBSc courses will not have this discount)
- ✚ Staying in Leicester, it was easier to see friends that didn't intercalate and continue being a part of Leicester societies.
- ✚ I stayed in Leicester for my intercalation, however I would go elsewhere if I were to do it again. I think intercalation is a great opportunity to see a new city.

Externally

- ✚ I thoroughly enjoyed living in a new city, and especially in London where there is so much to do both inside and outside the university, it is also nice to be able to meet people from other universities and share experiences.
- ✚ Definitely consider spending a year in a different city - adds an element of adventure to the whole experience.
- ✚ I went to Queens University Belfast as I am from Belfast and wanted to enjoy a year of study back at home.
- ✚ In London there's so much to do, but rent is ridiculously expensive. That was the biggest downside for me. Also - it's a big big city and can definitely feel isolated if you don't meet some friends early on/live at home.
- ✚ My course was based in Sheffield which was a really great university to experience being a student in. The city location is great, being close to the peak district makes for nice walks and the university is right in the city centre.

What are the best things about intercalating?

It is great to discover new interests through an introduction to academia and cool lectures!

I liked the flexibility of intercalation and the amount spare time I had to do other things

It was also really nice to have a change from clinical work and also to experience a different city, meet a different set of people and make new friends

Because the cohort for the intercalated degree is usually very small, you get to become on much more personal terms with your lecturers which creates a friendly atmosphere. (I still speak with several of my lecturers even now)

I have gained very useful insight into medical research, and I am much better at appraising evidence as a result of it

The increased exposure to scientific writing which you don't get much experience of at medical school, and it is something that all future clinicians and specialists will have to use at some stage in their training and for any research they undertake

You really get a sense of being independent and have choices to make about what you want to prioritise and use your time for. This is a great test for yourself and will definitely help you later in your career

Getting the chance to experience a non-medical school university experience

Are there any downsides to consider?

The cost of living in London which is a lot greater than for Leicester by some way, however, with proper budgeting I didn't find this too much of a problem

When you return back to the medical degree, the majority of your original cohort are likely to be in the year above (including friends), and so you may not know many people in the year you come back to

Research and working to deadlines is incredibly difficult and stressful, but going through this definitely equips you with valuable skills which go beyond academic ability

The course itself was intense and stressful at times, but looking back I don't consider that a downside because it came with a lot of learning and a huge sense of achievement

I think one of the biggest challenges for me was quick adaptation to the different course itself and then also its assessments, I had to get used to the continuous assignments throughout

It is an extra year without an income so, that is something worth considering (I worked part time throughout the year)

Seeing your friends who don't intercalate graduate a year before you and not having the same support network when you come back because they have graduated

Top tips from previous students

Do it! Intercalation is a great opportunity that you won't get again.

Start planning your application earlier rather than later so that you can submit the best possible personal statement

With a masters there is more work associated with this and you will be working throughout the summer, so make sure to weigh up the pros and cons as it is ideal to return from intercalation well rested since medicine itself is hard enough!

Get stuck in with as many extra-curricular activities and societies as possible while you are on intercalation.

Definitely do it if there's something you're genuinely interested in but I wouldn't recommend doing it just for the sake of it.

Try to make the most of the dissertation by discussing submitting it to conference with your supervisor, or even working towards publication

Make the decision wisely, if you know you have an area/specialty you are particularly interested in this could be a great opportunity to explore that more.

Don't feel pressured to intercalate and only intercalate if you are motivated and interested in the topic you are intercalating in.

Summaries of courses from previous years (2018-2021)

In this section we have summarised the different courses that students in previous years took. Although not all of these courses may still be available and their structures may have changed, it hopefully gives you an idea of some of the different intercalation courses that are on offer.

BSc Biomedical Engineering, Imperial College London (2018-19)

My intercalation course was designed to be modular and was split into 3 sections: Core Modules, Optional Modules and a Group Project. Before you start the course, there is also some online pre-reading material on mathematics and engineering which helps to get you up to scratch on the basics before you start the course. This doesn't take too much time however you get a large amount of time to complete this. At the start of the course there are 3 Core modules comprising of the Fundamentals of Engineering (Electrical Circuits/ Systems and Mechanics/Physics) as well as Probability and Statistics and a Journal Club. The Optional modules range from Biomimetics (the translation of biological systems to the design of non-biological engineering systems); Hearing and Speech Processing (involving the mathematics of signal processing); Tissue Engineering and Regenerative Medicine (looking at the cell signaling pathways involved with Stem Cell technologies, Artificial grafts and Organ on a Chip systems); Physiological Monitoring (including the chemistry behind the detection of specific molecules by electronic systems/biosensors); Image Processing (the computational mathematics behind biological and computer vision systems); and many more options. The great thing about Bioengineering is that there is an area of research for pretty much anything so you are bound to find something interesting to learn. The optional modules are also at different times of the year so by choosing the right modules you can also tailor your work load for the different terms to suit you. The final part of the course is a year long Group Project where you are put into a group with six 3rd year MEng students to take part in a research project in some area of Biomedical engineering. I myself did work on Neural Prosthetic Control which involved experimentation as well as computational work. However, there are a wide variety of labs within Bioengineering

where you can work on anything from novel bio-sensors; regenerative grafts; autonomous control of vehicles; synthetic biology; and deep learning tasks. So whether you enjoy working in a laboratory or programming software, there's something for everyone to enjoy. The pairing with the Engineering students is great as it allows you to learn a lot of engineering from them as well as allowing you to bring your own medical knowledge into the project, and you never feel out of your depth during the project as there is always support. The project culminates in a group thesis at the end of the year, as well as an oral presentation of your work. In terms of assessment, the vast majority of the course is examination based (usually either multiple choice or SAQ style questions) which are done in January and at the End of the Year in May. I particularly preferred this as I'm not a big coursework fan and the fact that the course is modular means that I don't have to use knowledge of every module in every exam (which is a nice reprieve from Medical School Examinations).

Find out more about this intercalation course here: [Intercalated BSc Medical Sciences with Biomedical Engineering | Faculty of Engineering | Imperial College London](#)

BSc Medical Science, Queens University Belfast (2020-21)

My course consisted of three year-long modules. Two of these consisted of a series of lectures, seminars and tutorials throughout the year with coursework in the form of essays and structured questions. The modules I chose were 'Cardiovascular Pathobiology and Treatment' and 'Clinical Pharmacology and Therapeutics'. The final module was in the form of a year-long research project. The focus of my chosen research involved assessing the anxiety levels in patients prior to receiving an intravitreal injection and how specific language used by injectors may influence any anxious feelings these patients may have. The research project involved conducting a literature review prior to commencing the collection of data, a dissertation write up that focussed on a specific aspect of the findings and an oral presentation of our results to a panel of academics at QUB.

Find out more about this intercalation course here: [Intercalated BSc | School of Medicine, Dentistry and Biomedical Sciences | Queen's University Belfast \(qub.ac.uk\)](#)

BSc Neuroscience and Mental Health, Imperial College London (2020-21)

The first term was lectures and 3 assignments. Then there was a self-directed group literature review to do in January, and February until the end of May was dedicated to the dissertation. This was a good structure, and I enjoyed the opportunity to work on my own terms which we never get in medicine!

Find out more about this intercalation course here: [Neuroscience and Mental Health | Faculty of Medicine | Imperial College London](#)

BSc in Psychology with Basic Medical Sciences King's College London (2020-21)

The course had four modules, Abnormal Psychology, Health and Illness across the Lifespan (HIAL), Cognitive Neuropsychology & Research Methods and Statistics (RMS), with the last module being predominately to teach you statistical analysis for your research project (i.e. the dissertation). All of the course, i.e., the lectures, the practicals, presentations and the research project were online as I did my intercalation during the initial peak of the Covid-19 pandemic. All the modules run for two semesters except RMS, which runs only for the first semester and in the 2nd semester you predominately have meetings with your research project supervisors instead of structured practicals and lectures for RMS. An average week in semester 1 was having two hour long lectures on Monday, Tuesday & Wednesday morning for the three modules, and a Monday afternoon practical for RMS, with pre-recorded lectures to look at; in the 2nd semester I no longer had the afternoon RMS lectures/ practicals. Performance was assessed with presentations, lab reports and predominately essays, with each module having one assignment, i.e., essay, presentation or lab report, per semester, and end of year exams (essay based) for the 3 modules (RMS had the dissertation/ research project instead of an exam).

BSc in Surgical Design, Technology and Innovation, Imperial College London (2019-20)

September to Xmas is lectures on 1) scientific skills like reading papers, designing studies and scientific writing and 2) topics in surgical design/tech/innovation from researchers in those

fields. You have 5 monthly controlled assessments which involve different scientific writing tasks e.g. a letter to the editor, a literature review etc. which you have a week to complete. These continue until after Xmas, there are no more lectures after this. You then have 12 weeks for a final research project. 60% of your final grade comes from controlled assessments and 40% from the final project. This structure emphasised learning and being examined on scientific skills rather than being tested on specific pieces of information. This was nice because it forces you to get good at learning new skills which are transferrable to future research endeavours. It also takes the pressure off learning every little detail from the subject specific lectures, so you can engage with the presenters and enjoy their responses rather than taking thorough notes. Having to learn lots of new skills quickly is stressful and it can feel a bit like being thrown into the deep end, especially when your first experience of doing a certain type of writeup is for a summative controlled assessment.

Find out more about this intercalation course here: [Surgical Design, Technology and Innovation | Faculty of Medicine | Imperial College London](#)

MSc Biomaterials and Regenerative Medicine, The University of Sheffield (2019-20)

The first semester of my course was mainly to give us a base understanding of materials science and engineering. The majority of modules in this I honestly found really difficult because I hadn't learnt about any of them before. These all had different assignments throughout the semester with a final exam each in the new year. Keeping to deadlines was quite difficult but once I got a bit more organised it got a lot easier. The year was front loaded, leaving fewer modules in semester two where we began our research project. Unfortunately, my intercalation was during the first lockdown of COVID, so I had less lab time than I was hoping for, but this was where the majority of hands-on research work began. The majority of my time during this semester was spent attending lab meetings and conducting research, alongside lectures for the additional modules.

At the time of the first semester, I remember feeling extremely overwhelmed. However, as I progressed throughout the year, I realised that I was already applying the things I had learnt in the first semester to the new topics. This made me realise the structure of the course made a bit more sense and set me up better for my research project.

MSc in Women and Children's Health, King's College London (2020-21)

September to December was purely taught modules, one module introducing us to current research going on in the department, an optional module and then a research methods and statistics module. This part of the year was assessed with essays and presentations and then one exam after Christmas for the statistics part of the course. From January to April there were two taught modules, one optional and another that introduced scientific skills and methods used in research including how research grants work. This again had essays and verbal presentations for its assessment. Both optional modules had exams during May/June. The research project part of the course began in January and wasn't submitted until the end of August and included a 12,000-word written dissertation and a presentation. You had choice of what you wanted to do for your research project and even could come up with your own idea, which is what I did, for this part of the course.

Find out more about this intercalation course here: [Women & Children's Health - King's College London \(kcl.ac.uk\)](https://www.kcl.ac.uk/health/women-childrens-health)

Thank you to all the students who contributed to this booklet with their intercalation reviews.