



**UNIVERSITY OF NICOSIA
Medical School**



MEDICINE

Graduate Entry Degree



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University of Nicosia Medical School campus

A partnership for international medical education

St George's, University of London, one of the leading British medical schools, and the University of Nicosia, the largest university in Cyprus, have joined forces to offer the St George's graduate-entry 4-year MBBS (Bachelor in Medicine and Bachelor in Surgery) programme - equivalent to an American MD degree - in Cyprus. This collaboration falls within the European Commission's policy to encourage academic and research cooperation between European Union universities.

Graduates of this programme earn an MBBS degree from St George's that is recognised worldwide. It is considered a British primary medical qualification by the UK's General Medical Council.

Students accepted into the programme in Cyprus are enrolled as St George's, University of London students. They learn through the innovative curriculum developed by St George's and enjoy full access to the e-learning medical education resources available to students in London, while also enjoy the full privileges and access to state-of-the-art facilities and resources available to all University of Nicosia students.



Professor Andreas Charalambous
Executive Dean
Medical School, University of Nicosia

Executive Dean's Welcome

A great place to study

The partnership between St George's, University of London and the University of Nicosia allows talented students from around the world to pursue a graduate-entry MBBS degree from one of the UK's premier medical schools at the leading independent university of Cyprus. Such partnerships are encouraged by the European Commission through its directives on inter-university collaboration across the member states of the European Union.

St George's 280 years of history and excellence in medical education, coupled with a dynamic and comprehensive university in Cyprus, ensure a rich learning experience for our MBBS students.

Through our partnership with St George's, all medical students at the University of Nicosia will have access to the same e-learning facilities that are available to students in London. The innovative and student-centred curriculum allows for the early development of clinical skills and behaviours, and promotes collaborative learning, critical thinking and reflection - skills that are essential for a career in medicine.

The success of the St George's graduate-entry curriculum, the first of its kind in the United Kingdom, has led many other medical schools around the world to create similar programmes. However, this is the first time that the St George's MBBS degree has been delivered outside of the UK, which offers students a unique opportunity for an exciting international experience in medical education.

The University of Nicosia, built on the principles of a liberal democratic university, welcomes students from over 80 different countries and is a place where you will feel included from the very start. We look forward to welcoming you to Nicosia and to the St George's MBBS programme.

Andreas Charalambous

Executive Dean

Medical School, University of Nicosia



Jenny Higham
Principal
St George's, University of London

Principal's Welcome

A medical education with a distinguished heritage

Choosing the right place to study for your degree is an important decision and I know you will be looking hard to find the university and the course that is right for you.

I have myself just recently chosen to come to St George's, University of London as Principal and am excited by the partnerships and opportunities we have as the UK's only university dedicated to medicine and healthcare sciences. St George's has an illustrious history and a tradition of innovation in research and education. Gray's Anatomy was first published from St George's in 1858 and remains the definitive anatomy textbook. More recent innovations in education include the introduction of the first graduate entry medical programme in the UK.

What is distinctive about the St George's programme?

Students on the programme will benefit from the expertise of St George's, our reputation and our tradition of training doctors for close to 300 years. We are an outward looking institution with strong and growing international links in education and research and are committed to playing our part in improving health globally. We are delighted to be working with the University of Nicosia in Cyprus to extend the opportunity of studying the St George's programme to students from all over the world.

What now?

This prospectus sets out in detail what is involved in studying the St George's programme at the University of Nicosia – I hope that on reading on you find this an exciting proposition and one which will help you fulfil your ambitions.

Jenny Higham

Principal
St George's, University of London



University of Nicosia main campus

An international education philosophy

The University of Nicosia is the largest institution of higher education in Cyprus, combining the best elements of Western education, quality standards and an international philosophy. Located in the nation's capital, the University of Nicosia is a global educational centre with 20% of its student body coming from abroad, representing over 80 different countries in a multicultural learning environment that promotes friendship, cooperation and understanding.

With instruction in English and an emphasis on critical thinking and lifelong learning skills, the University of Nicosia's diverse range of academic programmes at both the undergraduate and postgraduate level prepare students for leadership roles in the private and public sectors.

Over the past two decades, the University of Nicosia has led the development of health and life sciences programmes in Cyprus. In addition to the St George's MBBS programme, the Medical School offers an undergraduate-entry Medical degree and a Masters in Family Medicine. The University of Nicosia also has degree programmes in Human Biology, Nursing and Sports Science, while programmes in Dietetics, Nutrition, Physiotherapy and Pharmacy are being offered by its affiliated college, Intercollege. In this manner, the University of Nicosia has developed a strong academic infrastructure to support the delivery of the MBBS programme, and created conditions that support inter-professional learning and development.

The University of Nicosia is actively involved in local, European and international research projects as a partner and as a coordinating institution. The research projects conducted by its faculty and its research centres have a strong impact on every aspect of activity in Cyprus and beyond, including health, technology, education, economy and social issues.

Additionally, the University of Nicosia received approval for an Erasmus University Charter and is an official participant in the European Credit Transfer System (ECTS). In October 2010, the University of Nicosia was awarded the Diploma Supplement Label by the European Commission, one of only 106 European universities to hold this distinction. The University of Nicosia is also actively involved locally and internationally with campaigns for various causes, such as the support of an orphanage and hospital for HIV-positive children in Kenya, diversity, migration, gender and racial equality issues, and environmental protection. In recognition of this work the University of Nicosia received the prestigious "Global 500" award from the United Nations.



For more information on the experiences waiting for you in Cyprus, go to www.visitcyprus.com

Cyprus

An international education centre

A member of the European Union since 2004, Cyprus is an ideal centre in which to study, combining a modern infrastructure, multicultural population, rich history and cultural heritage, and beautiful natural environment with an excellent quality of life - reasons why the island and the University of Nicosia have become major international education destinations.

Cyprus is located in the Northeast corner of the Mediterranean Sea, at the meeting point of Europe, Asia and Africa. The island is rich with history and tradition, as Ancient Greeks, Egyptians and Romans along with Crusaders, Byzantines, Franks, Ottomans and British have all left a fascinating legacy for the visitor to enjoy.

Cyprus enjoys a wonderful Mediterranean climate, with sunny weather and warm temperatures prevailing from April through November. With almost three million visitors coming to Cyprus each year, the island offers excellent facilities for sport, leisure and shopping, and an exciting and varied night-life.

Blessed with natural beauty, Cyprus gives visitors and residents alike the opportunity to enjoy golden beaches, rugged coastlines, and forest-clad mountains dotted with picturesque villages. What's more, the people of this country are famous for the warm and friendly welcome they extend to visitors.

A business and financial centre for Southeast Europe and the Middle East, Cyprus also enjoys a high standard of living, and is a member of the Eurozone. However, the cost of living is still lower than in most European countries, there is a very low crime rate, and the general pace of life is more relaxed.



St George's, University of London

A fine heritage

In 1733, St George's Hospital was opened in Lanesborough House at Hyde Park Corner, and the institution has been training medical students since then. Formal registration of apprentice doctors started in 1751.

The hospital was gradually extended, and by 1744, it had 15 wards and more than 250 patients.

However, by the 1800s the hospital was falling into disrepair. Funds were raised to build a new 350-bed hospital and a competition was held for its design which was won by William Wilkins.

The old Lanesborough House had to be demolished to make way for the new premises; building began in 1827, and the new hospital was completed by 1844.

The Medical School was established in 1834 in Kinnerton Street and was incorporated into the hospital in 1868.

In 1948, the National Health Service was introduced, and plans for a new site for St George's at The Grove Fever and Fountain Hospitals at Tooting were eventually agreed upon. In 1973, building began on the new site. The new Hospital and School buildings were

now well advanced. The School was completed, as were two wings of the new Hospital, which today provide a total of 710 beds. There are an additional 280 beds on site in accommodation, which is due for replacement in the next phases of rebuilding the hospital.

In 1976, the doors of the Medical School opened at Tooting and in 1980 St George's Hospital at Hyde Park Corner closed its doors for the final time.

In 2000, the Medical School introduced the MBBS Graduate Entry Programme (GEP), a four-year fast-track medical degree course open to graduates in any discipline.

In April 2005, St George's Hospital Medical School was renamed St George's, University of London.

And in 2010, St George's University of London and the University of Nicosia joined forces to establish the first medical programme in Cyprus, offering a 4-year MBBS that provides the opportunity to students from around the world to benefit from established excellence in medical education at the premier private university of a dynamic, prosperous and safe Mediterranean country.

- 1733:** St George's Hospital opens at Lanesborough House at Hyde Park Corner. The new Hospital is arranged on 3 floors and accommodates 30 patients in 2 wards, one for men and one for women.
- 1751:** Formal Registration of apprentice doctors begins.
- 1754:** The eminent surgeon John Hunter begins to undertake courses of study at St George.
- 1796:** Edward Jenner (student from 1770 to 1774) successfully performs the first vaccination against smallpox, leading to the eventual complete eradication of the disease in 1980. The hide of Blossom, the cow used in Jenner's smallpox experiment, was presented to St George's by Jenner's son in 1857, and has remained in the university's possession since.
- 1800:** With the Lanesborough House building falling into disrepair, a competition is held to design a new 350-bed hospital building. This is won by William Wilkins, an English architect whose most famous work is the National Gallery.
- 1844:** Benjamin Brodie, surgeon at St George's Hospital, is appointed as the first President of the Royal College of Surgeons. Brodie would also go on to be appointed the first President of the General Medical Council in 1958.
- 1858:** Gray's Anatomy, the product of the collaboration between Henry Gray and demonstrator in anatomy Henry Vandyke Carter, one of the greatest artistic and scientific achievements is published.
- 1867:** Mr Atkinson Morley leaves his savings to St George's Hospital for the building and maintenance of a convalescent home remote from the noise and epidemic of central London.
- 1895:** Patrick Manson is appointed lecturer in Tropical Medicine and gives the first ever series of lectures on tropical diseases at St George's. Manson went on to found the London School of Hygiene and Tropical Medicine in 1899.
- 1899:** Edward Wilson qualifies at St George's Hospital Medical School. On qualification he is asked to join Captain Scott's first Antarctic Expedition, leaving England in 1901 as junior surgeon and zoologist. In 1910 he joins the ill-fated expedition led by Scott to the South Pole and perishes with other members of the party on their return from the South Pole.
- 1915:** St George's is the first university in London to admit female students during World War One. Helen Ingby, one of the four women accepted alongside Ethelberta Claremont, Marian M. Bostock and Elizabeth O'Flynn, goes on to become Pathologist of the Albert Einstein Medical Centre in Philadelphia in 1945.
- 1939-1945:** During the Second World War St George's becomes a unit of the Emergency Hospital Service, providing 200 beds for war casualties and 65 beds for the civilian sick.

- 1948: The NHS comes into being in the United Kingdom on 5 July 1948 to provide healthcare for all citizens, based on need, not the ability to pay.
- 1954: Aubrey Leatham is appointed as St George's first consulting cardiologist. Leatham is best known for designing a new and improved version of the stethoscope, and for inventing the world's first endocardial cardiac pacemaker.
- 1958: The first indwelling pacemaker operation is carried out at St George's.
- 1973: Building starts on St George's new site at Tooting, London.
- 1976: The first phase of the Medical School opens in Tooting with 80 students.
- 1978: Pioneer of fertility treatment Patrick Steptoe, (alumnus, MBBS 1939), is responsible, alongside biologist and physiologist Robert Edwards, for developing in vitro fertilisation (IVF), leading to the birth of the first test-tube baby in 1978.
- 1980: St George's at Hyde Park closes its doors for the final time and HM Queen Elizabeth II opens the new St George's Hospital and Medical School at Tooting on 6 November 1980.
- 1995: The Faculty of Health and Social Sciences, a joint collaboration between St George's and Kingston University is established, offering health and social care education in nursing, midwifery education and radiography.
- 2000: St George's is the first UK institution to launch the MBBS Graduate Entry Programme (GEP), a four year fast-track medical degree course open to graduates in any discipline.
- 2008: 50 years after the first pacemaker operation was carried out at St George's Hospital, the 50,000th operation is also successfully performed at the Hospital.
- 2011: The first cohort of medical students enrolls in the Graduate MBBS Programme at the University of Nicosia, Cyprus.
- 2013: The Postgraduate Diploma Physician Associate Studies Teaching Team wins the first ever Prospects Postgraduate Award for the Best Teaching Team (Science, Technology and Engineering).
- 2014: A new authoritative survey by the Times Higher Education magazine ranks St George's, University of London as one of the top 200 universities in the world.
- 2014: Research carried out by the Population Health Institute on the effects of parental smoking on the respiratory health among children results in a Westminster Bill to ban smoking in cars when children are present.
- 2015: The first graduation of the Graduate MBBS Programme at the University of Nicosia takes place in Cyprus.



Karine De Souza
Class of 2019, USA

Leaving the United States to attend a medical school halfway across the world in Cyprus was one of the scariest and most exciting decisions in my life, and probably one of the best. Learning about international health and healthcare systems outside of the US has always been of interest to me, and this programme has afforded me with the opportunity to explore this interest through first-hand clinical experience.

During my first week, I began my near weekly interaction with patients through clinical and community visits. My professors are all clinicians who have trained and worked all over the world. And this programme is international in all senses of the word as most of my classmates are from the UK, Canada, Australia, Israel, Lebanon, Italy, United States, and more. We all learn from each other about our home countries and native health systems. With these new friends I'm able to take quick, inexpensive trips anywhere in Europe after exams and on the weekend. Plus, Cyprus is a gorgeous island country and you truly get into the relaxed Mediterranean lifestyle living here, which is perfect when so much stress comes from medical school. After our first two years we are able to decide if we want to do our last two in Chicago or Puerto Rico, or to stay in Cyprus. For me knowing I can go back and get clinical experience in the States was a very appealing offer, especially when it came to matching for a residency.

First graduation



The first graduation from the St George's, University of London medical programme at the University of Nicosia took place on 15 May 2015. The ceremony at the State Theatre in Nicosia featured as keynote speaker President of Cyprus Nicos Anastasiades and was attended by parents and guests from across the globe. This was a landmark not only for the Medical School but also for the country as a whole, because it celebrated the first graduation of doctors in Cyprus. All of the Medical School's graduates subsequently secured employment in their country of choice.





Professor Peter McCrorie
Dean for Medical Education

Message from the Dean for Medical Education

Introduction to programme

The St George's, University of London MBBS programme has a well-deserved reputation as a popular and competitive choice for students applying for medicine. The graduate entry programme was created in 2000 to attract mature applicants who already had a degree and who had experienced life in the world outside education. The course attracted widespread interest and became quickly recognised across the UK as being pioneering, innovative and cutting edge.

Now, the course has been modified and improved - the result of feedback from students and staff over the years. The philosophy behind the course is built around a student-centred approach towards learning in combination with learning through experience. It is problem-based and patient-centred, right from the start of the course. Clinical and communication skills are given the importance they deserve, simulation being a key teaching aid - whether simulated patients, manikins, or complex state-of-the-art computer-based simulations. E-learning is another important learning tool, students having access to the St George's virtual learning environment and library resources. The scientific basis of medicine is strongly emphasised throughout the course, but particularly in the first two years. The University of Nicosia Medical School is equipped with a brand new dissection room to learn anatomy using prosected specimens, imaging, anatomical models and computer-assisted learning.

The first two years of the course take place in Cyprus, the last two years in state-of-the-art hospitals in the United States, Israel or Cyprus. Students will graduate with a degree from St George's Hospital Medical School, a constituent college of the University of London.

This is a truly exciting opportunity for international students to undertake an identical programme, sit the same assessments, and gain the same degree as the St George's students in UK but learn in different, and highly respected, clinical environments.

The links between the University of Nicosia and St George's are strong and fruitful. St George's faculty and staff make regular visits to Nicosia to observe teaching, participate in assessments, take part in planning meetings and ensure the quality of the course provision. This is an exciting project for our two universities and we look forward to welcoming you on the course.

A portrait of Dr Adonis Ioannides, a middle-aged man with dark hair, wearing a dark suit, white shirt, and a striped tie. He is standing in front of a glass wall with a modern architectural design. The image is partially covered by a blue text box at the bottom.

Dr Adonis Ioannides
MBBS Course Director
Associate Dean for Academic Affairs

All of us who work hard to deliver the medical programme were very proud indeed to witness the first graduation of our medical students in May 2015. The partnership with St George's, University of London made it possible to bring to Cyprus the prestigious and innovative MBBS graduate entry programme which enjoys international academic and professional recognition and an outstanding international reputation. This made the programme accessible to aspiring doctors from around the world promoting the global perspective of modern medical education.

Our system based core curriculum, which integrates scientific and clinical aspects from the outset, enhances the students' learning experience and equips them for a lifetime of good medical practice. Our students have benefited from state of the art facilities, such as Anatomy and Clinical Skills laboratories, and the commitment and dedication of faculty and staff. Moreover, the excellent collaborative working relationships with our London-based colleagues and compelling teamwork approach ensure optimal management of the shared curriculum.

I look forward to welcoming you to Nicosia and to the programme.

Your Degree

What is an MBBS?

In Britain, as well as Ireland and many Commonwealth nations, the qualifying medical degree is the Bachelor of Medicine and Bachelor of Surgery or MBBS, which is considered equivalent to the MD degree in the US system. It is the 4-year graduate entry programme that is offered by the University of Nicosia in Cyprus in partnership with St George's.

Accreditation

The MBBS programme is offered under the degree-awarding powers of St George's, University of London and is recognised worldwide. St George's was the first medical school in the United Kingdom to offer a graduate entry programme in medicine and is the only independently governed medical school in that country. It is recognised for excellence in medical education, receiving a score of 23 out of 24 in the UK's Quality Assurance Agency (QAA) inspection of medicine – the highest score of any London medical school.

Our medical programme is subject to the UK General Medical Council's quality assurance processes (<http://www.gmc-uk.org/education/26867.asp>).

The St George's, University of London MBBS⁴ at the University of Nicosia provides a firm foundation on which to build a career in the global healthcare sector.

While the St George's MBBS is recognised by many different countries, applicants from outside the European Union are advised to check with their own individual national authorities with regards to registering and practising in their countries.

Curriculum Introduction

St George's MBBS course was developed using the guidance provided by the UK General Medical Council's (GMC) document Tomorrow's Doctors (2003), which outlined the expectation of medical undergraduate training:

1. The burden of factual information should be reduced from previous high levels
2. Learning through curiosity, exploration and critical-evaluation should be promoted
3. Attitudes that befit a doctor should be inculcated
4. Essential skills should be acquired and rigorously assessed
5. A 'core curriculum' should be defined
6. 'Student Selected Components' should be provided
7. The core should be system-based, integrating scientific and clinical aspects
8. Communication skills should be emphasised
9. Public health medicine should be prominent
10. Clinical teaching should adapt to changing patterns of health care
11. Learning systems should be informed by modern educational theory and technological advances
12. Assessment should encourage appropriate learning skills
13. Effective supervisory structures should be established to design, implement and monitor changes
14. The GMC should ensure implementation of its Recommendations

The GMC published a second edition of Tomorrow's Doctors in 2009 with which all UK medical programmes must comply. In this edition, the GMC specified its requirements emphasising, aspects such as patient-centredness, fitness to practise, and reliable, valid assessments.

Aim of the Curriculum

The aim of the MBBS course is to produce graduates with the essential knowledge, understanding, skills and attitudes required to practise medicine competently and professionally in a patient-centred, multi-professional environment and to equip them for a career of life-long learning and professional development.



Department of Primary Care and Population Health

Preparation for USMLE

Students who are interested in pursuing a medical career in the United States are required to pass the United States Medical Licensing Examinations (USMLE). In order to successfully pass the USMLE Step 1, it is important that preparation starts in Year 1. Therefore, in order to support our students in their preparation for this important examination, a longitudinal lecture series is delivered throughout Year 1, which covers USMLE Step 1 topics relevant to each Problem Based Learning (PBL) case. Furthermore, USMLE Step 1 content areas relevant to the learning in each PBL case in Year 1 are identified each week, in order to effectively integrate learning for the MBBS4

curriculum with studying for the USMLE Step 1. Importantly, students at the Medical School have the opportunity to take National Board of Medical Examiners (NBME) practice tests, free of charge. We offer one practice test in Year 1 and two tests in Year 2 to help students prepare for the USMLE Step 1. Furthermore, the International Foundations of Medicine (IFOM) practice test is offered in Year 3 to help students prepare for the USMLE Step 2. The questions in these practice tests are derived from the USMLE bank of questions, which are used to generate the official USMLE examinations. Ultimately, these support mechanisms will allow our students to be better prepared to pursue a medical career in the United States.



Professor Sir Sabaratnam Arulkumaran

Founding Chair of the Department of Obstetrics and Gynaecology
President of the International Federation of Gynaecology and Obstetrics

It is a pleasure to be the Founding Chair of the Department of Gynaecology and Obstetrics at the University of Nicosia Medical School. I am happy to contribute to teaching and training with my four decades of clinical and three decades of academic experience and after being Professor & Head of Unit at St George's, University of London (SGUL) for 12 years. The Nicosia medical school offers a first class curriculum which is exactly the same as SGUL. The school has devoted clinical and basic science teachers, good teaching facilities and a first-rate library. The learning environment that is provided by the school is very conducive for independent and joint learning. The clinical material in obstetrics and gynaecology in the Archbishop Makarios Hospital has a wide spectrum of pathology/complex cases for students to learn at the bedside. Students who go to our international clinical placement locations may have slightly different but similar enriching experiences. Student feedback is taken seriously and the medical school team works constantly to improve the student learning.

Curriculum Outcomes

At the conclusion of the course students will:

- Have a knowledge and understanding of the sciences underlying medical practice, of health and its promotion, and of disease, trauma and disability and their prevention, diagnosis and management. This is in the context of the individual and their place in the family and society and of the population as a whole
- Have demonstrated proficiency in basic clinical skills, including gathering information systematically, sensitively and effectively from patients; undertaking comprehensive physical examination of patients; choosing appropriate diagnostic procedures to be carried out on patients, rationalising that choice and interpreting the results of such investigations; selecting appropriate treatment options for patients with specific conditions; recognising and managing life-threatening conditions
- Have acquired and demonstrated attitudes necessary for the achievement of high standards of medical practice and patient care, including adherence to ethical and legal principles, application of an evidence based approach to patient care, responsiveness to the needs and concerns of patients, understanding of the contribution of genetic, historical, social, environmental, political, occupational and behavioural factors on health, disease and illness
- Have demonstrated intellectual curiosity and a capacity for critical understanding
- Have developed an understanding of the work of other health care professionals
- Be able to perform pre-registration house officer jobs competently
- Have the potential to undertake further training in any branch of medicine or medical science
- Value the need for life-long learning, enquiry and research
- Have acquired the following additional skills and experience:
 - Teaching skills including presentation
 - Personal/time/resource management skills
 - IT literacy
 - Ability to work within a team
 - Good record keeping skills
 - Understanding of the principles of audit
 - Information literacy
- Possess the following additional qualities:
 - Psychological robustness with ability for self-care
 - Thoroughness
 - A realistic grasp of their own limitations
 - Adaptability and ability to cope with change and uncertainty
 - Open-mindedness
 - Motivation for learning
 - Reflectiveness
 - Sensitivity to cultural issues



Dr Alexia Papageorgiou

Associate Professor in Clinical Communication

I never thought I would leave the UK for a warmer country because I never thought I could practise my job elsewhere. The thought of teaching communication skills at the level I was used to without compromising my academic standards seemed rather impossible until I heard of the St George's, University of London medical programme at the University of Nicosia. The rest is history as they say.

Living and working in Cyprus has been amazing. The medical school provides plenty of opportunities for both research and professional development and allows me to build foundations and the necessary infrastructure for the delivery of clinical communication to high standards. The quality of life on the island is superb and the fact I can speak Greek on a day to day basis after years abroad, fills my heart with joy. I don't think I could ask for more.

Clinical Skills Laboratories



PBL in session

The approach to teaching and learning in the curriculum

The emphasis in the MBBS course is on learning rather than teaching, with students having more responsibility for their own learning. The principal learning method in Years 1 and 2 is Problem Based Learning (PBL).

Problem Based Learning

PBL is the main learning method for the course due to the evidence indicating that PBL encourages learning in context, self-motivation (through engaging the curiosity of the student), and active learning and thinking, rather than regurgitation. PBL also assists the development of a wide range of skills (for example, problem-solving, communication, attitudinal, interpersonal, teamwork and leadership skills). Students can learn at their own pace and remember what matters, not fine detail.

How does it work?

Students are divided into small groups and allocated a tutor. The tutor does not act as a teacher, but as a 'facilitator' of learning, guiding students through the sequence of steps which have been devised to help students learn from scenarios. Students work on one scenario each week which is discussed in three separate tutorials. During these tutorials, students do most, if not all of the talking, agreeing between themselves the questions they need to address and then reporting back to each other what they have learned. Students have no other formal activities on most PBL days, but use the unscheduled time for independent study. Students are credited for their attendance and performance at PBL sessions.

PBL is not the only method of learning students use. Below is a list of other approaches to teaching and learning students encounter, showing the wide range of learning opportunities open to students:

Independent study

As an integral part of the MBBS course, students are encouraged to find and read resources for themselves. Students can use books, journals, newspapers, patient information packs, photographs, podcasts, CDs, Virtual Learning Environment the World Wide Web, or other computer assisted learning packages. Students can choose to study these materials at a time convenient to them. Anatomical models, prosected specimens, histological slides and medical images are available for students to examine in the Anatomy Centre.

Patient Oriented Learning (PtOL)

Students learn a great deal from real patients. Patients can be trained to adopt an active and questioning role, reflecting the changing relationship between doctors and patients in the wider setting of healthcare delivery, which is moving from one of paternalism to one of partnership.

Clinical experience

Students learn by observing clinicians dealing with patients. Observation in itself is not enough; students need to reflect on what they have seen so they can learn from it. As soon as possible, students must practise developing their skills with patients rather than watching others.

Students obtain as much experience working with patients as possible. This can be on the wards, with outpatients and in the community. Feedback is imperative to learning; this feedback is provided by doctors, nurses or other healthcare professionals.

Clinical and Community placements

Students experience a wide range of community attachments; for example, to general practitioners, midwives, health visitors, community psychiatric nurses, community paediatricians, speech and language therapists, occupational therapists, physiotherapists, and others. In addition, students visit (with clear aims and objectives) many facilities available to patients in the community; for example, patients' homes, playgroups, residential homes, schools, family planning clinics, community hospitals, hospices, voluntary agencies, complementary medicine clinics, rehabilitation centres and patient information groups. From time to time students are asked to write reports on their community placements for assessment purposes.

Expert Forums

During specific forums, experts, or a group of experts, answer questions students have regarding the topic/problem of the week. This acts as a kind of "cushion" for reassurance that students learning and understanding is on the right track and at the right level.

Lectures

On average, there are approximately 5 lectures per week. These are interactive where possible and provide overviews, difficult concepts and summaries, not simply long lists of detailed facts that can be found in books. Occasional guest lectures by invited speakers from outside are scheduled.



Carlos Saber
Class of 2019, Lebanon

Studying the St George's programme at the University of Nicosia Medical School has opened up several doors of opportunity. As a medical school it offers a well developed and intriguing way of delivering medical education to students. We learn theory and actually apply it on the spot, which I find to be one of the best ways to deliver the material; it is essential in allowing us to emphasise what we learn. Learning alongside physicians from week one and through Problem Based Learning groups is supplemented by the loving and caring environment created by the administrators, instructors and everyone associated with the school. Furthermore, being in Cyprus is an experience in itself. We are offered the unique chance to explore all the wonderful aspects of the island, from beaches to mountains to local treasures. This helps me gather energy through a change of scenery and refocus to move on with my journey as a medical student. Last but definitely not least, this Medical School has increased my understanding of the field and opened up many choices to pursue in a hopefully successful career as a practising doctor.

Large group discussions

Large group discussions are useful for debating with some ethics learnt in this way. Students are asked to adopt a specific stance and argue their case as in a balloon debate.

Small group discussions/workshops

Students have small group teaching outside the PBL tutorials (e.g., critical appraisal workshops). The workshop format uses techniques such as brainstorming.

Clinical skills teaching

Students learn basic clinical skills in a safe environment. A clinical skills teacher is available to students for consultation. Models and manikins are supplied for the practical skills that cannot be practised on each other.

Students Selected Components (SSCs)

Students undertake one SSC during the first year. In Year 2, students have the opportunity to organise their own SSC to work on over a period of 6 weeks; they also carry an SSC during their final year over a period of 5 weeks.

Longitudinal Family Attachment

During Year 1 students are 'attached' to a family. Students make regular visits to the family, each time with specific goals. The attachment is to a family where one member is expecting a baby. Students are expected to visit the family at various stages of the pregnancy, birth and post-natal care.

Elective

All students have 7-week elective in their Final Year. Students can use this time to study medicine in Cyprus or overseas. They must produce evidence of their achievements in the form of a written report.

Inter-professional learning

There are various opportunities for Inter-professional learning within the MBBS4 course. Through the PBL scenarios, students learn about the roles of various health care professionals within the multidisciplinary team whereas in their clinical placements they get the opportunity to work with and learn from them. In the P and F years, medical students and students from other health care disciplines attend scenario based, patient-focused workshops which enable them to work together as a team in order to develop a management plan for the patient. All these activities aim to get students to work with other health care professionals from early on in their career, enhance collaboration between them and improve patient care.

Team learning

Students work in teams from the very start of the course (e.g., PBL groups), where students learn about group dynamics, negotiation, tolerance and other interpersonal skills. The importance of teamwork is continually emphasised in various settings, such as in General Practice, on the wards, in outpatients and the community.

Role Play

This teaching technique is ideal for learning about communication, disability, cultural diversity, and breaking bad news. Actors are involved and used for role-play, feedback and assessment.

Presentations

Students conduct presentations throughout the course. Examples of these (both individual and group) include orals, poster-based, one-to-one (e.g., to tutors), small groups (e.g., in PBL tutorials) and large groups (e.g., grand rounds, clinical demonstrations and debates). Presentation skills are taught at an early stage in the course.

Posters

Doctors are often required to present their findings at meetings in the form of a poster. Students gain exposure to this method by preparing a poster as part of their SSC during T-Year.

Practicals

A number of practical classes are held to illustrate specific key issues.

Audio Visual Materials

Students can remind themselves of the correct technique for clinical skills (e.g. history-taking and examination) by watching recordings of the skills being demonstrated by consultants. Students can also make recordings of themselves carrying out a consultation or practising breaking bad news so that they can review it and in turn improve their technique. Students can also make confidential recordings of consultations for reflective learning purposes and assessment. AV materials also make useful triggers for discussion, such as on ethical issues.

Using Media Resources

The media often provides triggers for learning - newspapers report recent medical findings and current debates, while television programmes on medical matters abound.

Anatomy Centre

In the centre there are anatomical models, prosected specimens, skeletons and computers loaded with appropriate images to help students learn functional anatomy.

Moodle

The Medical School uses Moodle, a Learning Management System that provides facilities such as web-based chat rooms, a bulletin board and feedback; however, its main role is the online delivery of the PBLs and associated topics. Students are given a full introduction and training session on how to access Moodle and its contents during their orientation week. Podcasting of lectures and live links with particular MBBS 4 (SGUL) sessions will be available.

Structure and presentation of Moodle PBL

Online PBL presentations are complementary to paper-based problems. Moodle means that all elements of the problem can be found in one place, particularly images (e.g., x-rays, path specimens, anatomical drawings, etc). These can inform on the results of investigations, enhance particular aspects of the problem such as presentation and history with supporting images, and provide tailored learning resources that students can review following the PBL. Online delivery of a problem is presented in a series of incremental steps that keeps pace with the tutorials. Once students have seen the information, it is always available for revision purposes and as an aide-memoir of the curriculum.



Medical School Library

Overview of the curriculum

The MBBS curriculum is organised as follows:

Clinical Science	
Core Curriculum Clinical Sciences	Year 1
Clinical Practice	
Transitional Year	Year 2
Penultimate Year	Year 3
Final Year	Year 4
Student Selected Components	Years 1, 2 and 4

Structure of the academic year

The curriculum is taught within a traditional academic year structure. Years 2 and 3 are organised around the 5 week blocks that make up those years. Year 4, for reasons concerned with the required overall length of the course and its nature as a period of intensive clinical experience, is a continuous period of 41 weeks.

Credit Structure of the MBBS Curriculum

The programme is based upon the accumulation of credit in each year of the programme, using the standard undergraduate UK framework and the European Credit Transfer Scheme (ECTS), as follows:

Year	Credit Level	UK credits	ECTS credits
Year 1	Level 5	120	60
Year 2	Level 6	180	90
Year 3	Level 6	180	90
Year 4	Level 6	180	90

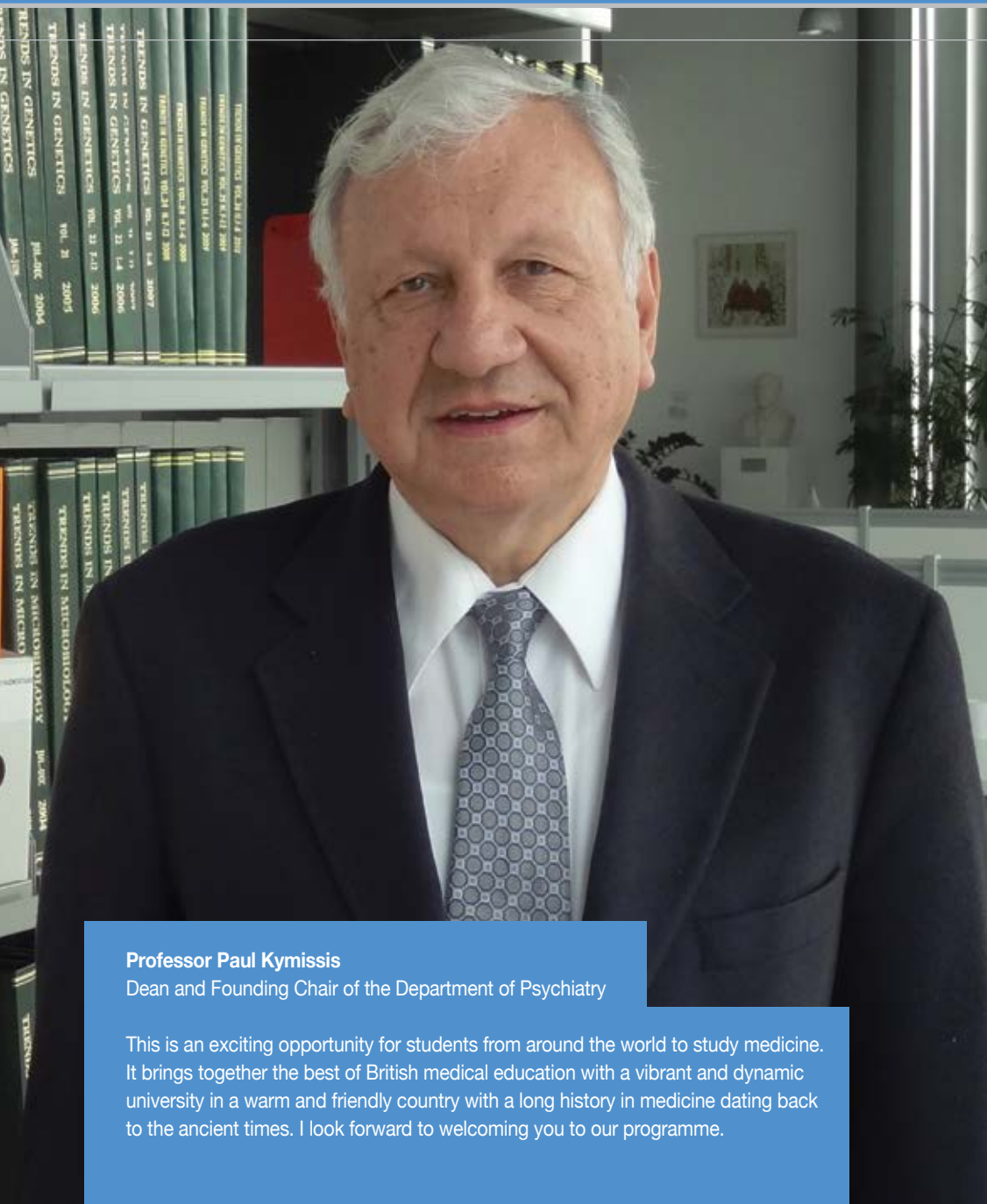
There are four themes and six modules that underpin the course and that feature throughout the four years.

The themes are:

- | | |
|--|------------------|
| • Basic and Clinical Sciences | (BCS) |
| • Patient and Doctor | (P&D) |
| • Community and Population Health | (CPH) |
| • Personal and Professional Development | (PPD) |

The six modules around which teaching is based are:

- **Life Cycle**
- **Life Protection**
- **Life Support**
- **Life Maintenance**
- **Life Control**
- **Life Structure**



Professor Paul Kymissis

Dean and Founding Chair of the Department of Psychiatry

This is an exciting opportunity for students from around the world to study medicine. It brings together the best of British medical education with a vibrant and dynamic university in a warm and friendly country with a long history in medicine dating back to the ancient times. I look forward to welcoming you to our programme.

Themes

Themes

Four main themes underpin the course and feature throughout the four years:

Basic and Clinical Sciences

This theme provides you with the fundamental knowledge of the structure, function and development of the normal human body that will underpin your medical practice. Consideration will be given to all levels of organisation from the molecular and cellular, to organ systems and the whole individual. Included in this theme are anatomy, biochemistry, pathology, pharmacology and physiology as well as the scientific aspects of all the clinical disciplines, such as cardiology, obstetrics & gynaecology, neurology, urology, orthopaedics and rheumatology etc.

Patient and Doctor

Through this theme, students are equipped with the skills used by a doctor during direct patient contact. Learning will develop the clinical, communication and interpersonal skills necessary for medical practice.

Community and Population Health

Insights from the biological, social and psychological disciplines will be used in this theme to develop a way of thinking and working that considers the social factors underlying various health issues. Public Health Medicine, General Practice and Epidemiology are also prominent in this theme.

Personal and Professional Development

The context of practice has an impact on an individual doctor and on the profession as a whole. In order to function effectively within the medical community, it is essential to relate to the wider world, to recognise forces for change and to be able to understand external views of the profession. This theme covers medical ethics and the law relating to medicine, critical thinking and critical appraisal, interprofessional education, and professional behaviour.

Basic and Clinical Sciences is the largest theme in terms of its content, as it incorporates the majority of the factual knowledge students require to qualify and register with the appropriate regulatory bodies in your country. However, all four themes are of equal importance in equipping the student for a professional lifetime as a medical practitioner.

Modules

Teaching is based around six modules:

Life Cycle

Dealing with the key processes in human procreation, development and demise, some of the most fascinating and important aspects of life are covered during this module:

- Reproduction and Development
- Child Health (Paediatrics)
- Obstetrics & Gynaecology
- Sexual Health
- Ageing
- Death

Life Protection

Developing two interwoven concepts, the normal mechanisms which defend the human organism and community from environmental and biological attack, and the disease mechanisms which operate when these defences fail or become inappropriate:

- Immunology
- Infection
- Haematology
- Oncology
- Preventive Medicine
- Public Health Medicine

Life Support

Challenging you to tackle diseases to the heart, lungs or circulation by teaching the normal structure and workings of these vital organs, how organ malfunctions cause disease, and how medical therapies work:

- Cardio-respiratory system
- Cardiology/Cardiovascular Surgery
- Respiratory Medicine
- ENT

Life Maintenance

Addressing the mechanisms, clinical manifestations and management of renal, gastrointestinal, liver and endocrine disorders which are either commonly encountered or illustrate important scientific or clinical issues:

- Nutrition
- Alimentary System, including liver
- Gastroenterology
- Endocrinology
- Renal Medicine
- Urology

Life Control

Examining the workings of the nervous system as a whole to provide a sound scientific basis for understanding disorders of the nervous system:

- Nervous system
- Neurology/Neurosurgery
- Vision and Ophthalmology
- Psychiatry
- Psychology

Life Structure

Providing an understanding of the normal structure and function of the musculoskeletal system and skin at microscopic and macroscopic levels followed by the causes and consequences of injury and illness:

- Musculoskeletal system, including connective tissue
- Rheumatology
- Orthopaedics
- Traumatology
- Plastic Surgery
- Skin and Dermatology



Limor Marko

Class of 2018, Israel

The fear of moving to a different country with a foreign language and different culture combined with an intensive medical programme disappear the moment you arrive in Cyprus. It all starts with a great team at the Medical School that will do their best to make your relocation easy and fast. It goes on with an amazing programme - offering you skills and facilities that will help you achieve self-confidence before meeting with real patients.

The faculty will do everything so you fully understand the material and are very student orientated. Much depends on self-paced learning and this is the basis of being a good doctor in the future since in this profession we are required to study all the time.

And besides studying, life in Cyprus is fun, easy and offers amazing places to explore.

Student selected components

An integral part of the MBBS course is the completion of numerous Student Selected Components. The aim of the SSC programme is to allow students to study, in depth, areas of particular interest.

- Learn about and begin to develop and use research skills
- Have greater control over their own learning and develop their self-directed learning skills
- Study, in depth, topics of particular interest outside the core curriculum
- Develop greater confidence in their own skills and abilities
- Present the results of their work verbally, visually or in writing
- Consider potential career paths

There are 4 student selected components in the MBBS programme:

All Clinical Science (Year 1) students will have one SSC (SSCG), which is based on a patient.

All students during year T will have one 6 week block SSC whereby they will prepare a research poster.

All students during Final Year will have one 5 week block SSC where they can arrange an attachment in a clinical or research environment of their choice.

All students in the Final Year will arrange a 7 week elective which offers the broadest possible choice of subject and venue, as befits the most senior students who have already demonstrated successful SSC attainment.

Diagrams of MBBS curriculum

Year 1	Term	Weeks	Modules	
Clinical Science	1	1	Induction	SSC
		3	Introductory Module	
		10	Life Cycle Life Protection	
	2	11	Life Support Life Maintenance	
	3	11	Life Control Life Structure	

Year 2	Weeks	Modules/ Attachments (done on rotations)	Modules
Transition Year	3	PBL	Introductory Module Clinical Teaching
	5	PBL	Life Support Life Cycle
	5	Clinical Attachment	Medicine, Surgery or General Practice
	5	PBL	Life Maintenance Life Protection
	5	Clinical Attachment	Medicine, Surgery or General Practice
	5	PBL	Life Control Life Structure
	5	Clinical Attachment	Medicine, Surgery or General Practice
	6	SSC	

Year 3	Weeks	Attachments (done on rotations)
Penultimate Year	1	Clinical Introduction to Medicine and Medical Specialties
	4	Medicine and Medical Specialties
	1	Acute Medicine
	3	Geriatric Medicine
	2	Cardiology
	1	Clinical Introduction to Surgery and Surgical Specialties
	9	Surgery and Surgical Specialties
	1	Palliative Care
	1	Clinical Introduction to Obstetrics & Gynaecology and Paediatric Medicine
	5	Paediatric Medicine
	5	Obstetrics & Gynaecology
	1	Clinical Introduction to Neurology & Psychiatry
	5	Neurology
	5	Psychiatry
	1	Advanced Clinical Practice

Year 4	Weeks	Attachments (done on rotations)
Final Year	5	Assistantship: Medicine
	5	Assistantship: Surgery
	5	General Practice
	5	SSC
	4	Emergency Medicine
	4	Critical Care and Anaesthetics
	2	Public Health
	4	Clinical Finals Assessment including 1 day F1 Preparation Course
	7	Elective

Clinical Science: Year 1

Clinical science covers all six modules across the three terms (please see diagram on page 40). Students also have the opportunity to meet patients from the early stages of the course. In the first year and for 17 weeks of the second year, the learning is centred around the PBL problem of the week. Students are presented with the problem at the beginning of the week. They then have the rest of the day to carry out self directed learning either individually or in groups. Throughout the week, they have access to the Anatomy Centre (housing models, prosected specimens, histological specimens etc). Data, images and lecture notes relating to the problem of the week are available through Moodle (as well as direct access to recommended websites). All four curriculum themes may feature as part of the problem of the week, but the Basic and Clinical Sciences theme usually predominates. The other three curriculum themes each have a session in most weeks. Single site activities take up two further sessions. Such activities may include lectures, practical classes, tutorials, patient-based activities in the community or hospitals, visits to health related community groups, or free time. At the end of the week, an "Expert Forum" is held, where one or more experts face questions from the students about the problem of the week or related topics.

Clinical Practice: Transitional Year (T Year)

The T year is organised into a 3-week introduction to the year followed by 5-week blocks. Students alternate blocks of clinical placement-based activity with Problem Based Learning weeks and a single 6-week SSC block. As in the previous year, the PBL blocks will have a substantial focus on the scientific aspects of disease and treatment, but will also include weekly sessions of clinical and communication skills, medical law and ethics, and critical evaluation of evidence. With respect to the clinical blocks, the key new learning objectives for T year relate to gaining greater skills at history-taking and examination with an emphasis on understanding how the information gathered from history and examination contribute to patient management.

T year PBL differs from the 1st year in that the patient cases are delivered online as interactive electronic cases (virtual patients: VPs). As the case unfolds, at key points in the case, students are presented with the opportunity to take optional routes through the case, to take clinical decisions, and explore the outcomes of those decisions. VP/PBL is delivered to groups of students in conventional PBL sessions facilitated by a tutor in the normal way. Each group is provided with an online 'notepad' to make notes, collect materials, and use as a general repository of information.



Catherine Christensen
Class of 2017, UK

I decided to apply for the St George's course in medicine at the University of Nicosia because it combined so many factors that I found appealing. The PBL-based approach is an excellent way to start your studies, with a case to learn about each week. On top of that, I get to study in beautiful, sunny Cyprus. Once I got here, I realised that the course is supported by some excellent teaching, and the faculty and administration staff are all very friendly and supportive. I am very happy in Cyprus and have had excellent opportunities to see a wide variety of patients, get involved with trips to take blood pressure in areas around the country, and of course spend some quality time at the beach after exams!

Each week, 2 formative assessment VPs are delivered for self-study, which explore cases distinct from the central PBL case but which also address the learning objectives. These cases provide opportunities for self-assessment as well as broadening the student experience.

Non-Clinical Teaching Programme

A programme of lectures and tutorials will run once per week in T year, which forms part of the Investigation of Disease (IOD) element of the year. This will run during the clinical blocks so as not to disrupt the structure of the PBL week. The IOD programme will cover the following areas: clinical biochemistry, cell pathology, haematology, immunology, medical microbiology, pharmacology and radiology.

Clinical Practice: Penultimate Year (P Year)

Year P will include 4 blocks of 11-week attachments in Medicine including Medical Specialties, Acute Medicine, Geriatric Medicine and Cardiology; Surgery and Surgical Specialties and Palliative Care; Paediatric Medicine and Obstetrics & Gynaecology; and Psychiatry and Neurology (including Rehabilitation).

Teaching within these attachments will consist of programmed introductory teaching, core clinical activity, ward-based teaching and additional 'flexible learning opportunities'. For the attachments in Medicine and Surgery core activities will consist of admitting and clerking patients, post-take ward rounds and teaching rounds. Clinical meetings such as radiology and histology review meetings may also be included. Ward-based teaching will be largely opportunistic and will almost exclusively be led by consultant staff. Flexible learning opportunities are derived

from a list of clinical activities which students may attend, usually on a pre-booked individual basis. The first week of these attachments there will also be a 'systematic teaching programme' which students attend.

As part of the Medicine attachment, students will spend three weeks in geriatric medicine to gain an understanding of medicine in the context of an ageing society. They will have opportunities to take patient histories and perform full physical examinations as well as to experience multidisciplinary approaches to managing elderly care. Ethical and legal issues relating to older people will also be studied.

In Psychiatry, students will learn about the importance of physical, psychological, and social factors in reaching a diagnosis, how to manage mental health problems, and the importance of the doctor-patient relationship, particularly in the area of mental health.

In Obstetrics & Gynaecology, students learn about all aspects of health and illness relating to women from childhood to old age including common problems encountered at all stages of pregnancy and obstetric & gynaecological emergencies.

In Paediatrics, students will spend time with children they encounter in different healthcare settings - A&E, outpatients, the ward, the neonatal unit and the community. Students will see a wide range of children including newborns, premature infants, toddlers, younger and older children, and will learn the different assessment skills in history taking and examination which are needed for each age group in order to make a diagnosis and management plan.

In the Neurology block, students are exposed to a variety of patients - neurology, stroke, neurosurgery, neurorehabilitation, neuroradiology, neurophysiology. They learn how to diagnose, investigate and manage patients with neurological symptoms, both acute (e.g. stroke) and chronic (e.g. multiple sclerosis).

In the Palliative Care attachment during the Surgery block, students will spend one week in a hospice or equivalent setting learning about palliative care, focusing on the relief of suffering and achieving the best quality of life for patients and their caregivers. During this week students

gain an understanding of what palliative care is and why all health professionals need to practise it, and to experience it in practice across all domains.

There is an ethics component to some of the clinical attachments. The Ethics sessions will explore the ethico-legal experiences of students in a safe and confidential environment. In particular, core ethico-legal concepts will be revisited and discussed from the perspective of a medical student working and learning in the clinical setting. The session is student-led and focuses entirely on the priorities of those present.



Clinical Practice: Final year (F Year)

The overall aim of the Final Year is to consolidate the students' ability to apply basic and clinical science knowledge and skills to clinical practice.

Assistant House Officer Attachments (2 x 5 weeks)

The aims of the attachment are broadly similar to those defined for the hospital clinical attachments in Years T and P, but at a higher level of responsibility. Students are expected to:

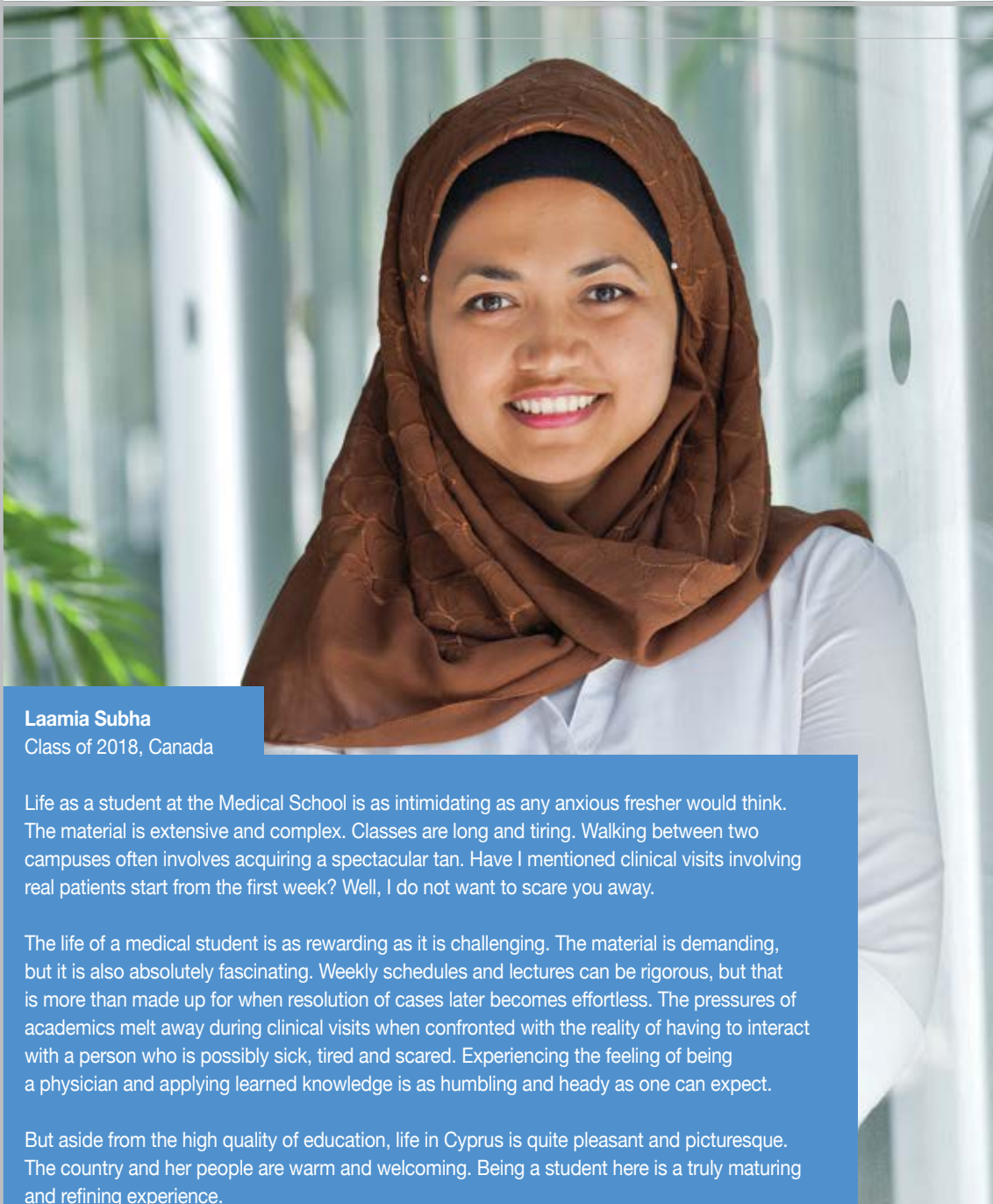
- Improve their clinical skills, acquire supervised experience of practical procedures, and of working closely with the F1 doctor/intern as a junior member of a clinical team
- Gain insight into the organisational and operational problems to be addressed by a newly qualified medical graduate, which will prepare the student for his or her first F1/ intern post and the transition from student to professional life
- Gain additional practical experience of common medical and surgical problems, including management of emergencies, in-patient and out-patient work
- Work as part of the multidisciplinary team, and reinforce understanding of the roles of different professional groups
- Use the attachment as a practical preparation for the first Foundation/Intern year, and the opportunity to reflect on the personal and clinical challenges that provision of high standards of practice will entail

- Students should gain experience of acute emergencies, ward rounds, investigations, routine ward duties, theatre, writing case notes, prescribing (signed off by a senior doctor), outpatient clinics, working as a member of a team, discharge planning and clinical meetings

General Practice Placement (5 weeks)

General Practice learning will focus on:

- The conditions seen in general practice before and after hospital care
- The variations in response of people in the community to their illnesses, manifested in their attitude toward having therapy in the community - in their homes and with family involvement as well
- The implications of the patients' social and family situations and their influence on medical status and the course of illness
- The social and psychological services attached and related to the GP clinic
- Pre-symptomatic and early prevention measures
- Chronic disease management
- Diagnosis and treatment of the common conditions in general practice
- The system for managing chronic disabilities



Laamia Subha
Class of 2018, Canada

Life as a student at the Medical School is as intimidating as any anxious fresher would think. The material is extensive and complex. Classes are long and tiring. Walking between two campuses often involves acquiring a spectacular tan. Have I mentioned clinical visits involving real patients start from the first week? Well, I do not want to scare you away.

The life of a medical student is as rewarding as it is challenging. The material is demanding, but it is also absolutely fascinating. Weekly schedules and lectures can be rigorous, but that is more than made up for when resolution of cases later becomes effortless. The pressures of academics melt away during clinical visits when confronted with the reality of having to interact with a person who is possibly sick, tired and scared. Experiencing the feeling of being a physician and applying learned knowledge is as humbling and heady as one can expect.

But aside from the high quality of education, life in Cyprus is quite pleasant and picturesque. The country and her people are warm and welcoming. Being a student here is a truly maturing and refining experience.

Emergency Medicine, Anaesthetics, Intensive Care Attachment (8 weeks)

This senior attachment aims to provide the student with experience of emergency medicine. Students will be expected to gain Immediate Life Support (ILS) certification during this attachment.

The aims of the attachment include:

- To experience triage and prioritisation in busy A&E departments.
- To learn initial management of trauma.
- To make an initial diagnosis of commonly presenting emergencies
- To advance their practical skills in suturing, giving injections and applying dressings
- To learn basic skills and principles of anaesthesia
- To gain skills in the identification and management of the critically ill patient
- To gain ILS certification

Public Health (2 weeks)

The Public Health block allows students the opportunity to consolidate their learning in public health and specifically their awareness of the relevance of public health to clinical practice, and the role of doctors and other members of the multidisciplinary team in public health medicine. They will also review and revise their knowledge of epidemiology and the procedures for investigation of suspected outbreaks of communicable and non-communicable diseases. Students will be expected to prepare and present material as a group, as well as to write a short essay on a relevant topic.

Student Selected Component (5 weeks)

The SSC Programme provides opportunities for students to consolidate the necessary

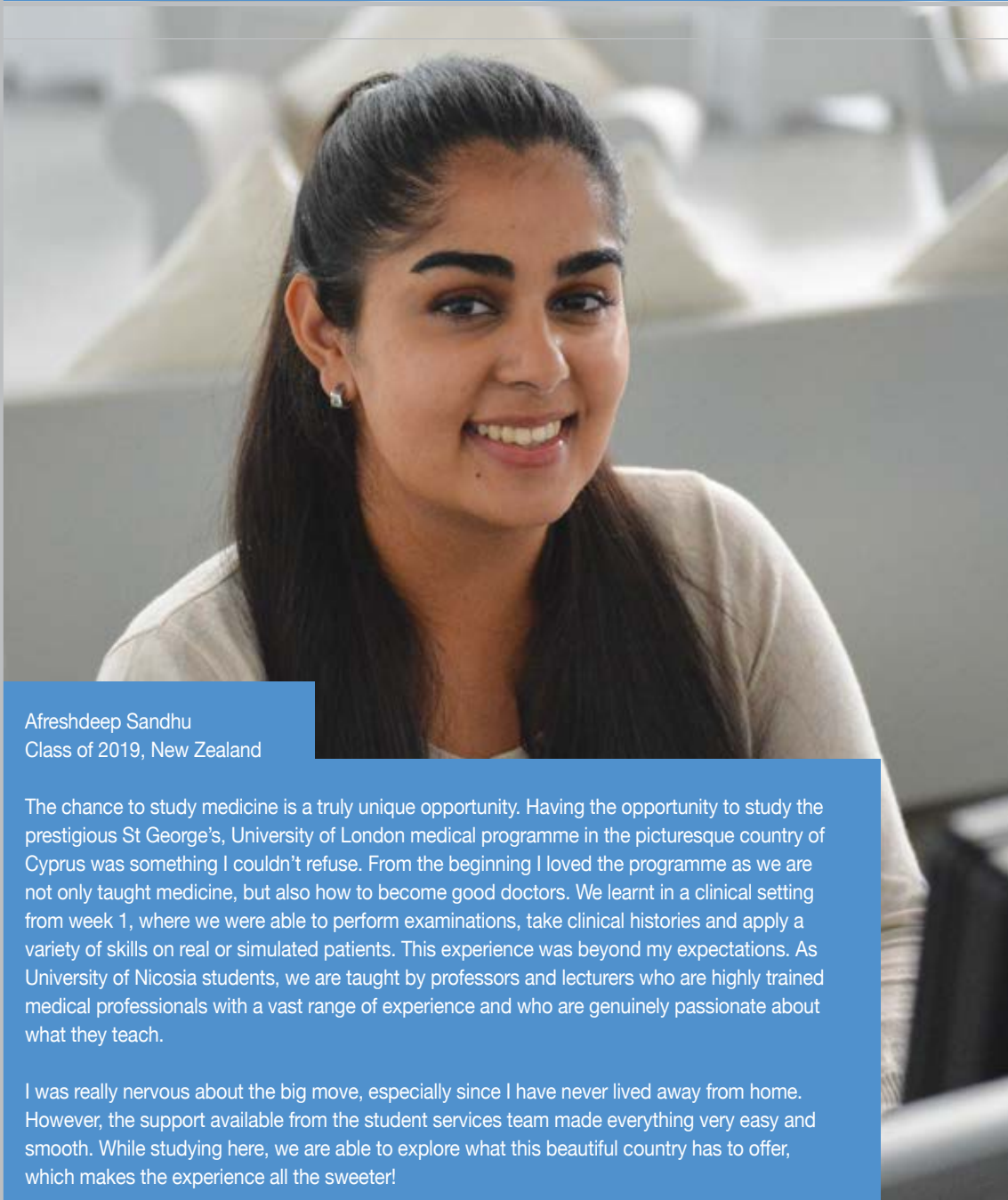
knowledge, skills and attitudes for confident medical practice as a future doctor. Specifically, the purpose of the Final Year SSC is for students to enhance their personal and professional skills by engaging with professionals in this environment and, where possible, users of the health and social care services.

Students will be able to arrange an attachment in a clinical environment of their choice, permitting potential career paths to be explored. They will discuss the attachment requirements and a suitable timetable with their tutor who must be medically qualified. Students are required to choose an interesting case that is not particularly rare but rather of fascination and interest to them. The SSC should be undertaken in a conventional evidence-based western medical context. The placement must be approved by the Final Year qualified SSC lead(s).

Final Year Elective (7 weeks)

The Final Year Elective will provide students with the opportunity of broadening their experiences in anything that may be relevant to their future career in medicine. Students can choose any activity or medical speciality already covered in the curriculum. However, they are encouraged to broaden their experiences and should undertake their elective in a different environment and at greater depth to that already experienced. Students may use their final elective as an opportunity to observe a healthcare system in a different country.

Students will be allowed to undertake their Final Year Elective wherever they choose provided the elective is approved by the Final Year Elective lead(s).



Afreshdeep Sandhu
Class of 2019, New Zealand

The chance to study medicine is a truly unique opportunity. Having the opportunity to study the prestigious St George's, University of London medical programme in the picturesque country of Cyprus was something I couldn't refuse. From the beginning I loved the programme as we are not only taught medicine, but also how to become good doctors. We learnt in a clinical setting from week 1, where we were able to perform examinations, take clinical histories and apply a variety of skills on real or simulated patients. This experience was beyond my expectations. As University of Nicosia students, we are taught by professors and lecturers who are highly trained medical professionals with a vast range of experience and who are genuinely passionate about what they teach.

I was really nervous about the big move, especially since I have never lived away from home. However, the support available from the student services team made everything very easy and smooth. While studying here, we are able to explore what this beautiful country has to offer, which makes the experience all the sweeter!

Clinical Placements

With a fully integrated clinical training programme spanning three continents, the Medical School offers a truly international educational experience.

The first two years of the course take place in Cyprus, with students gaining initial clinical experience at the country's leading hospitals.

The last two years are spent in state-of-the-art teaching hospitals, such as the Swedish Covenant Hospital in Chicago, the Nicosia and Limassol General Hospitals in Cyprus, the Sheba Medical Centre in Tel Aviv, and the affiliated hospitals of Ponce Health Sciences University in Puerto Rico. In addition, students training in Cyprus who are interested in experiencing the US healthcare setting are able to spend from 5 to 22 weeks in the United States (core and elective components).

Swedish Covenant Hospital, Chicago, USA

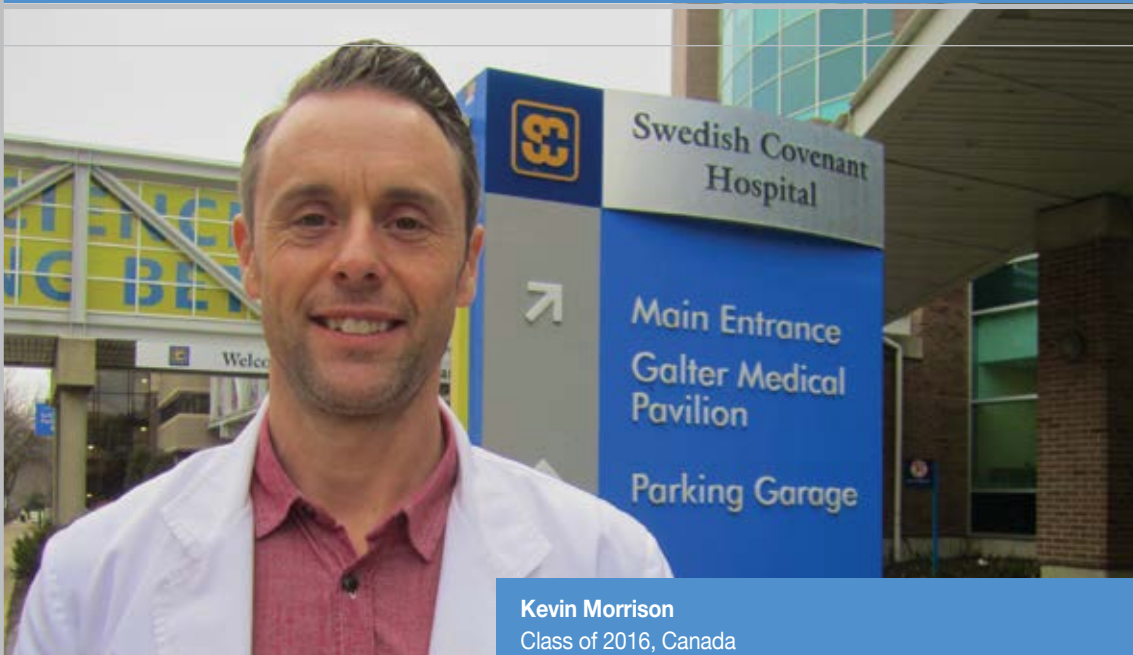
Swedish Covenant Hospital is a comprehensive healthcare facility providing health and wellness services to the communities of Chicago's north and northwest sides. An established teaching hospital, Swedish Covenant Hospital offers a range of medical programmes, including the latest cardiac, cancer, orthopaedic, surgical, women's health, back health and emergency services. As one of the few independent, non-profit hospitals in the area, its mission is to provide compassionate care in a healing environment.

Swedish Covenant Hospital offers ACGME-approved residencies in Family Medicine. In addition, its Internal Medicine, Emergency Medicine, Critical-Care and Pulmonary programmes are accredited by the American Osteopathic Association (AOA). The AOA and ACGME are in the process of transitioning AOA programmes to dual AOA/ACGME recognition and accreditation. It is anticipated this process will be completed by 2020.

With a capacity of 335 beds and 2,444 employees, including more than 550 physicians, each year Swedish Covenant Hospital admits over 14,500 patients and handles approximately 48,000 emergency treatments. The hospital is affiliated with three US Medical Schools and our Medical School is its only international education partner.

Because of visa regulations, only US and Canadian citizens are able to undertake their clinical training at Swedish Covenant Hospital.





Kevin Morrison
Class of 2016, Canada

I was unsure of what to expect from America's third largest city when I arrived in late summer. Chicago's vibrant diversity of art, culture, culinary, and music communities has been a source of excitement and at times overwhelming, but the open and warm nature of the people in the Midwest has quickly made Chicago feel like home.

Studying as a medical student at the Swedish Covenant Hospital affords ample opportunity to gain exceptional knowledge and skills under the mentorship and guidance of exemplary physicians throughout a diverse range of specialties. In our rotations at Swedish Covenant, we were quickly integrated into our departments with friendly staff who have shared their expertise and excitement to have us on board for the two years to come. We have had the chance to observe our mentors apply great skill in patient management and excellent bedside manner to communicate the course of patient treatment. Opportunities to challenge yourself come on a daily basis, not only to enhance your education, but also to experience the responsibility of a patient's health and well-being, as it will be in the not too distance future for us.

Based on the foundation of our skills and knowledge acquired through the St George's programme, we are asked to go beyond textbook knowledge and expand our comfort zones as we adapt to the unique presentation of every new case.

I look forward to the opportunities Swedish Covenant Hospital provides, as well as the ability to take in the vibrant culture and beautiful lakefront landscape Chicago has to offer.



Professor Sean Hilton

Head of the Department of Primary
Care and Population Health.

I qualified as doctor at St George's, University of London in the 1970s. I have been deeply involved in its medical education for over 25 years, and have seen many changes to the curriculum over that time, and that includes our stimulating integrated four-year course that you will follow. I was also Professor of General Practice and Primary Care at St George's, and worked as a partner in a GP practice for 30 years. Medicine and medical education have changed considerably over that time, but certain aspects of being a doctor have been constant and will remain so. These are your relationship of trust with your patients and the need for you to act with competence according to a professional code of ethics.

Technology and globalisation are two of the factors that mean medical education is evolving rapidly, and this is an exciting time to begin a career in medicine. Studying on the St George's medical programme at the University of Nicosia brings you a number of advantages. You will learn at a dynamic, young institution while simultaneously enjoying being a St George's student. The clinical experience you will have is rich and varied, with opportunities to learn not only in Cyprus but also in the USA and Israel in the third and fourth years. This will give you a strong start for your career and as a global citizen.

I hope you enjoy your time as a student and as a doctor as much of I have done.

Welcome to the University of Nicosia and the St George's University of London medical programme!



Ponce Health Sciences University, Puerto Rico, USA

The Ponce Health Sciences University (PHSU) is an institution of academic excellence located in Ponce, a city on the southern coast of the island of Puerto Rico, a US territory. PHSU is a member of the Association of American Medical Colleges and is accredited by the Liaison Committee on Medical Education (LCME) of the United States.

PHSU works with hospitals approved by the Accreditation Council for Graduate Medical Education (ACGME), including Hospital Damas, Hospital Episcopal San Lucas Ponce, La Concepcion Hospital, Mayaguez Medical Center, Bella Vista Hospital and PHSU's Multi-Medical Clinic.

Collectively, the ACGME-approved specialties include Internal Medicine, Emergency Medicine, Paediatrics, Obstetrics and Gynaecology, Family Medicine, Psychiatry and Surgery. Together, these hospitals employ over 3,500 professionals and have available over 1,000 beds.

PHSU offers a variety of health programmes such as a Doctor of Medicine (MD), an MSc in Medical Sciences, a PhD in Biomedical Sciences and a Doctor of Public Health in Epidemiology. It was chosen by the US Department of Health and Human Services to operate one of 62 Regional Extension Centres (RECs) in the United States, in order to help primary care physicians successfully adopt and implement health information technology.



Sheba Medical Center, Tel Hashomer, Israel

The Sheba Medical Center is a university-affiliated tertiary referral hospital that serves as Israel's national medical centre in many fields. Located in Tel Hashomer, adjacent to Tel Aviv, it is the most comprehensive medical centre in the Middle East, renowned for its compassionate care and leading-edge medicine. It is also a major medical scientific research powerhouse that collaborates internationally with the biotech and pharmaceutical industries to develop new drugs, treatments and technologies, and a foremost global centre for medical education.

Today, the Sheba Medical Center combines six major facilities: a vast medical research complex, medical education academic campus, acute care hospital, children's hospital, women's hospital and the country's main rehabilitation hospital.

The Sheba Medical Center comprises 64 medical departments, 75 laboratories, 110 outpatient clinics and 1,700 beds. With more than 6,000 healthcare professionals and scientists on campus, including 900 doctors, 1,300 paramedic professionals, 1,650 technicians and support staff, and 2,200 nurses, Sheba conducts 32,000 operations annually and handles 1.5 million patient visits a year.

Please note that this placement is only available to Israeli citizens.



Kathrin Dvir
Class of 2016, Israel

One of the main reasons I came to this programme was because it included the option of gaining clinical experience at Sheba, one of the best hospitals in the world, and for me, it could not have been better as the programme allowed me to do so in my home country.

Throughout our attachments, I felt that every single staff member was truly dedicated to our teaching and practicing our clinical skills.

During our clinical rotations so far, we were given daily lectures on evidence-based data and the latest research as well as diagnostic decision-making and treatment protocols, adjusted to our learning objectives and the UK guidelines.

As Sheba is affiliated with different medical programmes from around the world, it was not uncommon to encounter international medical students from the US, Germany and other European countries, which made my experience even more cosmopolitan and diverse.



Nicosia General Hospital, Cyprus

The Nicosia General Hospital (NGH) is the largest state hospital in Cyprus, located on the outskirts of the country's capital. It has 500 inpatient beds and covers a wide range of medical specialities, being the only referral hospital on the island. Offering secondary and tertiary health care as well as diagnostic and laboratory tests, NGH is equipped with the latest biomedical and laboratory technology and employs 2,200 medical, nursing, paramedical, technical and other staff.

Among clinical specialities and services at NGH are heart, vascular and thoracic surgery; neurosurgery; plastic surgery; a burns clinic; oral and maxillofacial surgery; transplantation; magnetic tomography; lithotripsy; and nuclear medicine. NGH's departments include a state-of-the-art Intensive Care Unit; a fully equipped Department of Radiology; histopathology, cytology, audiology and nuclear medicine laboratories; physiotherapy, endoscopy and urodynamic units; a Department of Interventional Cardiology; and other clinical laboratories.

Each year NGH admits over 22,000 patients and performs 7,000 operations, in addition to seeing 300,000 outpatients and over 130,000 emergency cases.



Fanourios Georgiades
Class of 2016, Cyprus

For a Cypriot such as myself, the opportunity to join a renowned programme in your home country is astonishing! This was one of the main reasons I chose to join the demanding St George's MBBS programme offered at the University of Nicosia.

The early clinical exposure is one of the other reasons I joined this particular programme. Starting from the very first week you have the opportunity to interact with real patients and as you progress, the number of patients you interact with increases drastically. Every single patient is a new experience of its own! Placements at the Nicosia General Hospital offer numerous learning opportunities, enabling you to put into practice what you have been studying all along.

The excellent facilities, the state-of-the-art equipment and the high-quality teaching from consultant physicians and surgeons, make the programme ideal for learning medicine. Moreover, the multicultural setting of the programme, with students from the 4 corners of the world, makes the student experience even more interesting and enjoyable.



Limassol General Hospital, Cyprus

The Limassol General Hospital is the second largest hospital in Cyprus with a capacity of 410 beds. It provides medical services to 200,000 inhabitants for the city of Limassol and its district. It also covers the district of Paphos for some specialties which are not offered at the Paphos General Hospital. In addition, Limassol General Hospital is a teaching Hospital for nurses and doctors in six main specialties (surgery, internal medicine, cardiology, orthopaedics, gynaecology/obstetrics and nephrology).

The Limassol General Hospital is the only hospital in Cyprus with a special unit providing services for infectious diseases. There is also a centre which offers training programmes supporting trauma patients (ATLS PHTLS).



Michael Hadjihari
Class of 2017, UK

Limassol is known by Cypriots to be the most desirable city to live in. It is a vibrant, multicultural coastal city where there is always something to do, be it hiking in the mountains, exploring the old town or partying on the beach. As part of the first cohort at Limassol General Hospital, I have found all of the staff to be incredibly accommodating and enthusiastic in delivering the St George's curriculum. The hospital offers specialty training for doctors as well as serving as a teaching hospital for nurses, so educating medical students has been welcomed and encouraged by staff at all levels. While Greek is the primary language spoken in Limassol, the city's diversity means that English serves as a common language that is widely spoken within the hospital.

Affiliated hospitals in Cyprus

During Year 1 and 2, our students gain a variety of clinical experiences at leading hospitals in Cyprus:

Aretaeion Hospital, Nicosia

Aretaeion Hospital is a new private medical facility with high-tech equipment and highly trained and motivated medical and ancillary staff. The hospital provides beds for 70 patients and comprises all diagnostic, therapeutic, medical and surgical services including 6 operating theatres; Hematology, Biochemical, Microbiological, and Radiology Laboratories; Physiotherapeutic E.N.T., In Vitro Fertilisation and Operational Endoscopy Units and a Treadmill Stress Test Laboratory.

BOC Oncology Centre, Nicosia

BOC Oncology Centre is a not-for-profit charitable organisation devoted to the cause of treating cancer with the use of the latest state-of-the-art technology and through cooperation with hospitals and voluntary organisations. It comprises two main departments: The Department of Radiation Oncology and Diagnostics and the Department of Medical Oncology.

Ygia Polyclinic, Limassol

Ygia Polyclinic is a private hospital located in the second largest city of Cyprus, Limassol. It offers modern facilities with a wide range of departments including general surgery, oncology, plastic surgery, ENT, gynaecology, obstetrics and paediatrics. It contains 152 beds, 11 operating theatres, a Chemical Laboratory, X-Ray facilities, Tomography Examinations (CT & MRI), and a Multidynamic Intensive Care Unit (ICU).

Apollonion Hospital, Nicosia

Founded in 1991, Apollonion is an ultramodern private hospital purposely built to offer the best and most complete medical care to its patients. Its facilities include a First Aid and Intensive Care units, Endoscopy and Bronchoscopy Department, In-vitro fertilisation unit, Microbiology, Biochemistry, Haematology, Ultrasound and Mammography, X-ray department, C.T. Scanning, Doppler, Peripheral Angiography, Neurophysical laboratory, Osteoporosis lab, Lithotripsy, Pneumoniology lab, Laser Centre, Physiotherapy and Cardiac lab.

American Medical Center, Nicosia

The American Medical Center is a state-of-the-art private health care facility that offers a wide range of specialist medical and surgical services, including adult cardiology, cardiothoracic surgery, neurology, general surgery, transplant medicine and spinal surgery. Its technologically advanced medical environment was presented with the “Green Building Award 2011” from the European Commission.

Cyprus Institute of Neurology and Genetics, Nicosia

The Cyprus Institute of Neurology and Genetics (CING) functions as a National Centre of Excellence and a Regional Referral Centre in the areas of neurology, genetics, biomedical, medical and other similar and related sciences. The CING develops and provides high-level medical and clinical laboratory services, develops and pursues advanced research, and provides education in these fields.



Natasha Grace
Class of 2018, UK

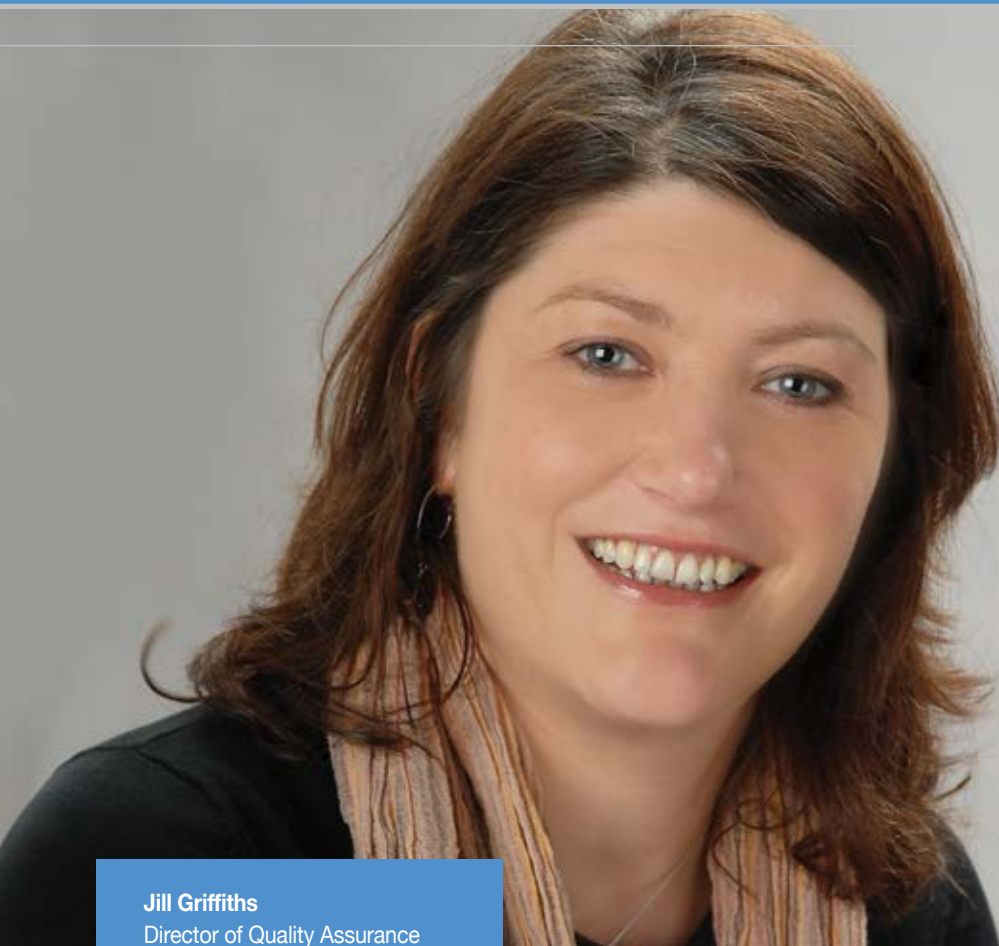
I saw the St George's programme as an amazing opportunity to get to immerse myself in a different way of life alongside my studies, believing I would be much richer for the experience. Not only am I living somewhere that is very foreign to me, but I also get the chance to study alongside people from all over the world, all with different knowledge and perspectives that enables us all to have a more rounded character which will be invaluable when we graduate and are practicing medicine.

I have already learned so much, both in terms of clinical science and skills but also in the social side of medicine from both lessons and the diverse cohort that I am in.

The core learning process of PBL is incredibly conducive to success and the emphasis on self-directed learning introduces accountability to us early on.

There is a large amount of support readily available, from library resources, to health, to Greek language support. There are also many opportunities offered through the school to help make the most of our time here, whether it is directly associated with our medical studies, such as charity drives and the mobile clinic, or social activities like day trips around the island and the host family programme which gives us the opportunity to see and experience Cyprus organically.

For further info please visit my blog at: <http://stgeorgesmarvellousmedicine.com>



Jill Griffiths

Director of Quality Assurance

After five years working with the team at St George's in Tooting - first on the MBBS Graduate Entry Programme as it was called originally and then managing the Centre for Medical and Healthcare Education - I was asked to support the establishment of a new and exciting international programme at the University of Nicosia. The course is familiar to me, but because it has been developed extensively there are great opportunities for me to learn as well as apply and share my knowledge of UK Higher Education policy and procedures.

Having worked in other countries in my twenties I had often harboured the desire to return to a warmer climate and to experience new cultural experiences. Working in Cyprus certainly provides this - living here is great, the people are friendly and warm, and there are plenty of places to explore. My next challenge is to improve my Greek language!

Student progress and support

Personal tutor system

MBBS 4-year students are allocated a Personal Tutor at the beginning of their first year who is normally not their PBL tutor. This tutor remains the same for the duration of their course.

The Personal Tutor is there to:

- provide students with a point of contact with the Medical School through regular meetings
- provide advice or help where possible if students are experiencing problems of an academic or personal nature, or to refer students to others who can help
- provide advice on academic matters or refer students to others who can help
- alert the Medical School to important concerns expressed by students

Getting to know personal tutors and keeping in regular contact with them is extremely important. This is a means for students to ask any questions about the course or raise any concerns; the tutor is someone students should talk to early on if they start to experience any difficulties with their studies. Personal tutors may also be able to help with any personal problems students are having or suggest someone else to talk to.

Guidance for students on their professional behaviour

In 2007, the General Medical Council and Medical Schools Council issued guidance on what is appropriate professional behaviour for medical students. The guidance covers the following topics as they relate to medical students: good clinical care; maintaining good medical practice, teaching, training appraising and assessing, relationships with patients; relationships with colleagues; probity and health. Students are recommended to read and be aware of the contents of this guidance. The revised version is available on the GMC website.

Diversity and Equality

The MBBS course is committed to integrating diversity and equality issues into the whole curriculum. The Medical School believes it is important to raise awareness about these issues and encourages the development of appropriate skills and reflection of learners' attitudes. The Medical School does this in a number of ways; for example, raising issues in PBL cases, during the practice of communication skills, arranging relevant placements and in writing reflective documents. This is a complex and emotive field which is in a constant process of change and the Medical School encourages students to help through constructive debate.



Assessment

Student learning during the course is assessed (end of term in CS and end of year for rest) in examinations that determine whether students' may progress to a next stage of the course, and which count towards the award of MBBS. This is termed 'summative' assessment.

'Formative' assessment is for students' and teachers' information about how students' are progressing and does not count towards decisions about progression or towards the award. It gives students' the opportunity to assess how they are progressing and to get familiar with the various types of assessments used before they are taken in a summative context.

A variety of examination types are used during the course. Some are:

- Short Answer Questions (SAQ) where students give a short written response to a question
- Single Best Answers (SBA) where, in response to a short question or statement, students select a single best answer from a range of given possible responses
- Objective Structured Clinical Examinations (OSCE) where students perform a set of structured tasks, which can include practical procedures, interviewing skills and interpretation of data
- Mini-Clinical Evaluation Exercises (mini-CEXs), where students are observed interacting with patients and asked questions by an examiner

- Direct Observation of Procedural Skills (DOPS) where students are observed carrying out particular procedures to get certified competent in their ability to perform; e.g., taking blood pressure
- Case Based Discussions (CBD) where students are questioned, in a structured way, on particular cases they have been actively involved
- Portfolio: a collection of evidence that demonstrates students' ability to analyse and reflect on their experiences, to direct their own personal development and to learn how to give and accept constructive criticism
- Reports, oral presentations or posters on work carried out in Student Selected Components

Coursework

Throughout the course students also submit coursework, including SSC reports, which count towards their final mark for that part of the course.

Resits in the MBBS Programme

In general, students are permitted as of right one resit attempt at each assessment. Students who fail at re-assessment are considered for a 3rd discretionary attempt by the Discretionary Panel. A student may only be considered by one Discretionary Panel during the MBBS Programme.



Merits and Distinctions

Candidates who pass the Final Year and are awarded the MBBS degree will be eligible to be considered for the award of a St George's Mark of Merit or a University Distinction, in the following four disciplines:

- Medical Sciences (on the basis of performance in the Clinical Science years)
- Clinical Science (on the basis of performance in the Transition Year)
- Clinical Specialties (on the basis of performance in the Penultimate Year)
- Clinical Practice (on the basis of performance in the Final Year)

More specifically:

CS Year

A Distinction in Medical Sciences will be awarded as follows: the top 7.5% of candidates based on the final weighted percentage mark rounded to the nearest whole number provided that the three assessment domains have been passed at the end of Year 1 at the first attempt.

A Merit in Medical Sciences will be awarded as follows: the top quintile (20%) of candidates based on the final weighted percentage mark rounded to the nearest whole number provided that the three assessment domains have been passed at the end of Year 1 at the first attempt.

T, P, F Years

A Distinction in Clinical Science will be awarded to candidates in the top 10%, ie. the 1st decile, of the cohort in the Transition/Penultimate/Final Year. This will be based on the final weighted percentage mark, rounded to one decimal place. Candidates must pass at 1st attempt in order to be eligible for a distinction. Candidates must also achieve a grade of Excellent or Acceptable in the Doctor as a Professional domain at first attempt.

A Merit in Clinical Science will be awarded to candidates in the 2nd decile of the cohort in the Transition/Penultimate/Final Year. This will be based on the final weighted percentage mark rounded to one decimal place. Candidates must pass at 1st attempt in order to be eligible for a merit. Candidates must also achieve a grade of Excellent or Acceptable in the Doctor as a Professional domain at first attempt.

Admissions Process

Entry Requirements

A Bachelors degree with at least a 2nd class honours or equivalent (3.0 GPA in the USA, 2.7 in Canada) or a higher degree (e.g., MSc, MPhil or PhD) in any discipline.

You should have worked or had voluntary experience in a medical or health-related field and be able to demonstrate a broad awareness of the scope of medicine.

You must have attained a satisfactory score in the Graduate Australian Medical School Admission Test (GAMSAT) or the Medical College Admission Test (MCAT). Please see the GAMSAT or MCAT websites for further details (www.gamsatuk.org or www.aamc.org/students/applying/mcat/).

Interview

If you are invited to an interview it will be in the form of a Multi Mini Interview (MMI) and will be conducted through a video conference. The goal of the MMI is to find out more about you beyond your grades. We want to establish whether you have the appropriate skills and attributes to complete the course successfully and to practise medicine professionally.

The interview will consist of eight questions, each lasting five minutes (40 minutes in total). One person (the interviewer) will conduct the online call with you, reading each question and recording your responses. Once the interview is over, each one of your recorded responses will be sent to different assessors (so eight in total) who will evaluate them. Your total score will then be calculated and is the basis for an admissions decision.

Why MMIs

The MMI approach is a robust and efficient assessment method that is less subjective than a panel interview, ensuring candidates are treated fairly. In addition, MMIs allow us to contact the interviews more efficiently by assessing more candidates in a shorter period of time, which means you will find out the outcome of your interview sooner. We aim to send you an offer decision within two weeks of your interview.

Full details of entry requirements and an online application form can be found at www.nicosia.sgul.ac.cy

Scholarships

Several academic and financial-need based scholarships are available to new students. All information of what is available and the cost of the programme can be found in section 'Costs and Scholarships'.



John Surrey

Director of Admissions and Development

Choosing a Medical School is a huge decision, and our admissions advisors in Cyprus, the United States and Australia will provide any support you need when considering your options. We also hold information sessions in many countries throughout the year, offering an opportunity to meet us in person and learn more about the innovative St George's curriculum and teaching methods, our extensive resources and facilities, and of course living in Cyprus.

Having moved to Nicosia after living and working in some of the world's greatest cities, I can speak from experience: Few places can match the superb quality of life here!



Anatomy Centre

Resources

All you need

The expertise and support of some of the finest teaching professionals in healthcare will be at your disposal from day one at the Medical School. Your progress will also be reinforced by some extraordinary on-site resources.

Anatomy Centre

MBBS students benefit from a state-of-the-art Gross Anatomy / Neuroanatomy Lab, readily available resources for Histology and Histopathology, a Human Performance Lab, a METI Human Patient Simulation Suite, a number of Microbiology / Molecular Biology Labs, Human Nutrition Labs and Physiotherapy Labs.

The dissecting room is the place where all practical classes take place. It is big enough to accommodate 25 cadavers. We produce prosections (already dissected specimens) and students are encouraged to do some dissection if they have free time. The sophisticated ventilation system allows for the entire volume of air to completely change every 5 minutes. We also have hundreds of plastic models, bones, handouts, a screen and sound system for educational videos, dozens of posters, and other teaching aids such as books and dissecting guides.

Clinical skills laboratories

In our clinical skills laboratories you can perfect basic skills, such as taking blood pressure and pulse, checking for vital signs and resuscitation techniques. Using the latest patient dummies (or your fellow students) you will recreate and learn to solve health problems you're sure to encounter when you begin to practise.

IT facilities

Our Computer Lab and PBL rooms are equipped with modern hardware including interactive white boards and the latest software programmes. Wi-fi is available throughout the campus. Our students can use the virtual learning environment of both St George's and the University of Nicosia. The Medical School also has multifunction colour copiers for printing, scanning and copying.

If you need it, support from the IT department is readily available, and we can also train you to use the email system, Intranet and other IT services.



Carrie Rodomar

Medical Liaison Librarian

For a librarian there is no more exciting prospect than creating a library from the beginning. The opportunity to create the library for the Medical School at the University of Nicosia, the country's first Medical School, has been both a professional challenge and a great pleasure. Blending both new and traditional medical information resources with the problem-based learning approach has given me the chance to develop and deliver a different kind of library service. The close and constant interaction with students, doctors and lecturers makes for a friendly and collaborative atmosphere and it helps that the weather in Cyprus is always sunny too!

Library facilities

The University of Nicosia libraries include over 90,000 books and numerous full-text databases and e-journals covering all academic disciplines. In addition, students on the St George's MBBS programme in Nicosia have access to an impressive number of multimedia resources in London that include over 10,000 journals, 500 e-books and a wide variety of medical and healthcare databases.

Additional resources

Medical students may also join new and ongoing research projects ranging in topics from public health to molecular genetics.

Through the University of Nicosia, a range of supplementary services are offered: printing, bulk photocopying, photography, imaging, graphic design, video and multimedia production and AV support.

Medical students may also join new and ongoing research projects ranging in topics from public health to molecular genetics.





Henna Sawhney
Class of 2017, USA

Living in Cyprus, you are exposed to a unique culture. There are beautiful beaches, historical sites, and the Mediterranean lifestyle and so much more you can enjoy while studying medicine. The close-knit community allows you to develop relationships with those around you, building rapport with those in the academic, professional and social settings.

Student life

From the outset, two things will strike you about our student population and faculty in Nicosia: how diverse and how friendly they are. Both have a profound effect on the quality of student life here, from the day you join to the day you graduate.

It doesn't take long to find your way around, or to appreciate the fact that because faculty members, support staff and students all share the same facilities, getting to know people and making friends is that much easier too. You'll also have an opportunity to build on your language skills through the free Greek courses on offer.

What's more, our Host Family Programme offers international students the opportunity to make new friends, experience Cypriot family life, and contribute to greater understanding of exchange of other cultures.

Together, we do everything we can to help you settle in and feel part of the University community. Our Student Affairs Department helps you with the practicalities: everything from finding accommodation to hooking up to free Internet access on campus. Our team of counsellors can help resolve relationship issues, work stresses and family matters by listening, exploring options and offering impartial advice with sympathy, sensitivity and in complete confidentiality.

All medical students are automatically members of the Medical School Students' Society.

Student Clubs are formed for the enjoyment, benefit and enrichment of students and to encourage personal development through extracurricular activities. The activities of current clubs include community service, sports, wellness and cultural interests. To register, students can team up with their fellow students and apply through the Student Service Centre. Alternatively, they can join the variety of ethnic or academic clubs and societies at the University of Nicosia if the Club they wish to form already exists there.

A number of events are organised each year by the society, including charitable causes, raising health awareness for students, a mentoring programme for new students, and a year-end ball.

The University of Nicosia sponsors numerous lectures, symposia, conferences, dance and music performances, student societies and sports clubs, guaranteeing a packed programme of events, so you'll never be short of opportunities to mix!

The campus also accommodates an open-air amphitheatre for concerts and theatre, a cinema, a gym, a games room, cafeterias, a restaurant and recreational facilities where students can meet and socialise.



Caroline McBurney
Class of 2017, Australia

One of my favourite things about this school is the volunteering opportunities through the Mobile Clinic Club. I have been involved in expeditions to rural villages to perform health screening tests and raise health awareness within these communities. It is not only a great way to practice our clinical skills but it is also a rewarding and unique way to give back to the Cypriot community.

Mobile clinic expeditions

Medical Students get the chance to participate in Mobile Clinic expeditions organised by the school throughout the academic year. Supervised by clinical faculty, student volunteers offer free diagnostic tests to residents of remote areas and to specific populations in need. They also raise health awareness by presenting various topics followed by related tests. The expeditions offer the opportunity for inter-professional learning opportunities by collaborating with other health professionals and by learning from each other through collaborations with medical societies and health-related NGOs.



Patient registration



*Blood pressure measurement
at the asylum seekers centre*



Getting spirometers ready



Venetian Walls, Nicosia



Old City, Nicosia



Cyprus National Theatre, Nicosia

Living in Nicosia

The capital of Cyprus and the country's largest city, Nicosia offers a fascinating blend of lifestyles, culture and history. From a centuries-old walled city centre that sees monuments in close proximity to late-night clubs, to downtown bargain shopping and brand new suburban malls, and a range of local and international restaurants to suit every palate and budget, Nicosia has something for everyone. And the compact size of Cyprus means that world-famous beaches or charming mountain villages are equally easy to reach - no more than a 45-minute drive from Nicosia. If you're up for it, at certain times of year you could go skiing in the mountains in the morning and then hit the beach for a swim in the afternoon.

Cultural activities include museums, art galleries, theatres and cinemas. Live concerts feature throughout the year, with recent performances ranging from leading opera companies to major world music stars. For those who are just as keen to exercise their bodies as their minds, the University of Nicosia has opened UFit, a brand new fitness centre equipped with the latest gear and wellness equipment. In addition, there are municipal swimming pools, tennis and basketball courts, and running tracks. You can also join a private health club, from those providing fitness classes to all-inclusive sports complexes at major hotels.

Getting around Nicosia is easy. Depending on your location, many areas of the city are within easy walking distance. The public transportation system has been recently upgraded, with brand new buses serving a wide network of routes. Bike paths are also being created that will link the University of Nicosia and other educational institutions with the city centre. Many students even take advantage of the wide and affordable selection of used cars on the market, as parking on campus is free of charge and readily available, and having your own car makes it even easier to explore Cyprus during your free time.

Accommodation

Long-term Accommodation

There are several accommodation options for students in Nicosia. These include a variety of properties owned by private landlords, student residences and hostels, all of which are located within walking distance to the Medical School.

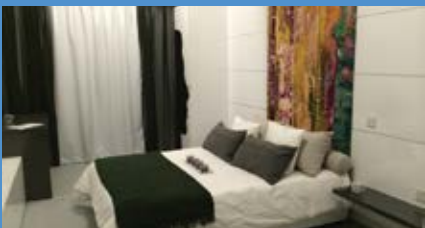
Types of properties range from studios and single-bedroom flats to larger flats/houses to share. If you wish to share a property, we can put you in touch with other students who are looking for roommates.

We also work closely with real estate agents who can provide students with information about lease agreements, furnished/unfurnished options, utility bills and more.

The Student Affairs team can provide you with details on all of the above options and assist you in finding suitable accommodation for your needs and budget. More information will be sent to all students prior to arrival.

Short-term Accommodation

If you need a place to stay for a short period of time before arranging your permanent accommodation, we can make the necessary arrangements for you. You have the option of choosing from a luxurious five-star hotel to more basic and less expensive hotels near the campus area.



Visas

EU Students

EU citizens may travel freely to Cyprus but are required to submit an Application for Issue of Residence Permit to the Migration Department within 3 months of their date of entry into the country. Our Student Affairs team will assist you with this procedure.

Non-EU Students

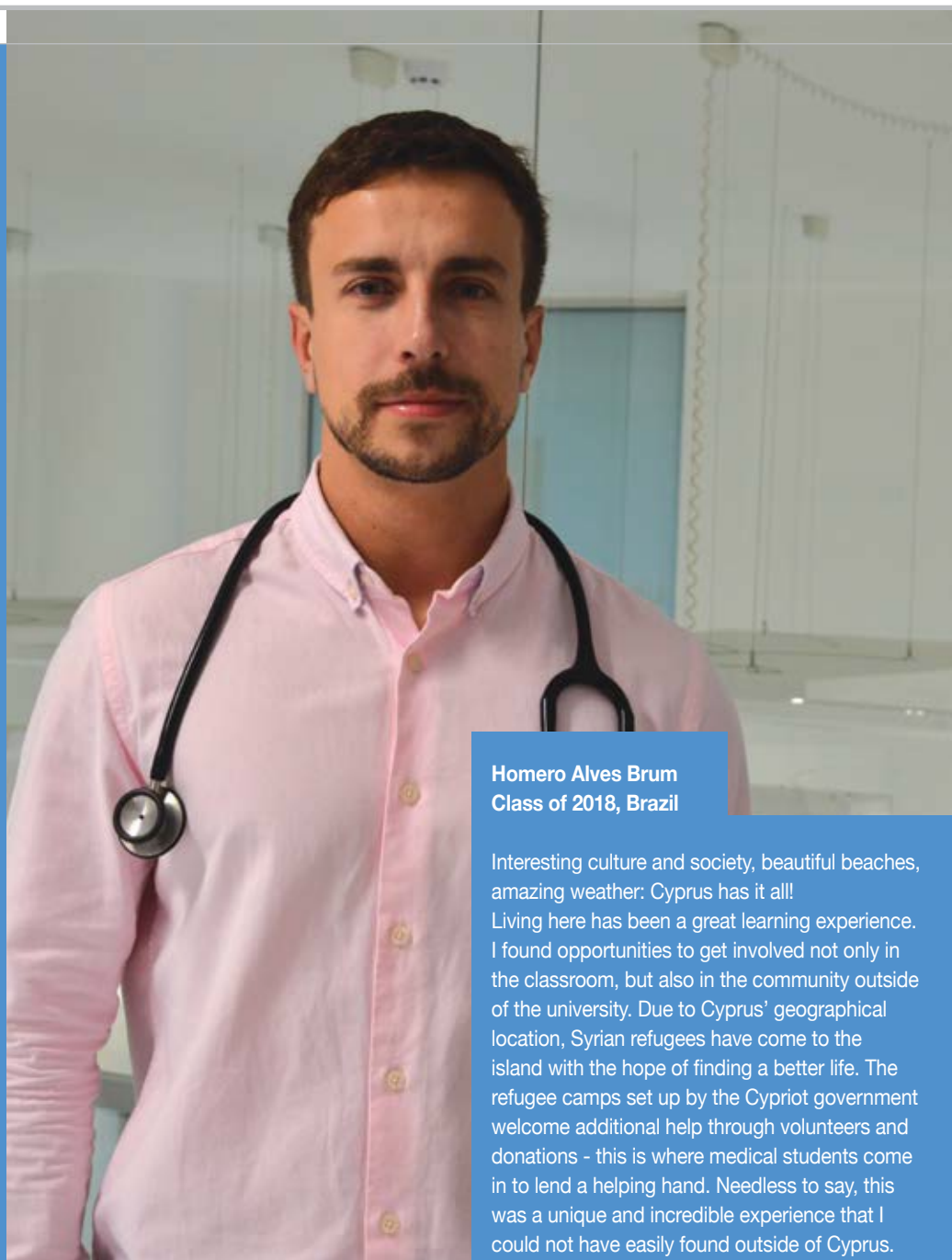
Non-EU students require a visa to study in Cyprus. Our Student Affairs team will facilitate this process.

For more information on visa requirements for non-EU students, or if there is anything you would like to ask our Students Affairs team please email admissions@nicosia.sgul.ac.cy and we'll get right back to you.



Larnaca International Airport





Homero Alves Brum
Class of 2018, Brazil

Interesting culture and society, beautiful beaches, amazing weather: Cyprus has it all! Living here has been a great learning experience. I found opportunities to get involved not only in the classroom, but also in the community outside of the university. Due to Cyprus' geographical location, Syrian refugees have come to the island with the hope of finding a better life. The refugee camps set up by the Cypriot government welcome additional help through volunteers and donations - this is where medical students come in to lend a helping hand. Needless to say, this was a unique and incredible experience that I could not have easily found outside of Cyprus.

Costs and Scholarship

Embarking on a medical degree course involves careful financial planning, as you will need to take into account a variety of factors when assessing how to cover study and living costs.

The following are the current tuition and other fees:

Tuition and fees

Annual tuition as of the 2015-16 academic year is €27,500 for all students, whether local, EU, or international (non-EU). Your annual tuition includes registration, tuition, examination and graduation charges and is payable in respect of each year of your degree programme.

In addition to tuition, the following fees also apply:

	Local /EU Euro €	International Euro €
Application fee (one-off/non refundable payment)	60	60
Entry visa fee (one-off/non refundable payment)	-	90
Annual health insurance fee	-	180
Annual malpractice insurance fee	300	300
Annual personal accident insurance fee	50	50
International student guarantee (one-off/refundable payment)	-	400

Living costs

These will, of course, depend on your lifestyle. But on average, staying in Nicosia for the whole year will cost at least €9,000.

Financial assistance

Financial need based scholarships: They are offered to assist students in partially funding their studies. These scholarships can cover up to 30% of tuition costs per year. An applicant must first meet our admissions requirements, successfully complete the interview, and be offered a place, before they can apply for such a scholarship.

Academic scholarships: Five scholarships are offered each year in recognition of academic excellence. Students selected for these awards are granted a 30% reduction in tuition for the full four years of their medical studies regardless of financial need.

Academic scholarships are open to candidates who have 3.7 GPA, a First Class Honours degree or equivalent, as well as an overall 28 on the MCAT or an overall 60 on the GAMSAT. Candidates who are eligible for these scholarships will be invited to apply after they receive an offer of admission by submitting a personal essay. Please note that students who are awarded a scholarship based on academic excellence are not permitted to apply for a financial need-based award.

Other financial assistance

US Students

The St George's, University of London Medical Programme at the University of Nicosia is approved for Sallie Mae® loans. This means US citizens and permanent residents accepted into our school are able to borrow money from the leading provider of education loans in the United States to cover tuition, fees, and living expenses for our programme.

Specifically, our students are eligible for a Smart Option Loan, which offers several benefits including three repayment options:

- Interest Repayment Option: Full interest payments while in school. Students will build credit and avoid interest capitalization
- Fixed Repayment Option: Students pay just \$25 a month while in school to build credit and manage their budget
- Deferred Repayment Option: No minimum payments required until after school. Students are encouraged to make small payments when possible

Once eligible students have accepted a place in our programme, they can apply for a Sallie Mae Smart Option loan online. For more information visit our website.

Canadian students

Canadian students are eligible for Canada Student Loans Programme funding; you can apply for assistance through your provincial or territorial student financial aid authority. Canadian students are also able to apply for the Medical Student Line of Credit at BMO Bank of Montreal. To be eligible, you must be a Canadian citizen or landed immigrant and meet BMO's usual credit criteria. An acceptable co-signer residing in Canada permanently with sufficient Canadian-based income and/or assets will also be required. The terms and conditions are subject to change from time to time without notice. Interested Canadian students should visit www.bmo.com or contact a BMO Lending Specialist directly at 1-800-665-9665.

Israeli students

Israeli citizens can benefit from a special scholarship offered in cooperation with the Sheba Medical Center and Tel Aviv University. Please contact our Admissions Office for details.

Swedish students

Our programme has been evaluated and approved for study support from the CSN/ Swedish Board for Study Support, provided that individual students also meet other requirements. Please see www.csn.se for further details.

Other countries

Students from other countries may be eligible for grants, loans or other financial assistance from their home governments. Our Admissions Office can help you explore these options for offsetting the costs of studying on our medical programme.

Contact details

If this prospectus raises any questions or if you would like to learn more about this medical programme please take a look at our website (www.nicosia.sgul.ac.cy) or get in touch with us by:

Email: admissions@nicosia.sgul.ac.cy

Phone: +357 22 471 999
+1 877 298 8189 (Toll-free from US and Canada)
+61 424 184 824 (Australia)

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