Keele University
School of Medicine
2019

GRADUATING EXCELLENT CLINICIANS
Our beautiful and spacious green campus is home to a supportive community of students and staff as well as high quality teaching and research. There is a lively social life centred on the Students’ Union, sports, and societies.

Our surveys consistently find that our students find Keele University School of Medicine a very friendly place.

Open Days in 2018

Saturday 16th June
Sunday 19th August
Saturday 13th October
Sunday 14th October
Saturday 1st December

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Rated in the top 5 most beautiful universities in the UK (Times Higher Education, 2018)
On behalf of all staff and students, thank you for your interest in Keele School of Medicine. We offer you an outstanding combination of a distinctive curriculum, excellent educational and clinical resources, and a friendly environment where staff and patients are keen to help you learn. The Keele experience is different from most UK medical schools. We have a relatively small student intake, an attractive campus, and a supportive community with enthusiastic and committed staff. Keele University is ranked Gold in the Teaching Excellence Framework (TEF) 2017, and the MBChB course is 6th in the Guardian League Table for Medicine 2018.

How do we achieve this? Medicine is a very diverse profession with an expanding range of career options. You will have a strong grounding in the basic and social sciences alongside a high level of patient contact in both hospital and community settings. You will gain insight into the health needs of our population, the needs of our patients and their experiences of the NHS. We aim to train excellent clinicians, well prepared for future practice and for the globalisation of health care.

Our curriculum offers you:
• Integration of contemporary science and clinical learning throughout the course
• Excellent facilities including state-of-the-art anatomy training
• Early clinical involvement to anchor learning in real practice
• Community and hospital placements across Staffordshire and Shropshire
• A variety of learning methods including PBL (Problem-Based Learning)
• Small tutor-supported groups
• Substantial student choice to explore personal interests and career options
• A faculty-wide focus on interprofessional learning
• Opportunities to intercalate with a BSc or master’s degree in health-related fields
• A comprehensive student support system
• Promotion of social responsibility and an increasing focus on global health

Aptitude tests
Home applicants must take the UK Clinical Aptitude Test (UKCAT) in the year of application (see: www.ukcat.ac.uk). These applicants must also complete the Roles and Responsibilities form as part of the application process.

Applicants with international fees status for 2019 entry must take the Biomedical Admissions Test (BMAT), see: www.admissionstestingservice.org/for-test-takers/bmat. They will not be required to take UKCAT. BMAT will be used instead of the roles and Responsibilities form when ranking international students for interview.

A100: standard 5-year MBChB programme
Grades of A*AA are required from three A levels completed within a two-year period. Subjects must include chemistry or biology and a second science (biology, chemistry, physics, maths/statistics).

GCSEs in English language, mathematics, and biology/chemistry/physics or a double/triple-award science are essential at grade B/6. A minimum of five grade A/7 passes are required.

Graduates
For application to course A100, those applying with a degree must achieve an upper second-class (2i) honours degree or better in any subject.

In addition, graduates must have achieved:
• A level (A2) grades of BBB, including chemistry or biology plus one further subject from: biology, chemistry, physics, maths/further maths/statistics. Equivalent grades will not be considered in lieu of BBB, e.g. ABC
• GCSE English language and maths and all sciences/double-award science at grade B or better

Applicants with a 1st/2i honours degree but without the required A level subjects/grades may be considered for the A100 course if they have taken the Graduate Australian Medical School Admissions Test (GAMSAT) and achieved either:
• an overall score of 55 or more with a section III score of 58 or more supported by a score of 50 or more in all other sections, OR
• an overall score of 58 or more with a section III score of 55 or more supported by a score of 50 or more in all other sections.

A104: health foundation year for medicine
For students taking A levels, grades of A*AA are required from three A levels completed within a two-year period. We expect that the majority of applicants for this programme will not have studied sciences beyond GCSE, and in particular should not have taken chemistry beyond GCSE/level 2. Any exceptions to this will be for specific, defined groups of students only and will be detailed on our web pages (see address below).

Students may be accepted onto the health foundation year with non-A-level level-3 qualifications. See: www.keele.ac.uk/medicine/mbchb5years/entryrouteshowtapply

GCSEs in English language and mathematics and sciences (double or triple award or three separate sciences) are essential. The grade requirements for these will be published on the School of Medicine web pages (see address below). A minimum of five grade A/7 passes are required.

Please refer to our web pages for more detailed information regarding academic and non-academic entry criteria, the selection process and interviews: www.keele.ac.uk/medicine/mbchb5years/entryrouteshowtapply
Key Features

- Full body cadaver dissection
- Ranked 6th for Medicine in 2018 Guardian League Table
- Smaller cohorts & personalised teaching
- Friendly atmosphere
- Excellent modern facilities
- Extensive clinical experience (approximately 100 weeks)
Keele is centrally located and conveniently situated within easy travelling distance by road or rail. You can take advantage of the regular bus services to reach nearby theatres, music venues, cinemas, bars, museums, and art galleries. Alton Towers is nearby, as is the beautiful Peak District.

Keele is between Junctions 15 and 16 on the M6, and is just west of Stoke-on-Trent and Newcastle-under-Lyme. Keele is approximately 45 minutes by road to Manchester, Birmingham and Liverpool, and around 90 minutes by rail to London.

For more information please see: www.keele.ac.uk/findus
The School of Medicine at Keele University

Our facilities
Keele School of Medicine is spread across various sites in Staffordshire and Shropshire. The three principal buildings are located at the University main campus and at the University Hospitals of North Midlands NHS Trust (UHNM) Royal Stoke Hospital campus three miles away. We also have facilities at the Shrewsbury and Telford Hospitals NHS Trust in Shropshire, at North Staffordshire Combined Healthcare NHS Trust at the Harplands Hospital, at County Hospital in Stafford and at the South Staffordshire and Shropshire NHS Foundation Trust at both Stafford and Shrewsbury. You can expect to spend varying periods of time at all of these sites during your five years on the course.

The David Weatherall (School of Medicine) building at Keele campus opened in 2003 and was extended in 2013. It includes: a large lecture theatre, seminar rooms, IT laboratory, a state-of-the-art anatomy training suite, multi-user laboratories, a resource room, a student common room and a café. In addition, the university provides library and information services in the nearby Information Services building.

At the University Hospitals of North Midlands NHS Trust campus in Stoke-on-Trent, there are two educational buildings: the Keele University School of Medicine (UHNM Hospital campus) and the Clinical Education Centre (CEC). As well as the usual teaching rooms, the hospital campus provides a multiprofessional Health Library and superb clinical skills laboratory facilities.

The Harplands Hospital includes a dedicated student common room/IT facility, seminar rooms and a small skills laboratory.

The Learning Centre at the Royal Shrewsbury Hospital was opened in 2008. It contains seminar rooms, a clinical skills laboratory, a student common room/resource room, and an integrated Health Library. High-standard living accommodation for students opened in August 2009 at Shrewsbury.

At the County Hospital, Stafford, now part of the University Hospitals of North Midlands (UHNM) Trust, facilities include a lecture theatre, teaching rooms, IT and library facilities and a skills laboratory. Facilities at the South Staffordshire and Shropshire Foundation Trust at St George’s Hospital in Stafford include a student common room and IT facilities, administrative offices and teaching rooms.

You can view short movies of life at Keele School of Medicine or take a virtual tour of the school on our website at: www.keele.ac.uk/medicine
Keele Undergraduate Anatomy

Anatomy encompasses all levels of structural organisation; topographical, neuroanatomical, histological, cellular and developmental. Knowledge and understanding of the anatomy of the human body is an essential part of medicine.

Anatomical Laboratories
The premises comprise a large dissecting room, surgical training suite, wet lab, mortuary, embalming facilities and several adjoining laboratories. A range of anatomical models and resources are available to students.

Dissecting Room
This modern and spacious laboratory has room for several student groups to carry out anatomical examinations simultaneously, and also provides facilities for the display of pre-prepared material, models, and posters, as well as areas for teaching and teaching preparation. It also has a live digital video feed and projection so that visiting surgeons or our in-house anatomists can demonstrate more intricate areas of human anatomy. This is where time-tabled anatomy practical classes take place. Each group of students is allocated a cadaver which they examine under the guidance of the anatomy teaching staff and relate their findings to areas of clinical importance. A key facility is the ability for students to compare their information and note areas of anatomical variation and anomalies. A small pathology museum, touchscreen computers and videoconferencing facilities are also available.

In addition to the timetabled dissecting room classes students will also have a number of timetabled anatomy sessions in class rooms and laboratories.
The Keele approach to the medical curriculum

The MBCNB Honours Degree at Keele University is designed to ensure that as a graduate you meet the necessary standards of knowledge, skills and attitudes that new doctors should have and that you become an excellent clinician. The curricular outcomes for undergraduate medical education are set out in Outcomes for Graduates (see: www.gmc-uk.org/education/undergraduate/undergrad_outcomes.asp), and the principles of professional practice as set out in the GMC document Good Medical Practice (GMC, 2013). They are listed below:

- Good clinical care: as a medical student you must practise good standards of clinical care, recognise and practise within the limits of your competence, and make sure that you do not put patients at unnecessary risk.
- Maintaining good medical practice: doctors and students must keep up to date with developments in their field and maintain their knowledge and skills throughout their careers.
- Relationships with patients: you must develop and maintain successful relationships with patients based on openness, trust and good communication.
- Working with colleagues: you must work effectively with colleagues (from all health and social care professions).
- Teaching and training: appraising and assessing: if as a doctor or student you have teaching responsibilities, you must develop the skills, attitudes and practices of a competent teacher.
- Probity: you must be honest.
- Health: you must not allow your own health or condition to put patients and others at risk.

Values-based recruitment

Keele University School of Medicine is committed to values-based recruitment (see: https://www.hee.nhs.uk/our-work/attracting-recruiting/values-based-recruitment). Both as a student and as a practitioner, you will be required to make the care of your patients your first priority. It is therefore essential that you know, understand and embrace the principles of the NHS constitution, see: https://www.gov.uk/government/publications/the-nhs-constitution-for-england. The NHS constitution states six core values that must underlie the work of every employee within the health service: (i) working together for patients; (ii) respect and dignity; (iii) commitment to quality of care; (iv) compassion; (v) improving lives; (vi) everyone counts. You are expected to adhere to these values throughout your time at medical school and throughout your medical career. We will only offer you a place to study medicine at Keele if we are confident that you possess appropriate values.

Educational strategies

The Keele curriculum is a modern, spiral, highly-integrated medical curriculum that ensures you achieve these outcomes. From Year 1 it combines a range of learning strategies, including early clinical experience, integrated communication and clinical skills teaching, practical sessions including dissection, problem-based learning, lectures and seminars. You will have extensive experience of clinical placements in both primary and secondary care settings and in the community sector. By following our “spiral” curriculum, you will be able to revisit topics at different points in the course, first learning the relevant scientific foundations before developing an understanding of the pathological and clinical aspects of that topic.

Themes

You will experience integration at all levels, guided by three themes which run throughout the whole course. They are:

1. Doctor as a scholar and a scientist
2. Doctor as a practitioner
3. Doctor as a professional

Interprofessional education

You will experience interprofessional learning at several stages of the course, commencing in Year 1 with a series of interprofessional group activities involving medical, nursing, pharmacy and physiotherapy students at Keele. These sessions are designed to promote the mutual understanding of roles and effective collaboration, both of which are essential to developing the professional teamwork required in modern, high-quality health care. In the later years of the course, you will expand your involvement in this way of learning by working with students on other health professional courses and by taking part in collaborative clinical assessments.

Overall structure

The overall structure of the course comprises five compulsory modules taken over five years. Please see the chart on the next page for more details. Please note that this chart is an indication of course content and some of the details may change.

The School of Medicine is currently undertaking a curricular review that will come into effect in 2018.
## Curriculum Map

**A spiral curriculum, with vertical themes running through the five years:**

- **the doctor as a scholar and scientist**, the doctor as a practitioner, and the doctor as a professional.

### Phase 1
**Overview with early clinical exposure**

- There is an emphasis on learning the fundamentals of biomedical, behavioural, and social science, with a focus on sciences, research, and study skills.

**Year 1 FHEQ Level 4 (120 credits)**

- Learning through integrated units such as Orientation, Health and Disease, The Body’s Defence, Emergencies, Lifecourse, Brain and Mind, Pregnancy, Lifestyle, and a Student Selected Component.

### Optional intercalated bachelor’s degree

**Phase 2**

- Building on the foundations of clinical knowledge and skills through immersion in clinical placements, whilst continuing to develop and apply biomedical, behavioural, and social science knowledge.

**Year 3 FHEQ Level 6 (120 credits)**

- Learning through integrated units such as Medicine, Surgery, Elderly Care, Mental Health, Paediatrics, and then a General Practice work placement, and a Student Selected Component.

### Optional intercalated master’s degree

**Phase 3**

- Very extensive student assistantships to prepare students for practice as Foundation Year 1 doctors.

**Year 5 FHEQ Level 6 (120 credits)**

- Preparation for Professional Practice: including out-of-hours evening and weekend working, GP assistantship, Acute and Critical Care (Emergency Medicine, Intensive Care Unit & Anaesthesia), Medicine student assistantship, Surgical student assistantship, Distant Elective, and a Preparation for Professional Practice week.

### Clinical Placements

**The following text reflects the placement situation at the time of writing.**

**Clinical placements** form a very important part of the undergraduate medical curriculum and by the time you graduate you should have experienced over 100 weeks of placements in a wide variety of clinical areas.

In Phase 1 (Years 1 and 2), experiential learning offers you a programme of activities and half-day placements across both primary and secondary care providers based in North Staffordshire and support groups within the local community. These activities are integrated with other learning priorities helping to develop your understanding of social, cultural and historical influences on health, improve your communication skills and ease your transition into the clinical environment. Running through these placements will be a longitudinal GP placement where you will build up your consultation skills over the first two years with the personal support of a GP tutor.

In Phase 2 (Years 3 and 4) you will learn to apply your core clinical and scientific knowledge rotating across a wide variety of hospital specialities and in general practice. In Year 3 you will be mainly based in North Staffordshire, with some students also having rural GP placement opportunities in Shropshire. Year 4 is delivered in primary and secondary care environments across Staffordshire and Shropshire.

Secondary care rotations see you progressing through a wide range of specialties, where the focus of your teaching will be patient-centred in wards, theatres and clinics, helping to ensure that you experience a balance of acute and elective speciality teaching. The primary care based Higher Consultation Skills (HCS) placement aims to develop competency in consulting and abilities in decision making, information processing and effective clinical management. Your GP tutor will support you to develop your clinical skills through serial formative assessment.

Phase 3 (Year 5) focuses on preparation for professional practice. You are provided with sequential opportunities throughout the year to integrate the knowledge and skills accumulated in previous years of the course. Using primary and secondary care clinical assistantships in general practice, medicine, surgery, acute and critical care you will develop your ability to safely and effectively provide good quality healthcare for patients and the wider community. Supported via appropriate clinical supervision, these extensive assistantships provide Keele Year 5 medical students with the opportunity to learn how to work as Foundation Year 1 doctors thus making the transition from undergraduate medical studies to thinking and acting as a clinical practitioner.

Your GP placements will be provided by teaching practices from urban, semi-rural and rural areas of Staffordshire, Shropshire and neighbouring counties, providing you with a wide experience of healthcare in different settings. You learn how health and illness affect the individual, family and community, and how illness presents, is diagnosed and managed.

View our clinical placements and community and general practice placements map online at: [http://medicine2.keele.ac.uk/cbr/placements_map.html](http://medicine2.keele.ac.uk/cbr/placements_map.html)

### Third sector placements

Keele University Medical School has close links with over 100 different third sector or community organisations. These include national and local organisations providing services for children, carers, older adults, people with disabilities and mental health issues, services covering domestic violence, housing and homelessness, substance abuse and support services for specific diseases or disabilities. Placements with these varied organisations will allow you to understand how the community supports people with health and social care needs. You will learn and experience how services are delivered, how services interact with each other and the NHS, as well gaining a greater understanding of your patients’ wider experience.
Assessments

The assessments have two main aims: firstly to help you achieve the learning objectives of the course (formative) and secondly to certify the achievement of those learning objectives (summative). Throughout the course we provide you with feedback to help you learn and to improve your performance.

Formative assessment is a key, integrated component of the course and there is regularly updated web-based material on which you can assess your understanding of a subject. These assessments will reinforce what you need to know, reassure those students who are on track and point out any areas which require extra study. They will help to guide professional development. All the different methods of testing will be met in this formative way before the same method is encountered in a summative examination.

We use a variety of testing methods at Keele. We test your ability to apply knowledge with written methods such as multiple choice questions, extended matching questions and key feature problems. We will examine your ability to comprehend a medical text and paraphrase it in lay terms. From an early stage in the course we will examine your practical and clinical skills in OSCEs (Objective Structured Clinical Examination). You will have an opportunity to learn and practise these skills and receive feedback throughout the learning year and prior to the summative exams. We also provide you with workplace-based assessments to help you improve your clinical performance.

You keep a portfolio detailing the development of your clinical practice including reflections on the new situations that are encountered. This will be linked to your appraisal. You also participate in Multi-Source Feedback, that will help you understand how to perform as a team member and to assist in developing professionalism.

In the final year of the course (Year 5), most of the assessments will usually involve real and simulated patient examinations of your clinical performance. This will help us all to know that you are ready to take on the role of a Foundation Year doctor.

Please note that all UK medical students must take a Situational Judgement Test (SJT) and a Prescribing Safety Assessment (PSA) before graduating. Progression to Foundation Programmes is dependent upon satisfactory performance in these assessments as well as upon graduation from the School of Medicine.

Health Foundation Year

The Health Foundation Year for Medicine at Keele University was established to provide an alternative entry route into the medical degree programme for students who have the right level of qualifications but are without the chemistry or biology A levels that entry to the five year medicine course requires. The course is also open to students with other level-3 qualifications and to graduates with non-science degrees.

A good blend of students join the course each year, with varying backgrounds, nationalities, and reasons for wanting to study medicine. For example, some come with nursing backgrounds, some with non-science degrees, others come with humanities A levels. In this year, you will follow academic modules related to the principal medicine course which you will join once you have completed the year successfully.

The year also offers training in generic transferable skills including communication skills, counselling skills, IT and numeracy.
Medicine was not always the career path I had envisioned for myself. While completing my psychology degree, I took time to get work experience in a child and adolescent psychiatric facility. This exposure to a wealth of different health care professionals really opened my eyes to the many different careers available. Psychiatry as a field really appealed to me, however, I had a chasm between where I was with my limited scientific background and being able to get onto a medicine course. Keele’s Health Foundation Year offered just the bridge I needed to acquire all of the academic prerequisites to be a competent student on the five-year medical programme.

Having been out of school for a few years, I had quite a lot of apprehension about starting on an academically rigorous course. All of my fears were quickly allayed by the extremely supportive and vigilant staff on the Health Foundation Year. At no point did I ever feel I was incapable of keeping up with the varied assignments from the many different modules you cover. At first, the number of assessments seems daunting, however, they serve to give you constant feedback to ensure you are on track, as well as, reinforce the strong work ethic that is needed to keep up with the demanding medical curriculum.

With Keele’s plethora of clubs and sports teams, there really is something for everyone. Medicine can be a bit overwhelming at times and so having a favourite activity can offer some much-needed stress relief. I never imagined a university could possibly be as inclusive as Keele has been. They really foster a fantastic community that wants students to reach their full potential. Though the road to a medical degree is long, I can’t picture myself studying anywhere but Keele.

STUDENT PROFILE

JOHN BARNES

HEALTH FOUNDATION YEAR
“For me, the best thing about the medicine course at Keele is the hands-on learning approach, as you can use your skills in a practical setting, which really helps to consolidate your knowledge. The first year of medicine at Keele is a mix of lectures, practical lab sessions, small group work and placements in GP surgeries and other healthcare settings. I really enjoyed the variety of work we did during the year. For your first year you are put into small PBL groups of around 11 students. This gives a great opportunity to meet the people on your course, and many friendships are made within the group. It also gives you the chance to work with people of different ages, such as undergraduates, graduates and mature students. The small year group also helps you to get to know everyone quickly and enables you to feel comfortable and settled in a friendly environment.

One of the most important things for me during my first year was having a hobby outside of medicine. I joined the dance society at Keele, and this was a great way to meet new people with similar interests, and it was nice to be able to relax after a busy day studying. There are so many societies to join so there is something for everyone. There are also medical societies for specific medical specialities such as a paediatrics society and a GP society, so you can find out more about a career you may be interested in in the future.”
“Second year marks the final year of "preclinical medicine" which means you start learning about all that can go wrong with the human body. You take the solid foundation of normal body processes you learnt in first year and build on it by learning about the common diseases which alter this normal function. Through problem-based learning you try to solve cases and in doing so get the first taste of how doctors diagnose and manage patients. Alongside all the new pathology, second year presents your first exposure to clinical examination and in doing so I really started to feel like a doctor in training.

The year goes by so quickly. Now you know how things run and where everything is, you can really take advantage of the amazing facilities at Keele.

There are so many sporting and extra-curricular opportunities available with many clubs specifically set up for medics to accommodate their timetable. On top of this, there is always something going on in the students’ union to get involved in making striking a work-life balance that much easier. What I found great about second year was being able to get involved with society and sport club committees and welcoming new students into the “Keele Bubble”. There is such a support network and sense of family at Keele which is so important when you are doing a course as intense as medicine. Choosing where and what to study at university will be one of the biggest decision of your life and if you choose to study medicine Keele you’ll be welcomed into our extensive family and a thrilling profession.”
Transitioning from pre-clinical to clinical years can be challenging, as you are entering a completely different environment compared to the first two years of the course. Being placed on the hospital wards can be daunting, however interacting with patients is by far the best way to learn clinical medicine. Third year is all about practising how to interview and examine patients, while at the same time learning various medical conditions that build on the knowledge acquired in the previous two years. Keele’s spiral curriculum ensures that you have many opportunities to learn and revisit various topics. You get experience in a huge range of disciplines, including rotations in psychiatry, surgery, general medicine, and paediatric wards. This is supplemented by seminars, case-based learning (CBL) sessions, and practical skills sessions.

Third year is great because you start to feel more and more like a qualified doctor. You get to interact with patients daily, and be taught by doctors who are very passionate about teaching the younger generation of clinicians. At the end of the third year, students have the opportunity to choose from various student selected component (SSC) placements. These placements give us a chance to explore which specialties we may be interested in as a future career. Choices include research, clinical medicine, medical education, humanities, and many more. I think this is a great part of the course, as you get to tailor the course to what you enjoy doing.
“Fourth year has been the most challenging and intense year of medical school so far with the final written exams being at the end of this year. Despite being a very tough year in terms of knowledge requirements, I personally think this is a blessing in disguise because it means that fifth year can be spent learning the practicalities required to be a successful doctor as well as solidifying the knowledge you have already gained. The course at Keele is structured like this which I feel provides a better transition from medical student to junior doctor and this is reflected as Keele has climbed its way up into being in the top 10 medical schools in the country.

When studying a tough course like medicine, it is really important to find a balance in your life, otherwise you would probably spend all day with your head in a book! Therefore, I have ensured that throughout my degree I have continued to have an active social life and stay fit. I play basketball for the university and Stoke women’s basketball team as well as making time for friends and family.

If there was one piece of advice that I could offer to undergraduates, I would emphasise the need to be organised. There is so much to learn and adopting a structured method to learning and revision is essential - study smart!”
“I graduated from Keele University School of Medicine in summer 2017. My fifth and final year of studying medicine was one of the most enjoyable years, filled with many new experiences. The academic year was split between working in a primary care centre, and in the major trauma centre at Royal Stoke University Hospital. Final year is also known as the student assistantship, which means that we spend our time shadowing and helping junior doctors, to prepare us for life as a foundation year doctor. During the acute care block I spent time in the emergency department, anaesthetics, and in the intensive care unit, which were all new and extremely valuable learning experiences. Spending time in these acute settings allowed me to use my clinical skills which I had developed during medical school, and helped to develop my skills in assessing acutely unwell patients.

Fifth year has many hurdles to cross, including the national prescribing examination and our final clinical examinations. However after these are completed, we had an eight-week elective period where we could work in any hospital and specialty of our choice, wherever in the world that may be. I chose to work in Borneo, Malaysia, for four weeks, and Great Ormond Street Hospital, London, for the final four weeks. The elective period is something that everyone looks forward to at the end of medical school, and it has provided me with experiences and memories I will cherish for the rest of my life. At the end of the academic year, we had our graduation at Keele Hall and our graduation ball, which was a fantastic celebration of our journey throughout the five years of medical school.

As a junior doctor working in the NHS, Keele University School of Medicine has prepared me extremely well by providing me with the knowledge and skills necessary to be a competent professional. Although medical school was challenging and tough at times, I loved every second of it, and I am grateful for the opportunity to be working in a career that I love.”
I am very proud to be a Keele Medical School graduate. As one of the first cohort to graduate with a Keele degree in 2012, it was an immense privilege to return to the school as a Clinical Teaching Fellow in Surgery in 2016. Selecting the right medical school for you is extremely important. I remember my first visit to the school as a sixth form student keen to study medicine, and was immediately impressed by the modern facilities and innovative curriculum. What confirmed Keele as my first choice however, was the friendly, warm welcome offered by the staff and students. This has been an enduring welcome for the ten years since, and I wouldn’t change anything about my time at Keele.

Although it sounds like a long time, your five years at medical school goes so quickly. It seemed an impossibility on my first day walking through the doors as a new first year medical student, but the feeling on graduation day when I was surrounded by my friends, family, tutors and colleagues was incomparable, elated at having made it through and qualified as a doctor. Since qualifying I have completed a variety of rotations in areas ranging from emergency medicine to neonatology. My short career so far has included time spent researching, teaching and a position on a national committee, and I have just completed my Core Surgical Training. This was all achieved thanks to the fantastic education and opportunities I received at Keele.

I can honestly say Keele prepared me in every way possible for life as a junior surgical doctor in the modern NHS. The spiral structure of the curriculum means most topics are visited more than once, each year building a new layer of complexity. I remember as a fifth year learning about the complex management of a patient in heart failure, fondly recalling studying the basic anatomy and physiology of the heart as a 1st year. Of the armoury of skills and knowledge medical school has equipped me with, an area in which Keele excels is in its teaching of communication skills. Being able to communicate effectively with patients has been vital in allowing me to be as efficient and approachable a doctor as I can be.

Returning to Keele as a Clinical Teaching Fellow for a year meant I was part of the team that is teaching the latest generation of medical students, which is a huge honour. Consistently ranking amongst the very best of UK medical schools, Keele prides itself on graduating excellent clinicians. I wish you all the best in your ambition to study medicine, it really is the best job in the world. I can’t think of a better place to achieve your ambition than at Keele.”
Student Selected Components (SSCs)

Opportunities for student selected components (SSCs) occur in each year of the undergraduate medical degree. Each SSC is intended to help you add to your core learning skills and broaden knowledge in an area that is of particular interest (which may or may not be part of the core curriculum), thereby exploring potential career options and personal interests. You will work closely with an SSC supervisor who can help you make the most of each opportunity.

The SSC programme fosters diversity enabling you to pursue your own interests. Each year you will be offered a choice of learning experiences that allows either breadth (including exposure to wider areas of clinical practice and also the opportunity to learn within the context of, for example, the arts and humanities) or depth (more specialist clinical knowledge). Over the whole five years, you will be able to gain a diverse range of such experiences, building on natural aptitudes and providing a basis for future career interests. Further opportunities for diversity are encouraged through intercalation.

In Year 5 the SSC is an elective period

“In the fifth year we have an eight week elective block, where we can explore any aspect of medicine in a different healthcare setting, I chose to conduct my medical elective in two different environments by splitting it into two four week blocks.

I spent my first four weeks in Borneo, Malaysia, where I worked in both the paediatric and anaesthetic departments. This gave me an insight into different healthcare systems across the globe, and have the opportunity to see the assessment and management of many tropical diseases. In addition to my medical placement, I immersed myself into the local culture. I visited national parks and rainforests, and had once in a lifetime experiences such seeing orangutans in their natural habitat.

My second four weeks were spent in Great Ormond Street Hospital, London. Working in a world-renowned paediatric hospital was a fantastic experience, and has helped me to decide on a career in paediatric medicine. I arranged this placement by applying via a national application, and was helped by my tutors at Keele who provided references for this application. I spent time in the neurology department at Great Ormond Street, and was involved in the extremely active teaching programme whilst working there. This elective opportunity was an excellent end to my five years at Keele, and has allowed me to strengthen my CV for future specialty applications.”

Dr Amy Price
Foundation Year 1 doctor
University Hospitals Of North Midlands NHS Trust
Keele Graduate 2017

Intercalated Degrees

You may be able to opt to take a year out of your undergraduate medical studies in order to study a subject area in greater depth before returning to complete the medical course. There is a selection process with set criteria.

A proportion of medical students in the UK add an additional year to the five-year undergraduate course in order to study a subject of their choice in greater depth. At Keele, you can apply to take a year out of your medical studies after completion of Year 2 (bachelor’s degree only) or Year 4 (bachelor’s or master’s degree) in order to study a subject area in greater depth, before returning to complete the medical course. This can be a taught or research-based option. You can choose to stay at Keele for your intercalation year or apply to another university. At graduation, you would be eligible for the award of two degrees: the MBChB and another for the additional year of study.

Why do an intercalated degree?

An intercalated degree provides you with the opportunity to gain a better understanding of basic biomedical sciences, medical humanities, or research methodologies, and to pursue an additional qualification in a subject that interests you. This may help you make informed choices about specialisation later in your career, particularly if you want to pursue a medical academic career. Other benefits could include the improvement of long-term career prospects, as you will have had the opportunity to gain key research skills, publish academic papers and make presentations at conferences. Therefore, Keele University School of Medicine is keen to encourage its students to undertake intercalated degrees.

Intercalated taught master’s courses currently include:

• MMedSci (Anatomical Sciences)
• Master’s in Medical Education
• MSc in Molecular Parasitology and Vector Biology
• MSc in Biomedical Engineering
• MSc in Cell and Tissue Engineering
• MSc in Blood Science
• MA in Medical Ethics and Law
• MA in Medical Ethics and Palliative Care

Intercalated research master’s courses

• MPhil Primary Care Sciences

We offer a range of research MPhils in clinical and laboratory sciences. These can vary from year to year but our website will give you an idea of the range of research projects available, see: http://medicine2.keele.ac.uk/cbr/dbrp.html

Current Intercalated bachelor’s courses

• BSc in Medical Humanities
• BSc in Natural Sciences with the following named routes:
  1. Neuroscience
  2. Psychology
  3. Biochemistry
  4. Studies in Biomedical Sciences

For further details please see: www.keele.ac.uk/medicine/ intercalateddegrees

“The MMedSci Anatomical Sciences course at Keele involved studying a wide range of areas, starting from the basic scientific principles and using these principles for the dissertation project, which could be performed on any area of medicine. Many optional modules were available including studying the principles of ultrasound and laboratory-based cellular tissue study, meaning a wide range of areas in medicine were covered.

One of the major highlights of the course was studying human anatomy in greater detail and understanding how this applied to surgical cases with the highest standard of teaching from experienced anatomists and surgeons. Another highlight involved opportunities to teach anatomy and clinical skills to other medical students regularly on a formal basis.

I thoroughly enjoyed my intercalated degree. The course supervisors at Keele were very supportive and I feel that the course would be beneficial to any student in whatever area of medicine they would like to pursue in the future”.

MMedSci Statement S.Sadiq
The Keele Medical Research Pathway

You will have opportunities to learn if research is something you may want to do as a doctor. The School of Medicine also offers an innovative research pathway which is designed to set you firmly on the road to a career which combines clinical work with patients and the exciting and stimulating world of medical research. The research pathway includes a range of opportunities for you to enrich your clinical experience and CV at various stages of your medical training. It is designed to find students and young doctors who want to develop a track record in research and to encourage and develop the medical researchers of the future. This website provides an idea of the range of research projects you could get involved with:  http://medicine2.keele.ac.uk/cbr/dbrp.html

Pathway step 1: Student Selected Component
You can obtain early exposure to research methods during your Student Selected Components. Additionally, a range of summer projects can be undertaken in laboratory-based and clinical research.

Pathway step 2: Intercalated degrees
Depending on the course selected, these degrees can be primarily taught or have a major clinical or experimental laboratory research component. They will provide modules in a range of research-related and clinical topics, and can offer the exciting opportunity to develop, carry out and publish a piece of research with an academic research group at Keele. Even if you decide at the end of the year that research is not for you, the experience and qualification gained will make an important contribution to your CV. See page 35 for more details of the intercalated degrees on offer at Keele.

Pathway step 3: Academic Foundation Programme
After successful completion of a medical degree graduates start NHS Foundation training. Keele offers a small number of Academic Foundation Programmes that provide the opportunity for research experience integrated into the clinical jobs in Foundation Year 1 and 2. Although most of the Foundation experience is clinical, the Academic Programmes offer an excellent stepping stone for doctors developing a research track to their career. There is the opportunity to develop research projects linked to clinical experience in Foundation posts and to build on research training gained from earlier steps in the research pathway.

Pathway step 4: Speciality training and research
The postgraduate section of the School of Medicine supports the option to complete a master’s degree at this point. For doctors who have decided on a research track, Keele hosts a number of attractive Clinical Training Fellowships. These support doctors in extending their specialist training period to develop ideas for a research degree such as a PhD or MD. With a PhD or MD, you will then have moved from Keele’s research pathway and be well on your way to a rewarding career in medical research.

ASPIRE
Keele School of Medicine runs an ASPIRE scheme which was originally an initiative by the Academy of Medical Sciences and Wellcome Trust. The scheme constitutes part of the academy’s portfolio of activities “aimed at nurturing the next generation of medical researchers”. ASPIRE aims to engage medical students with basic/clinical research and encourage students to consider research careers.

ASPIRE supports a diverse range of activities including a student-led research network, research opportunities such as studentships and conference bursaries, and an annual undergraduate medical research showcase.
Student Groups

The medical school currently has over twenty registered, student-led societies including: the Surgical Society, the GP Society, Keele Medics Charity Society, Keele Education Society and Keele Anatomy Society. These provide students with the opportunity of exploring and learning more about particular specialties and help students develop their career interests. The societies offer teaching and educational seminars in their field and often host charity events and national conferences. This is a great opportunity to meet doctors within specific disciplines and get involved in research and audit to help build your curriculum vitae.

The KMS (Keele Medical Society) was established in 2002 by the first group of undergraduate students to come to Keele University. In keeping with other medical school societies around the country, the committee members of KMS organise many of the medics’ social events at Keele. These range from sporting activities to black-tie dinners. Keele students are also involved in contributing to a range of local and national student groups and societies such as the Junior Association for the Study of Medical Education (JASME), the Inter-School Committee of the BMA, the United Kingdom Medical Students’ Association and Medsin. These societies are involved in a range of activities and events with attendance at national committee meetings representing student opinion.

Student Support

We recognise that you may have difficulties at some stage of your training. There may be a difficulty with work in the course, with adjusting to the expectations of how a doctor should behave, or personal problems, such as health, money or relationships.

Keele University School of Medicine has its own student support service (www.keele.ac.uk/medicine/student-support-services) which is important in our friendly, supportive environment. This service has been highly commended by the GMC. The student support team will be pleased to help with a wide range of issues. Support is available on an individual basis at the University and all major hospital sites and is a confidential service. In addition workshops are offered on topics such as study skills and managing stress.

If you develop academic difficulties then an enhanced support service (EPASS) will be provided by the School. Those with chronic health conditions may be referred to Student Health Support which is designed to more closely help those in this situation. Also, the School provides an in-depth careers advice service to help you choose the right specialty after graduation.

You will have your own Professional Development Tutor for the duration of the course.

There are also other sources of support, guidance and advice beyond the School of Medicine and these include: Counselling, Health Centre, Learning Support and Academic Guidance, Disability Services, English Language Unit, and the Students’ Union.

Career Guidance

More than ever, today’s medical students need a clear understanding of the career options a medical degree offers and the pathways of different medical careers. Keele has developed a career support programme that has been designed to specifically target the needs of students in each year of medical school.

We offer regular lectures to get you thinking about career areas. Online tests are available to see what areas might suit your preferences and you can then discuss these with staff. In addition, SSCs give you a chance to test out career options. Guidance on your Foundation job application is also offered.

Further career-related information is available on the Keele Learning Environment (KLE) online learning system.
After Graduation

At the end of the undergraduate programme you will receive your MBChB degree, which is a primary medical qualification (PMQ). Holding a PMQ entitles you to apply for provisional registration with the General Medical Council. Provisional registration is time limited to a maximum of three years and 30 days (1125 days in total). After this time period your provisional registration will normally expire.

Provisionally registered doctors can only practise in approved Foundation Year 1 posts: the law does not allow provisionally registered doctors to undertake any other type of work. To obtain a Foundation Year 1 post you will need to apply during the final year of your undergraduate programme through the UK Foundation Programme Office selection scheme, which allocates these posts to graduates on a competitive basis. All suitably qualified UK graduates have found a place on the Foundation Year 1 programme, but this cannot be guaranteed for every UK graduate.

The GMC is currently considering the introduction of a formal assessment that UK medical graduates would need to pass in order to be granted registration with a licence to practise. Although no final decision has been taken as to whether or when such an exam will be introduced, applicants should be aware that the GMC envisages that future cohorts of medical students may need to pass parts of a medical licensing assessment before the GMC will grant them registration with a licence to practise.

Vocational training and education continues throughout professional life, and further postgraduate training is provided through recognised specialty training schemes leading to the award of a certificate of completion of training (CCT). Attainment of a CCT allows the individual to apply for senior positions, such as consultant posts or general practice partnerships. These schemes vary in duration from three to seven years, commencing upon successful completion of the Foundation Programme. It is crucial that students think about which specialty route they would like to follow as early as they possibly can.

Important career decisions have to be made within two years of graduation and successful application to specialty training posts is more likely if students and trainees have structured their learning and experiences towards their final goal. Career support programmes and personnel are available at the School of Medicine to assist with this.

Medical students at UK medical schools who are from overseas and do not have right of residence must check how the latest information on visa requirements affects their postgraduate training period.

Please check up-to-date information about UK visas and immigration: www.gov.uk/government/organisations/uk-visas-and-immigration

Please note: information about medical careers after graduation is correct at the time of going to press. For up-to-date information please visit: www.westmidlandsdeanery.nhs.uk

"After graduating from Keele University I decided to undertake my Foundation Year training at University Hospitals of North Midlands NHS Trust (UHNM). I had trained at the hospital during two of my clinical years as a medical student and thoroughly enjoyed it. The facilities are second to none and it is a pleasant environment to work in. I have always wanted to work at a teaching hospital and wanted some exposure to trauma cases. UHNM fulfilled this as not only is it a teaching hospital but is also a trauma centre. As a junior doctor one faces a number of challenges but from the nurses to the consultants, the staff are very supportive and are always happy to help. I have learnt some vital skills that are necessary to survive as a doctor. Oncology has enabled me to appreciate disease from a patient’s point of view. My job as a Foundation Year 1 doctor has required me to spend a substantial amount of time speaking to patients and their families and has improved my counselling skills and ability to communicate with patients sensitively and empathetically. I feel that the Keele curriculum has given me a firm clinical grounding and that the Year 5 student assistantship has been excellent in preparing me for the day to day challenges one faces as a Foundation Year doctor. [View a movie about the

Asma Akhtar
Foundation Year 2 doctor
Activities for Schools, Colleges and Careers Advisors

Pupils from schools and colleges can visit the School of Medicine and participate in activities on a number of occasions throughout each year, including participating in Keele Summer Schools in July. There are times when careers advisers are invited to visit and obtain the latest information about admissions. Our medical students are also involved in working with local schools through MedPath activities.

**Medicine careers day**
We shall be hosting our annual one-day careers conference for students in Years 10–12 entitled ‘So you want to be a doctor?’ on Wednesday 7th March 2018. For further information and to book your place, please see our website: www.keele.ac.uk/medicine/newsevents/medicinecareersday.

**Open days**
The university open days in 2018 are Saturday 16th June, Sunday 19th August, Saturday 13th October, Sunday 14th October and Saturday 1st December. The university campus will be open to all visitors and the School of Medicine will be open for prospective medicine applicants and their families. For further details and to book a place please see: www.keele.ac.uk/visiting

**Offer holder days**
Students who receive an offer to study at Keele University are invited to attend our offer holder days. The aim of the day is to help applicants make a better informed choice of where to study by enabling them to find out more about the university and the medical curriculum, view our facilities and meet staff and students.

Summer School
In June and July we participate in Keele University Summer Schools for Year 10, Year 11, and Year 12 students.

Widening access
The School of Medicine is actively involved in Widening Access to Medicine. Medical students are available to visit schools to raise pupil aspiration through the MedPath society (see: www.keele.ac.uk/medpath).

1. **Steps2Medicine**
   Widening Participation is a programme of support and enrichment to which eligible students in Year 12 may apply. Students successfully completing the course will be prioritised for interview and may be eligible for a reduction in the standard grade offer. See: www.keele.ac.uk/medicine/mbchb5years/entryrouteshowtoapply (then click on the Widening Participation tab).

2. **UCAS contextual data** is also used as part of our admissions process to support educationally and socio-economically disadvantaged students. See: www.keele.ac.uk/medicine/mbchb5years/entryrouteshowtoapply (then click on the Widening Participation tab).

**Important information**
This course brochure is correct at the time of going to print. Given the passage of time, however, between publication and the academic year to which it relates, some of the information may change. For example the University may need to make reasonable changes to the course (including to the content and syllabus of the course where developments in the subject area and/or accrediting bodies make that necessary), or to the location of the course, or the method of delivery or assessment of the course where that will enable the University to deliver a better quality of educational experience. There may also be significant changes to personnel, facilities or matters outside our reasonable control which may necessitate course detail updates. Financial information may also be subject to change.

It is very important therefore that you check the University’s website at keele.ac.uk before making an application to the University.

Any offer of a place to study at the University is subject to terms and conditions which can be found at keele.ac.uk/student-agreement and you are advised to read this before making an application.

The terms and conditions set out when, for example, we might make changes to your chosen course, to the fees payable or to student regulations with which all students are required to comply. The course information within this document applies to 2019 entry only.