CONTENTS

3 Open Days
4 Key Features
6 Entry Requirements
8 The School of Medicine
8 Keele Undergraduate Anatomy
10 Curriculum Map
12 Clinical Placements
13 Health Foundation Year
14 Student Profiles
20 After Graduation
22 Activities for Schools and Colleges
22 Important Information
23 Social Media

OPEN DAYS

Saturday 20 June
Sunday 16 August
Saturday 10 October
Sunday 18 October
Saturday 21 November
KEY FEATURES

• Extensive clinical experience (approximately 100 weeks)
• Friendly atmosphere
• Very high levels of preparedness for work as a junior doctor reported by Keele graduates
• Excellent modern facilities
• Up-to-date spiral curriculum
• Full body cadaver dissection
• Smaller cohorts and personalised teaching

Our beautiful and spacious green campus is home to a supportive community of students and staff as well as high quality teaching and research.

• Medicine is ranked 3rd in the Guardian University League Table 2020
• Medicine is ranked in the UK Top 10 in The Complete University Guide 2020
• With over 600 acres, we have the largest single-site campus in the UK
• Keele is consistently ranked in the top three in England for student satisfaction (of broad-based universities) in the National Student Survey 2014–2019
Aptitude tests

Home applicants must take the University Clinical Aptitude Test (UCAT, formerly UKCAT) in the year of application, visit: ucat.ac.uk. These applicants must also complete the roles and responsibilities (R+R) statement as part of the application process.

Applicants with overseas fees status for 2021 entry must take the Biomedical Admissions Test (BMAT), visit: keele.ac.uk/medicine/bmat. These applicants will not be required to take UCAT. BMAT will be used instead of the R+R form for ranking of international students for interview.

A100: standard 5-year MBChB programme

Grades of AAA 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, maths 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 (2) 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

The MBChB with Health Foundation Year for Medicine (A104) is a six-year programme exclusively for students from some under-represented backgrounds who do not meet the normal academic entry requirements for medicine. Usually entry requirements are:

- BBC from three A levels including biology or chemistry
- DDM in an appropriate BTEC extended diploma or a combination of A level and BTEC qualifications.
- Five GCSEs must have been achieved at a minimum of grade B/6, with a minimum of C/S in maths and English (language).

Applicants are required to complete a questionnaire and supply additional documents to provide evidence of eligibility for this widening-access route.

Please refer to our web pages for more detailed information regarding academic and non-academic entry criteria, the selection process and interviews, visit: keele.ac.uk/medicine/hfy
THE SCHOOL OF MEDICINE

Our facilities

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

The David Weatherall (School of Medicine) building includes a large lecture theatre, seminar rooms, IT laboratory, a superb anatomy training suite, laboratories, student common room and a café. In addition, the university provides library and information services in the nearby Information Services building, while partner NHS trusts provide extensive library facilities in Stoke-on-Trent and Shrewsbury.

At the University Hospitals of North Midlands (UHNM) NHS Trust campus in Stoke-on-Trent, there are two educational buildings: the Keele University School of Medicine (UHNMC 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.

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 timetabled 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, touch-screen computers and video-conferencing facilities are also available.

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

We have 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.

The Keele approach to selection and the medical curriculum

Keele University School of Medicine is committed to values-based recruitment, visit: hee.nhs.uk/our-work/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 essential that you know, understand and embrace the principles of the NHS constitution, visit: gov.uk/government/publications/the-nhs-constitution-for-england 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.

Our MBChB Honours Degree 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, visit: keele.ac.uk/medicine/outcomes, and the principles of professional practice as set out in the GMC document Good Medical Practice (GMC, 2013).

Educational strategies

The Keele curriculum is a modern, spiral, highly-integrated medical curriculum that ensures you achieve these outcomes. A refreshed curriculum has been introduced from 2018 onwards, reflecting changes in contemporary scientific knowledge, modern clinical practice and with a greater emphasis on learning in acute and emergency clinical settings. 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 experience clinical placements in primary and secondary care settings and in the community sector. 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. Professional values and behaviours
2. Professional skills
3. Professional knowledge

Professional skills: 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 other health professions including 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.
### Phase 1
Overview with early clinical exposure. There is an emphasis on the learning of the fundamentals of normal and pathological biomedical, behavioural, and social science, with a focus on sciences, research, and study skills integrated with a programme of clinical placements.

**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, Health and Reproduction, Lifestyle, and Scholarship activities.

**Year 2 FHEQ Level 5 (120 credits)**
Learning through integrated units such as Mechanisms of Disease, Inputs and Outputs, Movement and Trauma, Circulation, Breath of Life, Sensorimotor systems, Scholarship activities, and a community-based Student Selected Component.

### Optional intercalated bachelor’s degree

**Year 3 FHEQ Level 6 (120 credits)**
Learning through integrated units such as Medicine, Surgery, Elderly Care, Mental Health, Paediatrics, General Practice, and a Student Selected Component.

**Year 4 FHEQ Level 6 (120 credits)**
Learning through integrated units such as Medicine, Surgery, Women’s Health, Mental Health, Paediatrics, Neurology, Musculoskeletal, General Practice, 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.

---

### A spiral curriculum, with vertical themes running through the five years:
- professional values and behaviours
- professional skills
- professional knowledge

---

---
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 Staffordshire and support groups within the local community.

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 having rural GP placements in Shropshire. Year 4 is delivered in primary and secondary care environments across Staffordshire and Shropshire and neighbouring areas.

Secondary care rotations see you progressing through a wide range of specialties, in wards, theatres and clinics. The primary care based placement aims to develop your competency in consulting and abilities in decision making, information processing, and effective clinical management.

Phase 3 (Year 5) focuses on preparation for professional practice and is delivered in primary and secondary care environments across Staffordshire, Shropshire and neighbouring areas.

You are provided with opportunities to integrate the knowledge and skills gained in previous years of the course to develop your ability to provide high-quality healthcare for patients. Primary and secondary care clinical assistantships prepare you for Foundation Year.

Visit our clinical placements and community and general practice placements webpage at: [keele.ac.uk/medicine/placements](http://keele.ac.uk/medicine/placements)

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 Staffordshire and support groups within the local community.

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 having rural GP placements in Shropshire. Year 4 is delivered in primary and secondary care environments across Staffordshire and Shropshire and neighbouring areas.

Secondary care rotations see you progressing through a wide range of specialties, in wards, theatres and clinics. The primary care based placement aims to develop your competency in consulting and abilities in decision making, information processing, and effective clinical management.

Phase 3 (Year 5) focuses on preparation for professional practice and is delivered in primary and secondary care environments across Staffordshire, Shropshire and neighbouring areas.

You are provided with opportunities to integrate the knowledge and skills gained in previous years of the course to develop your ability to provide high-quality healthcare for patients. Primary and secondary care clinical assistantships prepare you for Foundation Year.

Visit our clinical placements and community and general practice placements webpage at: [keele.ac.uk/medicine/placements](http://keele.ac.uk/medicine/placements)

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 Staffordshire and support groups within the local community.

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 having rural GP placements in Shropshire. Year 4 is delivered in primary and secondary care environments across Staffordshire and Shropshire and neighbouring areas.

Secondary care rotations see you progressing through a wide range of specialties, in wards, theatres and clinics. The primary care based placement aims to develop your competency in consulting and abilities in decision making, information processing, and effective clinical management.

Phase 3 (Year 5) focuses on preparation for professional practice and is delivered in primary and secondary care environments across Staffordshire, Shropshire and neighbouring areas.

You are provided with opportunities to integrate the knowledge and skills gained in previous years of the course to develop your ability to provide high-quality healthcare for patients. Primary and secondary care clinical assistantships prepare you for Foundation Year.

Visit our clinical placements and community and general practice placements webpage at: [keele.ac.uk/medicine/placements](http://keele.ac.uk/medicine/placements)

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 Staffordshire and support groups within the local community.

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 having rural GP placements in Shropshire. Year 4 is delivered in primary and secondary care environments across Staffordshire and Shropshire and neighbouring areas.

Secondary care rotations see you progressing through a wide range of specialties, in wards, theatres and clinics. The primary care based placement aims to develop your competency in consulting and abilities in decision making, information processing, and effective clinical management.

Phase 3 (Year 5) focuses on preparation for professional practice and is delivered in primary and secondary care environments across Staffordshire, Shropshire and neighbouring areas.

You are provided with opportunities to integrate the knowledge and skills gained in previous years of the course to develop your ability to provide high-quality healthcare for patients. Primary and secondary care clinical assistantships prepare you for Foundation Year.

Visit our clinical placements and community and general practice placements webpage at: [keele.ac.uk/medicine/placements](http://keele.ac.uk/medicine/placements)

HEALTH FOUNDATION YEAR

The Health Foundation Year for Medicine provides a route into medicine for students who have demonstrated the potential to study medicine despite experience of disadvantage. This programme is open to students with lower A level grades or other qualifications (e.g. BTEC diplomas) but with a clear commitment to medicine and evidence of a socio-economic/educational background that is under-represented among current doctors and medical students.

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: these include chemistry and biology among other subjects.

Standards are high, and to complete the foundation year successfully you will be expected to reach the same academic level as the students entering the five-year course with A grades at A level.

The year also offers training in generic transferable skills including communication and numeracy. For more information, visit: [keele.ac.uk/medicine/hfy](http://keele.ac.uk/medicine/hfy)
**HARRIET SCOTT**
**YEAR 1**

“In first year we focused on learning the fundamentals of anatomy and physiology, which lays the foundations for the following years of the course. We have weekly Problem-Based Learning (PBL) groups in which we work through a patient’s case study. This simulates what we could see in clinical practice. The content taught during the week progressed our knowledge and made it relevant to real-life scenarios.

At Keele, I am able to pursue my career as an international footballer for the Republic of Ireland whilst studying medicine. This enables me to have a good work-life balance, which is very important in such a demanding course.”

**NATALIA CHILAL**
**YEAR 2**

“In Year 2 we revisited and enhanced our knowledge of normal physiology and anatomy from first year and utilised it to understand the mechanisms of diseases. Every week, we worked through different clinical cases within our Problem-Based Learning (PBL) group. Each case challenged us to develop our skills in learning to work effectively as a team in order to reach a diagnosis. The atmosphere here, and especially within PBL groups, felt nothing but supportive. Often you would find medical students in groups around the campus studying, sharing resources and helping each other learn. In addition, the staff were always approachable and keen to answer any of our questions.

Our weekly sessions in the Clinical Education Centre complemented our studying while allowing us to hone our skills in clinical examination and history-taking. A lot of emphasis was placed on the development of our communication skills.

Another very exciting aspect of second year was our Student Selected Component (SSC) which involved allowing us to choose from a plethora of charitable or non-governmental organisations across Stoke-on-Trent and volunteering with them. This gave us a unique and invaluable insight into the local community and its needs and issues.

Keele has always placed great importance on our well-being and frequently reminds us of the importance of a healthy work-life balance. Personally, music has served as a source of comfort from the stress of medical school. I greatly appreciate the fact that our medical school is very encouraging of widening participation programmes which is a cause I am very passionate about. I have had the pleasure of being a member of MedPath, a programme where medical students visit local schools and give students a glance into what medical school is like. This aims to make applying seem more accessible and less daunting.

Observing the engagement and enthusiasm of some of the pupils we have met made this experience one of the most fulfilling of my life.

Overall, I am very proud to be a Keele medical student because all of our teaching and placements truly convey the medical school’s motto of: Graduating Excellent Clinicians.”
“Year 3 is the first clinical year of the course and is very different to previous years (in my opinion, better). It is an opportunity whereby the theoretical knowledge you have learned over the first two years can be put into practice. Spending time on the wards gives you the chance to learn from real patients, taking histories and performing examinations. Throughout the year there are different rotations including paediatrics, mental health, elderly care, general medicine and surgery. Although initially daunting, you soon grow in confidence and welcome the learning opportunities that are available to you in such a large hospital.

As exams are slightly earlier in Year 3, you get the opportunity to spend a month in General Practice and can choose two Student Selected Components (SSC’s). There are so many SSC’s to choose from that allow you to explore avenues you are interested in but aren’t necessarily covered during the course (for example prehospital medicine).

As with every year of medicine, I found it was important to maintain a work-life balance and take time for yourself throughout the year. The medical school still allows time off on Wednesday afternoons for students to participate in university sports if they wish. I used running as my stress-reliever which helped keep both my body and mind healthy.

There is no denying that third year is a big step up from second year, but it is the year you start to take on some responsibility and really feel like a student doctor.”

“Fourth year at Keele is the year where you are expected to draw together all of the knowledge and clinical skills you have learned so far. Your time is split between different rotations in surgical placements and primary care. With final level knowledge examined at the end of the year, it gives you the opportunity to fill in the holes in your knowledge. This also sets you up nicely for the clinical assistantship in your final year, where you are given a lot more responsibilities.

Although the workload was high in this year, I found Year 4 was a good opportunity to network with other healthcare professionals. I was able to get involved in societies and research, going on to present my data at the Charing Cross International Symposium, as well as winning an international prize for ‘outstanding presentation’.

It is important to maintain a good work-life balance throughout the year. I enjoy playing football with the Keele Medics Football team as well as weight lifting. Sport gives me a good outlet to let off some steam!”
DANIEL WRIGHT
YEAR 5

“I feel the course has set me up as well as it possibly could to allow me to start my working career with as little stress as possible and the connections I made whilst studying here continue to be an enormous aid to me daily. The fifth year prepares you for life as a junior doctor and you are expected to work as part of the team. You play a meaningful role in the running of the ward participating in the ward round, helping perform and interpret the jobs and results. One of the most useful schemes exclusive to the fifth year curriculum is the ‘purple pen’ scheme where you can write in drug charts if a qualified prescriber checks and countersigns for you. This was one of the most valuable parts of fifth year and really allowed you to hit the wards running.

Year 5 also contains your medical elective block which offers an opportunity to either boost your CV for a specific future path or experience a completely different type of medicine in a healthcare system vastly different from our own NHS. I spent my elective in the Isles of Scilly working in an isolated rural GP practice. It had inpatient beds and maternity facilities as rapid help required a call to the navy helicopters or air ambulance service. I’ve always been torn between city and rural living but this opportunity helped me experience what life as a doctor would be like in rural settings and helped me make my mind up about where I would like my career to head and the type of medicine I would like to practice.

I always found the staff in Keele University School of Medicine and on hospital sites to be incredibly helpful and I would often consult them for advice about the course, curriculum, exams, filling in job applications and registering with the GMC. They would go above and beyond to help me in any way they could.”

JAMES RYLEY
DOCTOR

“I graduated from Keele University in the summer of 2018, and since then I have worked as a foundation doctor in the University Hospital of North Midlands. I chose Keele after the experience of the interviews. Despite it being an incredibly stressful day, I found the campus and staff so warm and welcoming that I knew it was the university for me. The structure of the course gave me a solid base of physiology and anatomy, while giving me the opportunity to see it in action in clinical scenarios from the beginning.

I have thoroughly enjoyed being a doctor at the Royal Stoke University Hospital. Every day you are faced with a variety of problems, from clinical to communication to team work and leadership. Thanks to my experiences as a student, I already had prior knowledge of the building and computer systems. This meant I could throw myself into the exciting challenges of being a junior doctor. I felt extremely prepared to deal with sick patients and day-to-day tasks thanks to our final year assistantship.

I am incredibly grateful for the five years at Keele University. It has prepared me extremely well for the day-to-day challenges that face junior doctors and the NHS, while giving me a strong basis in clinical medicine.”
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: keele.ac.uk/medicine/visas

For up-to-date information please visit: westmidlandsdeanery.nhs.uk

AFTER GRADUATION

Successful completion of the course will lead to the award of a MBChB degree, which is a Primary Medical Qualification (PMQ). PMQs and registration of doctors are regulated by the GMC. With effect from 2023-24, all medical graduates will be required to pass a national Medical Licensing Assessment (MLA) to be registered to practise by the GMC. Precise details of how the MLA will operate are not yet available. Graduates with a PMQ who meet GMC Licensing and Fitness to Practise criteria are entitled to apply for provisional registration with the GMC and entry to an approved Foundation Programme. 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.

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. Normally, all suitably qualified UK graduates secure a first Foundation year (F1) post, but this cannot be guaranteed. 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.

Successful completion of the F1 programme is normally achieved within 12 months working under supervision and results in the award of a Certificate of Experience, with which you may apply for full GMC registration. Most doctors will then complete a second Foundation Year (F2), which allows you to apply for specialist training programmes. You will require full GMC registration and a Licence to Practise in order to be allowed to practise medicine unsupervised in the UK in either the NHS or private practice.

“After graduating from Keele University I decided to undertake my Foundation Year training at University Hospitals of North Midlands NHS Trust (UHNM). 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. One of the requirements of a junior doctor includes teaching and there is ample opportunity for this at the hospital. I thoroughly enjoy teaching and found this very rewarding. I am confident that Keele University School of Medicine has provided all of its graduates with skills and experience that will make us successful doctors.”

Dr Asma Akhtar
Keele Medicine Graduate 2017
ACTIVITIES FOR SCHOOLS, COLLEGES AND CAREERS ADVISORS

Pupils from schools and colleges can visit the School of Medicine and take part in activities on a number of occasions throughout each year, including the 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.

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. Visit: keele.ac.uk/medicine/wp

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. Visit: keele.ac.uk/medicine/routes (inside 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. Visit: keele.ac.uk/medicine/routes (inside the Widening Participation tab).

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 11 March 2020. For further information and to book your place, please see our website: keele.ac.uk/medicine/careers

Open days
The university open days in 2020 are Saturday 20 June, Sunday 16 August, Saturday 10 October, Sunday 18 October, and Saturday 21 November. 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 visit: 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.

IMPORTANT INFORMATION

This course brochure is correct at the time of going to print (February 2020).

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.
For information on courses that combine subjects please visit keele.ac.uk/ugcourses

Keele University School of Medicine
David Weatherall building
Keele University Staffordshire ST5 5BG
Tel: 01782 733642 or 733651
Website: keele.ac.uk/medicine Email: medicine@keele.ac.uk

SCHOOL OF MEDICINE 2021
GRADUATING EXCELLENT CLINICIANS