2019 OPEN DAYS

Saturday 15 June
Sunday 18 August
Saturday 12 October
Sunday 13 October
Saturday 23 November

70 YEARS OF THE KEELE DIFFERENCE
Welcome from the Head of Medicine

On behalf of all staff and students, thank you for your interest in Keele University 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 expert, enthusiastic, and committed staff. Keele University is ranked Gold in the Teaching Excellence Framework (TEF) 2017, and the MBChB course has consistently scored well in the National Student Survey, coming first in 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 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 welfare system
- Promotion of social responsibility and an increasing focus on global health
Aptitude tests

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

Applicants with overseas fees status for 2020 entry must take the Biomedical Admissions Test (BMAT), see: medicine2.keele.ac.uk/sc/bmat.html. These applicants will not be required to take UKCAT. 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 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

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. Usual entry requirements are BBB 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 C/5 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: medicine2.keele.ac.uk/sc/routes.html

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2020 Entry Requirements

<table>
<thead>
<tr>
<th>Medicine</th>
<th>UCAS code</th>
<th>Duration</th>
<th>A levels</th>
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<tbody>
<tr>
<td>Single Honours</td>
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<tr>
<td>MBChB</td>
<td>A100</td>
<td>5 years</td>
<td>A*AA</td>
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<tr>
<td>MBChB with Health Foundation Year</td>
<td>A104</td>
<td>6 years</td>
<td>See details below</td>
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</tbody>
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Key Features

Very high levels of preparedness for work as a junior doctor reported by Keele graduates

Extensive clinical experience (approximately 100 weeks)

Full body cadaver dissection

Friendly atmosphere

Excellent modern facilities

Smaller cohorts & personalised teaching

Up-to-date spiral curriculum
Rated in the top 5 most beautiful Universities in the UK (Times Higher Education, 2018)

With over 600 acres, our campus is the biggest in the UK. The perfect place to live, study and thrive. You’ll soon feel at home, and make friends wherever you go.
Keele is centrally located and well-connected by road and 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 of the M6, and is just west of Stoke-on-Trent and Newcastle-under-Lyme. Keele is approximately an hour by road to Manchester, Birmingham and Liverpool, and Stoke-on-Trent is 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 University Hospital campus three miles away. We also have facilities at the Shrewsbury and Telford Hospitals NHS Trust (SaTH) in Shropshire, at North Staffordshire Combined Healthcare NHS Trust at the Harplands Hospital in Stoke-on-Trent, at County Hospital in Stafford, and at the Midland Partnership Foundation Trust. 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 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 (UHNM 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.

Our facilities at County Hospital, Stafford, Harplands Hospital, and the Midlands Partnership Trust sites comprise the usual range of teaching rooms. The Learning Centre at the Royal Shrewsbury Hospital includes 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.

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 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.

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

Overall structure
The overall structure of the course comprises five compulsory modules taken over five years, divided into three Phases. Please see the Curriculum Map on page 20 for more details.
# Curriculum Map

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

Please note that this chart is an indication of course content and some of the details may change.

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Year 1 FHEQ Level 4 (120 credits)</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<td>Learning through integrated units such as Orientation, Health and Disease, The Body's Defence, Emergencies, Lifecourse, Brain and Mind, Pregnancy, Lifestyle, and Scholarship activities.</td>
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<tr>
<th>Phase 2</th>
<th>Year 2 FHEQ Level 5 (120 credits)</th>
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<tr>
<td>Building on the foundations of clinical knowledge and skills through immersion in clinical placements, while continuing to develop and apply biomedical, behavioural and social science knowledge.</td>
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<tr>
<td>Learning through integrated units such as Mechanisms of Disease, Inputs and Outputs, Movement and Trauma, Circulation, Breath of Life, Integrated Systems, Scholarship activities and a community-based Student Selected Component.</td>
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<tr>
<th>Optional intercalated bachelor’s degree</th>
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<tbody>
<tr>
<td>Year 3 FHEQ Level 6 (120 credits)</td>
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<tr>
<td>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.</td>
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<th>Optional intercalated master’s degree</th>
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<tr>
<td>Year 4 FHEQ Level 6 (120 credits)</td>
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<tr>
<td>Learning through integrated units such as Medicine, Surgery, Women’s Health, Mental Health, Paediatrics, Neurology/Musculoskeletal, and then a General Practice work placement, and a Student Selected Component.</td>
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<tr>
<th>Phase 3</th>
<th>Year 5 FHEQ Level 6 (120 credits)</th>
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<tr>
<td>Very extensive student assistantships to prepare students for practice as Foundation Year 1 doctors.</td>
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<tr>
<td>Preparation for Professional Practice: including out-of-hours evening and weekend working, GP assistantship, Acute and Critical Care (Emergency Medicine, Intensive Care Unit &amp; Anaesthesia), Medicine student assistantship, Surgical student assistantship, Distant Elective, and a Preparation for Professional Practice week.</td>
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</table>
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 mainly rural GP placement opportunities 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 specialities, 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 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) focusses 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 and surgery, including acute, critical and emergency care, you will develop your ability to safely and effectively provide good quality healthcare for patients. Supported via appropriate clinical supervision, these extensive assistantships provide Keele Year 5 medical students excellent opportunities 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 medicine2.keele.ac.uk/sc/place.html

Third sector placements
Keele University School of Medicine 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. During Phase 1 (Years 1 & 2), 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.

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.
Assessments, Feedback and Academic Support

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 single best answer 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 will keep a portfolio detailing the development of your clinical practice, including reflections on new situations you encounter. This will be linked to your appraisal. You will 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 currently 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.

For medical students graduating in 2023 and beyond, the General Medical Council (GMC) intends to introduce a national Medical Licensing Assessment (UK MLA), which will be integrated into the later stages of undergraduate training. All students who wish to practice medicine in the UK must meet the requirements of this assessment. For more information on the MLA please visit: medicine2.keele.ac.uk/sc/gmc-mla.html

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The Health Foundation Year for Medicine at Keele University 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 (BTEC) 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* and A grades at A level.

The year also offers training in generic transferable skills including communication skills, counselling skills, IT and numeracy.
The first year of medicine at Keele is about learning the basics of the human body and getting the first taste of how doctors manage patients in clinical settings. We are put into small Problem-Based Learning (PBL) groups of 10–11 students. Every week, we are given a clinical case and the PBL tutor guides us to formulate the learning outcomes of the week. The amount we have to learn seems daunting, however, Keele has a supportive environment and everyone in the PBL group is willing to help you out. On top of that, the Keele Medical Education Society (KMES) and the Keele Anatomy Society (KAS) organise teaching sessions given by second-year medical students on some of the most difficult topics of the curriculum.

The most enjoyable experiences of my first year were the clinical placements. I had the chance to take histories and perform simple examinations on patients under the supervision of the most caring and supportive doctors at the Royal Stoke University Hospital. The time at the hospital and the GP clinic was a constant reminder of why I chose to study medicine.

There are a plethora of clubs and societies to join so there’s always something for everyone. It’s important to develop a hobby outside of medicine to make sure you don’t burn yourself out.

Although the first year was tough at times, I enjoyed every second of it, and I am grateful for what Keele University School of Medicine has offered me.
Much of the first year was focussing on healthy bodily functions and anatomy, creating the foundations which the spiral curriculum can build on. Cadaveric dissection is taught at Keele during years 1 and 2, an opportunity I felt enabled the development of a well-rounded anatomical understanding of the human body that is difficult to achieve from pictures in textbooks.

The problem based learning (PBL) approach continued into second year and provided an effective platform to begin to understand diseases. As my PBL group and I worked through a new case each week, we began to acquire skills that doctors use to diagnose and manage patients. For a morning/afternoon each week, we went to the Clinical Education Centre at the hospital site, where we were introduced to clinical procedures (such as taking blood), examining simulated patients and taking histories. These skills sessions make transitioning to later years both easier and more exciting.

With the demands of medicine, it can be tricky to find and maintain a balance between studying and having a social life. The great thing about university is that they allocate Wednesday afternoons off for you to participate in sports (if you wish to, of course). I made use of this by playing for the university netball team, allowing me to socialise with people outside of my degree and stay fit at the same time.

Overall, I can honestly say choosing Keele was the best decision I made. The campus, hospital and small year groups make it the perfect location to study medicine.
The prospect of being a third year medical student on the wards, surrounded by a team of nurses, junior doctors, consultants and surgeons can be very daunting and exciting - at least that’s how I felt embarking onto Year 3. Year 3 is a big jump from the previous years as it pushes you out of your comfort zone and challenges you to deal with new experiences. However, the team at Royal Stoke University Hospital is very friendly and welcoming. The hospital is one of the largest hospitals in the country which meant I had the independence to seek out various opportunities available to me on site such as taking histories and examining patients on wards, attending specialist clinics and going to theatres without any difficulty.

Year 3 allows you to develop a sense of responsibility and self-directed learning as most of your time is spent in the hospital, with only one day of lab teaching once a week. What I enjoyed most about third year was getting hands on experience and learning from patients with clinical signs as this complemented my knowledge from Years 1 and 2 and everything started making more sense. Furthermore, undertaking the student selected component (SSC), a module undertaken by all medical students in their third year, provided me with a sense of direction towards my career.

Maintaining a work-life balance was essential for me throughout my studies and it was no different in Year 3. I had the opportunity to continue playing rugby for Keele and even be on the committee as club captain. Keele has an array of societies to offer whether you are interested in sports, politics, gaming, dance, film or media the list goes on. I really enjoyed my time at Keele as a third year medical student as it provided me with a platform where I could do both Medicine and rugby.
Fourth year is the longest study year, along with also being the year in which your final level knowledge is examined. It draws together all your knowledge and experiences gained so far, with a variety of medical and surgical placements that consolidate what’s been learnt. It also includes time spent working in primary care, which exposes students to a wide variety of real life pathology, and was the aspect of fourth year I enjoyed the most.

Fourth year provides a solid base ready for the clinical assistantship in your final year. Being an intense academic year, I found making sure I balanced work and my personal interests helped stop me from running out of steam mid-year. For me this was getting outside as much as possible, helping on our family farm, maintaining my garden allotment, and growing cut flowers for competition level.
I graduated from Keele University in the summer of 2018. Fifth year was by far the most exciting and engaging year for me and was an excellent way to finish a thoroughly enjoyable course. I spent my time at the Royal Stoke University Hospital and in some of the surrounding primary care facilities.

At Keele, our fifth year is in the form of an assistantship. This encourages us to play the part of a junior doctor by having us shadow and assist foundation doctors in their day-to-day roles. We do this across a variety of settings which include medical wards, acute/critical care and general practice. There are many opportunities during the year to develop skills such as ward rounds, clerking and assessing the unwell patient that help to make you prepared for your first day on the wards as an F1! As part of the year, you also have the elective period where you can work anywhere in the world. I spent four weeks in Moshi, Tanzania, and the other four weeks in Wythenshawe Emergency Department, England. Both were valuable and life changing experiences that helped me grow as a clinician and a person.

Despite there being no formal written exam, fifth year still comes with its own stresses; the national prescribing exam, the situational judgement exam and OSCEs. While all that is going on you are applying for your first job in your medical career! Fortunately, because of the structure of the final year and the great support from the medical school, I felt that I was prepared for each hurdle when it came to me. I also found I still had time to engage in interests outside of medicine, such as theatre.

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.
I graduated from Keele University School of Medicine in 2016, and have since worked as a doctor locally in the University Hospital of North Midlands NHS Trust. I thoroughly enjoyed my time as a medical student at Keele University. I chose to study at Keele because of its excellent reputation, and the warm and welcoming atmosphere when I first visited on an open day. Keele campus is vibrant, offering an abundance of extracurricular activities. The inclusive medical school and campus environment made the transition to university life easier, and Keele University quickly became a home away from home.

The Keele programme has exceptionally good feedback for preparing students for working life, which is probably due to excellent structure of the course curriculum. The foundations of physiology and pathology are laid in the first few years, and throughout the course students have increasing exposure to clinical practice. This culminates in the Year 5 assistantship, a year completely submerged in clinical practice, which consolidated my knowledge and experience and helped with the transition from student to doctor. The large clinical exposure throughout the course enabled me to develop interests in certain specialities such as emergency medicine and anaesthetics, which has helped to inform my future career choices. After completing five years of medical school at Keele University I felt extremely prepared to commence work as a doctor.

Working as a junior doctor in the NHS does not come without its challenges. However, I could not imagine doing a more fascinating or rewarding job. I would encourage anyone with the passion and drive to become a doctor to follow their ambition, and choosing to study at Keele University School of Medicine will equip you with the knowledge and guidance to graduate as an excellent clinician.
In Year 5 the SSC is an 8 week elective period. Most students choose to spend their time overseas.

Opportunities for student selected components (SSCs) occur in years 2–5 of the undergraduate medical degree. In Year 1 students also have an opportunity to select topics of interest to explore during the Scholarship strand. 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 as 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 2 Doctor
University Hospitals Of North Midlands NHS Trust
Keele Graduate 2017
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 based on an interview 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. Depending upon your individual circumstances, you may be able to undertake a Bachelors or Masters degree after year 2 or 4 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.

Current intercalated taught master’s courses

• MMedSci (Anatomical Sciences)
• MA 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: www.keele.ac.uk/medicine/intercalateddegrees

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 Keele Medical Research Pathway

Keele University School of Medicine is committed to producing doctors who understand the crucial role of a multidisciplinary approach to medical research in finding the causes and the best treatments for disease and illnesses. Our aim is that a Keele educated doctor will know how to access and use the results of research and provide the best possible care for their patients.

Every medical student at Keele is able to learn if research is something they may want to do as a doctor within the core curriculum, but the School of Medicine also offers a novel and exciting Research Pathway. This includes a range of opportunities for medical students and early-career doctors to enhance and enrich their clinical experience, expertise and CVs, at various stages of their medical training. It is designed to find those students and young doctors who want to develop skills and a track record in research, and to encourage and develop the medical researchers of the future.

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.

Pathway step 3: Academic Foundation Programme
Medical school is followed by two Foundation years of initial experience as a doctor. Keele offers a small number of Academic Foundation programmes. These provide the opportunity for research experience, integrated into one of the clinical jobs in Foundation Year 1 and one of the jobs in Year 2. Although most of the Foundation experience is clinical, the Academic programmes offer a great 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 undergraduate steps in the research pathway. In addition to the small number of Academic Foundation programme places, all junior doctors in our Foundation Programme are eligible to apply for the Foundation Medical Practice Award, which consists of 15 master’s credits.

Pathway step 4: Speciality training and research
The next stage after the Foundation years is a period of specialist training to be a consultant or general practitioner. For doctors who did not take an intercalated master’s during their undergraduate years, 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 University School of Medicine runs an ASPIRE scheme which has been funded by the Academy of Medical Sciences, North Staffordshire Medical Institute 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.
The Student Council is made up of elected student representatives across all year groups. The council is a powerful body representing the views of current students on matters involving: the curriculum, teaching, assessments and student support and welfare. This body works closely alongside senior members of the medical school in the Student-Staff Voice Committee (SSVC). The link between students and staff is a crucial part of the School of Medicine’s development and is valued by all. Keele students are encouraged to provide feedback whenever possible and we are always seeking to improve and enrich the experiences of our students. Being a small medical school, a community feel is established which is mirrored in the responsibility placed on the student council in significant decision-making.

Visit our website to find out about more societies: www.keele.ac.uk/medicine/studentcouncilandsocieties

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 CV.

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.
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 welfare service (www.keele.ac.uk/medicine/studentwelfareservices) which is important in our friendly, supportive environment. This service has been highly commended by the GMC. The student welfare team will be pleased to help with a wide range of issues. Support is available on an individual basis at the University and at 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.

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.
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 instance if there were to be an increased number of competitive applications from non-UK graduates.

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 2022-23, all medical graduates will be required to pass a national Medical Licensing Assessment (MLA) to be registered to practise by the GMC. Graduates with a PMQ who meet GMC Licensing and Fitness to Practise criteria are entitled 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.

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: medicine2.keele.ac.uk/sc/visas.html

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.

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Dr Asma Akhtar
Keele 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 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.

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: medicine2.keele.ac.uk/sc/routes.html (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: medicine2.keele.ac.uk/sc/routes.html (then click on the Widening Participation tab).

Open days
The university open days in 2019 are Saturday 15 June, Sunday 18 August, Saturday 12 October, Sunday 13 October, and Saturday 23 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 see our website: 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.

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/studentagreement 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 2020 entry only.