

View our 5 minute School of Medicine overview movie at our home page: <u>www.keele.ac.uk/health/schoolofmedicine</u>

Keele University offers a very special experience. Our beautiful and spacious green campus is home to a genuine and 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. We don't think you'll find a friendlier university or one where you'd have more fun.



GRADUATING EXCELLENT CLINICIANS

- Effective learning: Modern, spiral integrated curriculum
 Extensive clinical experience: IDD weeks
 Student centred learning
 Excellent facilities: two counties, four hospitals, IDD+

Torona Tarina

- GP surgeries
- Promotion of professional, socially responsible attitudes

On behalf of all staff and students thank you for your interest in Keele School of Medicine. We offer an outstanding combination of a new distinctive curriculum, excellent educational and clinical resources and a friendly and safe environment where staff and patients are keen to help students learn. The Keele experience is different from most UK medical schools. We have a relatively small student intake, an attractive supportive campus community with enthusiastic and committed staff.

Medicine is a very diverse profession with an expanding range of career options. We provide a strong grounding in the basic and social sciences, a full understanding of patients' experiences of the NHS and an appreciation of the increasing diverse population needs. We aim to train excellent clinicians well prepared for future practice and the increasing globalisation of health care.

Our curriculum offers:

- Integration of basic 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 problem-based learning (PBL)
- 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 degree or Masters degree in health related fields
- A strong student support system

It is important to choose a medical school that provides the right balance of personal and professional development and enables you to graduate as a fully competent and caring clinician. Please take some time to explore our website, come to our open days or telephone us with your queries. We would be delighted to welcome you most warmly to Keele.

We all wish you the best for your aspirations to study medicine.

Professor Val Wass Head of School of Medicine







We have one of the largest & most attractive campuses in Britain







We have modern, purpose-built buildings with state of the art facilities

THE MEDICAL SCHOOL 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 Hospital of North Staffordshire (UHNS) campus three miles away. There is also a substantial Medical School presence at our associate teaching hospital at the Shrewsbury and Telford Hospitals NHS Trust in Shropshire, at North Staffordshire Combined Healthcare NHS Trust, at Mid Staffordshire NHS Foundation Trust, and at the South Staffordshire and Shropshire NHS Foundation Trust at both Stafford and

Shrewsbury. All medical students can expect to spend varying periods of time at all of these sites during their five years on the course.

The Medical School building at Keele campus was opened in September 2003 and contains everything that one would expect in a modern purpose-built facility, including a large lecture theatre, seminar rooms, IT laboratory, an anatomy suite, multi-user laboratories, a resource room, student common room and refreshment area. In addition to this the university provides library and information services in the nearby Information Services building. At the University Hospital of North Staffordshire campus, there are two educational buildings - the Keele University Medical School (UHNS hospital campus) building, opened in 2003, and the Clinical Education Centre (CEC), opened in 2004. As well as the usual teaching rooms, the hospital campus provides a multi-professional Health Library and superb clinical skills laboratory facilities which have recently been extended.

The Harplands Hospital (North Staffordshire Combined Healthcare Trust) building behind the Clinical Education Centre, includes a dedicated student common room/IT facility, seminar rooms and a small skills laboratory. At the Royal Shrewsbury Hospital, the Learning Centre was opened in 2008. It contains seminar rooms, a clinical skills laboratory, a student common room/resource room, and an integrated Health Library. New, high standard living accommodation for students opened in August 2009 at Shrewsbury.

At Stafford, Mid Staffordshire NHS Foundation Trust has the Postgraduate Medical Centre and Oakridge which provide a formal lecture theatre, teaching rooms, IT and library facilities and a skills laboratory. Residential accommodation is also available on site. The South Staffordshire and Shropshire Foundation Trust at St George's Hospital site in Stafford has a Medical Hub building opened in 2009, providing 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: <u>www.keele.ac.uk/health/</u> <u>schoolofmedicine</u>



www.keele.ac.uk/health/schoolofmedicine/keelecampus www.keele.ac.uk/health/schoolofmedicine/facilities medicine2.keele.ac.uk/anatomy



The Keele approach to the medical curriculum

The MBChB Honours Degree at Keele University is designed to ensure graduates meet the necessary standards in terms of knowledge, skills and attitudes that new doctors should have. The curricular outcomes for undergraduate medical education are set out in Tomorrow's Doctors (General Medical Council. 2009) and the principles of professional practice as set out in the GMC document 'Good Medical Practice' (GMC, 2006). See: www. gmc-uk.org

These are:

 Good clinical care - Doctors must practise good standards of clinical care, practise within the limits of their competence, and make sure that patients are not put at unnecessary risk

· Maintaining good medical practice - Doctors must keep up to date

with developments in their field and maintain their skills

· Relationships with patients - Doctors must develop and maintain

successful relationships with their patients

 Working with colleagues - Doctors must work effectively with colleagues (from all health and social care professions)

· Teaching and training - If doctors have teaching responsibilities, they must develop the skills, attitudes and practices of a competent teacher

· Probity - Doctors must be honest Health - Doctors must not allow

their own health or condition to put patients and others at risk

The Keele curriculum is a modern, highlyintegrated medical curriculum. It combines

a range of learning strategies including problem-based learning, early clinical experience,

integrated communication and clinical skills teaching, lectures, seminars, practical sessions and clinical placements in major specialties. The medical curriculum integrates biomedical, behavioural, social and clinical sciences, healthcare delivery and professional development.

Integration occurs at all levels and is guided by five themes.

Themes:

The five themes running through the whole course are:

1. Scientific basis of medicine 2. Clinical, communication and information management skills 3. Individual, community, and popu-

hybrid curriculum offering PBL with other teaching methods

lation health

4. Quality and efficiency in health care

5. Ethics, personal & professional development

There is a phased integration of basic science and clinical experience throughout Modules 1, 2 and 3, with increasing exposure to clinical practice throughout the course.

Interprofessional Education

Interprofessional learning will occur at several stages, commencing in Module 1 with a series of interprofessional group activities involving medical, nursing, pharmacy and physiotherapy students at Keele. These sessions promote mutual understanding of roles and effective collaboration, both essential to developing the professional

> teamwork required in modern. high-guality health care. Interprofessional learning in more senior vears will involve collaborative clinical assessments

and working with students on other health profession courses.

Diversity of student interest and career options is fostered through the Student Selected Component programme. During each academic year of the course, students are offered a choice of learning experience that allows either breadth (including exposure to wider areas

of clinical practice but also the opportunity to learn within the context of. for example, the Arts and Humanities) or depth (more specialist clinical experience). Over the whole five years students will be able to gain a diverse range of such experiences, building on natural aptitudes and providing a basis for future career interest. Further opportunities for diversity are encouraged through intercalation.

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.

Learning and Teaching methods

The programme is based on a 'hybrid' approach that uses many methods.

Kev Features:

- Vertical themes in each Module/year
- Problem Based Learning (PBL) is used in Modules 1-2
- Cased Based Learning (CBL) is used in Module 3
- · Case Illustrated Learning (CIL) is used in Module 4

Keele's own MBChB is a

• Up to 20 scheduled contact hours per week

• Up to 20 hours directed study per week

Approximately 20% of the programme will be in community settings throughout the course
Maximum of 5-6 lectures each week

Scientific

medicine

Clinical, c

tion, and i

Quality ar

• Each week in Module 1-2 ends with an 'integrating' event, 'Wrap up', for the week e.g., debate, panel presentation, clinical case presentation, Clinico-Pathological Cases.

Emphasis on practical sessions

• Clinical/communication/information skills learning starts early in Module 1

• Clinical teams of up to 6 students in Modules 4-5

Structure of the programme



d curricular present in s)	Modules and units			
	Phase 1: Year 1: Module 1: Level 1: Challenges to Health Credit value: 120 credits			
	Unit 1	Emergencies		
	Unit 2	Infection & immunity		
basis of	Unit 3	Cancer		
	Unit 4	Ageing		
	Unit 5	Lifestyle		
	Unit 6	Complex family		
ommunica-		Student-selected component		
nformation lent skills	Phase 2: Year 2: Module 2: Level 2: Integrated Clini- cal Pathology 1 Credit values: 120 credits			
, community, ation health	Optional Intercalated Bachelors Degree after Module 2			
	Unit 1	Inputs and Outputs		
	Unit 2	Movement		
	Unit 3	Life Support and Defence		
	Unit 4	Sensation		
		Student-selected component		
d efficiency in	Phase 2: Year 3: Module 3; Level 3 Integrated Clini- cal Pathology 2 Credit values: 120 credits			
e rsonal and nal Develop-	Unit 1	The Surgical Patient		
	Unit 2	The Medical Patient 1		
	Unit 3	The Young Patient		
	Unit 4	The Elderly Patient		
	Unit 5	The Medical Patient 2		
	Unit 6	Mental Health		
-		Student-selected component		
		Consolidating Clinical Skills (CCS)		

Integrated curricular themes (present in all phases)	Modules and units				
	Optional Intercalated Bachelors Degree				
Scientific basis of medicine	Phase 3: Year 4: Module 4: Level 3: Advanced Clini- cal Experience Credit values: 120 credits				
	Unit 1	Child Health / Mental Health			
	Unit 2	Women's Health			
Clinical, communication,	Unit 3	Integrated Medical Practice 1			
and information manage-	Unit 4	Integrated Medical Practice 2			
ment skills	Unit 5	General Surgery			
		Student-selected component			
	Optional	Intercalated Bachelors Degree			
Individual, community, and population health	Phase 4: Year 5: Module 5: Level 3: Preparation for Professional Practice Credit value: 120 credits.				
	Unit 1	GP assistantship			
Quality and efficiency in healthcare	Unit 2	Acute and critical care rotation (emergency medicine, Intensive Care Unit & anaesthesia)			
	Unit 3	Surgical student assistantship			
Ethics, personal and pro-	Unit 4	Medical student assistantship			
fessional Development	Unit 5	Distant elective			
	Total programme credits: 600				

This diagram is an indication of course content and some of the detail may change.



ASSESSMENTS

The assessments have two main aims: firstly to help you achieve the learning objectives of the course (formative) and secondly to certify that you have achieved those learning objectives (summative).

Formative assessment is a key, integrated component of the course and there is regular, web-based material on which you can assess your understanding. 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 you in your professional development. You will meet all different methods of testing in this formative way before you encounter the same method in a summative examination. We use a variety of testing methods at Keele. We will 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 the laboratory and clinical arena. These tests include OSSEs (Objective Structured Skills Examination) and 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.

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

You will also participate in Multi-Source Feedback that will help you understand how you perform as a team member and to assist you in developing professionalism.

In the final year of the course (module 5), most of the assessments will be "real life" examinations of your clinical performance. This will help both us and you to know that you are ready to take on the role of a Foundation Year doctor.

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 Medical Summer School. There are also times when careers advisors are invited to visit and get the latest information about admissions. Keele operates two programmes for prospective students from under-represented groups to learn more about university study and pathways to professional careers. For more information please see: www.keele.ac.uk/keelelink

Royal Society of Medicine Careers Day

For the eighth year running we will be hosting the regional Royal Society of Medicine's Careers Day for students in years 10-12. This conference, "So You want to be a Doctor?" is planned to take place at our building on the Keele University campus on Wednesday 14th March 2012.

For further information and to book your place please see our website: <u>www.keele.ac.uk/health/schoolof-</u> <u>medicine/newsevents/rsmconfer-</u> ence

Open Days

The university open days in 2012 are Sunday 24th June and Sunday 19th August. The university campus will be open to all visitors and the Medical School will be open for prospective medicine applicants and their families. For further details and to book your place please see: <u>www.</u> <u>keele.ac.uk/visiting</u>

Visit Days

Students who receive an offer to study at Keele University are invited to attend one of our Visit Days in February or March. The aim of the Visit 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 to meet staff and students.



Student Profile: Hayley Bowyer Health Foundation Year

I have always loved both art and science, but at a young age the idea of becoming a doctor just didn't feel real. I therefore chose appropriate art and design related subjects at A Level and successfully gained a place on an Advertising and Design degree course. This should have been a dream come true but something didn't feel right.

After spending a couple of years in and out of hospitals with a close friend, the idea of becoming a doctor now felt real and I realised if I didn't just go for it and try, it would be my biggest regret. I was so relieved when I found out about the option of the Health Foundation Year.

The biology, maths and especially chemistry modules meant that I gained the same level of academic knowledge as those students who

studied these subjects at A level. So I now don't feel at a disadvantage entering Year 1 Medicine, in fact, I honestly believe that the Health Foundation Year has put me at an advantage. For example, I know the university well, I have met a lot of the staff from the Medicine course, I've visited the Medical School on numerous occasions throughout the year including the Anatomy Suite, and I have already gained amazing friends who are also continuing on to Medicine.

The Health Foundation Year has also given me the opportunity to get a head start in both anatomy and the development of my communication and learning skills. The Anatomy elective taught us all of the basic theory along with giving us the opportunity every week to practise our practical skills, including palpation and how to interact with patients. The skills modules have allowed me to develop my memory and organisation, as well as my reflective learning - all skills that are vital for a medical degree. My communication skills have been developed through the practice of interactive patients, this is an assessment method that will be used all the way through my degree. So, even though at the start of the year I felt like an Art student, now, I truly feel like I've got a small head start in Medicine.

When I first arrived in Keele, I just knew that it was the right course in the right university for me. There is just something about it. When you first step foot in the medical school, everyone is really welcoming. The lecturers are really friendly and answer any questions, and medical students in other years are really keen to give you tips and help with anything. The medical school here at Keele has a really varied curriculum and has fantastic resources, which makes it really exciting to study here.

Each week, in groups of 12, we are given a new PBL (Problem Based Learning) case. It usually comes in the form of a short story, which we then discuss and produce learning objectives for the week. Throughout the week we will then get lectures, clinical sessions, practical skills, laboratory sessions and dissection, that all tie in with the case for that week. I find this a really good way of learning because it keeps you interested in finding out more in a particular area, and brings each aspect of a topic together.

The medical school is really new and modern, and the resources available to you here are outstanding. There is a resources room which has lots of anatomical models to help you learn, as well as hundreds of books and posters. There is an IT suite and let's not forget, the anatomy suite! Dissection is a great way of learning because it helps you to visualise where everything is, and of course, practise your surgical skills. Early patient contact is one of the main things that drew me to Keele. Not only is it really valuable experience for the future, it is also really enjoyable, and keeps you reminded why you wanted to study medicine.

Let me encourage you to apply to Keele to study medicine. The course is so expertly and thoughtfully designed, and I really can't emphasise enough how pleased I am that I chose to come to this medical school. Student Profile: Esme O'Loughlin 1st Year



Student Profile: Nabil Hussein 2nd Year



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Deciding which medical school to apply to was arguably the hardest task I've done to date. However, choosing medicine at Keele was by far the best decision I have ever made. Medicine is a very challenging and demanding course, but with its modern facilities and support available, the school enables you to maximise your potential to be a successful medical student in preparation of becoming a competent doctor. The course consists of a perfect blend of Problem-Based Learning coupled with practicals and lectures, which direct and reinforce your learning.

What I thoroughly enjoy about the course in Keele is the early clinical exposure they offer. I've had the pleasure of transferring my skills, learnt in the medical school, to the community. This is brilliant as it reminds you of the reasons why you want to be a doctor.

The staff at Keele are probably the friendliest and most supportive group of people you will ever work with. This attitude is amplified across the Medical School, so during times when things get difficult you have the support around you to see it through. Despite being an academically intense course, the school encourages a work-life balance. As I love football, I have the time to wind down during the week by playing 6-aside football as well as hitting the gym several times a week. There are always things going on, in and around the University, and there's always time for a decent night out! Overall, I love being a medical student at Keele and hopefully you will too. Good luck. Starting my 3rd year I was extremely nervous about the change from a University to a clinical environment. Working in a clinical environment surrounded by a multidisciplinary team, I quickly found myself involved with the ward. I soon learned to appreciate my privileged position with patients and quickly gained respect for the surroundings I was working in.

Clinical experience allows you to piece together how the pathology links to the physiology learnt through years 1 and 2. Without the understanding of the normal physiology I would have found it impossible to understand patients' clinical symptoms. I found talking to patients allowed me to consolidate knowledge and illustrated the psychosocial impacts of disease.

The community around Stoke is very proud of their medical school and the majority of patients are more than happy to help students. Interaction with patients, relatives and young children daily challenges your communication skills. Learning to take and present an appropriate medical history for each speciality is challenging, however presenting patients is an essential skill for foundation doctors. On the wards you are encouraged to clerk patients and present your findings like an FY1.

Being on the wards allows opportunities to practise clinical skills not only required for the OSCE exams but also your future career. Following teaching you are encouraged to practise new skills within the hospital where ward staff are helpful and willing to assist. Now at the end of 3rd year I am fairly confident with a number of clinical skills I hadn't even attempted 12 months ago.

Reaching Christmas of 3rd year, you realise you have hit the half way point. Being medical students this event is appropriately celebrated, but it also highlights how quickly medical school is passing. Graduation is drawing closer and the thought of becoming a qualified doctor is beginning to become a reality. Student Profile: Laura Lambert 3rd Year Fourth year is our longest year of medical school, and so far it has been very challenging but fun. It builds on our rotations from last year and we are also introduced to some new specialties such as Obstetrics and Gynaecology. Everyday is spent in the hospital in the clinical environment. In fourth year we have 5 rotations, each 8 weeks long and are put on firms. This allows us to really feel like we are part of the team and integrate fully in patient care. It enables us to follow patients over a longer period of time and see/make their daily plans. It is an ideal opportunity to see what we will be doing in two years time, a pretty frightening thought!

Some rotations are more flexible and thus encourage us to get exactly what we want from the placement. This is a perfect opportunity to fill in any gaps we have in our knowledge/skills but can also allow us to explore specialties which we have not been exposed to before. You can also use the sign up system to widen your clinical exposure.

Aside from placements in my spare time I have taken on several extra curricular roles, with the support from clinicians and the medical school staff. For example we have established a Medical Education Society which involves peer teaching and is an excellent opportunity for all years to revise prior knowledge by teaching the lower years. There are also a number of student run societies for different specialties. For example, the Keele Surgical Society has several lectures delivered during the year, suturing workshops, a case presentation evening and a summer ball.

Overall, my time at Keele has been brilliant. I have enjoyed being at a small medical school where staff recognise students and a friendly environment is established.

I look forward to my final year as a medical student, completing the FY1 apprenticeship and most of all going on elective!

Student Profile: Asma Akhtar 4th Year

As a 5th year medical student I get lots of hands on experience - it's fantastic! I recall being in the junior years of my training, finding it hard to imagine using the equipment on a real patient - not a rubber arm! I spend very little time at lecture-based teaching, and spend most of my time working with other health professionals and patients themselves.

I am currently based in general practice, but I am really looking forward to getting back in to the hospital setting, particularly the acute medicine side (A&E, ITU) which I have yet to experience.

As a 5th year I feel more confident as I am advanced in my training and have completed my final written exam, however I am still challenged on a daily basis and feel I have lots to experience, not only now but throughout my professional career.

Like applying for medical school through UCAS, one applies for foundation doctor posts early. I have just completed my application form and I am really excited to begin working as a qualified doctor - something I couldn't have imagined early in medical school. Time really does fly!

There are tough times and lots of hard work is needed, but nothing in this life worth having comes easy.

Student Profile: Bernadette Khodaghalian 5th Year Working as a foundation doctor is a very rewarding and exciting experience. Each day is very different to the next and you have to face new challenges which help you to develop as a doctor. There is a diversity of tasks that you have to do ranging from wardbased jobs such as taking blood samples and ordering investigations, to managing very unwell patients. The foundation programme allows you to experience different specialities within medicine and surgery so that you can get a broad wealth of experience that will be useful no matter what area you choose to specialise in. The hospitals are excellent teaching hospitals that welcome medical students, and the staff are always happy to make use of teaching opportunities for both students and the junior team.

I believe that studying medicine at Keele has allowed me to be well prepared for the challenges of being a doctor. During the clinical years, the vast majority of your time is spent on the wards and provides the opportunity to do the practical clinical skills and get involved in the day to day running of the ward. Learning through experience is actively encouraged at Keele and I believe that this has been extremely beneficial, and is something that I have taken forward into my foundation training years. Being a medical student requires a lot of hard work and dedication, but it is a subject that is fascinating to study, which is constantly changing and developing, and I have never regretted my decision to study medicine. When patients and their families thank you for the treatment that you have given that has helped to make them better, it is extremely rewarding. All the hard work is worth it!









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 5-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 with humanities A-levels.

Students follow academic modules related to the principal medicine course which they will join once they have completed the year successfully. The year also offers training in generic transferable skills including communication skills, counselling skills, IT and numeracy.



STUDENT SELECTED components

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

In module 5 the SSC is an elective period.

"The elective is a chance to either experience an area of medicine that interests you, or to observe medicine in another health care system. I took the opportunity to do both of these, and spent two months working in an Intensive Care Unit in New Zealand. This allowed me to see a broad range of problems, from routine surgical cases to preparing for a flu pandemic, and to see alternative approaches for treatment. I also dealt with emergency medicine mid-air, taking part in a national air ambulance transfer from Auckland to Dunedin, and handling an incidence of collapse during my flight to New Zealand.

The elective is a once-in-a-lifetime opportunity to live and work in another culture before starting work as a junior doctor, and allows each medical student to gain the most from their experience, however and wherever they choose to do it."

Ben Hockenhull Year 5 student

Overview of SSC opportunities							
Module	SSC focus						
1	A three week literature review. You'll choose either a topic from a list or generate your own with guidance from your SSC supervisor.						
2	A longitudinal placement working within a health or social care organisation in the local community. You will be able to choose from a list of organisations that provide services across a range of different areas including: mental health, substance misuse, housing and homelessness, young people, disability, older people, palliative care and racial equality.						
3	Two four week blocks where you choose from a broad range of options that includes both clinical at- tachments and a diverse range of short programmes and research projects in areas such as Qualitative Research Methodology, Medicine and Ethics, Medical Education, Basic Science Research and Medical Humanities.						
4	A four week block of clinical career exploration. Investigating postgraduate training, career pathways and life as a consultant within an individual clinical specialty. Spending time with junior doctors, middle-grade specialist registrars, and consultants, to help inform career choices.						
5	An eight week elective to shadow a specific medical topic of personal interest in a different health setting (possibly, but not necessarily, overseas). This is a period of maximum flexibility where students will be encouraged to study any topic of interest to them that has relevance to medicine.						



There are opportunities to study an intercalated degree at either Bachelors or Masters level



OPPORTUNITIES for an **INTERCALATED DEGREE**

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. Students at Keele University School of Medicine can opt to take a year out of their medical studies after completion of Module 2 (Bachelor's degrees only) or Module 4 (Bachelor's or Master's degree) in order to study a subject area in greater depth, before returning to complete the medical course. In exceptional circumstances, we would consider intercalation after Module 3. 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 Master's degree?

An intercalated degree provides you with the opportunity to gain a better understanding of basic biomedical sciences, medical humanities, 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, the Keele Medical School is keen to encourage its students to undertake intercalated degrees.

What are the intercalated Master's degrees on offer at Keele?

· Molecular Parasitology and Vector

Biology

- Biomedical Engineering
- Cell and Tissue Engineering
- Medical Ethics and Law
- Ethics of Cancer and Palliative Care
- Ethics of Medical Research and Biotechnology
- MMed Sci (all streams)
- MPhil courses in a range of clinical subjects including Primary Care Sciences (only available currently to Keele students)
- MRes in European Scientific Research Training
 MSc Blood Science

For further details please see: medicine2.keele.ac.uk/cbr/intercalate.html

"My dissertation was a research project, which was a fantastic opportunity to learn multiple new techniques that will undoubtedly be in useful in the future, including data collection, statistical analysis and presentation skills. My intercalated year was without doubt one of the best experiences of my whole time at university, and I would wholeheartedly recommend it!"

Kate Hooper

THE KEELE MEDICAL RESEARCH pathway

Every medical student at Keele has opportunities to learn whether research is something they may want to do as a doctor, but the School of Medicine also offers an innovative research pathway. This 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 medical students and early-career doctors to enrich their clinical experience and CVs, at various stages of their 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.

Pathway Step 1 - Student Selected Component

Students can get early exposure to research methods during their Module 3 Student Selected Component (SSC). See page 23 for more information about SSCs. This type of SSC can be done as a stand-alone component or can form a useful lead in to an intercalated degree after Module 4.

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 24 for more details of the intercalated degrees on offer at Keele.

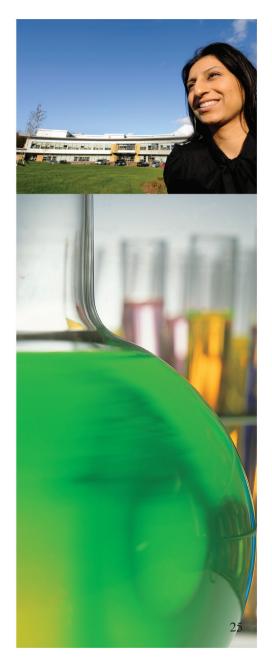
Pathway Step 3 - Academic Foundation Programme

After successful completion of your medical degree you'll start your Foundation training. Keele offers a small number of Academic Foundation programmes that provide the opportunity for research experience integrated into the clinical iobs in Foundation Year 1 and 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. You will have 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 - Special 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 didn't take an intercalated Master's during their undergraduate years, the Postgraduate Department 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.





We offer a network of teaching practices across two counties including rural communities

COMMUNITY and GENERAL PRACTICE PLACEMENTS



Over 90% of healthcare is provided in primary care and other community settings so learning in these settings is an essential element of the course.

In the first year students have placements in general practices where they start to develop their clinical interviewing skills.

During the second year students select a "third sector" placement from a wide range of community organisations and projects, charities and voluntary bodies. In the third year, students have a four week Clinical Skills Consolidation placement in general practice.

In the fourth year, students have five one-week placements centred in general practice as part of an innovative Higher Consultation Skills block which helps students develop skills in diagnosis and treating patients. There is also an option of a general practice student selected component at the end of the year.

In the final year students have a long placement in general practice in which they integrate their knowledge, skills and attitudes in preparation for their first years' work. Students also work in small groups to assist community organisations to address needs identified by the community.

Community placements and teaching practices are provided in urban, semi-rural and rural areas of Staffordshire and Shropshire, giving students a wide experience of healthcare in different settings in which they work with doctors, nurses, other community health workers and patients. Students learn how health and illness affect the individual, family and community, and how illness presents, is diagnosed and managed. Students develop their understanding of the patient's journey from health to illness to recovery or continuing care in their home through primary care to hospital and back to the community.

CLINICAL PLACEMENTS

Clinical placements naturally form a very important part of the undergraduate medical curriculum. We use a wide variety of hospital settings in Staffordshire and Shropshire. More information is available on our website, see at: www.keele.ac.uk/health/schoolofmedicine/usefullinks/hospitalstrusts

View our clinical placements and community and general practice placements map online at: <u>medi-</u> <u>cine2.keele.ac.uk/cbr/placements</u> <u>map.html</u>





STUDENT GROUPS

The Student Council is to be fully established in the 2011-2012 Academic year. It will consist of elected student representatives from each Module. The Council aims to become a powerful student group that gives a voice to all medical students at Keele and provides a link between students and staff. The Council will provide a forum for discussing issues and ideas about all aspects of medical student life.

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 are elected at the beginning of each academic year.

In addition to this, Keele students are 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 Surgical Society, Medsin, the GP Society, Keele Medics Charity Society, Keele Community First Responders and the Medical Careers Committee. These societies are involved in a range of activities and events, from attendance at national committee meetings representing student opinion through to organising events such as summer balls and careers events.



student SUPPORT

We recognise that some student doctors may have difficulties at some stage of their 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 which is important in our friendly, supportive environment. This service has been highly commended by the GMC.

There are also other sources of support, guidance and advice beyond the Medical School to which you may be referred as appropriate with your consent or which you can contact yourself.

At Keele, these include: Counselling, Health Centre, Learning Support and Academic Guidance, Disability Services, English Language Unit, Independent Advice Unit and Student Support.

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.



CAREER

REER guidance students need a clear understanding of the career options a medical degree offers, the pathways of different medical careers, and to realise that there is little time after graduation in which to test their suitability for different types of medical careers. In recognition of this, Keele is developing a career support programme that has been designed to specifically target the

needs of students in each year of

medical school

The content has been informed by feedback from students, the Keele Medical Student Career Committee and faculty staff to maximise the benefit that students gain from these important sessions. Indicative content of the career programme includes: one to one support with CV building, specialtyspecific sessions detailing training and work in individual specialties, group sessions to assist with junior doctor job applications, sessions to help students to identify their strengths/weaknesses and to associate these with potential future careers, and an annual career fair.

There is a dedicated Career Lead whom students are free to contact with individual requests, feedback and suggestions for future sessions and further career-related information is available on the Keele Learning Environment (KLE) online learning system.





TUITION FEES and bursaries

Keele University Council has approved a fee level of £9,000 per annum, from 2012/13, for all undergraduate courses to ensure it can sustain the high quality of the education and student experience it delivers. Please check the University's web pages (<u>www.keele.ac.uk/</u> <u>studentfunding/tuitionfees</u>) prior to application for further information.

Overseas student tuition fees

Tuition fees for students from outside the European Economic Area and Switzerland are reviewed annually. Please see the University's web pages (<u>www.keele.ac.uk/depts/</u> <u>aa/international/feesundergrad.html</u>) for up-to-date information.

Bursaries and scholarships

The latest information about bursaries and scholarships available from Keele University can be found on the website at: <u>www.keele.ac.uk/</u> <u>studentfunding</u>

NHS Bursaries

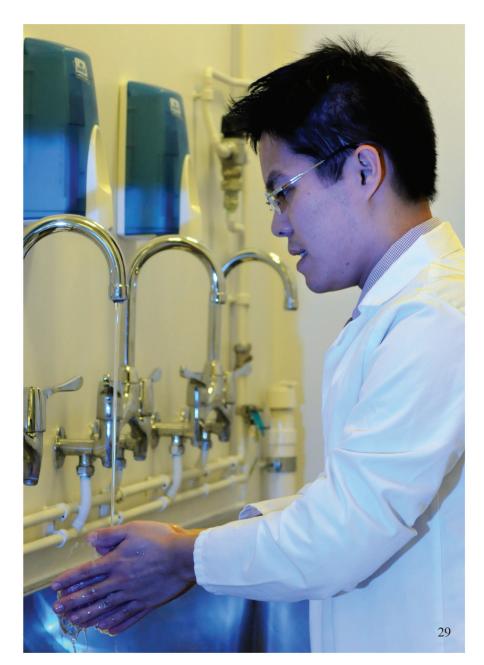
5 Year MBChB Programme (A100)

At the time of writing, English domiciled medical students will be eligible for means-tested bursaries and help with tuition fees from their fifth year of study and beyond. In addition, these students will be entitled to apply for reduced rate student loans from year five of their course. Scottish. Welsh and Northern Ireland domiciled students may have slightly different arrangements, and you are advised to consult the NHS Student Awards Unit in your area. Please visit the NHS Student Bursaries website at: www.nhsbsa.nhs.uk students for up-to-date information about the bursaries available when studying medicine.

Living costs

Accommodation costs for students on a 37-week let (which includes the Easter vacation) are in the region of £2,526- £2,915, while those opting for an en-suite room currently pay £3,793 on a 33-week let (2011/12 figures guoted). All accommodation occupancy periods include the Christmas vacation period. In years 3-5 the teaching period is longer and students will require a longer letting period. Medicine is a course which requires a lot of dedication and study, often with early teaching sessions, and you'll therefore be expected to live locally. You'll also need to budget for food, books, and the travel costs associated with clinical placements throughout the five years of the course. White coats for lab work and a stethoscope are necessary.

For details of University accommodation please see: <u>www.keele.ac.uk/</u> <u>studyatkeele/accommodation</u>





after **GRADUATION**

After graduation graduates are entitled to provisional registration with the GMC with a licence to practise, subject to demonstrating to the GMC that their fitness to practise is not impaired. Please see the GMC website at: www.gmc-uk.org for more information. After satisfactory completion of the first year of postgraduate training, graduates achieve full registration with the GMC. The learning objectives of the first year of the Foundation Programme are set by the GMC. The responsibility for setting the standards for the second year of the Foundation Programme and for further postgraduate training now also falls upon the GMC. All new medical graduates in the UK should undertake the Foundation Programme. These programmes are run by Foundation Schools which cover geographic areas (such as Staffordshire). The curriculum for the Foundation Programme is determined nationally but delivery may differ a little between Foundation Schools. The usual model is to un-

dertake six four-month attachments in different specialties over two years to attain a wide range of competencies. There is opportunity for students to choose the geographical location in which to undertake their Foundation Programme as well as some choice of specialties. There is also the opportunity to complete an Academic Foundation Programme. This covers the core learning of the standard foundation programmes, but also gives the opportunity for trainees to gain insight into medical research and/or education. This is particularly suitable for those interested in an academic medical career. Applications to Foundation Programmes are competitive so first choice locations and specialties are preferentially given to the better candidates. For more information on the Foundation Programme please see: www.foundationprogramme. nhs.uk

Applications to the main Foundation Programmes occur at the beginning of year 5 (or academic foundation programmes, applications are submitted at the end of year 4). Help is provided in applying for these posts by the Careers Liaison Co-ordinator, who has strong links with the Postgraduate Foundation Schools. Locally, the West Midlands Workforce Deanery is active in supporting trainees in the West Midlands to pursue their suited career and the career pages of the website contain details and podcasts of careers in various specialties. See: workforcedeanery.westmidlands.nhs.uk

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 Medical School to assist with this.

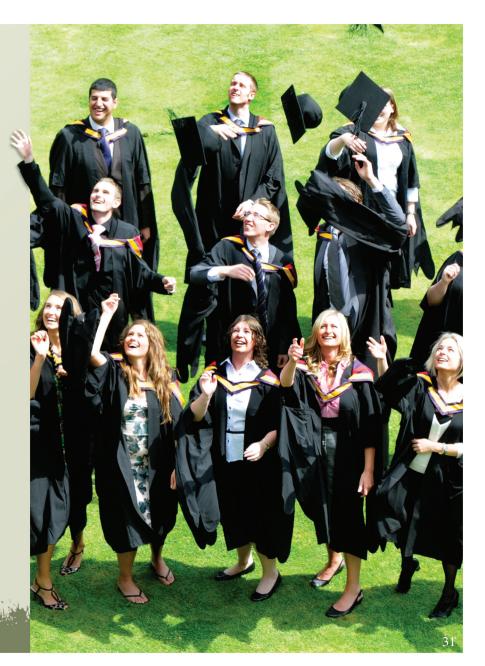
Medical students at UK medical schools who are from overseas and do not have right of residence must check how the latest information on visa requirements affects their postgraduate training period. Please see the UK Border Agency website: www.ukba.homeoffice.gov.uk

N.B. Information about medical careers after graduation is correct at the time of going to press. For up to date information please visit: <u>www.mmc.nhs.uk</u>

"After graduation from Keele, I undertook my clinical training at the University Hospital of North Staffordshire and surrounding GP practices. I undertook a number of audits during my clinical posts, some of which have resulted in publications in journals and/or presentations at meetings and conferences. I have also obtained both an Academic Foundation Year 2 post and later the Academic Clinical Fellowship for General Practice Specialty Training. Both these posts have enabled me to undertake research within the Arthritis Research UK Primary Care Centre, Keele University.

I am currently working as a part-time GP Registrar and undertaking an MPhil, which I hope to take forward to a PhD once I qualify as a GP. Following the publication of my first book, which I co-authored as a medical student. The Medical Student Career Handbook. I have continued to work in the field of medical careers, trying to improve local career support for medical students. Keele University School of Medicine has been an excellent springboard to enable me to successfully pursue my clinical, academic and personal career goals and I continue to enjoy the links I have forged with the Medical School over the years"

Elizabeth Cottrell





HOW to **APPLY**

Application Procedure and Entry Criteria

a At Ke

All applications must be made through the Universities and Colleges Admissions Service (UCAS - <u>www.ucas.com</u>) by the relevant deadline, both for applicants wishing to enter the following September and for those wishing to defer to the year after.

Courses available

At Keele we have two routes available for entry to the Medicine degree.

All applicants should check whether they meet the minimum academic criteria for the course which they wish to apply for. Please see our web pages for the most up-to-date list of acceptable qualifications: www.keele.ac.uk/health/schoolofmedicine





Medicine Degree 5-year Bachelor of Medicine and Bachelor of Surgery (MBChB) Course Code A100			Health Foundation Year for Medicine 6-year Bachelor of Medicine and Bachelor of Surgery (MBChB) Course Code A104	
120 places available to home/EU applicants and up to 10 places available to non-EU applicants.	At Advanced Level (A2) we require grades AAA/A*AB including biology or chemistry plus another science subject and a third rigorous sub- ject, with no less than a grade B in any subject. A fourth AS Level grade B or above is also required.	-	Up to 10 places available to applicants (home/EU or non- EU) without the science subjects needed for the 5 year degree. Typically for school leavers we require a minimum of 4	Grades AAA/A*AB are required from three A2 Level subjects, with no grade below B. A fourth AS Level grade B or above is also required. A-level combinations should not in- clude chemistry beyond GCSE level; A-level biology is only acceptable when combined with non-science A-levels. We expect that the majority of applicants for this programme will not have studied the sciences at a higher level. Applied science is acceptable.
	Chemistry as a minimum must be offered at AS Level grade B.		GCSEs at grade A/A* with English language and maths at Grade C.	
Typically for school leavers we require a minimum of 4 GCSEs at grade A/A* with English language and maths at grade B or better. Core science plus additional science, or any single science not taken at AS/A2, must also be passed at a minimum of grade B. Candidates who took GCSEs before 2008 should check science requirements on the web pages.	Graduates with a 2i honours degree or better in a degree subject that includes a substantial biology/ chemistry content are considered. In addition			
	graduates should have GCSE English language and maths at grade B or better.		Students undertaking an access to HE course will be con- sidered if the diploma is achieved at distinction level. Other level 3 qualifications (e.g. advanced diploma, BTEC national diploma) will also be considered.	Graduates with a 2i honours degree in a humanities/social sciences/nursing discipline will be considered if they do not hold the standard science A-levels required for the 5 year programme
	Students who have completed an accredited Access to Medicine diploma with distinction in all units are eligible to apply. We accept the Access diplomas from Stafford College/New College Telford, College of West Anglia, Sussex Downs College and Manchester College.			
			All applicants must take the UK Clinical Aptitude Test (UK-CAT) in the year of application and have gained experience in a caring role.	Applicants must submit their UCAS ap- plication for course code A104 (Medicine with Health Foundation Year) at K12 (Keele
All applicants must take the UK Clinical Apti- tude Test (UKCAT) in the year of application and have gained experience in a caring role.	Applicants must submit their UCAS application for course code A100 (MBChB degree) at K12 (Keele University) by the 15 October deadline.			University) by the 15 October deadline.

MBChB 2012 Entry Requirements

It is your responsibility to check that you meet our entry criteria for your chosen course, as published on our web pages, prior to submitting your UCAS application. Please see our web pages for the most up-to-date details: <u>medicine2.keele.ac.uk/cbr/</u> <u>MBChB_reqs.html</u>

If you apply and are offered a place at the School of Medicine, you will also be required to apply, through the University, for an Enhanced Disclosure from the Criminal Records Bureau. Should any further national safeguarding requirements come into force for 2013 entry, you may also be required to comply with these. See our webpages for up to date details. All students entering the course must undergo occupational health screening and comply with vaccination requirements.

Additional Entry Requirements Admissions Statistics

All applicants for courses A100 and A104 should note that as part of the entry requirements they must undertake the United Kingdom Clinical Aptitude Test (UKCAT). The results from this will contribute to our decision-making process. Applications will only be processed if the applicant has a current, valid UKCAT result or an official UKCAT exemption number. A bursary system is in operation for candidates requiring assistance: please see: www.ukcat.ac.uk

In addition, international applicants will be asked to undertake an English language qualification such as the International English Language Testing Service (IELTS; with a minimum average score of seven, with not less than seven in any one component taken at the same sitting) or the Cambridge Certificate of Proficiency in English (CPE). Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC) qualifications are not acceptable.

For 2012 entry we received over 2,200 applications for 130 places on the A100 course and approximately 154 applications for 10 places on A104.

Work Experience

It is essential that all applicants gain experience in a caring role and include some reflection on this in their UCAS application. More advice and guidance is available on the School of Medicine website: <u>http://medicine2.keele.ac.uk/cbr/MBChB_reqs.</u> html

Resit Applicants

Students who have taken more than 2 years to complete three A Levels will only be considered when they have achieved the required grades of AAA. Those taking more than three years to achieve A Level grades will not be considered.







Keele University Medical School, Keele University, Staffordshire, ST5 5BG. Tel: 01782 733632 Website: <u>www.keele.ac.uk/health/schoolofmedicine</u>. Email: <u>medadmissions@hfac.keele.ac.uk</u>