



First year entry now full

During the last week we completed the selection of the first cohort of students who will start their journey to become the first University of Buckingham medical doctors on January 5, 2015.

Over the last ten months we have had over 500 applications, of which some 350 sent in their full paperwork allowing our totally anonymised academic selection to proceed. 250 students reached the academic threshold and were invited to our multi-mini interview Selection Day, with

150 actually attending. We believe that the quality of our selected students is on par with other medical schools in the UK.

So what is in store for these students? A frequently asked question is “When will I see my first patient?” In some medical schools it is not until year 3. Our students will be introduced to their first patients on day 3. They will follow a long-term patient over the course of their studies, under the supervision of a doctor.

At the beginning of the course, students will each receive an I-Pad pre-loaded with information and this will be the means by which they will access their workbooks and record all their various activities, developing an e-portfolio which they will carry into their clinical career.

Part of a building that the University acquired through donation is being refurbished. This historical building was originally a steam engine factory but was converted to a dairy in the early 20th century, with milk being sent to London by train from the railway station (now a University car park) across the road.

The refurbishment will provide a lecture theatre, seminar rooms, clinical skills laboratory, anatomical studies and offices for the Phase 1 programme, and will be completed in time for the January start.

Anatomical models have already been purchased. We are also currently investigating the purchase of anatomage tables as a virtual dissection system.

To those students joining us in January, we trust you are as excited as we are.

Applications are now open for the 2016 entry.

Please email medicine-admissions@buckingham.ac.uk for additional information.

Professor Mike Cawthorne
Head of Medical School

Farewell to Professor Terence Kealey

Professor Terence Kealey left the University in July after serving as Vice-Chancellor for nearly fourteen years.

Being medically qualified himself, it was his vision to develop the first independent Medical School in the UK. He recruited Professor Karol Sikora to this enterprise and together they looked at various possibilities. The initial idea was to undertake a collaborative venture with Brunel University in Uxbridge, West London. This initiative collapsed with a change in Vice-Chancellors at Brunel. Various other schemes were discussed over a period of nearly ten years, culminating in the current project.

Terence Kealey's ethos at Buckingham has been to put the student first, which has resulted in Buckingham students regularly voting the University at or near the top for student satisfaction. He wanted to create a medical school in which student training would be highly patient-focused.

There are two critical needs in developing a primary medical course. The first is to develop a curriculum. He recognised



that developing a curriculum from scratch would take years to work and Buckingham lacked experience in medical education. He found an experienced medical educationist in Professor Stewart Petersen, who was about to retire from Leicester Medical School. Stewart agreed to join the Buckingham team and, as a bonus, got the agreement from the University of Leicester to licence their curriculum.

The second need is to have clinical placements. He recognised that Milton Keynes Hospital, through its rapid growth over the last 25 years, was one of the few large hospitals that was not full of medical students from other

universities. He courted their senior medical staff and realised that there was a tremendous appetite for having a University Medical School there.

It requires a special person to carry a vision for ten years. As a Medical School which now includes Milton Keynes Hospital, Bedford Hospital, St Andrews Healthcare and multiple General Practices in the area, we would like to thank Terence for his foresight and guidance through this long journey.

The Medical School and the General Medical Council

The General Medical Council (GMC) in the UK has a remit to ensure that all medical schools comply with the standards and outcomes as set out in Tomorrow's Doctors 2009. Following our application to the GMC setting out our intention to create a new Medical School, the submission was reviewed by expert assessors and the GMC agreed to commit resources to begin the process of a multi-year quality assurance review, which would follow the first cohort of students to graduation in June 2019. This is standard practice with all new medical schools and GMC approval is only given at the time the first students graduate. The GMC have assembled an experienced review team who have made three visits already with a fourth taking place next month. They have explored our plans for year 1, assessment, curriculum, student selected components, equality and diversity, facilities, general practice, quality management, placements, primary care, resources, student recruitment, staff recruitment, student selection and student support.



The GMC consider our progress to be on track for the first year of delivery and that our student selection process is fair and robust, that codes of practice are complete or near-complete and that our equality and diversity processes and training are well thought- out.

The GMC note that at this stage they would not expect to identify much, if any, good practice that exceeds the standards set out in 'Tomorrow's Doctors' but they have identified a number of positive aspects in the plans for the School. In particular, "there is a good level of early patient contact planned for students in the first year. The clinical skills foundation course has been well aligned to the curriculum and will give the opportunity to students to interact with patients." They also note that "the school has

developed a promising virtual learning environment including access to the Royal Society of Medicine Library and resources. The use of the NHS e-portfolio will allow students to transfer information to their e-portfolios following graduation."

After graduation, students who wish to practice in the UK will, under current regulations, need to enter a Foundation Programme. We have been assured by the Director of the Foundation programme that Buckingham graduates, as any other medical graduates in such programmes, will be equally eligible to do so.

Meet the team



Photo 1, from left to right:

Ms Jessica Willmore - Quality and Support Assistant

Dr Claire Stocker - Student Support Lead and Phase 1 Lecturer

Dr Jacqueline O'Dowd - Quality Lead and Phase 1 Lecturer

Dr Joanne Selway - Equality, Diversity and Opportunity Lead and Phase 1 Lecturer

Professor Stewart Peterson - Director of Medical Education

Dr Torben Kuseler - IT Support Manager, Medical School

Ms Lilian Watson - Curriculum Manager

Dr Kenneth Langlands - Phase 1 Lead

Dr Greg Simons - GP Lead

Mr Ash Dawotal - Recruitment and Development Officer

Ms Sue King - PA to Chief Operating Officer



Photo 2, from left to right

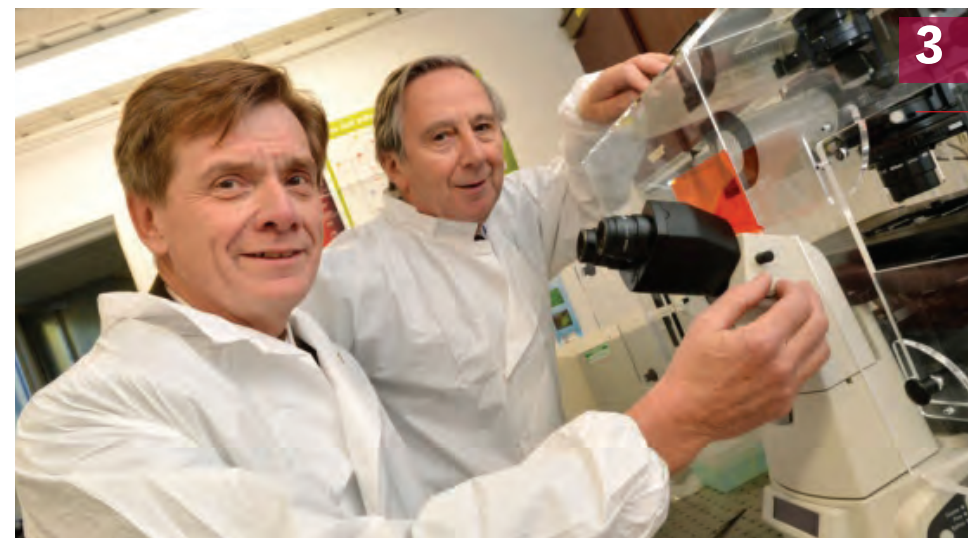
Mr Stephen Maden - Admissions Administrator

Ms Miriam Averna - Admissions Administrator

Photo 3, from left to right

Professor John Clapham - Chief Operating Officer

Professor Mike Cawthorne - Head of the Medical School



Student Support at Buckingham

The welfare and pastoral care of students is a priority at The University of Buckingham. Our “student first” ethos has been recognised throughout the years by students and parents alike, and we will be applying the same level of support and care within the Medical School.

We have set up the MB ChB Student Support team, working alongside the University Student Welfare Department, which will be at hand to guide students on a day-to-day basis with any difficulties they might be facing. We aim to provide them

with the appropriate structure to perform to the best of their abilities with the ultimate aim of helping them enter the medical profession.

We are committed to balance the needs of each of our students as individuals. Students with health issues or disabilities, for example, will have course provisions that will enable them to achieve and progress according to their potential, providing reasonable adjustments can be assessed and determined wherever possible.

The following are additional examples of where the Student Support Team can assist our students:

1. Study skills
2. Significant difficulties with communication

3. Significant physical or mental health concerns
4. Concerns around attitude or conduct
5. Supporting students who are going through formal university procedures

Our team has also been set up to guide our students through onward referral to specialist services and the promotion of self help, which will help them cope with any difficulties they might face further along in their medical careers.

We encourage all students to maximise the benefit of the support provided.

Further information about the MB ChB Student Support Team and can be obtained by emailing the Student Support Lead: claire.stocker@buckingham.ac.uk.



Staff feature: Dr Joanne Selway

As the Equality, Diversity and Opportunity Domain Lead within the Medical School, Joanne has an overarching responsibility on the entire course to ensure the fairness of every aspect of the Buckingham MB ChB experience. This responsibility is not only to students and staff but also to the regulators, the GMC.

Joanne is also a Unit Lead within Phase 1 of the course, responsible for the

membranes and receptors unit and the organisation and delivery of the content and learning outcomes associated with that unit. This unit complements Joanne’s academic background in Cell Biology and Biochemistry.

Joanne completed her BSc (hons) Biochemistry from the University of Bath in 2006. This included a year working at the Merck, Sharpe and Dohme Neuroscience Research Centre in Harlow, UK, within the Alzheimer’s assay development laboratory. Following this, she completed her PhD entitled “GLP-1 and muscarinic receptor mediated activation of ERK1/2 in pancreatic beta-cells” in the department of Cell Physiology and Pharmacology at the University of Leicester, UK in 2010.

Joanne has research interests in several areas. Her key research involves investigating the pathogenesis and mechanisms underlying Langerhans Cell Histiocytosis (LCH). This involves transcriptomics and molecular biology techniques whilst also utilising skills developed during her PhD with confocal microscopy.

Joanne is a key researcher in developing novel bioimaging techniques, specifically for use in cutaneous and endocrinology research.

Joanne’s experience in beta-cell signalling also allows her to contribute to the core diabetes research within the Buckingham Institute of Translational Medicine.

Theory into best practice: General Practitioners

General Practitioners in and around Buckingham will be heavily involved in a number of aspects of our course, both in delivering specific modules and in offering a platform for our students to put theory into practice.

Students will be meeting patients at local General Practices very early on as part of their degree. As they advance in their curriculum, they will be seeing patients who have the same medical conditions as what they are covering in their lectures. This coordination with their curriculum will be the foundation for clinical practice.

General Practitioners will also be running the Narrative Medicine component of the course. Students will follow and monitor patients over an extended period of time as part of this module, to gain a much greater understanding of these patients' narratives and history. This will be done under the

supervision of General Practitioners.

Later on in their training students will individually consult with patients in a practice, supported by a General Practitioner. This will help them hone their clinical and consultation skills.

General Practitioners are also leading on standards, developing selection criteria for practices and feedback systems to ensure that a higher quality of education is being delivered to our future doctors.



Dr Greg Simons, GP Lead

For admissions enquiries please contact Stephen Maden via medicine-admissions@buckingham.ac.uk

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