

PLYMOUTH UNIVERSITY PENINSULA

SCHOOLS OF MEDICINE & DENTISTRY



UNDERGRADUATE
PROSPECTUS **2018**

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All information contained in this prospectus was correct at the time of going to print in February 2017.

WELCOME

We are committed to three core aims: exceptional clinical learning, strong social engagement and world-class research. Whether you come to us to study medicine, dentistry or biomedical sciences, these three aims will feature prominently in your learning experience.

We have as the result of the Research Excellence Framework (2014) invested £14.8 million in a new research facility adjacent to our main John Bull Building at the Plymouth Science Park and in close proximity to Derriford Hospital. The new facility allows us to bring together all our medical, dental and biomedical lab-based research into one area. It also provides opportunities for closer collaboration with our research clinician colleagues in the NHS.

Ours is a hands-on approach with early clinical contact for all our students with an emphasis on exceptional clinical and communication skills, developed through simulation and patient contact. We train the doctors and dentists of the future to have strong consultation and diagnostic skills, producing well-rounded clinicians ready for an ever-changing NHS. We train our biomedical students to understand the research needs of the NHS and to pursue lab-based solutions to those needs. All this is delivered by educators who are nationally and internationally recognised as excellent in their fields.

We are not afraid to develop new courses that address the ongoing requirements of the health economy, and our ground breaking courses for physician associates and dental therapists and hygienists, are good examples of this commitment. We can only deliver these innovations thanks to the mutually-beneficial relationship we share with the NHS in the region.

Our students benefit from teaching and learning opportunities at Derriford Hospital (the home of Plymouth Hospitals NHS Trust) and Torbay Hospital (the home of South Devon Healthcare NHS Foundation Trust) both our principal hospital partners. Derriford is one of Europe's largest hospitals and is the only major trauma centre in Devon and Cornwall.

Our state-of-the-art Dental Education Facilities (DEF) in Plymouth, Truro and Exeter, where students treat NHS patients under the supervision of dental care professionals, provides a substantial clinical service to NHS patients with around 17,000 NHS appointments each year. The DEF programme has benefited from

further development in the creation of a larger facility in Exeter.

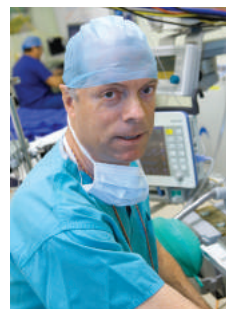
Our biomedical sciences students have access to some of the best-resourced laboratories in the UK, together with learning and mentoring experience from research scientists who are at the top of their fields and who are exploring new avenues to improve human health worldwide.

All our students are given unique and ground breaking opportunities to interact with a wide range of groups and individuals within the community across the South West.

As a student of Plymouth University Peninsula Schools of Medicine & Dentistry you will have access to all of these exciting learning opportunities. In return, we have high expectations of you. Medicine, Dentistry and Biomedical Sciences have challenging career pathways requiring sustained personal commitment, a great attitude and a real commitment to working in teams. We are looking for highly-motivated and talented students to join our courses and become the next generation of healthcare professionals.

As you will be with us from anything between three and six years (depending on the course you choose and if you intercalate), we will get to know you well. We supplement our strong teaching programmes with personal support and a chance for you to select topics and areas of special interest to study. We look forward to welcoming an exceptional group of new students in September 2018. Find out more about us through our website, enquiry system or come and meet us at one of our Open Days. We look forward to meeting you and receiving your application.

Professor Robert Sneyd,
Dean, Plymouth University
Peninsula Schools of
Medicine & Dentistry



**University of Plymouth
Students' Union has
over 60 sports clubs
and 110 societies.**

WE'RE ONE OF THE UK'S TOP 5 MODERN UNIVERSITIES

(Times Higher Education '100 Under 50' 2016 league table)

**All of our student accommodation
is within a 15 minute walk from
the University, with most halls
being on campus.**

WE GUARANTEE A PLACE IN OUR HALLS TO ALL FIRST-YEAR STUDENTS WHO:

- enrol for an undergraduate course
- make Plymouth their firm first **CHOICE** university and
- apply before the deadline stated on our website.

TWO-THIRDS OF OUR RESEARCH IS RECOGNISED AS BEING WORLD LEADING OR OF INTERNATIONAL QUALITY

in the 2014 Research Excellence Framework.

Rated as one of the **TOP 30** Universities in the 2016 Whatuni Student Choice Awards

**We've recently invested over £300 MILLION
on OUTSTANDING facilities and on-campus
student accommodation.**

**We're proud to be the top GREEN
university in the UK, and the first
university in the world to be awarded
the Social Enterprise Mark.**



LIFESTYLE

**Our campus is at the centre of a thriving, coastal city
in one of the UK's most beautiful regions.**

**Plymouth has everything you would expect from the
largest city in the South West – major high street
stores, theatres, multiplex cinema, art cinemas, and
a wealth of small clubs and venues.**

Events and Festivals

The city also hosts major sports events like The America's Cup World Series; public spectacles like the British Firework Championships; as well as international food markets, and contemporary festivals. Plymouth has also played host for the last three years to MTV Crashes, a not to be missed two-day summer festival, which has seen tens of thousands of spectators enjoy acts such as Little Mix, The 1975, Tinie Tempah and a host of DJs and dance acts.

Royal William Yard

The Royal William Yard is a thriving and historical hub for many Plymouth retailers, restaurants and bars. The Yard is one of Plymouth's premier lifestyle destinations and is an arts and culture destination with regular public events taking place including outdoor theatre productions and open-air cinema and arts and crafts markets.

Old town

From the Hoe, a Victorian promenade descends along the coast to the Barbican. Clustered around Sutton Harbour on cobbled, Elizabethan streets is our old town, filled with quirky shops, galleries, pavement cafés and eateries, bars and nightclubs.





Shopping

Plymouth is the largest centre for shopping in the South West, outside of Bristol, and features many independent retailers as well as national brands and high street names in its varied shopping areas. Take your time wandering around the extensive range of independent and specialist retailers, or enjoy shopping in Plymouth's landmark shopping centre, Drake Circus. Plymouth also hosts regular food and farmers markets, allowing you to sample the amazing local produce on offer from the South West.

The sea and Dartmoor

Between Dartmoor and the sea, the reward for living in Plymouth is the outdoors. To be outdoors in summer or winter is compelling because the landscape is breathtaking. Barbecues on the beach, picnics on the Hoe, hikes along the coastline, long bicycle rides on vehicle-free paths that traverse the moors – if being in nature is a source of regeneration for you, this is the place to study.

Sport and active leisure

From fitness classes and football to sailing and surfing, as a Plymouth University student you can enjoy a wide range of sports and leisure activities – including watersports and exhilarating outdoor pursuits – right on your doorstep. Our Students' Union boasts over 180 sporting clubs and societies.

Outdoor sports

Whether you want to get onto the water or out into the countryside, we're surrounded by some of the country's best natural environments – offering you an impressive range of outdoor activities both on land and sea.

- **On the coast:** try surfing, diving, canoeing, windsurfing, body boarding and sailing.
- **On land:** try horse riding, climbing and mountain biking, or snowboarding and skiing at Plymouth's dry ski slope.

Our University teams compete with other universities and in local leagues, and we have partnerships with other professional clubs to promote and support sport in the city.

Indoor sports

Our Nancy Astor Sports Centre offers:

- Basketball, squash, volleyball, badminton, table tennis, netball and five-a-side football
- A fitness suite with the latest cardiovascular and weight-resistance equipment
- A dance studio hosting a wide range of instructor-led fitness classes including yoga, pilates, body conditioning, dance classes and circuit training.

Take full advantage of the sports centre's membership packages, which include unlimited access to a variety of sports facilities within the centre. Find out about the wide range of student clubs and societies, and how to join up, at www.upsu.com.

You'll also have access to facilities at the £46.5 million Plymouth Life Centre, catering for beginners through to International level divers such as Tom Daley. Plymouth Life Centre is the best leisure centre in the region and one of the UK's leading centres of aquatic excellence. As a Plymouth student, you'll have exclusive, timed use of the innovative indoor climbing zone and a 50-metre Olympic-standard swimming pool.

Watersports

With 600 miles of coastline, the South West is one of the country's best locations for watersports.

The Mount Batten Centre hosts all our watersports, including those organised by the Students' Union. Train for a wide range of Royal Yachting Association canoeing, BWSF water skiing and wakeboarding, or just enjoy getting out on the water.

STUDENT FINANCE

Tuition Fees

Embarking on an undergraduate degree course involves careful financial planning. Our courses in Medicine and Dentistry will last at least five years, and you will need to take into account a variety of factors when planning to cover study and living costs. You are responsible for paying your tuition fees.

In 2017 Plymouth University charged a tuition fee of £9,250 per year to UK/EU undergraduates which may increase in line with inflation for 2018 entry. Your tuition fee which is not fixed at the point of entry includes registration, tuition, and examination charges, and is payable in respect of each year of your degree course.

UK/EU students who have not undertaken a first degree, may not have to pay the cost of their tuition fee up-front. Tuition Fee Loans are available from Student Finance England (SFE), Student Awards Agency Scotland (SAAS), Student Finance Northern Ireland, and Student Finance Wales depending upon where you are permanently resident at the point of applying. These are not repayable until your course is completed and until after you are earning £21,000 a year.

In Years One to Four of our medical or dental degrees, financial support is the sole responsibility of SFE or equivalent funding authority as dictated by permanent residency referred to above. There are a range of maintenance loans/grants and additional allowances available.

For the most up-to-date information please visit:
www.gov.uk/student-finance/overview

Living Costs

All UK students can also apply for a living costs loan of up to £8,200 (2016/17 rate).

Money4MedStudents provides practical, unbiased information and advice on sources of funding, managing your money and how to borrow sensibly so that you can make your money go further and get the most out of medical school:

www.money4medstudents.org

Tuition Fee Support in Year Five

All medical and dental students who are domiciled in England and the EU, excluding Scotland, Wales and Northern Ireland, currently have their full tuition cost met by the Department of Health NHS Student Grants Unit from the fifth year of study including intercalation taken after Year Four. Students domiciled in England can also apply for non-repayable maintenance bursaries to assist with living expenses.

Similar NHS funding packages are available for students who are domiciled in Scotland, Wales and Northern Ireland but it is strongly recommended that these options are researched before commencing study. From the fifth year of study, eligible students can still apply to Student Finance England for a reduced rate maintenance loan to subsidise any NHS maintenance bursary received. NHS funding is not available for international students.

International Tuition Fees

For international students applying for a place on our courses further information on our tuition fees is available on our website at:

www.plymouth.ac.uk/study/fees

International students are unable to defer the cost of tuition, which is payable annually, or amend their fee status to UK/EU in response to residential status changes after commencing the course.

Equivalent Level Qualifications (ELQ)

If you already hold an undergraduate degree, you will be charged the same per year as students undertaking a degree for the first time. You will not be eligible for the full government support package for a second undergraduate degree. This means that graduate applicants are not normally eligible for any tuition fee support from Student Finance England or the other national government agencies. Given this fact, graduate students are unable to defer the cost of tuition, which is payable annually and for this reason, the Plymouth University Peninsula Schools of Medicine & Dentistry will require evidence of a graduate student's ability to meet the tuition fee costs as a condition of any offer made.



The Mayflower Award

The Mayflower Award is available to students who are entering into their first year of study on their first course in September 2018, who are identified as being domiciled in England and whose household income is between £0 and £43,000.

The amounts of the award are broken down by household income into three Bands: 1, 2 and 3 as shown in the table below

BAND	HOUSEHOLD INCOME	AMOUNT
BAND 1	£0 and £25,000	£1,500
BAND 2	£25,001 and £35,000	£650
BAND 3	£35,001 and £43,000	£400

This award is granted automatically - no separate application is needed. All eligible recipients will be automatically identified from University and Student Finance England systems.

Please note that the Mayflower Award is payable only in the first year of study and will not be repeated in subsequent years.

Care Leavers Bursary

The Care Leavers Bursary is an annual bursary of £2,000 for new UK students in addition to entitlements to other bursaries. The amount is payable for the duration of the course.

Financial Support Fund

The funds provide discretionary financial assistance to students to help them to access and remain in Higher Education, particularly those students who need financial help to meet extra costs that cannot be met from other sources of support.

For more detailed information please visit:

www.plymouth.ac.uk/study/fees/scholarships-bursaries-and-funding/bursaries

If you do not make satisfactory arrangements for the payment of your tuition fees or default on agreed instalments, any examination results and/or degree certificate you earn may be withheld and we may suspend your registration or stop you enrolling for another year of study.

BACHELOR OF DENTAL SURGERY

The five-year Bachelor of Dental Surgery (BDS) degree is a patient-centred course delivered in a supportive and research-rich environment. You will work with many different patients of all ages with a wide range of oral conditions and become familiar with community and public health issues.

Years One and Two:

During Years One and Two you will learn the core scientific foundations of dentistry in a clinical context and start treating patients in March of Year One.

Years Three and Four:

The amount of time spent in clinics will be two days per week in Year Three, extending to three days per week in Year Four, to continue your exposure to clinical material, to build upon existing skills, and introduce additional topics where appropriate.

Year Five:

The emphasis is in the practical implementation of what you have learned in Years One to Four and is the final preparation for dental practice spending four days in the primary dental care clinical environment. You will also become much more confident with clinical situations, healthcare teams and the principals of practice both in the NHS and in private practice.



Simulated Dental Learning Environment

Special Features:

- Early clinical contact with a strong patient focus
- Course mapped against the General Dental Council's guidance 'Preparing for Practice' (2015)
- Engage directly with participants and service users in a unique and meaningful way with the Community Engagement Team
- Benefit from the facilities provided by Peninsula Dental Social Enterprise (PDSE), a Community Interest Company (CIC)
- Become familiar with a wide variety of clinical situations
- Prepare for a future career path through solving clinical problems
- Become competent at diagnosing disease and planning preventative care
- Gain the core dental knowledge and communication skills you need to practise as a competent and caring dentist

Entry Requirements:

GCE A level: The typical offer is A*AA-AAA at GCE A level which must include Chemistry and Biology. General Studies at A level is not included within any offer.

GCSEs: Students are required to achieve seven GCSE passes at grades A-C/9-4 which must include Single and Additional Science or two Sciences from Biology, Chemistry and Physics, English Language, Mathematics.

For further information including other qualifications:

Please go to **p46** or our website for up-to-date information on entry requirements
www.plymouth.ac.uk/peninsula

UCAS tariff
Not applicable

Course type
Full time

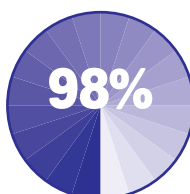
UCAS course code
A206 BDS

Location
Plymouth

Institution code
P60

Duration
5 years

Start date
September 2018



**OF GRADUATES FOUND
WORK AFTER COMPLETING
THIS DEGREE**

Guiding Principles

Science and clinical skills are integrated in the curriculum, and you will learn within a variety of primary care dental teaching clinics. You will also work within both the educational and voluntary sectors and with hospital consultants.

You will be prepared for your future role as a healthcare professional. You will become skilled at communicating with patients and colleagues, work well in a team, have the ability to make decisions, lead when appropriate and be effective under pressure.

You will be well prepared to approach clinical problems holistically, appreciating personal and social dimensions as well as the biomedical basis of oral disease.

Assessment methods at the School encourage the development of clinical and communication skills side by side, as well as the acquisition of profound scientific knowledge, all of which you will need to underpin your future career.

The primary aim of the School is to ensure you are able to perform your future clinical roles with confidence and competence, and have a sound foundation of scientific enquiry from which to engage in a lifetime of learning.

The BDS course has been mapped against the GDC's guidance *'Preparing For Practice'* (2015) to ensure it meets all of the learning outcomes required for dental graduates.

The quality of your clinical supervision within the School is underpinned by a team of consultants in clinical dentistry in each of our Dental Education Facilities. Consultant posts in dental public health also underpin our community engagement and oral health promotion.

In choosing to join us we can promise you a modern dental education of the highest quality, which incorporates the most well-researched educational techniques and innovations.

Curriculum Overview

The School draws on the strengths of its University and NHS partners to deliver what we believe to be the most exciting and innovative undergraduate dental degree course available today.

The course is carefully structured to ensure that, as a dental graduate, you will possess the knowledge, skills, and attitudes required for safe practice and entry into your first clinical job as a Foundation Dentist.

Effective teamwork is essential to the efficient delivery of dental care. Most of your learning will take place in small groups, which will prepare you for working in a team. Time for private study is built into the timetable, enabling you to take responsibility for your own learning by using the wide array of resources and learning support which are available.

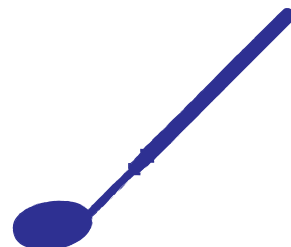
Four main teaching themes are vertically and horizontally integrated across the course.

These are:

- Applied dental and scientific knowledge
- Inter-Professional Engagement
- Clinical dental practice
- Personal and professional development.

Student learning is supported by the use of study guides which develop knowledge of oral health and oral disease and its causes by working through patient scenarios, identifying the knowledge, clinical reasoning and analytical skills needed to deal appropriately with each case. This enquiry-based learning takes place in a highly supported, blended learning environment incorporating e-learning, tutorials, self-directed learning, and plenary sessions.

Whether you are at the main teaching centre at Plymouth University or engaged in clinical practice at one of the Dental Education Facilities across the South West of the peninsula, there are extensive e-learning, library and other facilities which include videos, CDs, DVDs, books, publications, access to electronic journals and facilities for telematic conferencing.



YEARS ONE AND TWO

During Years One and Two you will learn the core scientific foundations of dentistry in a clinical context.

Year One covers aspects of normal structure, function and behaviour and the scientific basis of these. It also focuses on dental health, prevention of dental disease, and the underlying principles of personal and professional development.

You will be introduced to the Simulated Dental Learning Environment (SDLE) and the clinical environment, treating patients within six months of commencing the course.

In Year One you will gain insight into the importance of team working in dentistry working closely with senior students in clinic and treat patients with a clinical partner. By the end of Year One you will be familiar and comfortable with the clinical environment and SDLE.

In Year Two, you build on your foundations by dealing with common dental problems, as well as disease mechanisms being considered in much greater depth. In term two, training intensifies in the SDLE and in clinic, where you will be able to develop your communication skills under the close supervision of dental practitioners, bringing to life the experience and skill gained in the SDLE.

In a typical week you may be expected to attend:

- A maximum of six 'theatre events' known as plenaries, where you will meet experts in various fields
- Two days clinical work in a healthcare setting in the community
- Two structured Enquiry Based Learning sessions
- Workshops and simulated dental experiences
- Three interactive life sciences practical sessions studying biomedical sciences.

You will also be expected to undertake additional clinical skills training which may involve anything from basic life support to 'intra-muscular injection' in the Clinical Skills Resource Centre.

In Year One Dental and Dental Therapy & Hygiene students work together in the integrated curriculum, developing an understanding of each others roles and responsibilities.



*Plymouth Derriford Clinic
Professor Chris Tredwin, Head of School of Dentistry*



Plymouth Devonport Clinic

YEARS THREE AND FOUR

In Year Three, the amount of time spent in clinics will be two days per week to continue your clinical experience, to build upon existing skills, and introduce additional topics where appropriate.

One of the themes for Years Three and Four is to consolidate the learning of medically-related issues for the safe practise of dentistry. To that end, you will be given an opportunity to learn about dentally relevant medical issues in patient-based demonstrations, hospital outpatient clinics and accident and emergency departments.

Clinical activity will extend to three days each week in Year Four. The work will embrace all of the aspects of dental care provision expected of a qualified dentist, and will give you experience in advanced restorative techniques.

To facilitate your learning you will gain first-hand experience of the role and services provided by specialists in primary and secondary care, spending time in specialist clinics such as restorative dentistry, oral surgery, maxillo-facial surgery and orthodontics.



Refugees registered with the Welcome Project at the British Red Cross in Plymouth are getting improved access to dental care and information, thanks to a project being carried out by a group of dental students from Peninsula School of Dentistry.

As part of the project, a group of dental students have met with refugees in the city and identified the struggle they have trying to find dental care with language being the biggest barrier.

In response, the students have developed multi-language support material to help refugees access dental care and look after their own teeth, and arranged visits to the Dental Education Facilities specially-designed clinical environments where dental students treat NHS patients under supervision from qualified dental health professionals.

They are also working with language societies at the University with a view to developing translation and interpretation services.

YEAR FIVE

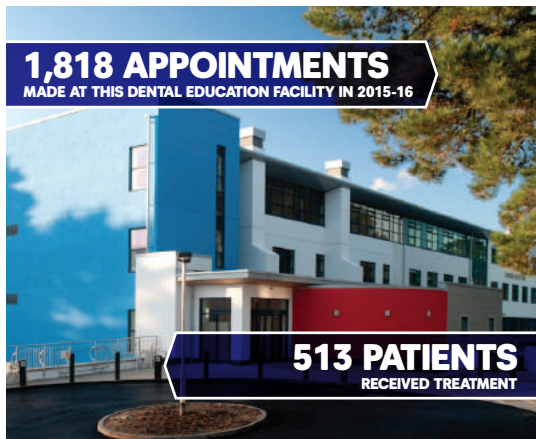
The emphasis in Year Five is on the practical implementation of what you have learned in Years One to Four, and is the final preparation for dental practice, spending four days in the primary dental care clinical environment. You will also become much more confident with clinical situations, healthcare teams and the principal of practice both in the NHS and in private practice.

During Year Five you will also supplement your learning with case presentations, which are patient presentations designed to demonstrate that you are capable and confident in diagnosing, treatment planning and carrying out all the procedures necessary to provide optimal oral healthcare for patients.

In Year Five you will be provided with information and guidance on your Dental Foundation Year (DF1), your first year of dental practice in the NHS upon graduation. The School will support you through a series of careers events and guidance on the DF1 application process, interviews and plenaries during your preparation for registration with the General Dental Council.

We are also committed to enhancing your managerial and leadership qualities. To complete the educational journey senior students will also be instructed in the contemporary business aspects of running a dental practice within the current NHS structure, and work in our dedicated primary care practice.

Truro - Knowledge Spa



General Dental Practice Clinic, Heavitree, Exeter

Clinical Practice Experience

As you progress through the course your clinical exposure will increase. Extensive exposure to patients, who will display a variety of oral disease, as well as systemic conditions, will underpin the development of your clinical skills. This experience will develop your ability to think and perform safely in the clinical environment.

You will:

- Experience oral healthcare as it is delivered in primary care general practice
- Learn from patients about the breadth of diseases and health problems in a community, and the effect of social, and environmental factors on oral disease
- Understand through experience the wide-ranging impact and importance of the dental team
- Learn alongside, and from, experts in the healthcare community including doctors, nurses, social workers, hygienists, therapists, technicians, and other healthcare professionals
- As a dental student, work closely together and share patient care with Therapy & Hygiene students.

EXAMPLE OF A TYPICAL WEEK BACHELOR OF DENTAL SURGERY (YEAR ONE)

TIME	MONDAY		TUESDAY		WEDNESDAY	THURSDAY	FRIDAY
9.00 - 9.30	Life Science Resource Centre	Life Science Resource Centre	Simulated Dental Learning Environment	CLINIC	Simulated Dental Learning Environment	Life Science Resource Centre	Enquiry Based Learning
9.30 - 10.00							
10.00 - 10.30							
10.30 - 11.00							
11.00 - 11.30							
11.30 - 12.00							
12.00 - 12.30							Enquiry Based Learning
12.30 - 13.00							
13.00 - 13.30	Enquiry Based Learning		Simulated Dental Learning Environment			Simulated Dental Learning Environment	Workshop Groups
13.30 - 14.00							
14.00 - 14.30							
14.30 - 15.00	Enquiry Based Learning						
15.00 - 15.30							
15.30 - 16.00							
16.00 - 16.30			Plenary				
16.30 - 17.00							

BSc (Hons) DENTAL THERAPY & HYGIENE

The three year BSc (Hons) Dental Therapy & Hygiene degree course is delivered in a supportive and research rich environment. You will integrate with both dentistry and dental nursing students during the entire course to enhance and develop the dental team philosophy.

Year One:

Year One covers aspects of normal structure, function and behaviour and the scientific basis of these. It also focuses on dental health, prevention of dental disease and the underlying principles of personal and professional development. You will be working in the Simulated Dental Learning Environment (SDLE) in week one and in clinic treating patients by term two.

You will gain insight into the importance of team working in dentistry as you integrate with other members of the team and work in small study groups with the dental students. By the end of the year you will be familiar and comfortable with the clinical and simulated dental environments.

Year One is fully integrated with the Bachelor of Dental Surgery Year One Students.

Year Two:

Year Two will see you develop your clinical skills further and applying what you have learnt to the realities of primary care dental practice working closely with dental students.

Year Three:

Year Three is devoted to furthering your clinical experience and is the final preparation for proficient dental practice, again working in a team with dental students. You will also become much more confident with clinical situations, healthcare teams and the principles of practice in the NHS. The culmination of learning will allow you to present multidisciplinary case presentations, which are patient presentations designed to demonstrate that you are capable and confident in the planning and delivery of all procedures necessary to provide optimal oral healthcare for patients.

Features:

- Benefit from a course mapped against the General Dental Council's 'Preparing for Practice' (2015)
- Prepare for your future role as a healthcare professional
- Work with dental undergraduates and dental nursing students to enhance the dental team philosophy
- Engage with patients from March of your first year
- Become skilled at communicating with patients and colleagues
- Be well prepared to approach clinical problems holistically, appreciating personal social dimensions as well as the biomedical basis of oral diseases
- Receive clinical supervision underpinned by a team of consultants in clinical dentistry in each of our Dental Education Facilities
- Engage directly with participants and service users in a unique and meaningful way with the Community Engagement Team
- Benefit from the facilities provided by Peninsula Dental Social Enterprise (PDSE), a Community Interest Company (CIC)
- Strong partnerships within the University and NHS

Entry Requirements:

GCE A level: The typical offer is ABB at GCE A level which must include Biology. General Studies at A level is not included within any offer. Access courses will be considered on an individual basis.

GCSEs: Students are required to achieve six GCSE passes at grades A-C/9-4 which must include Chemistry and Biology or higher tier dual award Science, English Language or Literature, Maths and a minimum of two other subjects at grade C or above.

For further information including other qualifications:

Please go to **p46** for up-to-date information on entry requirements

www.plymouth.ac.uk/peninsula

UCAS tariff	Institution code
Not applicable	P60
Course type	Duration
Full time	3 years
UCAS course code	Start date
B750 DTH	September 2018
Location	
Plymouth	

Guiding Principles

Science and clinical skills are integrated in the curriculum, and you will learn within a variety of dental teaching clinics. You will also work within both the educational and voluntary sectors and with secondary care consultants.

You will be prepared for your future role as a healthcare professional and approach clinical problems holistically, appreciating personal social dimensions as well as the biomedical basis of oral disease. You will become skilled at communicating with patients and colleagues, work well in a team, have the ability to make decisions, lead when appropriate and be effective under pressure.

Assessment methods encourage the development of clinical and communication skills side by side, as well as the acquisition of profound scientific knowledge, all of which you will need to underpin your future career as a dental care professional.

The quality of your clinical supervision within the School is underpinned by a team of consultants in clinical dentistry, dental therapists and hygienists and general dental practitioners in each of our Dental Education Facilities.

Course Modules:

Year One

Integrated Dental Science 1
Introduction to Clinical Practice 1
Introduction to Clinical Practice 2
Inter-Professional Engagement 1
Professional Development 1

Year Two

Applied Dental Therapy Knowledge 1
Developing Clinical Practice 1
Developing Clinical Practice 2
Inter-Professional Engagement 2
Professional Development 2
Clinical Audit

Year Three

Applied Dental Therapy Knowledge 2
Proficient Clinical Practice 1
Proficient Clinical Practice 2
Professional Development 3

Curriculum Overview

The School draws on the strengths of its University and NHS partners to deliver what we believe to be the most exciting and innovative undergraduate Dental Therapy and Hygiene degree course available today, working closely with dental students.

The degree course is carefully structured to ensure that on graduation you will possess the knowledge, skills and attitudes required for safe practice, preparing you for direct access and entry into your first clinical role.

Core knowledge and understanding is acquired via small group study of Enquiry Based Learning (EBL) sessions, plenaries, clinical sessions and workshops. More advanced knowledge and understanding is acquired by independent study, computer aided learning and group/team work. Students are expected to undertake independent study and demonstrate increasing independence in their learning as the programme progresses.

Effective teamwork is essential to the efficient delivery of dental care and the first two years of the course are completely integrated with the BDS students. Most of your learning will take place in small groups, which will prepare you for working in a multi-professional team. Time for independent study is built into the timetable enabling you to take advantage of the wide array of resources available to support your learning.

Whether you are at the main teaching centre at Plymouth University or engaged in clinical practise at one of the Dental Education Facilities across the south west of the peninsula, there are extensive e-learning, library and other facilities which include videos, CDs, DVDs, books, publications, access to electronic journals and facilities for telematic conferencing.

Four main teaching themes are vertically and horizontally integrated across the course.

These are:

- Applied dental and scientific knowledge
- Inter-Professional Engagement
- Clinical dental practice
- Personal and professional development.

Student learning is supported by the use of study guides which develop knowledge of oral health and oral disease and its causes by working through patient scenarios, identifying the knowledge, clinical reasoning and analytical skills needed to deal appropriately with each case. EBL takes place in a highly supported, blended learning environment incorporating e-learning, tutorials, self-directed learning, and plenary sessions.

EXAMPLE OF A TYPICAL WEEK DENTAL THERAPY & HYGIENE (YEAR ONE)

TIME	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
9.00 - 9.30	Life Science Resource Centre	Life Science Resource Centre	Simulated Dental Learning Environment	CLINIC	Simulated Dental Learning Environment	Life Science Resource Centre	Enquiry Based Learning	Enquiry Based Learning	Workshop Groups	
9.30 - 10.00										
10.00 - 10.30										
10.30 - 11.00										
11.00 - 11.30	Enquiry Based Learning	Enquiry Based Learning	Enquiry Based Learning		Simulated Dental Learning Environment	Plenary				
11.30 - 12.00										
12.00 - 12.30										
12.30 - 13.00										
13.00 - 13.30	Enquiry Based Learning	Enquiry Based Learning	Enquiry Based Learning		Simulated Dental Learning Environment	Plenary				
13.30 - 14.00										
14.00 - 14.30										
14.30 - 15.00										
15.00 - 15.30	Enquiry Based Learning	Enquiry Based Learning	Enquiry Based Learning		Simulated Dental Learning Environment	Plenary				
15.30 - 16.00										
16.00 - 16.30										
16.30 - 17.00										

Community Engagement Team

Year 2 BDS and DTH students undertake an Inter Professional Engagement module which enables them to engage directly with a community group, working alongside other professionals to deliver a meaningful and engaging activity.



This unique experience provides students with the opportunity to develop and enhance their communication and team working skills; it also helps them to achieve some of their GDC learning outcomes.

Recent projects include:

- Meeting people who are recovering from alcohol or drug addiction and providing them with information and oral health advice.
- Students also made contact with the local foodbank and provided oral health resources alongside information about accessing services. In addition they organised food collections targeting specific needs.
- Working with Plymouth Argyle FC Community Trust, students engaged with primary school children and also created an opportunity for Plymouth Argyle community team to access an oral health workshop.
- Students created a 'health passport' in partnership with the Salvation Army; homeless men and women helped to design a document which provides a range of health related information.

NSS OUTCOMES

The 2016 National Student Survey (NSS) was the fourth occasion our dental students were surveyed, with the following outcomes:

- Teaching: 94% satisfaction
- Learning Resources: 93% satisfaction
- Academic Support: 91% satisfaction

The 2016 Guardian University League Tables placed Peninsula Dental School second out of 16 Schools in the UK

Peninsula Dental School were the winners of the The Guardian University National Award 2015 for 'Social and Communitary Impact'

The Community Engagement Team works closely with local organisations and groups promoting oral health as well as making them aware of the facilities and dental services that are available to them through PDSE.

Here are a few examples of the current project and outreach work.

A second grant from the Wrigley Company Foundation was awarded to continue the "Open Wide and Step Inside" oral health education project aimed at primary school children aged 5-7 years. Twenty five schools viewed a twelve minute animated film which shares the key oral health messages in an engaging way. Participating schools receive a teaching pack which supports and underpins learning outcomes, children take home a goodie pack including a toothbrush, toothpaste, two minute timer and other resources which promote good oral hygiene.

We also work closely with the Country Holidays for Inner City Kids (CHICKS) charity to deliver oral health workshops using a range of fun activities which develop oral health awareness.

The Dental Ambassador Training programme which is aimed at adults with learning difficulties and disabilities enables participants to develop their skills and understanding resulting in them passing on key oral health messages to other members of the community.

The team have had several successes including winning the Colgate Bright Smiles Bright Futures Professional Engagement Award for establishing supervised tooth brushing clubs in primary schools.

BACHELOR OF MEDICINE, BACHELOR OF SURGERY (BMBS)

The Bachelor of Medicine, Bachelor of Surgery (BMBS)* degree course has core components, which provide the essential knowledge and skills to practise as a doctor. A proportion of the curriculum is also devoted to Student Selected Components (SSCs), allowing you to select areas of personal interest to study in depth.

Years One and Two:

The first two years of the BMBS degree lay the scientific foundations for the future years of the course, ensuring that you learn science within a clinical context. In addition, the course reflects our belief that doctors need to adopt a socially accountable approach to their work, and, to understand the human and societal impact of disease, as well as the community-wide context of contemporary healthcare provision.

Years Three and Four:

During Years Three and Four of the curriculum you rotate through a series of hospital and community placements in three pathways, which provide extensive experience of a wide range of clinical settings. Your learning is patient-centred and continues to develop your problem solving skills, whilst exposing you to the widest possible array of clinical experience.

Year Five:

In Year Five you learn the job of medicine and start to develop your understanding of the principles of practice in the NHS as you undertake a series of apprenticeship attachments in Primary and Secondary Care.

UCAS tariff
Not applicable

Course type
Full time

UCAS course code
A100 BMBS

Location
Plymouth

Institution code
P60

Duration
5 years

Start date
September 2018



**OF GRADUATES FOUND
WORK AFTER COMPLETING
THIS DEGREE**

Special Features:

- Benefit from close relationships with our principal NHS hospital partners - Plymouth Hospitals NHS Trust (Derriford Hospital) and South Devon Healthcare NHS Foundation Trust (Torbay Hospital) - who have helped develop the course and provide wide-ranging placement opportunities
- Learn from real patients from the outset, with clinical placements starting in the first two weeks of Year One
- Ensure your learning is always current and follows best practice, through the internationally renowned research that constantly feeds into our teaching, to reflect today's dynamic healthcare delivery environment
- Take part in expert-led discussions around clinical case studies and the latest medical science breakthroughs, through our Structured Small Groups teaching approach, including Problem Based Learning. These are also a great opportunity to learn from other students' knowledge and experience
- Practise your clinical and communication skills in the safe setting of our Clinical Skills Resource Centre (CSRC), which features specially designed replicas of hospital wards and emergency rooms, with high-specification patient-simulators
- Deepen your understanding of the structure and functionality of the human body with our Life Sciences Resource Centre (LSRC), which includes radiographic imaging, 3D virtual dissection table and expert-led life science sessions

Entry Requirements:

GCE A levels: The typical offer is A*AA-AAA which must include Chemistry and Biology. General Studies at A level is not included within any offer.

GCSEs: Students are required to achieve seven GCSE passes at grades A-C/9-4 which must include Single and Additional Science or two Sciences from Biology, Chemistry and Physics, English Language, Mathematics.

For further information including other qualifications:

Please go to **p46** or our website for up-to-date information on entry requirements
www.plymouth.ac.uk/peninsula

Curriculum Overview

The School draws on the strengths of its NHS partners to deliver one of the most exciting and innovative medical undergraduate degree courses available today. The degree course is carefully structured to ensure on graduation, you will possess the knowledge, skills, and attitudes required for safe practice and entry into your first clinical job.

**Subject to the approval of the General Medical Council*

CLINICAL LEARNING		CLINICAL CARE		CLINICAL PRACTICE	
PROGRAMME STRUCTURE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
	Course induction	Illness & Disease in the Human Lifecycle Blocks:	Clinical Pathways:	Clinical Pathways:	Clinical Practice Induction
	The Human Lifecycle Blocks:		Foundation Week	Foundation Week	Clinical Blocks:
	Health & Wellbeing 1 4 Case Units (Conception to Childhood)	Inflammation & Immunopathology 3 Case Units (Conception to Child Patient)	Acute Care 1	Acute Care 2	Community
		Metabolic & Homeostatic Disorders 2 Case Units (Adolescent to Young Adult Patient)			Foundation Week
	Health & Wellbeing 2 4 Case Units (Adolescence to Maturity 2)	Atherogenesis & Ischaemia 2 Case Units (Adult Patient 1 & 2)	Integrated Ambulatory Care	Continuing Care 1	Medicine
		Carcinogenesis & Neoplasia 2 Case Units (Adult Patient 3 & 4)			Foundation Week
	Health & Wellbeing 3 2 Case Units (Old Age 1 & 2)	Degeneration & Cell Death 3 Case Units (Adult Patient 5 to Elderly Patient 2)	Ward Care	Continuing Care 2	Surgery
		Student selected component: Special Study Units (x3)	Student selected component: Special Study Units (x2)	Student selected component: Special Study Units (x3)	Student selected component: Special Study Units (x3)
LEARNING OPPORTUNITIES	Small Group Learning (Jigsaw and PBL) Community Placements Life Science Resource Centre sessions Clinical Skills Resource Centre sessions Plenaries SSU Placements, Workshops Consolidation Weeks		Clinical and GP Practice Placements Clinical Skills Resource Centre sessions Small Group and Large Group Teaching Grand Rounds Workshops, Tutorials SSU Placements Consolidation Weeks		Clinical and GP Practice Placements Supporting Academic Programme Elective Student Assistantships Immediate Life Support
	DOCTOR AS A SCHOLAR AND SCIENTIST				
	DOCTOR AS A PRACTITIONER				
	DOCTOR AS A PROFESSIONAL				

Most of your learning will take place in small groups, which will prepare you for working in a multi-professional clinical team in the NHS. Time for independent study is built into the timetable, enabling you to take advantage of the wide array of resources available to support your learning.

At the University and NHS sites you will have access to excellent amenities. There are extensive library and learning facilities, which include CDs, DVDs, podcasts, books, publications, and hundreds of electronic journals.

Teaching and learning is initiated by clinical cases and patient narratives, and uses a blend of structured, activity-based small group learning, large group plenary sessions, and supported independent study. In the early part of the course your learning occurs within an intensely supported environment, including expert tutor-

facilitated sessions in the Life Sciences Resource Centre, Clinical Skills Resource Centre, community placements, clinical case-based small group sessions, reflective/feedback small group sessions, and workshops, all allowing for group interaction, discussion and feedback.

State-of-the-art IT and technology-enhanced learning resources are also provided to help support your learning. In the later years of the course your learning occurs within the clinical environment with extensive opportunities for learning from patients as you move through the pathways of patient care programmes.

YEARS ONE AND TWO

Year One of the BMBS degree begins with an Induction Programme designed to introduce you to the main teaching, learning and assessment approaches within the curriculum.

During the Induction Programme you have the opportunity to make friends while you settle into your new surroundings. You can also get involved in activities organised as part of Plymouth University's Freshers' Fortnight, giving you the chance to join a variety of clubs and societies.

Strong Science Foundation

The first two years of the BMBS degree lay the scientific foundations for the future years of the course, ensuring that you learn science within a clinical context. In addition, the course reflects our belief that doctors need to adopt a socially accountable approach to their work, and to understand the human and societal impact of disease, as well as the community-wide context of contemporary healthcare provision.

The curriculum is structured around the human life cycle. In your first year, you study human physical and psychological development, from birth through to old age. In the second year, you revisit the human life cycle, this time with an emphasis on disease, pathological processes, and the psychological and sociological impact of illness.

Structured Small Group Learning

The first two years of the curriculum are centred around Problem Based Learning. In groups of eight to ten, you will work through a series of clinical cases, each lasting two weeks, which follow the human life cycle. Your expert-facilitated group will meet three times during each fortnight. You will start by brainstorming the case and developing questions for research related to the biomedical science, population health, sociology, psychology and professional aspects of the case. Between meetings you will undertake research and independent study and then report back your findings to your group. Wherever possible, your learning activities in the Life Science Resource Centre (LSRC) plenaries, the Clinical Skills Resource Centre (CSRC) and your community placement will relate to the clinical case you are studying. In this way you learn about the science and the art of medicine within a clinical context.

Medical Science Learning

Experts in the disciplines within the medical and clinical sciences are drawn from the School faculty, the University, and the NHS, to facilitate the teaching and learning sessions in the Life Sciences Resource Centre (LSRC).

The LSRC regularly uses scientists and clinicians jointly, to facilitate the sessions providing contextual and integrated knowledge and understanding of the basic and clinical sciences underpinning medical practice. In the early years of the course the science topics covered in the LSRC sessions are related to the core clinical/patient cases and sequenced by the human lifecycle. You will acquire your science knowledge and understanding of the structure and function of the human body, in an integrated and spiral manner, firstly in the context of health and wellbeing (Year One) and then the topics are revisited in the context of disease in (Year Two). This spiral learning, revisiting and building on previous knowledge, continues throughout the five years of the course and continues to draw on the LSRC resources during independent study. Your knowledge and understanding of anatomy is extensively supported using medical imaging, including X-rays, CT, MRI and ultrasound, coupled with the study of models, living anatomy, surface anatomy, and virtual multimedia methods.

Clinical and Communication Skills

You will learn clinical and communication skills in a safe environment within the Clinical Skills Resource Centre (CSRC) before using them in a real clinical setting. The CSRC contains state-of-the-art electronic patient simulators, mock NHS wards and emergency departments. You learn to gather information, carry out physical examinations, conduct patient and family interviews, develop your diagnostic skills and perform a variety of practical procedures including injections,





venepuncture and basic life support. You develop the ability to interact with patients in a variety of situations. Through nurturing your professional communication skills you will develop a deeper understanding of the needs of individual patients, physically and psychologically.

Extensive exposure to real patients, disease and illness in clinical settings underpins the development of your patient-centred approach to care, your understanding of the multi-professional nature of medicine and the importance of teamwork, as well as your clinical skills and clinical reasoning. Your placements start in the first two weeks of Year One. In your first year you will experience healthcare in a range of community settings, meet patients and service users and learn from health and social care professionals. In Year Two, you will have a series of placements in a single general practice, enabling you to learn about long-term health issues and see teamwork in action.

These experiences are supported by regular 'Jigsaw' groups facilitated by a skilled clinician, where you will share and discuss your experiences. Placements and 'Jigsaws' will help you understand about the breadth of diseases and health problems in a community, the effect of social and environmental factors on health and the ethical dilemmas you may face in practice.

You will develop your professionalism skills, your ability to undertake reflective practice and you will start to think about patient safety and ways that healthcare can be improved. Through this you will begin to develop your ability to think and act like an expert in the clinical environment.

Plenary Sessions

The year group is regularly brought together for large group teaching sessions. These plenaries focus on

specific subjects relevant to the case you are studying, delivered by experts.

Independent Study

Although you will be given extensive support and direction, you will be expected to take responsibility for your own learning. Independent study is particularly important in medicine as it prepares you for a lifetime of learning in a clinical environment. Time is allocated in the timetable to undertake the required independent study in preparation for, or following on from, your scheduled teaching and learning sessions.

Consolidation Weeks

There are three one-week long opportunities in Years One and Two to consolidate your learning. These provide time to review, revise and test your learning in the preceding case units.

Student Selected Component: Special Study Units

Special Study Units (SSUs) involve working with providers from the NHS, University staff, and the community, in a wide range of disciplines to pursue areas of particular interest to you. With more than 200 options, SSUs provide a challenging and stimulating way to develop your critical thinking, scientific, and analytical skills. During the first two years each SSU takes place over a three week period.

Technology-Enhanced Learning

At all stages of the curriculum your learning will be enhanced using a range of state-of-the-art technologies, activities and materials. The Schools' Digital Learning Environment (DLE) provides access to both your personal space: including your emails and timetable, as well as supporting course information, learning materials, electronic reflective portfolios, and library access. Clinical encounters and reflections are recorded in the online Student Logbook with dashboard facilities used to monitor progress and aid self-reflection. Resources such as electronic journals, e-books, interactive online learning resources, mobile apps, formative and summative online computer aided assessments, discussion forums and wikis in various open, private, academic, and social contexts are all available to students at any time on the web via our DLE. The DLE is designed to promote learner-centred, active, collaborative, experiential, reflective and self-directed learning. The range of technologies used in our School fosters student-faculty interaction, cooperation among students, prompt feedback, and acknowledges diverse ways of learning, helping you to develop as an integrated and adaptive learner who will be comfortable with the ever-changing technology landscape.

YEARS THREE AND FOUR

During Years Three and Four of the course you rotate through a series of hospital and community placements in three pathways per year. These provide extensive experience of a wide range of clinical settings. Your learning is patient-centred and continues to develop your problem solving skills, whilst exposing you to the widest possible array of clinical experience.

During these two years, weekly individualised feedback sessions are held with senior clinicians to foster diagnostic and clinical reasoning skills. These allow you to rapidly develop your clinical thinking through contemporary educational principles.

In addition, there are foundation weeks prior to each pathway to prime the integration of biomedical science with clinical practice. They also support prescription safety, situational judgement and facilitate preparation for medical practice.

Integrated Clinical Learning

The curriculum reflects today's evolving models of delivering healthcare. This phase of the course is divided into three Pathways of Care per year:

YEAR THREE

- Acute Care 1
- Ward Care
- Integrated Ambulatory Care

YEAR FOUR

- Acute Care 2
- Continuing Care 1
- Continuing Care 2

It emphasises the importance of continuing to acquire knowledge in the basic and human sciences, whilst refining and building upon the clinical and communication skills you acquired in Years One and Two. You continue to practise and review earlier work in the protected environment of our Clinical Skills Resource Centre and other University facilities.

Integrated Science Learning

You further your knowledge of biomedical, clinical, and human science during placements, meeting patients at home, in general practice, in acute and community



hospitals and interacting with healthcare professionals in their working environment. You experience first-hand how the NHS works as a team to deliver patient care.

Your learning is supplemented by a variety of academic opportunities in addition to your clinical placements. One day each week is devoted to tutorials, clinical skills, workshops and small group sessions, which build on your previous learning and help to integrate your scientific and clinical knowledge. Teaching and learning in small groups and tutorials allows students to also develop key concepts and knowledge relating to the specific pathway. Student led grand rounds in Years Three and Four provide further opportunity to explore in depth common and increasingly complex core topics.

Student Selected Component: Special Study Units

In Years Three and Four the Special Study Units have a more vocational focus, covering the roles of allied healthcare professionals, the management role of doctors and giving you an opportunity to develop the skills needed to be a competent teacher and lifelong learner. Placements will allow you to experience the diversity of research that underpins healthcare delivery and development. You will have a chance to spend a prolonged period of time in one medical specialty and to broaden your experience by understanding how the humanities can provide frameworks to encourage you to think more holistically about your patients.

EXAMPLE OF A TYPICAL WEEK MEDICINE (YEAR ONE)

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 - 9.30					
9.30 - 10.00	Life Science Resource Centre	Clinical Skills Resource Centre	Small Group Sessions	Clinical Skills Resource Centre	Small Group Sessions
10.00 - 10.30		Problem based Learning		Problem Based Learning	
10.30 - 11.00					
11.00 - 11.30					
11.30 - 12.00			Plenaries		Plenaries
12.00 - 12.30					
12.30 - 13.00					
13.00 - 13.30					
13.30 - 14.00	Community Placement	Clinical Skills Resource Centre		Clinical Skills Resource Centre	
14.00 - 14.30					
14.30 - 15.00			Leisure Time		
15.00 - 15.30					
15.30 - 16.00		Problem Based Learning		Problem Based Learning	Plenaries
16.00 - 16.30					
16.30 - 17.00					

INTERCALATION

Intercalated Degree

An intercalated degree provides the opportunity to explore another discipline, bringing added breadth and depth to your study. This aims to maximise the range of subject areas that you can select from, to reflect and prepare for the many facets of contemporary medical practice in the UK and elsewhere.

Students who undertake an intercalation will take a year out from medicine between their fourth and fifth year and either join the final year of another undergraduate degree or study for a masters degree.

The opportunity to intercalate is offered to the higher performing students and selection is based on academic ability.

Plymouth University offers a wide range of intercalation opportunities at masters and undergraduate levels.



Programmes at masters level include:

- MCLinEd Clinical Education
- MSc Simulation and Patient Safety
- MSc Biomedical Science
- MSc in Healthcare Management, Leadership and Innovation
- MSc Global and Remote Healthcare
- MSc Business and Management
- MSc Psychology

Courses at undergraduate level include:

- BSc (Hons) Urgent and Emergency Care
- BSc (Hons) Critical Care
- BSc (Hons) Biomedical Science
- BSc (Hons) Human Biosciences
- BSc (Hons) Health and Fitness
- BSc (Hons) Psychology (intercalated)
- BSc (Hons) Environmental Science
- BSc (Hons) International Relations
- BSc (Hons) Sociology
- BA (Hons) Business
- BA (Hons) History
- BA (Hons) English
- BA (Hons) English and Creative Writing
- BA (Hons) Music
- BA (Hons) Art History

A small number of students may apply to intercalate externally for courses that are not available locally.

www.plymouth.ac.uk/schools/peninsula-school-of-medicine/intercalated-degree

70%
OF STUDENTS

intercalating at
masters level achieve
a **Merit or Distinction**

90%
OF STUDENTS

intercalating on the 3rd year
of a Plymouth University
undergraduate degree
achieve **1st class honours**

YEAR FIVE

In Year Five you learn the job of medicine and strengthen your understanding of principles of practice in the NHS, as you undertake a series of apprenticeship attachments in Primary and Secondary Care.

The emphasis in Year Five is on the practical implementation of what you have learned during Years One to Four, and is your final preparation for medical practice. You experience working as part of the healthcare team in the clinical environment. On successful completion of your final assessments you graduate from the University with your degree: Bachelor of Medicine, Bachelor of Surgery.

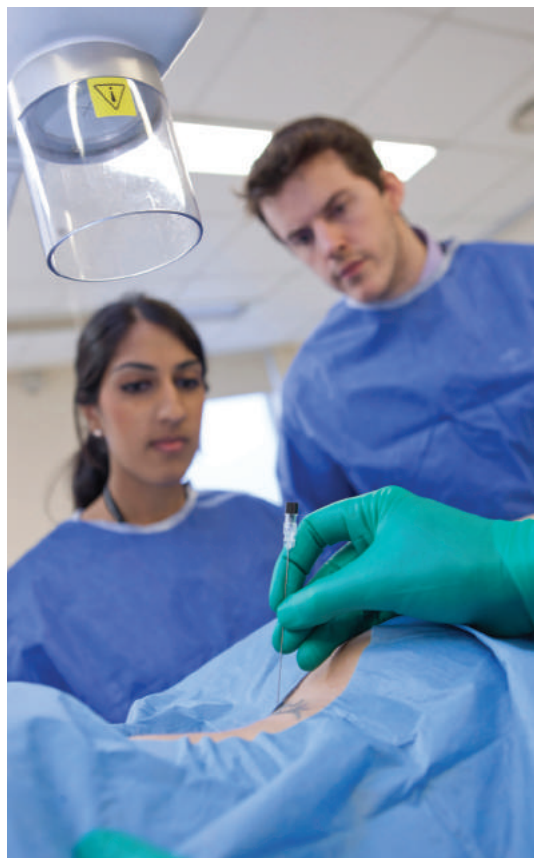
Your independent learning is supplemented by a portfolio of 'indicative presentations', which encourages you to continue integrating your scientific and clinical knowledge. These presentations expand and deepen the knowledge and skills that you developed in Years Three and Four. Receiving histories from patients, and performing clinical examinations will by now be very familiar to you. You will also be developing your analytical skills in interpreting diagnostic tests and initiating management plans.

Student Selected Component: Elective

The elective forms a very important part of the Year Five curriculum, enabling you to experience medicine in an entirely new environment, both socially and culturally. Electives may involve clinical or research placements, or a combination of both. Many students take this opportunity to see the practice of medicine in another part of the world, for example, by exploring the practice and delivery of clinical care in developing countries, through placement in mission or government hospitals.

Other students arrange elective placements within the peninsula or other parts of the UK. There are few restrictions on what you might wish to do, provided this is clearly set out in the context of agreed learning objectives.

Upon completing an elective you will provide details of your destination and a brief outline of your experience for our online Atlas Map. This map is available to students of all years and is a really useful resource for students deciding where to go on elective.



OUTCOME OF THE COURSE

At the end of the undergraduate course you will receive your BMBS degree, which is a *Primary Medical Qualification* (PMQ). Holding a PMQ entitles you to provisional registration with the General Medical Council, subject to meeting the GMC's standards for *Fitness to Practise*. 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 clinical training in the UK.

To obtain a Foundation Year 1 post you will need to apply during the final year of your undergraduate course through the UK Foundation Programme Office selection scheme, which allocates these posts to graduates on a competitive basis. So far, 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 Foundation Year 1 programme is normally achieved within 12 months and is marked by the award of *Certificate of Experience*. You will then be eligible to apply for full registration with the General Medical Council. You need full registration with a licence to practise for unsupervised medical practice in the NHS or private practice in the UK.

Although this information is currently correct, you need to be aware that regulations in this area may change from time to time.



Oak & Willow Wards



FOUNDATION YEARS

Currently all UK medical graduates are eligible to apply for a place on a two-year foundation programme, gaining full registration with the General Medical Council (GMC) after successful completion of Foundation Year 1 (F1).

There is, however, an ongoing national review of the structure of medical training reflecting the rapidly changing nature of the NHS, and we are very much aware of the employment changes that now face medical graduates. We recognise that there are risks and opportunities that come with these changes. While competition for foundation training places is likely to be significantly greater in the coming years, we will ensure that our graduates have the strongest possible educational and experiential profiles to help them secure the best jobs available.

Given our physical proximity to Peninsula Postgraduate Medical Education, the School has developed very close links with Foundation School managers, ensuring that our students receive the best available advice and guidance that is available on the application process and the transition from medical school to foundation training.

As part of our commitment to you we will ensure that you are fully prepared for new, emerging national examinations such as the Situational Judgment Test, which forms part of the F1 application process and the National Prescribing Test. You are also equipped for clinical practice in Foundation years through a series of well-structured Student Assistantships in the final year of the BMBS course.

There is a broad spectrum of careers within clinical practice across medical, surgical and other specialties and whilst many of these specialties have historically been hospital-based, healthcare is moving towards a more community-centred model of delivery and consequently, doctors will be increasingly expected to deliver healthcare in a range of settings.

The range of placement opportunities throughout the course will help to develop your skills and experience of working in different healthcare settings and enable you to understand how organisations operate. This, alongside tailored careers advisory sessions, and events provided in partnership with Peninsula Postgraduate Medical Education, will also help you to make informed career choices.

A survey of medical school graduates demonstrated that Peninsula Medical School graduates were ranked the second highest of all UK Medical School graduates in feeling prepared for their Foundation Year 1. A further survey of UK trainers highlighted that Peninsula Medical School graduates were rated highest in undertaking clinical procedures, administration tasks and the physical/emotional/mental demands of being a junior doctor in their first year of work. (Goldacre et al., (2012) *Postgrad Med J* doi:10.1136/postgradmedj-2012-131321; van Hamel (2013) *Preparedness to Practice in F1 Induction Survey 2012*).



HEALTH EDUCATION ENGLAND

Peninsula Postgraduate Medical Education is a part of Health Education England South West and under the direction of the Postgraduate Dean, Professor Martin Beaman. We work very closely with our colleagues based in the Severn Postgraduate Medical Education office, with whom we share the Postgraduate Dean and some specialties, and also with other Postgraduate Medical Education Offices nationally.

Overall Peninsula Postgraduate Medical Education is responsible for the commissioning and quality assurance of postgraduate medical education and training across Devon and Cornwall. Our day-to-day function is to provide support for GP Training, Foundation Training, Core Training and Specialty Training for all trainees within the peninsula and ensure that each training programme curriculum is being delivered to all trainees, in accordance with standards developed and quality assured by the regulator, the General Medical Council (GMC).

Leading on these standards and quality assurance is our Quality Team and they support our staff and stakeholders to meet our vision. That being to promote the delivery of high quality patient care through the provision of a highly skilled medical workforce and to ensure that they are equipped to develop and modify their knowledge and skills in line with the changing needs of the service in the future. This means that all doctors completing training within the South West will be fit to practise, fit for purpose and able to adapt in an ever changing health system.

Throughout the quality management process we also work with various bodies, including trainees and local providers, to ensure that each trainee receives the necessary support, guidance and training to aid their personal and professional development.

We are very proud of our achievements to date and our trainee survey results for overall satisfaction have shown year on year that we are consistently high in the ranking of postgraduate medical education training establishments in the country. We also have an excellent relationship with Plymouth University Peninsula School of Medicine.

Visit our website and find out about us at:

www.peninsuladeanery.nhs.uk or sign up to our Twitter or Facebook account and discover the things we do during the year.



Professor Martin Beaman, Postgraduate Dean

 facebook.com/nhshee

 twitter.com/nhshee


Health Education England

Ali Bakhsh, one of our medical students, has received an award of £1,000 from the Peninsula Medical Foundation, the independent charitable arm of PU PSMD, to pursue a research project comparing treatment and results for spinal surgery from the NHS and independent care providers, as part of the INSPIRE scheme. The INSPIRE scheme is led by the Academy of Medical Sciences and is funded by the Wellcome Trust.

Ali has just completed his fourth year studying medicine and will be working with Consultant Orthopaedic Spinal Surgeon from Plymouth Hospitals NHS Trust, Mr Himanshu Sharma, using his patient data to make the comparison.

The study will investigate treatment and results for approximately 200 patients. It will ask the questions – do patients receive the same treatment in the NHS and private care settings and do they receive similar results?



NSS OUTCOMES

The 2016 National Student Survey (NSS) was the eighth occasion medical students were surveyed, with the following outcomes:

- Overall satisfaction 96%
- Personal Development: 97% satisfaction
- Teaching: 96% satisfaction
- Learning Resources: 94% satisfaction



A project run by our medical students with the Green Ark Children's Centre in Devonport, Plymouth, has helped parents and children towards a healthier diet.

The students created a points-based quiz for parents attending Green Ark Children's Centre to assess their understanding of the nutritional value of food they eat on a regular basis. The quiz revealed that half of children have healthy food at home. It also showed that parents were confused about which foods were healthy and which were not, especially around ready-prepared meals and ketchup. As a consequence, parents were interested in the 'Eat Well Plate' and how they could use it to improve the healthiness of everyday meals.

Students commented:

"We have learnt that to get the most out of community engagement, preparation is key. Thinking about how we were going to communicate with the community helped us. One of the most difficult things was approaching parents and talking about what they should/shouldn't be feeding their children. To overcome this when engaging with the community, thinking about communication skills helped. We found that this was more challenging than we expected it to be. It pushed us to learn more about nutrition which is really important as a future doctor. Also, we found it quite difficult to talk to parents about things which they might not want advice/information on. Our communication skills were tested as this was not an environment we were used to being in."

BSc (Hons) HEALTH AND FITNESS

Successfully gained a foundation degree/HND in a sport or health-related subject? Take this one year top-up course and graduate with a full degree and an increased understanding of exercise, fitness and health. You will develop your knowledge of the impact of diet and exercise on health and chronic disease and have the necessary skills and confidence to work in a variety of health and sports settings.

The course will expand on your knowledge gained at foundation degree/HND level. You'll be encouraged to look at physical activity within the context of health, and develop an understanding of the interacting contributions of exercise and nutrition to public health and their roles in the prevention and treatment of lifestyle-related disease.

Core Modules

Diet, Exercise and Chronic Disease
Personal Research Project
Athletic Performance, Sport and Nutrition

Optional Modules (Select two)

Physical Activity, Nutrition and Public Health
Current Topics in Applied Psychology
Contemporary Issues in Human Health

Potential employers are keen to recruit staff who can demonstrate their abilities and capabilities at a degree level. On completion of the course you could find work in a wide variety of sport and health settings in the private, voluntary or public sectors. These may include: national or local government, health centres, community centres, fitness clubs, care organisations, charities and organisations abroad.

Career Opportunities

Former students now work in the private and public sector in: education, the civil service, scientific research, consultancies and life sciences and health industries.

Many students have embarked upon a scientific career or are in graduate employment outside of science.

*Dr Craig Donaldson, Head of School of
Biomedical & Healthcare Science*

Special Features:

- Government initiatives on improving the nation's health mean there is a higher demand for well qualified graduates. Exercise and nutrition are seen as critical in the treatment of many chronic diseases.
- Study one project module and four optional modules from a choice of five. You can purchase modules on an individual basis.
- Assessed through coursework and examination using a variety of methods including a portfolio of evidence, seminar presentations, essays, case studies, literature reviews and an individual research project.
- On completion of the course you could find work in a wide variety of sport and health settings in the private, voluntary or public sectors. These may include: national or local government, health centres, community centres, fitness clubs, care organisations, charities and organisations abroad.

Entry Requirements:

Foundation Degree/HND in a sport or health related subject (e.g. health studies, sport and exercise rehabilitation, personal trainer, sport therapy or sport science). Or NVQ Level 4 in a sport or health related subject. Some experience in appropriate industry or commerce welcomed. Equivalent qualifications will be considered and mature students' applications are welcomed

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula

UCAS tariff
Not applicable

Course type
Full time

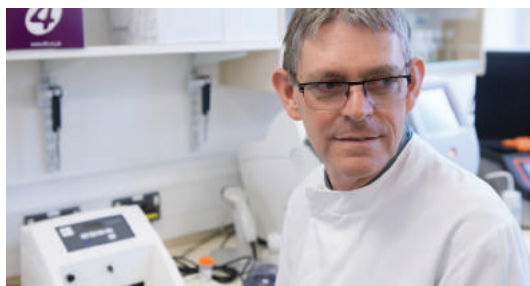
UCAS course code
C606

Location
Plymouth

Institution code
P60

Duration
1 year

Start date
September 2018



BSc (Hons) HUMAN BIOLOGY FOUNDATION YEAR

Set yourself up for success in human biology. This year-long foundation course covers human biology, applied mathematics and study skills with optional modules in chemistry, mathematics and statistics, and physics. Taught by University lecturers on campus, you'll be part of Plymouth University from day one. If your current qualifications do not allow you direct entry to degree level or if you have been out of formal education for some time, this course is for you.

You will study six modules over the year, with compulsory modules in biology, human biology, study and mathematical skills and optional modules in chemistry, physics and mathematics and statistics. You'll be taught for about 17 hours per week and be expected to put in about the same amount of time in independent study.

Core Modules

Biology 1
Biology 2
Issues in Human Biology
Study and Mathematical Skills for Science

Optional Modules (Select two)

Chemistry 1
Chemistry 2
Mathematics and Statistics for Science
Physics 1
Physics 2

Meeting relevant entry requirements at the end of the foundation course enables you to apply for progression into year one of selected degrees running in Plymouth University Peninsula Schools of Medicine and Dentistry and the Faculty of Health and Human Sciences. Full details can be found at:

www.plymouth.ac.uk/courses/undergraduate/bsc-human-biology-with-foundation-year/progression

Career Opportunities

Former students now work in both the private and public sector in: education, the civil service, scientific research, consultancies, life sciences and health industries. Many students have embarked upon a scientific career or are in graduate employment outside of science.

Special Features:

- Provides a potential progression route to selected BSc (Hons) courses.
- Participate in a high proportion of laboratory work in our well-appointed labs and receive rapid feedback designed to support your learning.
- Benefit from teaching from passionate staff who will support your academic development.
- Discover the key concepts relevant to modern human biology and build on this knowledge as you progress through your chosen degree course.
- Focus on areas of interest with optional modules in chemistry, physics, and mathematics and statistics.
- Take advantage of access to a personal tutor who provides academic support and guidance.
- Equip yourself with the skills to become a confident, critically self-aware, independent learner ready for the challenges of higher education and university life.
- Experience excellent mathematics support via the SUM: UP drop-in centre.

Entry Requirements:

GCSE: Grade 4/C or above in Maths and English Language.

International Baccalaureate: passes to include a science subject.

Scottish and Irish Highers: 260 points to include science.

Post GCSE qualifications e.g. NVQ: Level 3 required. GNVQ and AGNVQ: passes in science subjects.

Other qualifications and professional experience may be considered. Interview may be required, please refer to institution for individual consideration. Applications from students with non-standard qualifications, including those without science qualifications at level 3, are welcomed and are assessed on an individual basis. This course is also suitable for those returning to study who can offer work or other related experience in place of formal qualifications and who have the equivalent of basic Mathematical, English and Science Skills (i.e. the equivalent of a grade C at GCSE level).

IELTS: Overall average score of at least 6.0 with a score of at least 6.0 in the listening reading sections and at least 6.0 in the writing and speaking sections.

For further information:

Please go to our website for up-to-date information on entry **www.plymouth.ac.uk/peninsula**

UCAS tariff
64

Course type
Full time

UCAS course code
B101

Location
Plymouth

Institution code
P60

Duration
1 year

Start date
September 2018

BSc (Hons) BIOMEDICAL SCIENCE

The BSc (Hons) Biomedical Science course has been devised to provide you with a research informed scientific education examining the cellular and molecular basis of human disease, diagnostics and therapeutics.

Years One and Two:

The first two years of the course provides you with the founding knowledge and practical skills associated with the core biomedical science disciplines and clinical laboratory practice.

Year Three:

During the final year you will develop and apply the knowledge and skills needed to work as an independent biomedical researcher.

Curriculum Overview

The course highlights current developments in translational biomedicine and examines how this informs clinical and diagnostic practice. In addition, you will also receive a broad grounding in key disciplines relating to Healthcare Sciences (Life Science).

If you want to learn about the science behind human health, to understand how diseases develop and research the strategies that are used in disease treatment and prevention, then Biomedical Science is the course for you. Biomedical science profoundly influences the world around us and the course is designed to enable you to understand and contribute to this rapidly evolving area.

The course provides a rich and varied learning environment, focusing on core disciplines such as human anatomy and physiology, cellular and molecular biology, medical genetics, microbiology, biochemistry and immunology with an emphasis on the scientific basis of pathological processes.

Learning and teaching on individual modules is delivered by academics and researchers from within the School and is also enriched by practising NHS professionals.

The School has a world class reputation in biomedical research with significant ongoing financial investment in laboratory infrastructure ensuring that you will receive a first-class laboratory-based education. Taught components are directly informed by the School's research activities and students are actively

Special Features:

- Accredited by the Institute of Biomedical Science (IBMS)
- Develop practical skills, critical thinking and professional competence
- Taught components of the course are enriched by the varied research activities of staff within the School
- Optional placement year
- Up to 20 summer vacation research bursaries are available each year, allowing students to gain valuable research experience within the Centre for Biomedical Research
- This course has competitive entry for up to five ring-fenced places at the end of Year One for progression into Medicine or Dentistry, see page 33
- This course has competitive entry to the Medicine & Dentistry courses once graduated without GAMSAT
- Graduates can apply to our Physician Associate course subject to entry requirements and interview
Please see: www.plymouth.ac.uk/peninsula

Entry Requirements:

128 points, three A levels to include grade A in Biology/Human Biology and grade B in A level Chemistry.

GCSE: Grade C/4 or above in Maths and English Language. Other combinations and non-A level qualifications will be considered.

International Baccalaureate: 30 points, including 5 at Chemistry and Biology at the Higher Level. Relevant international qualifications considered.

If English is not your first language, you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS: Overall average score of at least 6.0, with a score of at least 6.0 in the listening and reading sections and at least 6.0 in the writing and speaking sections.

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula

UCAS tariff **128**

Course type **Full time**

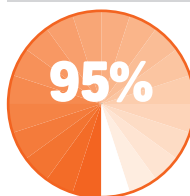
UCAS course code
B900

Location **Plymouth**

Institution code **P60**

Duration **3 years**
(+ optional placement)

Start date
September 2018



**OF GRADUATES
FOUND WORK
WITHIN SIX
MONTHS AFTER
COMPLETING
THIS DEGREE**



encouraged to contribute to research output through summer bursary placements, year-long internships and through the final-year project.

Assessment on the course includes both formative and summative elements and consists of coursework such as discursive essays, laboratory reports, case studies, problem solving tasks as well as end of module examinations.

The course is accredited by the Institute of Biomedical Science (IBMS) and has a strong focus on employability throughout the degree. As a result our graduates have the knowledge and practical skills to seek employment in a wide range of biomedical research and industrial settings. Many proceed onto postgraduate medicine and dentistry degrees, or higher research degrees, MSc and PhDs. The award also offers a route to laboratory diagnostic practice after a suitably administered and assessed period of future workplace learning.

There is an opportunity for transfer onto Year One of the Medicine (BMBS) or Dentistry (BDS) courses from BSc (Hons) Biomedical Science for up to five students per annum, subject to achieving first class marks (70% or above) in all modules in Year One. Applicants must meet minimum academic requirements for consideration. A levels - minimum of AAB to include Biology and Chemistry. Remaining grade subjects must not include General Studies (see www.plymouth.ac.uk/peninsula), They must also display the desirable attributes for entering the medical or dental professions at interview. Graduates from all courses in the School of Biomedical and Healthcare Sciences who are predicted or have achieved a first within the two years preceeding application, will be offered an interview for entry onto the five year BMBS or BDS courses without needing to take the Graduate Medical Schools Admissions Test (GAMSAT).

Years One and Two:

Learning will focus on the scientific basis of normal structure, function and behaviour at a range of levels with timetabled sessions covering fundamental aspects of anatomy, physiology, biochemistry, cell biology, microbiology, immunology, genetics and pharmacology.

The taught course is enhanced by direct input from world class researchers and practising NHS professionals. Laboratory sessions introduce you to key techniques and research skills and you will begin to apply these techniques to generate hypotheses and answer scientific questions as the course develops.

Sessions with your personal tutor will support development of key transferable and academic skills in literature searching, IT, scientific communication, experimental design and analysis. Personal tutorials also allow you to receive high quality individual feedback on assessed work and provides close academic and pastoral support during the transition to higher education.

Employability related sessions are supported by our Career Advisors preparing you for the transition into your chosen career path.

In Year Two you will build upon the theoretical and practical skills developed in Year One and continue to develop your problem-solving and analytical skills. Teaching and learning will place a deeper emphasis on the scientific understanding of pathological processes and diagnostic laboratory practice, with sessions examining case studies as well as underpinning biomedical processes.

Year Two laboratory sessions and associated assessments support the development of independent research skills that are necessary for the research-led aspects of the final year.

An optional industrial placement year can be taken between Years Two and Three. Placements are for a minimum of six months duration and are supported by an academic advisor and the University placements office. Successful completion leads to the University's Certificate of Work Experience.

Year Three:

Optional modules enable you to explore particular aspects of biomedicine that are of interest to you. Sessions will examine current developments in the literature and encourage you to develop a critical understanding of cutting-edge research and the implications of this for human health and clinical laboratory practice.

Discursive seminars enable you to study specific topics in more depth and learning is enhanced by weekly guest lectures from leading researchers within and outside the University. You will undertake a personal research project in conjunction with an academic advisor in an area of your choice enabling you to apply the knowledge and skills developed in the previous years.

BSc (Hons) HUMAN BIOSCIENCES

On the BSc (Hons) Human Biosciences degree you will study all the key disciplines of human biosciences to provide a solid foundation of knowledge relating to the science of human health and disease. The course is flexible, so that in the second and final years you can take a suite of modules in order to develop your own interests within the subject.

Year One:

A foundation of theory and practicals introduces you to the most important organism – *Homo sapiens*.

Study human anatomy; metabolism, physiology and pathophysiology; genetics and development; molecular and cellular biology; immunology and microbiology; psychology; pharmacology.

You will develop key graduate skills in communication, data analysis and IT.

Year Two:

Modules develop a deeper understanding of human physiology and neurobiology; genetics and molecular cell biology; metabolism; infection and immunology.

Optional modules in biochemistry and psychology.

A methods module enhances knowledge and practical skills in experimental and investigative techniques.

Placement Year (Optional):

An optional work placement may be taken, leading to the University's Certificate of Work Experience. Minimum six months full time or part-time equivalent.

Year Three:

A choice of a diverse array of topics are available within a personal research module to suit career aspirations. This wide range of modules develops critical understanding of cutting-edge research. Options in medical genetics, cellular pathology, immunology, neurobiology, microbial diseases, reproductive science, contemporary issues and psychology.

Special Features:

- Benefit from a rich and varied learning environment
- Interdisciplinary teaching ensures that human biosciences can address contemporary scientific theory in medical and health contexts
- Obtain confidence, skills, attributes and critical thinking to choose and make the most of specialist topics within this rapidly expanding field
- Be equipped with the knowledge and practical awareness for a variety of careers related to biomedicine
- Optional placement year
- Teaching and learning is directly informed by the research activities of staff within the School
- Personal development is supported by a personal tutor
- Up to 20 summer vacation research bursaries are available each year, allowing students to gain valuable research experience within the Centre for Biomedical Research
- This course has competitive entry for up to five ring-fenced places at the end of Year One for progression into Medicine or Dentistry, see page 35

Entry Requirements:

120 points from three A levels to include grade B in Biology/Human Biology and grade B in a second science: Maths, Physics, Chemistry, Environmental Science/Studies, Psychology, Geography, Geology or Applied Science.

GCSE: Grade C/4 or above in Maths and English Language. Other combinations and non-A level qualifications considered.

International Baccalaureate: 28 points, including 5 at higher level Biology plus 5 at higher level second science. Relevant international qualifications considered.

If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS: Overall average score of at least 6.0, with a score of at least 5.5 in all four elements (listening, reading, speaking and writing).

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula

UCAS tariff
120

Course type
Full time

UCAS course code
C190

Location
Plymouth

Institution code
P60

Duration
3 years
(+ optional placement)

Start date
September 2018



Career Opportunities

Human Biosciences graduates possess knowledge and skills enabling employment in a wide variety of careers such as the NHS and public health laboratories, pharmaceutical sales and marketing, health product development and scientific publishing. You may also study for postgraduate higher research degrees (MSc, PhD), or postgraduate medicine and dentistry.

There is an opportunity for transfer onto Year One of the Medicine (BMBS) or Dentistry (BDS) courses from BSc (Hons) Human Biosciences for up to five students per annum, subject to achieving first class marks (70% or above) in all modules in Year One. Applicants must meet minimum academic requirements for consideration. A levels minimum of AAB to include Biology and Chemistry. Remaining grade subjects must not include General Studies, (see www.plymouth.ac.uk/peninsula). They must also display the desirable attributes for entering the medical or dental professions at interview. Graduates from all courses in the School of Biomedical and Healthcare Sciences who have achieved a first class degree, within the previous two years prior to the final year of application as with Biomedicine, will be offered an interview for entry onto the five year BM,BS or BDS courses without needing to take the Graduate Medical Schools Admissions Test (GAMSAT).

Curriculum Overview

Depending on career aspirations, modules can be chosen either to focus on specific areas such as cellular and molecular biology, medical genetics and immunology, or neuroscience and psychology, or alternatively you can maintain a breadth of coverage. In the final year, you will undertake a research project in an area of your choice enabling you to apply the knowledge and skills you have developed. Additionally, during the course you will obtain those key transferable skills required by all employers of graduates.

As well as a varied lecture programme you will have regular laboratory experience, tutorials, seminars and group and individual projects. Regular feedback sessions ensure that your views are built into the design and delivery of the course. Assessment involves a wide range of innovative coursework, including case studies, presentations and problem-solving projects, as well as traditional examinations.



BSc (Hons) NUTRITION, EXERCISE & HEALTH

Students on this course will study the key disciplines that relate exercise and nutrition to health. You will investigate the physiological and psychological implications of health-related behaviours and be equipped with the applied techniques and vocational skills for employment in these inter-related fields.

Year One:

Study the core sciences underpinning the contributions of exercise and nutrition to health.

Year Two:

Modules develop a deeper understanding of nutrition and metabolism, nutrition and immunity, exercise physiology and health psychology.

Placement Year (Optional):

An optional work placement may be taken. Minimum six months full time or part-time equivalent.

Year Three:

You will develop an advanced understanding of the interacting contributions of nutrition and exercise to public health and their roles in the prevention and treatment of lifestyle-related disease.

Curriculum Overview

The contributions that physical activity and diet make to health are becoming increasingly clear. In particular obesity and chronic diseases such as cardio-vascular disease, type 2 diabetes and some types of cancer have been linked to these aspects of lifestyle. This course provides a multidisciplinary insight into the science underpinning the roles of nutrition and exercise in good health.

Typical Week

Year 1	Lectures for two different modules or one short intensive module
	Practical sessions either in a laboratory or in the food and nutrition unit
	Tutorials every other week with your personal tutor
	IT workshops

Special Features:

- Accredited by the Association for Nutrition
- Benefit from a rich and varied learning environment
- Teaching and learning is directly informed by the research activities of staff within the School
- Obtain confidence, skills, attributes and critical thinking to choose and make the most of specialist topics within this rapidly expanding field
- Take the opportunity to earn a Level 3 Personal Training Award
- Personal development is supported by a personal tutor
- Be equipped with the knowledge and practical awareness for a variety of careers

Entry Requirements:

120 points from three A levels to include grade B in Biology/Human Biology and a grade B in a second science subject: Maths, Physics, Chemistry, Environmental Science/Studies, Psychology, Geography, Geology, Applied Science, PE, or Food and Nutrition.

GCSE: Grade C/4 or above in Maths and English Language. Other combinations, BTEC National Diploma and non-A level qualifications considered.

International Baccalaureate: 28 points, including 5 at higher level Biology or Chemistry. Relevant international qualifications considered. If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS: Overall average score of at least 6.5, with a score of at least 6.0 in the listening and reading sections and at least 6.0 in the writing and speaking sections.

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula

**UCAS tariff
120**

**Course type
Full time**

**UCAS course code
BC46**

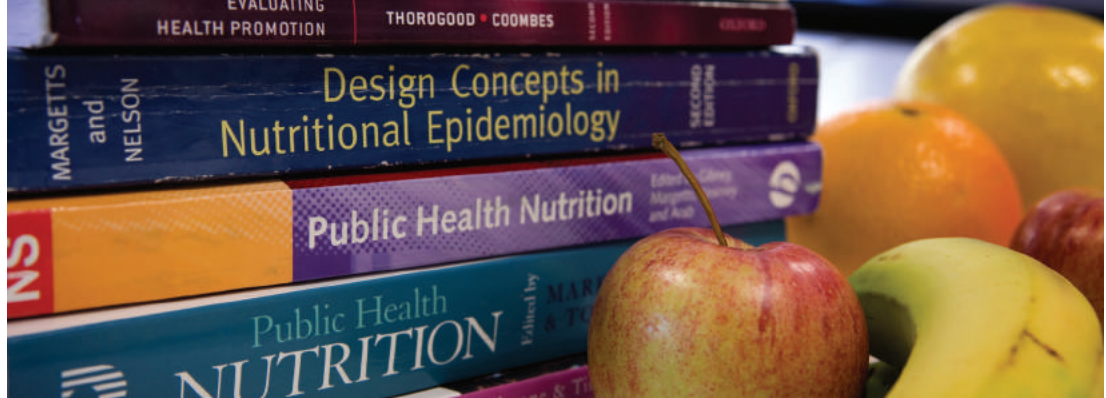
**Location
Plymouth**

**Institution code
P60**

**Duration
3 years
(+ optional placement)**

**Start date
September 2018**





Year One:

Study the core sciences underpinning the contributions of exercise and nutrition to health. Modules introduce human physiology, biochemistry, psychology and nutrition. There is an emphasis on practical skills and laboratory sessions include food preparation and microbiology. Develop dietary assessment techniques and use dietary analysis software. Develop key graduate skills in communication, data manipulation and IT. A personal tutor system and small group meetings support your personal development.

Year Two:

Modules develop a deeper understanding of nutrition and metabolism, nutrition and immunity, exercise physiology and health psychology. Develop skills for professional practice and research. Laboratory sessions include measurement of body composition, energy expenditure, fitness testing and glycaemic index of food. An optional Level 3 Personal Training award is available to enhance employability. Information and support if you are planning a placement year are provided.

Placement Year (Optional):

An optional work placement may be taken. Minimum six months full time or part-time equivalent. Successful completion leads to the University's Certificate of Professional Experience.

Year Three:

You will develop an advanced understanding of the interacting contributions of nutrition and exercise to public health and their roles in the prevention and treatment of lifestyle related disease.

Other modules include applied psychology and sports nutrition where you will gain valuable experience working with a client.

Choose a research project to suit your career aspirations. Recent examples of projects include:



Dr Gail Rees, Associate Professor, Deputy Head of School of Biomedical & Healthcare Sciences

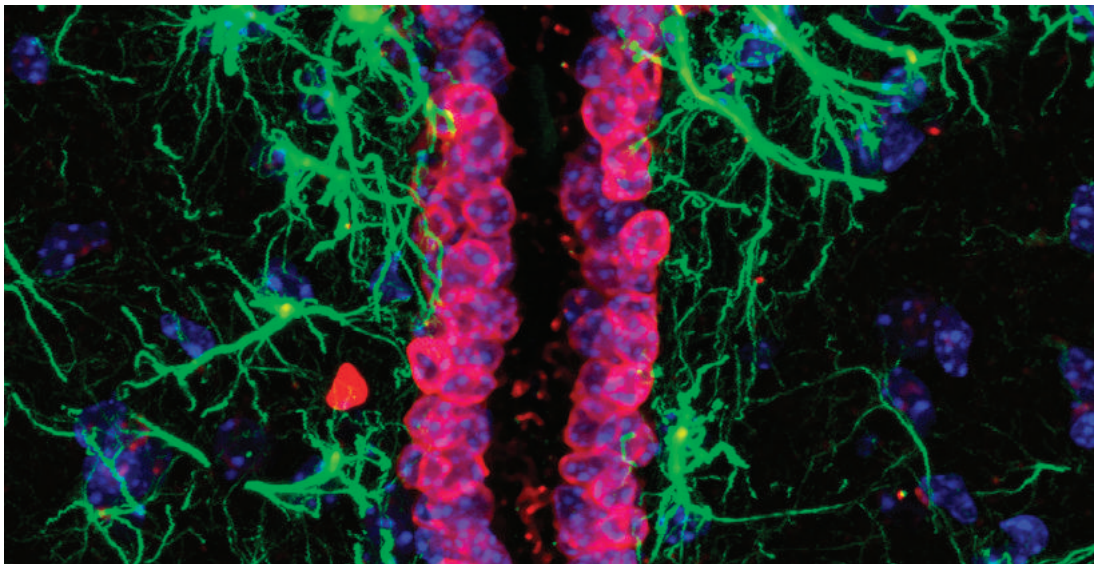
Nutritional intake during a five day ultra-endurance mountain marathon; The effect of caffeine on sports performance; Nutritional composition of school dinners versus packed lunches.

Career Opportunities

This degree is accredited with the Association for Nutrition which allows graduates direct entry onto the register of Associate Nutritionists. Nutritionists work with clients to improve their health, control their weight or to improve their sports performance. They may work in public health to provide lifestyle education to individuals and groups and develop public health policy. Nutritionists also work in the food industry advising on nutrition labelling, composition of food products and devising menus for schools, prisons, weight loss companies and hospitals.

Also offered, as part of this course, is a Level 3 Personal Training award. This allows graduates to work in the leisure or fitness industries as a personal trainer and advise on appropriate exercise for clients. Further postgraduate study is possible for careers in dietetics, physiotherapy, cardiac rehabilitation, exercise physiology and other health and sports related careers.

HEALTHCARE SCIENCE DEGREES IN LIFE AND PHYSIOLOGICAL SCIENCES



Guiding Principles

The Healthcare Sciences degrees are delivered in partnership between Plymouth University and NHS trusts in the South West where clinical work placements will provide experiential learning in all three years of the course. Key concepts underpinning knowledge in Biomedical and Healthcare Sciences are taught in conjunction with core modules of professional practice (mapped to Health and Care Professions Council (HCPC) standards) throughout all three years of the course. These courses are approved by the National School of Healthcare Science (NSHCS), providing the framework for scientific practice and career progression routes within professional healthcare specialist divisions.

The primary aim of the School is to ensure you are able to perform your future clinical roles with confidence and competence and have a sound foundation of scientific enquiry from which to engage in a lifetime of learning.

The quality of your supervision within the School is underpinned by a team of clinical, scientific and research-active academic consultants from physiological science and life science specialist disciplines.

In choosing to join us, we can promise you a modern progressive biomedical education of the highest quality which incorporates the most well researched educational techniques and ideas.

The courses focus on the pathobiology of normal and disease processes. You will gain expertise from specialist tutors and NHS workplace educators to allow merit in professional competencies required within modern and future healthcare practice. You will have a patient-centred approach to study including devising patient pathways, impact to patients and carers and continuing professional development toward improving future healthcare.

100%

**OF GRADUATES FOUND
WORK AFTER COMPLETING
THESE DEGREES**



BSc (Hons) HEALTHCARE SCIENCE (LIFE SCIENCES)

Year One introduces foundation knowledge and integrates a rotational placement within core disciplines of Blood, Cell and Infection Science. You will specialise within Year Two gaining knowledge in applied, complex and advanced investigations in your chosen discipline. In Year Three you gain insight into advanced investigations and apply your learning to a research project.

Year One:

An introduction to the healthcare science profession, combined with a sound grounding in the basic science disease pathology or pathology of disease, underpinnings of modern disease diagnostics evaluation and treatment.

Year Two:

You will embark on a specialist training pathway in Blood, Cell or Infection Science at the start of Year Two. You will continue to study the roles and responsibilities of a healthcare science professional and begin to specialise in core techniques and methodologies used by healthcare science practitioners in the life science disciplines or pathology of disease.

Year Three:

You will gain knowledge in advanced investigations, current research and treatments with insight into future developments for healthcare practice. In your final year you will gain academic knowledge in semester one and spend semester two in placement practice (25 weeks) completing your portfolio of professional competence whilst conducting a research project in your specialist training area. You will gain an understanding of the management of complex disorders, scientific critical analysis and reporting to improve future healthcare strategies.

UCAS tariff
120

Course type
Full time

UCAS course code
B901

Location
Plymouth

Institution code
P60

Duration
**3 years
(Integrated placement)**

Start date
September 2018

Special Features:

- Professional accreditation: Approved by the Health and Care Professions Council (HCPC). Accredited by the Institute of Biomedical Sciences (IBMS), and National School of Healthcare Science (NSHCS).
- This course has competitive entry to the Medicine and Dentistry courses once graduated without GAMSAT but students cannot transfer at the end of stage 1
- Enhanced by links with healthcare professionals
- A biomedical degree which includes 50 weeks' work placement training in the NHS
- Your route to registration as a Biomedical Scientist in the NHS
- Develop your practical and professional skills, critical thinking and professional competence
- Exposure to modern and future diagnostics in biomedicine technology
- Eligible to apply for professional registration with the HCPC as a Biomedical Scientist upon graduation

Entry Requirements:

120 points minimum of three A levels to include grade B in Biology/Human Biology and grade B in a second science subject: Chemistry, Maths, Physics, Applied Science, Geography, Geology, Psychology, Nutrition, or Environmental Science/Studies.

GCSE: Grade C/4 or above in Maths and English Language. **Other:** Other combinations and non A level qualifications will be considered. An interview, satisfactory DBS (formerly CRB) Enhanced Disclosure and occupational health checks are required.

International Baccalaureate: 28 points including 5 at a higher level Biology and Chemistry. Relevant international qualifications considered. If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification: please contact admissions.

IELTS – Overall average score of at least 7.0, with a score of at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections.

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula



Year One:

Modules include: biomedical investigation and experimentation, foundations of healthcare science practice and workplace learning, human anatomy and physiology: cells to systems, human metabolism, introduction to human pathology, human disease, infection and immunity. You will undertake a period of ten weeks' work experience in a healthcare science setting.

Year Two:

Modules include: evidence-based practice, partners in investigation, diagnostic and clinical biomedicine, methods in infection and immunity, techniques in microscopy and molecular biology. Specialist modules in blood, cell or infection science. There will be a 15-week period of practice placement learning in your chosen specialism to complete your specialist training portfolio.

Year Three:

Modules include: professional practice, workplace learning, research project module, two specialist modules for blood science: haematology and transfusion science, clinical immunology and biochemistry screening, two specialist modules for cell science: cell pathology, reproductive science, two specialist modules for infection science: clinical microbiology, public health infection science.



Clinical Laboratory Science Placements

Courses are tailored to the Modernising Scientific Careers agenda providing a framework for career development and progression in clinical biomedical science. Degrees incorporate work training placements within professional NHS healthcare clinics and laboratories specialising in human pathophysiology for blood, cellular or infection science. The training programme is conducted over an extended curriculum similar to other healthcare professions. Placements for Years One and Two commence at the end of May for 10 and 15 weeks respectively. Third year placement and projects commence in January for 25 weeks. Successful completion of work placement activity and your professional competency portfolio are compulsory for progression to the next year. Acceptance onto the course requires additional Occupational Health and Disclosure Barring Service screening similar to other healthcare professions in training.

Life Science PTP pathway

Placements for the life sciences pathway include rotations between the disciplines in the first year and then specialist training in Years Two and Three.

Year One

10 week placement

Rotate: Blood
Cellular
Infection

Year Two

15 week placement

Specialist: Blood
Cellular
Infection

Year Three

25 week placement

Specialist: Blood
Cellular
Infection

Professional Competency Modules for Work Placement Practice

You will complete specialist training modules in Years Two and Three to include a generic skills module and three division specific modules to gain competency in your specialist training area.

LIFE SCIENCES PATHWAY		SPECIALIST TRAINING YEAR TWO AND YEAR THREE		
Blood	Generic skills	Clinical Biochemistry	Haematology	Immunology
Cellular		Histology	Cytology	Reproductive Science
Infection		Microbiology	Virology	Serology

BSc (Hons) HEALTHCARE SCIENCE (PHYSIOLOGICAL SCIENCES)

Year One of the course introduces foundation knowledge and integrates a rotational placement within core disciplines of cardiovascular and respiratory medicine. You will specialise in Year Two gaining knowledge in applied, complex and advanced investigations in your chosen discipline. In Year Three you will gain insight into advanced investigations and apply your learning to a research project.

Year One:

An introduction to the healthcare science profession, combined with a sound grounding in the basic science underpinnings of modern disease diagnostics, evaluation and treatment. You will also undertake a division-specific programme of study and a period of eight weeks' work experience in a healthcare science setting.

Year Two:

You will embark on a specialist training pathway in cardiovascular physiology or respiratory and sleep physiology at the start of Year Two. You will continue to study the roles and responsibilities of a healthcare science professional and begin to specialise in the techniques and methodologies used by healthcare science practitioners in the physiological science disciplines.

Year Three:

You will gain knowledge in advanced investigations and current research and treatments with insight into future developments for healthcare practice. In your final year you will gain academic knowledge in semester one and spend semester two in placement practice (25 weeks) completing your portfolio of professional competence whilst conducting a research project in your specialist training area. You will gain understanding of the management of complex disorders, scientific critical analysis and reporting to improve future healthcare strategies.



**100% OF GRADUATES FOUND
WORK AFTER COMPLETING
THIS DEGREE**

Special Features:

- Accredited by the National School of Healthcare Science (NSHCS) and the Registration Council for Clinical Physiologists (RCCP)
- Graduates register with the RCCP and the NSHCS
- Experience 50 weeks' work placement training in the NHS
- Your route to registration as a Healthcare Science Practitioner in the NHS
- Develop your practical and professional skills, critical thinking and professional competence
- Key concepts in normal and abnormal cardiac or respiratory and sleep physiology are taught in conjunction with core modules in professional practice
- Course content taught in conjunction with practising healthcare professionals

Entry Requirements:

120 points from three A levels to include grade B in Biology/Human Biology and grade B in a second science subject: Chemistry, Maths, Physics, Applied Science, Geography, Geology, Psychology, Nutrition, or Environmental Science/Studies. **GCSE:** Grade C/4 or above in Maths and English Language. **Other:** Other combinations and non A level qualifications will be considered. An interview, satisfactory DBS (formerly CRB) Enhanced Disclosure and occupational health checks are required.

International Baccalaureate: 28 points including 5 at a higher level Biology and Chemistry. Relevant international qualifications considered. If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS – Overall average score of at least 7.0, with a score of at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections.

For further information:

Please go to our website for up-to-date information on entry www.plymouth.ac.uk/peninsula

**UCAS tariff
120**

**Course type
Full time**

**UCAS course code
B902**

**Location
Plymouth**

**Institution code
P60**

**Duration
3 years
(Intergrated placement)**

**Start date
September 2018**



Year One:

Modules include: biomedical investigation and experimentation, foundations of healthcare science practice and workplace learning, human anatomy and physiology: cells to systems, cardiovascular and respiratory physiology, introduction to human pathology, human disease, cardiovascular and respiratory pathophysiology. You will undertake a period of eight weeks' work experience in a healthcare science setting.

Year Two:

Modules include: clinical cardiovascular, respiratory and sleep physiology, clinical physiology instrumentation and techniques, healthcare physiological science professional. You will also take specialist modules in electrocardiography or methods in respiratory function and respiratory gas analysis. There will be a 15-week period of practice placement learning in your chosen specialism to complete your specialist training portfolio.

Year Three:

Modules include: professional practice, workplace learning and a research project module. There are two specialist modules (for cardiovascular physiology: clinical cardiac science and specialist cardiovascular investigations; for respiratory physiology: applied respiratory science and applied sleep science).

Clinical Laboratory Science Placements

Courses are tailored to the Modernising Scientific Careers agenda providing a framework for career development and progression in clinical cardiovascular or respiratory and sleep science. Degrees incorporate work training placements within professional NHS healthcare clinics specialising in human pathophysiology for cardiac, respiratory and sleep investigations. The training programme is conducted over an extended curriculum similar to other healthcare professions. Placements for Year One commence at the end of May for eight weeks and during April for 15 weeks (Year Two students). Third year placement and projects commence in January for 25 weeks. Successful completion of work placement activity and your professional competency portfolio are compulsory for progression to the next year. Acceptance onto the course requires additional Occupational Health and Disclosure and Barring Service screening similar to other healthcare professions in training.

Cardiovascular, Respiratory and Sleep Science (CVRS)

Placements for the physiological sciences pathway include rotations between the disciplines in the first year and then specialist training in Years Two and Three.

Year One 8 week placement

Rotate: Cardiovascular
Respiratory
Sleep

Year Two 15 week placement

Specialist: Cardiac
Respiratory and sleep

Year Three 25 week placement

Specialist: Cardiac
Respiratory and sleep

Professional Competency Modules for Work Placement Practice

You will complete specialist training modules in Years Two and Three to include a generic skills module and three division-specific modules to gain competency in your specialist training area.

YEAR	CARDIOVASCULAR SPECIALIST TRAINING
Two	Electrocardiography
Two & Three	Resting & ambulatory blood pressure
Two & Three	Ambulatory ECG monitoring
Three	Provocative electrocardiography
Three	Pacing & diagnostic catheterisation

YEAR	RESPIRATORY & SLEEP SPECIALIST TRAINING
Two & Three	Spirometry, static lung volume, bronchodilator
Two & Three	Gas transfer & O ₂ saturation
Two & Three	Assessment of sleep disorders

Career Opportunities

Graduates from this NSHCS and RCCP accredited course are eligible for direct entry onto the highly sought after Scientific Training Programme (masters level) or NHS employment as healthcare science practitioners in clinical cardiology or respiratory and sleep physiologists within NHS specialist clinics or community healthcare settings.

STUDENT TESTIMONIALS

I undertook a placement in Prof Neil Avent's lab conducting studies in non-invasive prenatal diagnostics (NIPD). The focus of my placement was improving efficiency of a real-time PCR assay used for detection of the presence of the RHD gene. Using software packages such as Oligoanalyzer and BLAST we were able to design an array of primers. The experience gained was invaluable and it was great to put a lot of the theory learnt through the year into practice. With such a small intimate group it was a great opportunity to ask all the questions you might be too embarrassed to ask in an environment such as a lecture theatre. Given the choice I would do it all again and would recommend it to any first or second year student because it's too good an opportunity to let pass you by!

Jessica Yanwube, Biomedical Science student at Plymouth University

My experience analysing and interpreting a cancer genome and detecting putative causal mutations enhanced my passion for biomedical and clinical research. I had access to the latest cutting-edge bioinformatics equipment and regular scheduled meetings with my project supervisor gave me confidence to look above and beyond the initial project aims. Being able to share and communicate concepts and ideas to fellow students whether PhD or Post-Doctorate provided me with invaluable insight into knowledge that I would have once believed to be above my scope of understanding. This honestly made my placement a remarkably fulfilling and engaging experience.

Kean Amin, Biomedical Science student at Plymouth University



FINAL YEAR - RESEARCH PROJECTS

All final year students complete a significant research project in conjunction with an academic within the School. This provides them with the opportunity to contribute to the development of knowledge in an area related to their degree and further develop highly sought after analytical and scientific communication skills.

Emily Davey, a Nutrition, Exercise and Health student, described her project experience

"For my final year project I have been fortunate enough to work with Kathy, a Plymouth University PhD student. Kathy is looking at how diet and physical activity during pregnancy affect gestational weight gain, and how these maternal lifestyle factors in turn affect infant birth size. I have been analysing the women's diet diaries and it's great to be able to put into practice things I have learnt in the classroom and apply them to real life subjects. Getting the chance to be a part of a project which may help to inform future interventions and strategies aimed at pregnant women makes me feel privileged, and I look forward to seeing the final outcomes."

TOP-UP ROUTES / CONTINUING PROFESSIONAL DEVELOPMENT / ACCREDITATION

We currently offer several courses as Level 6 top-up progression routes for the Foundation Degrees of our partner colleges who wish to develop their professional knowledge to enhance career prospects. These include BSc (Hons) Human Biosciences and BSc (Hons) Health and Fitness, a one year course that develops your knowledge of the impact of diet and exercise on health and chronic disease and supports you in developing the necessary skills and confidence to work in a variety of health and sports settings.

The School also supports those who wish to gain IBMS accreditation or update their laboratory skills and knowledge through the Applied Biomedical Science programme. This is designed to allow professionals and graduates to take relevant IBMS accredited modules from the BSc Biomedical Science course.

ADMISSIONS

All applications must be made through the Universities and Colleges Admissions Service (UCAS). All applications for the BMBS and BDS courses must reach UCAS between the beginning of September 2017 and 15 October 2017. Applicants should apply to no more than four clinical degree courses.

The remaining choice on the UCAS form may be used for any alternative course. The UCAS code for the Plymouth University Peninsula Schools of Medicine & Dentistry is **P60**.

All applications for courses in the School of Biomedical and Healthcare Sciences and to the Dental Therapy & Hygiene degree must be received by UCAS no later than 15 January 2018.

WE GUARANTEE A PLACE IN OUR HALLS TO ALL UNDERGRADUATE STUDENTS WHO MAKE PLYMOUTH THEIR FIRM FIRST CHOICE AND APPLY BEFORE THE DEADLINE STATED ON OUR WEBSITE.



Halls of Residence

Bachelor of Dental Surgery

Course code: A206	5 years
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56 places available for Home/EU students
2 places for international students

BSc (Hons) Dental Therapy & Hygiene

Course code: B750	3 years
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There is no international student number cap for this course.

Bachelor of Medicine, Bachelor of Surgery

Course code: A100	5 years
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80 places available for Home/EU students
6 places for international students

BSc (Hons) Biomedical Science

Course code: B900	3 years
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BSc (Hons) Healthcare Sciences (Life Sciences)

Course code: B901	3 years
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BSc (Hons) Healthcare Sciences (Physiological Sciences)

Course code: B902	3 years
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BSc (Hons) Human Biosciences

Course code: C190	3 years
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BSc (Hons) Nutrition, Exercise and Health

Course code: BC46	3 years
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165 places available for Home/EU/International students



Deferred Entry

Applicants for deferred entry to our courses are welcome. However, this must be indicated at the time of application. Deferment is normally permitted for a maximum of one year only.

UK Clinical Aptitude Test (UKCAT)

All direct school leavers applying for a place on our programmes in Medicine and Dentistry are required to have a valid UK Clinical Aptitude Test (UKCAT) score. With the exclusion of international applicants.

The Schools use the UKCAT score in order to differentiate between the many highly-qualified applicants who apply for a place on our courses, enabling us to rank candidates in addition to their predicted or achieved academic results. You will be required to meet a minimum overall target score which is set and reviewed annually by the Admissions Advisory Panel. Please note that if you are re-applying with achieved grades, having previously sat UKCAT,

you will need to register and complete a new UKCAT test as part of your application.

You are advised to visit the UKCAT website to familiarise yourself with the registration process and UKCAT bursaries that are available to students at:

www.ukcat.ac.uk

If you need help or advice on using the online application system you should contact the UCAS Customer Service unit on:

Tel: **0371 468 0468**

Website: **www.ucas.com**

You are advised to consult the appropriate UKCAT or GAMSAT website to ascertain the correct date for registration to either admissions test.

For UKCAT: **www.ukcat.ac.uk**

For GAMSAT: **gamsat.acer.edu.au**

ENTRY REQUIREMENTS

Direct School Leavers*

The entry requirements set out in this section apply to you if you completed your GCE A levels, or equivalent qualifications, within two years of the start of the 2017 application cycle, for example qualifications completed since 2015. If you intend to enrol onto the second year of another degree course, you should consult the guidance on entry requirements for non-direct school leavers.

Please note that none of the typical offers listed in this prospectus are necessarily the threshold for selection for interview. Other factors, including the number of applications received and performance in the UK Clinical Aptitude Test (UKCAT), influence the threshold for selection for interview.

The School reserves the right to use all information on the UCAS form including evidence of social engagement and insight into medicine or dentistry in the selection process for interview.

Dentistry

Academic requirements

GCE A level: The typical offer is A*AA-AAA at GCE A level which must include Chemistry and Biology. General Studies at A level is not included within any offer.

GCSEs: Students are required to achieve seven GCSE passes at grades A-C/9-4 which must include Single and Additional Science or two Sciences from Biology, Chemistry and Physics, English Language, Maths.

International Baccalaureate: The typical offer is 36-38 points overall including 6 in both Chemistry and Biology at the Higher Level.

Applicants offering other qualifications including Scottish qualifications, the Welsh Baccalaureate Advanced Diploma, Irish qualifications or the Cambridge Pre-University Diploma are advised to contact the Admissions Team.

Tel: **+44 (0)1752 437333**

Email: **meddent-admissions@plymouth.ac.uk**

Dental Therapy & Hygiene

Academic requirements

GCE A level: The typical offer is ABB at GCE A level which must include Biology. General Studies at A level is not included within any offer.

Access courses will be considered on an individual basis.

GCSEs: Students are required to achieve six GCSE passes at grades A-C/9-4 which must include Chemistry and Biology or higher tier dual award Science, English Language or Literature, Maths and a minimum of two other subjects at grade C or above.

For information regarding all other accepted qualifications (International Baccalaureate Diploma, Scottish Advanced Highers, Irish Leaving Certificate etc.), please contact the Admissions Team

Tel: **+44 (0)1752 437333**

Email: **meddent-admissions@plymouth.ac.uk**

Medicine

Academic requirements

GCE A levels: The typical offer is A*AA-AAA which must include Chemistry and Biology. General Studies at A level is not included within any offer.

GCSEs: Students are required to achieve seven GCSE passes at grades A-C/9-4 which must include Single and Additional Science or two Sciences from Biology, Chemistry and Physics, English Language or Literature, Maths.

International Baccalaureate: The typical offer is 36-38 points overall including 6 in both Chemistry and Biology at the Higher Level.

Applicants offering other qualifications including Scottish qualifications, the Welsh Baccalaureate Advanced Diploma, Irish qualifications or the Cambridge Pre-University Diploma are advised to contact the Admissions Team.

Candidates offering other qualifications, including the Cambridge Pre-University Diploma are considered on an individual basis and are advised to contact the Schools' Admissions Team for further information.

Tel: **+44 (0)1752 437333**

Email: **meddent-admissions@plymouth.ac.uk**

* PU PSMD welcome applications from candidates who have undertaken resits, providing minimum criteria have been achieved on first attempt. For further details please go to www.plymouth.ac.uk/peninsula

AS/A level reform statement

From 2017, in response to the AS/A level reform, we expect to require three A level passes at a minimum A grade to include chemistry and biology. An additional pass in a fourth AS level will not form part of any offer made. Typical offers for 2017 entry will be A*AA/AAA. The School will review this policy annually as the position for schools and colleges becomes clearer in this area.

Non-Direct School Leavers applying for Medicine or Dentistry

The entry requirements set out in this section apply to you if it is more than two years since you completed your GCE A levels or equivalent qualifications, if you are a graduate or if you intend to enrol onto the second year of an existing degree course in the year of application. In addition, this section applies to you if you are currently working as a dental nurse or dental health professional without valid A level qualifications taken within two years of the start of the 2017 application cycle.

The Graduate Medical Schools Admissions Test (GAMSAT) is used as the entry requirement for all non-direct school leavers applying to our courses in Medicine and Dentistry. GAMSAT assesses a candidate's academic aptitude for the study of either Medicine or Dentistry. Results from the test will be used alongside the other information contained on your UCAS form to select non-direct school leavers for interview. The results are valid for two years. You will be required to meet a minimum standard in each of the three sections, plus meet an overall target score which is set and reviewed annually by one of the Schools' Admissions Advisory Panel.

GAMSAT is a five and a half hour written test that assesses reasoning in humanities, social science, biological science, physical science, and written communication. As this test only assesses academic aptitude, successful candidates will still be required to demonstrate at interview that they have the appropriate personal qualities to train and practise as a doctor or dentist.

Information about GAMSAT is available online at:

gamsat.acer.edu.au



Visiting the GAMSAT website is the only way for candidates to register. Payment online is part of the registration process.

GAMSAT results are provided to candidates online, via secure internet access, following receipt of an email explaining how to receive them. UCAS will also receive your results and will send them electronically to the institutions to which you have applied.

All decisions on admissions are subject to confirmation by one of the Schools' Admissions Advisory Panels, which are chaired by a nominee of the Dean. All applicants must satisfy both the academic and non-academic conditions of their offer. The Dean reserves the right to refuse admission to any applicant who fails to satisfy the conditions of the offer by the required dates, who fails to sign either the Medical or Dental Student Agreement or who fails to meet the GMC or GDC guidelines on *Fitness to Practise*. The Dean reserves the right to request any student to withdraw from the course at any stage in accordance with School and University regulations.

For more information visit:

www.plymouth.ac.uk/peninsula

Healthcare Sciences (all courses)

GCE A Level: 120 points from three A levels to include grade B in Biology/Human Biology and grade B in a second science subject: Chemistry, Maths, Physics, Applied Science, Geography, Geology, Psychology, Nutrition, or Environmental Science/Studies.

GCSE: Grade C/4 or above in Maths and English Language.

Other combinations and non A level qualifications will be considered. An interview, satisfactory DBS (formerly CRB) Enhanced Disclosure and occupational health checks are required.

International Baccalaureate

28 points including 5 at a Higher Level Biology and Chemistry. Relevant international qualifications considered.

If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS Overall average score of at least 7.0, with a score of at least 7.0 in the listening and reading sections and at least 7.0 in the writing and speaking sections.

For further information about entry onto courses in this column please contact: **meddent-admissions@plymouth.ac.uk**



Biomedical & Healthcare Sciences courses

Biomedical Sciences

GCE A Level: 128 points, three A levels to include grade A in Biology/Human Biology and grade B in A level Chemistry.

GCSE: Grade C/4 or above in Maths and English Language. Other combinations and non-A level qualifications will be considered.

International Baccalaureate

30 points including 5 at Higher Level Chemistry and Biology. Relevant international qualifications considered.

If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS: Overall score of at least 6.0, with a minimum score of 6.0 in both the listening and reading sections AND in the writing and speaking sections.

For further information about entry onto Biomedical Sciences course please contact:

admissions@plymouth.ac.uk

Human Biosciences

GCE A Level: 120 points from three A levels to include grade B in Biology/Human Biology and grade B in a second science subject: Maths, Physics, Chemistry, Environmental Science/Studies, Psychology, Geography, Geology or Applied Science.

GCSE: Grade C/4 or above in Maths and English Language. Other combinations and non-A level qualifications considered.



International Baccalaureate

28 points, including 5 at a Higher Level Biology plus 5 at higher level second science. Relevant international qualifications considered.

If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS Overall average score of at least 6.0, with a score of at least 5.5 in all four elements (listening, reading, speaking and writing).

Nutrition, Exercise & Health

GCE A Level: 120 points from three A levels to include grade B in Biology/Human Biology and a grade B in a second science subject: Maths, Physics, Chemistry, Environmental Science/Studies, Psychology, Geography, Geology, Applied Science, PE, or Food and Nutrition.

GCSE: Grade C/4 or above in Maths and English Language.

Other combinations, BTEC National Diploma and non-A level qualifications considered.

International Baccalaureate:

28 points, including 5 at Higher Level Biology or Chemistry. Relevant international qualifications considered.

If English is not your first language you will have to achieve an IELTS or equivalent qualification at the grades stated below. If you are considering another equivalent qualification, please contact admissions.

IELTS: Overall average score of at least 6.0, with a score of at least 6.0 in the listening and reading sections and at least 6.0 in the writing and speaking sections.

For further information about entry onto courses on this page please contact: **admissions@plymouth.ac.uk**

PU PSMD welcome applications from candidates who have undertaken resits, providing minimum criteria have been achieved on first attempt. For further details please go to **www.plymouth.ac.uk/peninsula**

ENTRY REQUIREMENTS

International Student Admissions

Competition for international places at the Plymouth University Peninsula Schools of Medicine & Dentistry is intense, with the following number of places:

- **Two places** available on the BDS course (Dentistry)
- **16 places*** available on the BSc (Hons) Dental Therapy & Hygiene course
- **Six places** available on the BMBS course (Medicine)
- **25 places** available on the Biomedical and Healthcare Sciences courses.

We welcome and encourage applications from suitably qualified international students who are either self-funded, supported by scholarships from their respective governments, or sponsored by scholarship programmes operated by the British Council and similar funding bodies.

International applicants must meet the same admissions criteria as Home/EU students. Other international qualifications in lieu of A levels will be considered. An exception is they need not sit the UKCAT test. International applicants must be able to fully demonstrate proficiency in the English language.

All teaching is in English, so if English is not your first language, if applying for Medicine or Dentistry you must have one of the following English Language qualifications:

- IELTS band 7.5 or above with minimum 7.0 in each of the Speaking and Listening sections (taken within 12 months of entry)
- GCSE/IGCSE English Language (as a first language) grade A
- International Baccalaureate score of 6 at the ordinary level in English Language (as a first language)

We understand that university life is a challenge for any student, but especially when you are a long way from home. You will find the Schools to be friendly and supportive. The International Office at Plymouth University provides support and can assist you with any non-academic issues affecting international students. There are student welfare support and counselling services, wardens, and student health centres on hand if you need them.

Under the UK government's Point-Based System for immigration, international students coming to



the UK from outside the EU in order to study on the Schools' undergraduate courses need to obtain a Tier 4 (General) student visa. There are extremely strict rules relating to the documentation and processes for obtaining Tier 4 visas and you are strongly advised to contact our Admissions Team for further advice. Alternatively you may wish to visit the UK Visas and Immigration (UKVI) website for further information:

www.gov.uk/tier-4-general-visa/overview

All decisions on admissions to our courses in Medicine and Dentistry are subject to confirmation by one of the Schools' Admissions Advisory Panels, which is chaired by a nominee of the Dean.

We reserve the right to refuse admission to any applicant who fails to satisfy both the academic and non-academic conditions of their offer. The non-academic conditions include the signing of the relevant Medical or Dental Student Agreement and meeting GMC or GDC guidelines on *Fitness to Practise*.

The Schools reserve the right to request any student to withdraw from the course at any stage in accordance with School and University regulations.

For more information on international admissions, please visit:

www.plymouth.ac.uk/international

* There is no international student number cap for this course

STUDENT INTERVIEWS

Prior to receiving an offer to study on one of our clinical courses you will be invited to attend an interview. Details of the interview process can be found at:

www.plymouth.ac.uk/medicine-and-dentistry-interviews

The interview attempts to identify whether a candidate has the personal attributes required to become a Healthcare Professional of the Future. We place great value on the following qualities and we are looking for you to demonstrate these at your interview:

- Integrity
- Veracity and honesty
- Flexibility
- Motivation and commitment
- Empathy and being non-judgmental
- Communication skills
- Potential for leadership



- Insight into the roles and responsibilities of a doctor, dentist or healthcare scientist
- Ability to be a team player
- Ability to deal with stress appropriately
- Problem solving skills
- Students who know their limitations, their strengths and weaknesses
- Reflectiveness
- Students who demonstrate a suitable approach to life and to people.

Interviews for Medicine, Dentistry and Dental Therapy & Hygiene

On the day of your interview you will attend an introductory presentation about the interview selection process. You will then be asked to complete a written questionnaire, which aims to investigate your commitment and motivation to study medicine, dentistry or dental therapy and hygiene. After this, you will be given 30 minutes to consider three alternative scenarios, each of which centres upon a contemporary ethical issue. You should select one of these as the basis for your interview.

The interviews follow a structured and formal process in order to ensure that every student applying to a particular course, is asked the same questions and receives the same prompts. The interview should take approximately 20 minutes. It is not a test of medical or scientific knowledge but aims to explore your attitudes, outlook and way of thinking.

Candidates with specific access requirements that have not previously been disclosed on the UCAS form are encouraged to discuss these with the Admissions Team prior to the interview.

Please note that candidates are responsible for the cost of travel to the interview. All students attending an interview must bring current photographic evidence of their identity, normally a valid passport or a UK issued Driving Licence with photo card. If candidates are not able to provide this, their interview may be cancelled and we cannot guarantee that it will be re-scheduled. Should this occur, your travel costs to the interview cannot be reimbursed.

STUDENT INTERVIEWS

Interviews for Healthcare Sciences

You will have a formal interview with a panel formed from academic, clinical and lay staff. The interviews follow a structured and formal process in order to ensure that every student applying to a particular course, is asked the same questions and receives the same prompts. The interview should take approximately 20 minutes. It is not a test of medical or scientific knowledge, but aims to explore your attitudes, outlook and way of thinking. You are also expected to be able to demonstrate a knowledge and understanding of the profession, to have a clear understanding of the role of a Healthcare Scientist and the career pathway, to demonstrate that you have work experience relevant to Healthcare Sciences and to demonstrate that you have the key attributes necessary for a Healthcare Scientist.

Candidates with specific access requirements that have not previously been disclosed on the UCAS form are encouraged to discuss these with the Plymouth University Admissions Team prior to the interview.

Please note that you are responsible for the cost of travel to the interview. All students attending an interview must bring current photographic evidence of their identity, normally a valid passport or a UK issued Driving Licence with photo card.

Feedback

Feedback is only given directly to unsuccessful applicants who request it in writing by email. Normally, the feedback provided includes the numerical score from the interview and the position of this score in the overall ranking, which determines which students received a conditional offer of a place of study on each of the courses. Please contact the Schools' Admissions Team should you wish to receive feedback on your application.



STUDENT CONDUCT AND FITNESS TO PRACTISE

Practising as a clinician or healthcare professional requires the highest standards and we take seriously our commitment to enrol and teach only those students with the integrity required by these professions.

Student Agreements

All students are required to sign a Student Agreement as part of any conditional offer of a place on their respective course.

The Dental Student Agreement is a code of conduct that derives from the General Dental Council's (GDC) statements on the duties of the dental team as outlined in *Standards for the Dental Team (2013)* and the needs of a dental student as outlined in the General Dental Council's *Preparing For Practice (2015)*.

www.gdc-uk.org

The Medical Student Agreement is a code of conduct that derives from the General Medical Council's (GMC) statements on the duties of a doctor as stated in *Good Medical Practice (2013)*, from the GMC's *Education Committee Position Statement (2006)* on the core education outcomes of medical degree courses, as stated in *Good Medical Practice (2013)*, from *Promoting Excellence: standards for medical education and training (2016)* and *Outcomes for Graduates (2015)*.

www.gmc-uk.org

The Healthcare Sciences Student Agreement is a code of conduct that derives from the Health & Care Professions Council's (HCPC) statements on *Standards of Proficiency (2007)* and *Standards of Conduct, Performance and Ethics (2016)*.

www.hpc-uk.org

Student Agreements form a contract between the respective School and its students and states clearly the level of behaviour expected by us of our students. Non-compliance with each Student Agreement may constitute a fitness to practise issue and may put at risk a student's continued enrolment on their chosen course. A copy of either the Dental or Medical School Student Agreement is available as a download from our website:

www.plymouth.ac.uk/peninsula

Fitness to Practise

We are responsible for ensuring that all students admitted onto our courses in Medicine, Dentistry, Dental Therapy & Hygiene and Healthcare Sciences are fit to practise. We measure fitness to practise both in terms of an applicant's behaviour and health.

The Plymouth University Peninsula Schools of Medicine & Dentistry will not admit onto our degree courses which involve contact with patients or vulnerable groups, any individual who, at the time of entry, is not deemed to be fit to practise under the terms of either the GMC, GDC or HCPC guidance, or who cannot fulfil any other health and non-academic entry requirements.

Fitness to Practise and Behaviour

We strive to admit onto our courses for clinician or healthcare professionals only those students who will show exemplary behaviour and courtesy toward patients, teaching staff, other members of the healthcare team and the wider community. In becoming a Healthcare Professional of the Future it is essential that you do nothing to diminish the trust which these groups place in you.

For further information on the GMC's guidance for medical students please refer to '*Achieving Good Medical Practice*' (2016) and '*Professional behaviour and fitness to practise*' (2016). Both are available from the GMC website:

www.gmc-uk.org

Further information may be found in the GDC's publication entitled *Standards for the Dental Team (2013)* and in its guidance on undergraduate dental education contained in *Preparing for Practice (2015)*. Both are available from the GDC website:

www.gdc-uk.org

Further information on HCPC standards of behaviour and conduct can be found at:

www.hpc-uk.org

Disclosure and Barring Service (DBS)

All offers are conditional upon students completing a Criminal Conviction Self Declaration form in addition to completing an Enhanced Disclosure check via the Disclosure and Barring Service (DBS). We will review all significant reports of candidates' convictions, cautions and verbal warnings and decide on a candidate's suitability to enter our degree courses. Enhanced Criminal Record Certificates issued by the DBS will include details of convictions and cautions (which include youth cautions, reprimands and warnings) recorded on the Police National Computer (PNC). However PNC information relating to protected

cautions and convictions will now be filtered and will not appear on the certificate. Guidance and criteria on the filtering of these cautions and convictions can be found on the Disclosure and Barring Service website (www.gov.uk/government/news/disclosure-and-barring-service-filtering). Please note Medicine and Dentistry are exempt from the Rehabilitation of Offenders Act 1974.

Failure to declare a conviction, or other formal sanction that is later discovered, may result in the student being referred to the Schools' Fitness to Practise Committee and, possibly, a requirement that the student concerned withdraw from their respective course of study.

Fitness to Practise and Health

We also seek to admit onto our courses in Medicine, Dentistry, Dental Therapy & Hygiene and Healthcare Sciences students who are physically and mentally capable of meeting the demands placed upon them by a medical, dental or healthcare sciences degree and by the professional duties of qualified medical, dental and healthcare sciences practitioners. We will seek, where possible, to make any reasonable adjustment to assist students who have specific health requirements and challenges.

The final determination of admission will be based on an occupational health assessment. Before your place on these courses can be confirmed, you must satisfactorily complete the Fitness to Practise Assessment which involves completion of a pre-course health screening form which must be signed by your GP and may also include a meeting or medical with the Schools' Occupational Health doctors.

The Higher Education Occupational Physicians/ Practitioners (HEOPS) has developed a series of standards of medical fitness in consultation with the GMC and GDC in order to train as a doctor, dentist or dental therapist and hygienist.

A copy of these standards for medical and dental students is available on the HEOPS website at:

www.heops.org.uk

Non-disclosure at the admission stage of a mental or physical health problem that is significant within the context of fitness to practise which is later revealed, will be considered a serious fitness to practise issue by the Schools. This may lead to the student concerned being referred to the Faculty Fitness to Practise Committee and, possibly, required to withdraw from their respective programme of study.

Blood Borne Viral Infections – Hepatitis B, Hepatitis C and HIV

Medical Students

Screening medical students for Hepatitis B virus infection is carried out to protect both medical students and their patients against the risk of transmission of Hepatitis B in the healthcare setting. Although not essential in order to qualify and work as a doctor, many medical students wish to participate in exposure-prone procedures including surgical procedures during their training. To do so and to protect patients, Department of Health (DH) requirements are that students are free from infection from Hepatitis B, Hepatitis C, and HIV. Voluntary screening will be undertaken by the Schools' Health and Wellbeing Service – without this clearance, students may undergo medical training and qualify, but will not be allowed to assist in exposure-prone procedures.

Dental, and Dental Therapy & Hygiene students

All prospective Dental, and Dental Therapy & Hygiene students are required to provide evidence that they are free of infection from Hepatitis B, Hepatitis C, and HIV before enrolment onto their chosen course. This is necessary to protect both dental students, and their patients, against the risk of transmission of infection in the healthcare setting. We will make arrangements for mandatory blood tests to be taken for all students in receipt of a conditional offer of a place on their chosen course, in order to demonstrate freedom from infection from Hepatitis B, Hepatitis C, and HIV. These mandatory blood tests form part of the conditional offer for all applicants. Screening for tuberculosis will be addressed separately upon enrolment on either the BDS course or BSc (Hons) Dental Therapy & Hygiene course. We will also require all students to be immunised against Hepatitis B prior to commencing work with patients. Students will not be able to progress to clinical work with patients until they have completed their Hepatitis B immunisation programme.

Our approach to health screening is informed by *Best Practice Guidance* (2007) from the Department of Health and is consistent with professional obligations placed on dental practitioners by the General Dental Council.

www.gdc-uk.org

This version of the standards for fitness to practise was correct at the time of publication of this prospectus. We reserve the right to be guided by subsequent revisions and amendments to this Occupational Health guidance issued after the date of publication.

Healthcare Sciences Students

As a Healthcare Sciences student, you are expected to comply with Department of Health guidelines with regard to the immunisations required to protect you and your patients during the course of your work. In order to go on placement you will need to have a complete immunisation record. Students should therefore be aware that it is a compulsory requirement. Screening/immunisation against Hepatitis B, Mumps, Measles, Rubella and Tuberculosis is required, and your immunity status to *Varicella Zoster* (Chicken Pox), will also be established by a blood test. Students undertaking exposure-prone procedures will also require a blood test to confirm their Hepatitis B, Hepatitis C and HIV status.

All of our prospective students who consider they may be at risk of one of these infections should contact the Occupational Health and Wellbeing Service on **+44 (0)1752 437222 (Option 4)** as soon as possible for a confidential discussion.

Further detailed information about the Schools' immunisation requirements will be sent to you upon receipt of a conditional offer of a place.



Students with Disabilities

We are committed to meeting the needs of students with disabilities who we recognise as an integral part of the academic community which we strive to make as inclusive as possible.

We will need to consider the impact of a disability on an applicant's fitness to practise medicine, dentistry or healthcare sciences because we have a special responsibility to ensure that all students admitted to our courses accredited by professional regulatory bodies will be eligible for registration by the GMC, GDC or HCPC on graduation.

We are committed to ensuring that all applicants who are judged to be academically suitable, are neither treated less favourably nor placed at a substantial disadvantage on the grounds of disability. If you consider that you have a disability you should tick the relevant box on the UCAS form. Disclosing a disability on your UCAS application form will not affect the screening of your application, or, indeed, influence the decision to invite you to interview. If an offer is made, we will seek advice from the University's Disability Assist and the Health and Wellbeing Service, so that the type of assistance needed to enable you to successfully follow our degree course can be assessed in more detail.

There may be rare occasions when, following professional assessment of a disability, an applicant's suitability for admission may be affected. However, we will take a positive view and will try to meet the needs of students with disabilities by making, where possible, reasonable adjustments to their course of study.

If you would like to discuss this further or would like general advice and information about the support available at Plymouth University for students with a disability, or a specific learning need, please contact:

Debbie Couch

Disability Co-ordinator

Tel: **+44 (0)1752 437332**

Email: **debbie.couch@plymouth.ac.uk**

Disability Assist

www.plymouth.ac.uk/disability

Tel: **+44 (0)1752 587676**

OUR PARTNERS

The Horizon Centre

An exciting innovation, education and research facility based at Torbay Hospital is one of just five flagship NHS Centres for Innovation and Training. Serving the NHS workforce, the aim of the centre is to provide a state-of-the-art environment where people can explore new ideas, learn new techniques and observe and reflect on clinical practice together.

Investment in innovation, education and research is key to improving the delivery and quality of patient care. The Horizon Centre at Torbay Hospital provides a local, regional and national 'Centre of Excellence' where this can take place.

The Centre caters for a myriad of educational activities. From highly complex clinical procedures to the base-line skills required by the NHS workforce, the Centre provides an environment where learning can thrive.

Areas of current specialist educational expertise include elective care, ophthalmology, ENT and endoscopy.

For more information, go to
www.torbayandsouthdevon.nhs.uk

Peninsula Dental Social Enterprise CIC

Peninsula Dental Social Enterprise (PDSE) is a Community Interest Company (CIC) which is responsible for the dental clinical facilities for Plymouth University Peninsula Schools of Medicine & Dentistry (PU PSMD). The company ensures the provision of high quality clinical training facilities and by doing so, provides a dental service to local communities.

CICs are limited companies with special additional features, created to conduct business or other activity, for community benefit and not for private advantage. Registration of a CIC has to be approved by the regulator who also has a continuing monitoring and enforcement role.

For more about CICs, go to: www.bis.gov.uk



PDSE CIC has a community ethos and is driven by the principles of good corporate governance embracing integrity, objectivity, accountability, openness and honesty.

PDSE CIC has strong links to other social enterprises, and to NHS provision in Devon and Cornwall to ensure the activities complement and enhance local health services. Partnerships with the local NHS to drive innovation in education and healthcare are paramount to our success.

Plymouth Hospitals NHS Trust

Derriford Hospital is the largest hospital in the South West peninsula and the designated major trauma centre for the area.

Our geography gives us a secondary care catchment population of 450,000 with a wider peninsula population of almost 2,000,000 who can access our specialist services. The population is characterised by its diversity – the rural and the urban, the wealthy and pockets of deprivation, and wide variance in health and life expectancy. The proportion of our population aged 85 or over is growing ahead of the national average by approximately ten years, giving Plymouth the opportunity to innovate on behalf of the nation in services for the elderly.

We work within a network of other hospitals to offer a range of specialist services:

- Kidney transplant
- Pancreatic cancer surgery
- Neurosurgery
- Cardiothoracic surgery
- Bone marrow transplant
- Upper gastro-intestinal surgery
- Hepatobiliary surgery
- Neonatal intensive care and high risk obstetrics
- Plastic surgery
- Liver transplant evaluation
- Stereotactic radiosurgery.

Derriford Hospital offers the widest range of hospital-based services in the peninsula. What sets our Trust apart from the majority of acute hospital trusts is both the scope and scale of the services we offer on one site.

We have 6,500+ staff including one of the largest military units attached to any hospital in the country.

South West Cardiothoracic Centre

Cardiac services at Derriford Hospital are provided in the purpose-built state-of-the-art South West Cardiothoracic Centre within the Terence Lewis Building. Using the latest techniques and advanced technology the Centre offers the full range of adult cardiac surgery other than transplantation. Since the Centre opened, results have been consistently excellent and are amongst the best in the country. The Centre is considered to be one of the leading facilities in bypass, valve, and aortic surgery. The hospital is currently the UK teaching centre for both atrial fibrillation ablation (ultrasound) and endoscopic vein harvesting.

At the forefront of research

Plymouth Hospitals NHS Trust continues to be in the forefront of research in the South West. In 2015/16 there were 514 research projects ongoing in the Trust and we recruited 3,516 patients into research projects this year. Of the ongoing active projects, 155 (30%) were clinical trials (studies of new or existing drugs) and 151 (30%) were in the area of cancer. This year, for the first time, the number of commercial studies almost equalled the number of academic studies, showing that we continue to bring the latest new drug trials to patients in the South West. During the year, there was a 14% rise in the recruitment to commercial interventional studies.

Quintiles Prime Site

The Trust continues to be a member of the Quintiles Prime site consortium. Quintiles is the largest contract research organisation in the world and, as a prime site, we are offered the first opportunity to participate in Quintiles clinical trials. In the calendar year 2015, the Trust recruited 110 patients to Quintiles studies, against a target of 100, and opened 32 new Quintiles studies, against a target of 23. The Trust was the highest recruiting member of the Prime site in both categories.

For info please visit www.plymouthhospitals.nhs.uk

Livewell Southwest

Livewell Southwest is an independent social enterprise and Community Interest Company (CIC) providing integrated health and adult social care services for people in Plymouth, as well as community health services in South Hams and West Devon.

With over 2,800 staff and more than 80 services, Livewell Southwest is a multispecialist community provider covering a diverse range of clinical care, community physical and mental healthcare, adult social care, as well as some professional services in areas where it has specialist expertise.

Formerly known as Plymouth Community Healthcare CIC, Livewell Southwest works together with others helping people to remain safe, well and at home.

For more information, visit:

www.livewellsouthwest.co.uk



WORKING WITH DERRIFORD HOSPITAL

As one of the largest hospitals in the UK, a tertiary services and trauma centre, PHNT offers a wide variety of learning opportunities for our students in addition to the high quality clinical placements. These include the opportunity to actively participate in clinical audit, measuring the quality of care provided to patients against national and international standards and introducing changes in practice where required. Our students also have the opportunity to take part in clinical research projects working with our clinical teachers and researchers in medical and surgical specialities offering secondary and tertiary care for patients in Plymouth and the Peninsula. PHNT hosts the Lind Research Centre which is part of the Trust's Research and Development department. The Centre provides the space to enable PHNT-based researchers to see patients participating in clinical trials in a dedicated research clinic.



*Health Promotion Awareness Day,
South Hams Hospital, Kingsbridge*



PU PSMD new Research Building

As a result of contributing to these projects, students have enhanced their knowledge and skills required for life-long learning and provision of excellent care to patients. They have also presented these projects at national and international medical conferences and published their work in peer-reviewed journals. These activities are important for students' rankings when applying for Foundation Programme placements after their graduation.



*Health Promotion Awareness Day,
South Hams Hospital, Kingsbridge*

Our students have contributed to enhancing the patients' experience in hospital by designing patient information leaflets, patient information podcasts, helping with the set up of telephone follow-up clinics and improvement of patient care pathways. Our students also contribute to health promotion within the hospital. They have also extended their health promotion and screening activities to partner community hospitals in the region where some of the peripheral clinics delivered by the Trust are hosted.

PHNT offers a great opportunity for inter-professional learning in a number of settings with healthcare professionals including audiologists, dieticians, midwives, nurses, occupational therapists, physiotherapists, speech and language therapists. This is in addition to inter-professional learning opportunities with dental and physician associate students. In the final year of the BMBS course, our students become an integral part of the healthcare delivery teams helping with the care of patients in clinics, on the wards as well as aspects of urgent and emergency medical care. They 'act up' as Foundation Year doctors in a model of Student Assistantship that was presented in the General Medical Council as an area of good practice to be shared with other UK medical schools. These activities, amongst many others, have helped our students become some of the best-prepared doctors in the UK for practice in Foundation Years after they graduate.



A medical student attending an international surgical conference and presenting a project with their clinical teacher

Plymouth Quality Academy

The academic year 2015/16 witnessed the launch of the Plymouth Quality Academy training programme in PHNT with Year Three students starting a course of training and coaching with front line hospital staff in Quality Improvement (QI). The students will be spending the next few months developing and contributing to QI projects linked to our clinical teams.

Examples of projects the students will be contributing to include enhancing patient safety during admissions and hospital stay, reducing infection rates, early diagnosis and treatment of sepsis and avoiding errors with medication prescription to name but a few.

"This feels worthwhile, a chance to make a difference."

"...have to think for ourselves but they helped us break down problems and think about them in different ways and then use what we learned in our everyday lives."

"Today felt very much like the beginning of a creative process; you are inspired, you become curious, and ideas begin to 'ping' around in your mind."

Further information regarding the Plymouth Quality Academy is available through Mr Paul McArdle, Assistant Medical Director.

"Feels practical not just theory..... actually get to try it out in practise."

"Great that we have an enthusiastic team to do QI with us, so it doesn't feel scary."

Delivering Innovative Education

The clinical teachers in PHNT have produced a number of resources for our students including the electronic *Plymouth Clinical Manual* which supports their learning in the various medical and surgical clinical placements. Students also have access to the Trusts' website with a wide variety of evidence-based patient management guidelines and protocols. Students take part in the multidisciplinary team meetings that foster an integrated approach to the delivery of healthcare.

The clinical teachers regularly contribute to the student-led grand rounds, a recently-introduced educational innovation that promotes the integration of biomedical sciences and clinical practice in an interactive and engaging way with students.

"The grand round offers integrated anatomy, physiology and pharmacology teaching all relevant to a clinical case - this has allowed me to expand my previous knowledge in a memorable way and has helped me to identify weaknesses in my knowledge and address them"

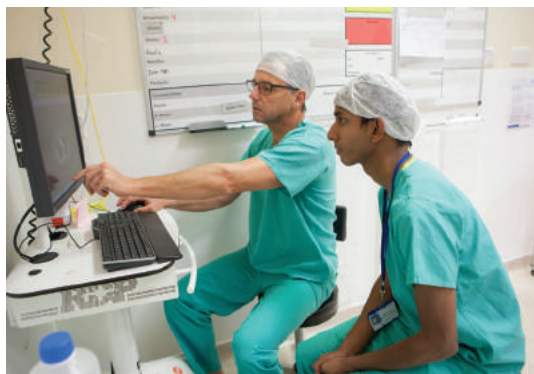
Work-based learning is a cornerstone of the training of medical students and doctors. Students are engaged in innovative learning and teaching of human factors training that includes situational awareness, risk management, behaviour communication, leadership and motivation.

The Discovery Library

The Discovery Library is a state-of-the-art library hosted on the fifth floor of Derriford Hospital, PHNT. Our students have open access to the library and its immense resources that range from printed and electronic journals, reference texts in all aspects of medicine and biomedical sciences and a range of evidence-based and other resources available to help inform patient care or support your study.



Discovery Library, Derriford Hospital



PU PSMD and Masanga Hospital Partnership – A Student Initiated Rehabilitation Project in Sierra Leone

Sierra Leone is a small country in West Africa, approximately the size of Scotland and with a population of six million. The country emerged from a violent civil war which ended in 2002 and resulted in the death of 50,000 civilians. Much of the country's health infrastructure was destroyed and with many health professionals killed or forced to leave there were enormous problems with providing access to healthcare.

The country has now returned to stability and has been lauded for its democratic elections, but it remains near the bottom of the Human Development Index (180/189). Both the Peninsula College of Medicine & Dentistry and Plymouth University Peninsula Schools of Medicine & Dentistry in collaboration with staff from Derriford Hospital, have been involved in rehabilitating Masanga Hospital in Tonkolili district since 2008 when one of the College's second year students, Sarah Patching, opened a therapeutic feeding centre at the hospital.

The project is now run as a mutual benefit scheme whereby Peninsula medical students complete structured elective research projects in a safe environment. In return for this experience in global health our students have helped direct resources and manpower to the site on a voluntary basis. To date, approximately 55 students and members of staff have visited Masanga. The project has raised over £550,000 to support the hospital and local community. In 2012 a medical admissions ward was built and in 2016 following the Ebola outbreak, we are due to complete a 5 bed isolation facility to facilitate the management of patients with infectious disease. During the Ebola emergency, the project received funding from DIFID/THET which has enabled the training of over 500 Sierra Leonean healthcare workers/community members in Infection Prevention Control (IPC). PU PSMD has played a lead role in the development of novel educational tools to maintain Ebola awareness and IPC skills in Tonkolili health district. Students have access to safe accommodation within the secure hospital compound and the use of a Peninsula Landcruiser vehicle during their stay. In the last two years, our students and doctors have played a central role in acting as project managers and initiated clinical services at the new admissions unit. Most disease burdens in Sierra Leone remain unknown and so Masanga can act as an ongoing research facility for both undergraduate and postgraduate doctors with an interest in global health/resource poor settings.



Because of the 2014 Ebola outbreak in the area, we had to halt visits to the hospital, in 2016 students and staff were able to resume their active support to the Masanga hospital again.

www.bbc.co.uk/news/world-africa-34755170

See our website: **www.masangahospital.org**

WORKING WITH OUR GENERAL PRACTICE PARTNERS

PU PSMD has close working relationships with over 64 GP practices in Cornwall, Plymouth, Torbay and other areas in our region. All of whom provide GP placements for our students.

You will spend time in general practice at various stages throughout the five years of the Bachelor of Medicine, Bachelor of Surgery course. In Year One your GP placement forms part of your community placement programme where you will have the opportunity to experience general practice in a variety of different settings such as rural, inner city and suburban practices, developing your skills as you progress throughout the programme.

General Practice provides exciting and crucial opportunities for you to understand more about managing chronic, complex and acute medicine in the community, as well as understanding the role and expertise of the GP and the range of health care team members.

You will play an active role in your General Practice placements, meeting patients and families in the surgery and in their homes, observing GPs and other health professionals at work (such as complex needs matrons, pharmacists and practice nurses), conducting supervised consultations and technical procedures and taking part in a range of

healthcare activities, from helping out at flu clinics to undertaking audits.

What our students say on GP placements:

"Lots of opportunities given to do different activities e.g. venepuncture, history taking, observation, home visits, district nurse attachment. Other members of staff at the practice are great - give helpful feedback, are patient and friendly, ask us questions to test our knowledge, and seem genuinely interested and excited about helping us learn/develop."

"Being able to see patients separately, practise feedback to the GP with every patient and the opportunity to suggest a diagnosis, investigations and management plans about some patients."

"The GPs are good at questioning our knowledge and filling in the gaps, and they happily point us towards resources which are very useful. Having our own clinics is also fantastic - it allows us to experience what being a GP is like, but gives us our independence and a chance to challenge ourselves."

**20
GP'S**

**ARE OUR
ACADEMIC
TUTORS**

**10
GP'S**

**ARE OUR ACADEMIC
TUTORS AND SMALL
GROUP FACILITATORS**

Community Placements

Year 1	Specialist Nurse Clinics GP Surgeries Children's Centres Special Schools Charities for Refugees and Homeless Health Promotion Clinics Complementary Therapy Clinics Funeral Directors
Year 2	You will spend 6 days throughout the year in General Practice
Year 3	You will spend 3 weeks throughout the year in General Practice
Year 4	You will spend 4 weeks throughout the year in General Practice
Year 5	You will spend a 6 week block in General Practice

Social Engagement

Social engagement is about working together with the community to achieve mutual goals and is recognised by the World Health Organisation as key to producing “doctors ready to meet society’s needs, now and in the future”. Strong social engagement is one of Peninsula School of Medicine’s core commitments.

Throughout your time at PU PSMD, you will have opportunities to volunteer in a range of social engagement projects. In addition, during your third year, you will take part in a week-long social engagement pathway run in partnership with the award winning Community Engagement Team. You will spend four days working with a local community organisation and their clients to develop a health-related activity to both ‘make a difference’ to the organisation and their clients and help you better understand this population group’s needs. Students’ recent projects include designing a Health Corner in a homeless hostel to encourage residents to take a greater interest in their health. Developing guidance for GPs through gathering case studies about how Age UK Plymouth can help their patients and working with adults with learning difficulties to design a poster to educate their peers of when to seek medical advice for abnormally coloured urine.

Through these experiences you will gain important skills and understanding. You will learn about local services, how to design and implement projects and how to communicate with different groups and individuals. You may find your views and assumptions are challenged, for example about the health needs of different community groups. You will explore the relevance of this learning to the wider population and consider how you will use it in your future role as a doctor. You will share your project work and your learning within the School through poster displays and an annual social engagement showcase.



What our students said

“This experience challenged our preconceptions of this client group – rather than them being unwilling to engage as we might expect, they were actually very open and willing to talk.”

“We learnt that in this area supermarket access is limited and healthier food is more expensive; these are both large factors in the lack of healthy eating.”

“We learnt the GPs have a big role in helping clients with drug and alcohol dependence, when overcoming their drug misuse. There are many services in Plymouth to help these clients, but we learnt that it is often difficult for them to access these services.”

“We have learnt the importance of being proactive – being able to develop ideas and follow them through to make worthwhile changes.”

“I have found speaking to the homeless community helpful in breaking down anxieties about communicating with them and what they may be like. I would feel much more confident to speak to members from this group in the clinical setting.”

PENINSULA PATHWAYS TO THE HEALTHCARE PROFESSIONS

As part of our commitment to widening access to medicine, dentistry and healthcare courses, we undertake a series of initiatives in order to raise aspirations and awareness, and to also help target and support the 'least likely, but most able' students. From an access perspective, the student life cycle now commences much earlier, and we are continuing to build on our work with primary school children. PU PSMD currently engages with schools and colleges across the South West of England including local primary schools.

Primary Years

Devon and Cornwall Children's University

The Devon and Cornwall Children's University is part of a national organisation offering children aged 5-14 years an exciting and innovative programme of high quality learning opportunities, with a focus on rewarding participation, raising aspirations and encouraging engagement with learning. It also offers parents a more informal and accessible way to become involved in their children's learning, as Devon and Cornwall Children's University provision is delivered outside school hours, evenings, weekends and during school holidays. Children are given their own 'Passport to Learning' in which they travel to various learning destinations and collect hours of learning towards nationally recognised awards.

Children who participate are rewarded for their learning based on the number of hours of attendance and are presented with Bronze, Silver or Gold certificates at a graduation ceremony organised through Devon and Cornwall Children's University.

As part of this national scheme, PU PSMD in partnership with Devon and Cornwall Children's University, offer 'learning destination' workshops. The aspirational building activities cover topics such as a Teddy Bear Hospital, asthma and airways.

Teddy Bear Hospital

Teddy Bear Hospital is part of a national scheme for primary school children. The main aim is to provide a positive and fun experience for children, whilst at the same time building trust and reducing their anxiety when visiting a doctor or going into hospital.

Our 'Teddy Doctors' are our volunteer medical students, who visit local primary schools and offer



hands-on workshop-based activities such as 'what's in the doctors bag', 'exploring sight', 'our skeletons and bones', 'hand hygiene' and a 'teddy consultation'.

This national scheme is also a great way of getting children to think about health at an early age.

Millfields Inspired

Millfields Inspired is a charity created by the Millfields Trust, whose aim it is to work with the seven primary schools in the Stonehouse area of Plymouth to get their Year 5 children thinking about the world of education and work. PU PSMD supports this programme by inviting school children to visit our facilities here in Plymouth and take part in various hands-on workshop-based activities.

This is a fabulous way of stimulating the children to think about the world around them and the different types of healthcare professions that are available. As the programme is delivered by our own students, this is a strong, positive message to the 9 and 10 year olds that this could be them in the not too distant future, delivering immense power and making future opportunities very realistic and achievable.



Secondary Years

Work Experience

Our work experience programme enables potential students in schools and colleges from Year 10 upwards to experience life as a medical or dental student for up to one week. Visiting pupils will sit in and observe our current students in their learning environment including Clinical Skills Resource Centre, Simulated Dental Learning Environment and the Life Science Resource Centre. There is also an opportunity to experience either a Problem Based Learning (Medicine) or Enquiry Based Learning (Dental) teaching sessions and to visit the state-of-the-art IT and e-Learning resources.

Please note that work experience placements are limited.

"Thank you so much for the work experience programme, I find year on year the positive effect work experience placements have on our pupils. They come back with a buzz, new confidence and real focus."

Careers Co-ordinator, St Boniface School

"This is a great opportunity for me to find out more about the medical programme and to help me with the application process."

Year 12 pupil, Egguckland Community College

e-Mentoring Scheme

Our e-Mentoring Scheme is an online resource that provides the opportunity for potential medical or dental students in schools from Year 10 or above to be mentored by a PU PSMD medical or dental student.

This is a secure platform for students to hear first-hand experiences of our application and interview processes, and hints and tips on personal statements. It also offers students the opportunity to ask various questions about the medical and dental courses and general questions about life as a medical or dental student. This scheme gives extra support from a mentor who will offer you information and guidance to help you feel prepared for your next steps.

To build on the success of the e-Mentoring Scheme and to support our existing students, some of our former e-mentors now working as Foundation doctors, act as mentors for our Year Three medical students to support them through the notable transition from Year Two.

Dental Alumni who are undertaking their Dental Foundation 1 roles are also acting as mentors for our Year Four dental students.



"I found it very interesting and it has given me a better insight into what dentistry is like. It has confirmed that this is the profession I'd like to pursue. Thank you for the opportunity."

Year 10 pupil, Torpoint Community College



Widening Access to Medical & Dental Schools (WAMS & WADS)

PU PSMD's widening access to medical & dental school workshops are student-led hands-on interactive sessions aimed to inspire, inform and support students in applying to medical or dental schools. We also encourage potential students from non-traditional backgrounds to apply, debunking some of the myths surrounding medical and dental schools, such as "only private/grammar school students are accepted". We don't want any student to feel that they cannot pursue their ambition to be a future healthcare professional because of their family or school circumstances.

In addition we support almost all of the PU PSMD widening participation events and Open Days, including facilitating the Teddy Bear Hospital workshops. We also attend career fairs and assemblies held at local schools and colleges. We also run mock interview sessions and give tips and advice on personal statements upon request.



Our volunteers are passionate about teaching and helping a wide range of students pursue a healthcare professional degree. Sometimes a visit from us will start school students thinking about university education when they haven't before. Volunteering for WAMS or WADS looks great on our students CVs, but it's also a lot of fun to teach school students, and sometimes even their teachers.

"My two favourite activities were the breathing machine because it was fun and we experienced using doctors tools. My second favourite activity was 'what's in the doctors bag' because it was exciting and we used the doctors resources on ourselves."

Callum, Year 6 pupil

"I had a wonderful day. I never knew how amazing our body is. What would we do without it? If we didn't have bones we would be all floppy!"

Hana, Year 6 pupil



Overview of our Pathways Years 12 & 13 Programme

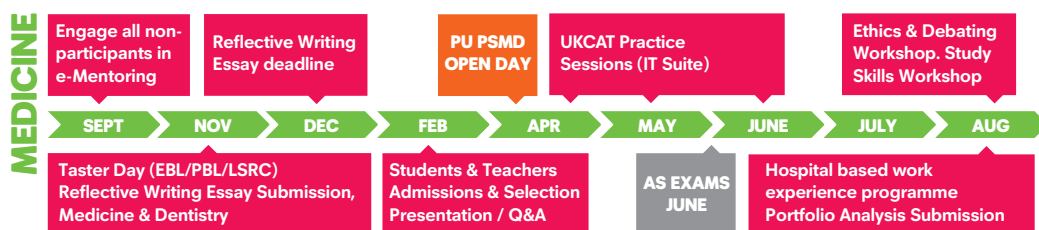
As part of Peninsula Pathways to the Healthcare Professions we offer further support and guidance to potential students considering a career in medicine or dentistry from backgrounds which are under-represented in higher education through various engagement in activities and events.

This programme takes place in Years 12 & 13 and offers support in areas such as study skills, reflective writing and ethics and debating sessions. UKCAT practice workshops, ethical scenario based mock interviews, taster days and the opportunity to join the e-Mentoring Scheme.

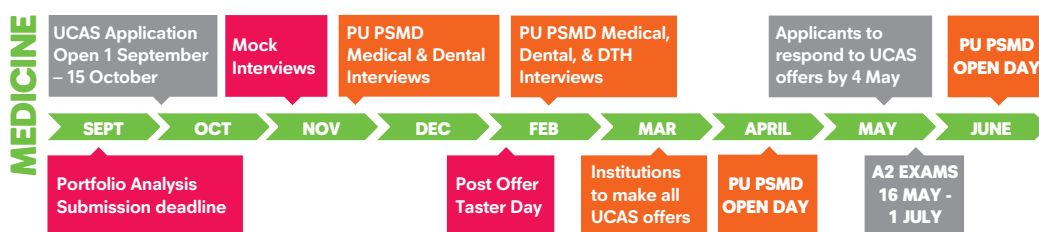
Students are recruited from schools and colleges in the South West of England region.

Pathway Activities ■ Faculty Activities ■ External Activities ■

BMBS (Medicine) Delivery Timeline Yr 12

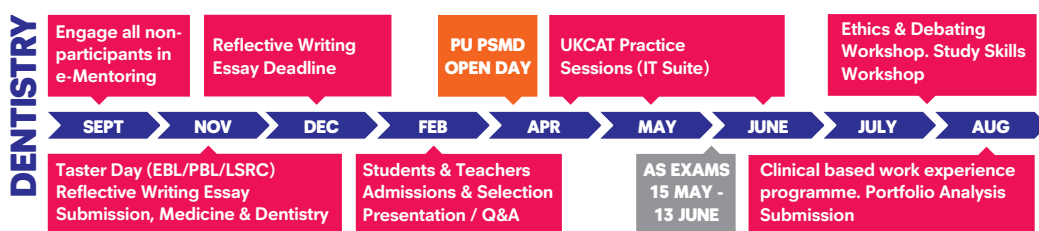


BMBS (Medicine) Delivery Timeline Yr 13

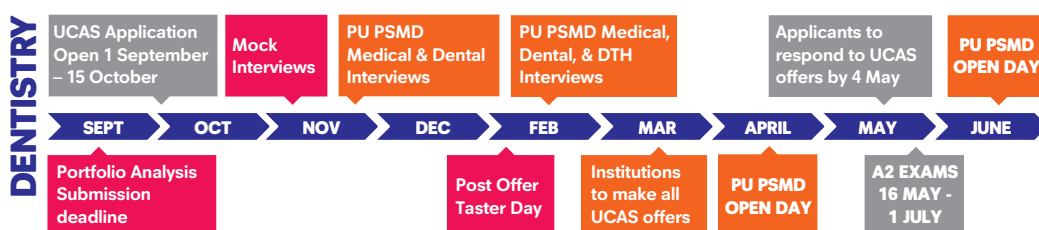


Continual support accessible from e-mentor and Admissions team

BDS (Dentistry) Delivery Timeline Yr 12



BDS (Dentistry) Delivery Timeline Yr 13



Continual support accessible from e-mentor and Admissions team

"I felt very welcomed and comfortable all day. The staff and students were so helpful and no question was too big or too small. Wonderful facilities with the nicest people!"

"Really impressive facilities, welcoming staff and students, and good coverage of the course."

"The whole day was very helpful and gave us lots of information about the University. I especially enjoyed the simulation in Clinical Skills."

"Students on the e-mentoring stand were really good to talk to and gave me a lot of information about joining the scheme."

"Very friendly staff and students who were approachable and engaging, was able to try some clinical skills" (taking blood).

"It was really helpful being able to observe an EBL session and being able to experience using the phantom heads to get a feel of what it's like to study at Plymouth."

"A very well planned day with various activities from EBL to SDLE and visiting the Derriford Dental clinic."



Open Days

We encourage potential students to attend as many open days as possible as this is a great opportunity to learn more about studying the courses, gain an understanding of the curriculum structures and how they are taught. You will also be able to speak with current students and staff, and find out more about the admissions and application processes.

Our Faculty Open Day provision is structured to allow you to get involved with interactive activities in our teaching facilities both on the main University campus and at the Plymouth Science Park.

- Simulated Dental Learning Environment
- Clinical Skills Resource Centre
- Life Science Resource Centre.

We will also have a Peninsula Pathways to the Healthcare Professions information stand at the John Bull Building where you will have an opportunity to speak with staff and students about our various schemes and activities.



British Science Week

British Science Week (BSW), formerly National Science & Engineering Week (NSEW) is a ten-day programme of science, technology, engineering and maths events and activities across the UK.

Each year during March, PU PSMD as part of our 'Science Lab for Schools' programme, invite pupils in Year 9 from local schools and colleges to take part in hands-on laboratory-based science activities using some of the same techniques that we use for our medical research. Visiting students are able to meet staff and students who are doing the research into the biological basis of human diseases, such as cancer and disorders of the nervous system. The pupils take part in three different activities such as extracting DNA (using bananas), culturing cells in the laboratory and using the fruit fly to model and understand human disease.



Outreach Events

Students on the human and health programmes have an opportunity to become involved in outreach events for primary and secondary school children, and the wider public.

Our students are involved in promoting and generating interest in science at the Scitech Showcase event, Big Bang South West, Pathways to Health, and many more.

Nuffield Research Placements

The Nuffield Foundation helps provide over 1,000 students each year with the opportunity to work alongside professional scientists, technologists, engineers and mathematicians. Students in the first year of a post-16 science, technology, engineering and maths (STEM) course are eligible to apply. Placements are available across the UK in universities, commercial companies, voluntary organisations and research institutions. Placements are administered at a regional level by Nuffield coordinators.

Each year PU PSMD host Nuffield Research Placements (previously Nuffield Science Bursaries) during the summer months based in our research laboratory at the John Bull Building in Plymouth. This placement programme is an excellent way for visiting students to gain valuable hands-on experience of a professional research environment and a great insight into the world of research. Students have the opportunity to spend 4-6 weeks working on their project alongside our researchers. Travel expenses are covered by the Nuffield Foundation and additional bursaries are available for students from low-income households.

To find out more about the scheme or to make an application for a Nuffield Research Placement visit the Nuffield website:

www.nuffieldresearchplacements.org

or contact the Regional Coordinator Rachel Delourme rdelourme@cornwall.gov.uk



Professor David Parkinson



"Excellent day, opportunity to use Lab equipment and see science being practiced. The staff and researchers were very patient"

Pupil, Ridgeway School

PRIZES AND AWARDS

Within the Faculty we have an active and expanding portfolio of prizes and awards that recognises the academic achievements of students in their individual courses and across broader skills and activities. In 2015 our students introduced their own awards to recognise the commitment, hard work and inspiration of individual members of staff.

Each year we hold a prize-giving evening to celebrate these successes in the company of family, friends, sponsors and members of staff from our Schools of Medicine, Dentistry and Biomedical & Healthcare Sciences. The Dean opens the event and the three Heads of School introduce their students and the prizes they have won. A photo opportunity captures the presentation to winners by our sponsors and the ceremony is followed by drinks and canapes.

We are grateful for the ongoing support and generosity of our sponsors. As prizes and awards evolve, we would welcome new sponsors interested in backing one of the existing prizes or adding to the portfolio of academic and community engagement activities recognised.

Rewarding excellence encourages our students to keep aiming high and to meet the challenges of their future healthcare professions.

If you would like to sponsor an award please email: pcmd-events@plymouth.ac.uk

The Freya Barlow Award

2016 saw the Inaugural Freya Barlow award presented to Ben Chandler for progress in skilled communication.

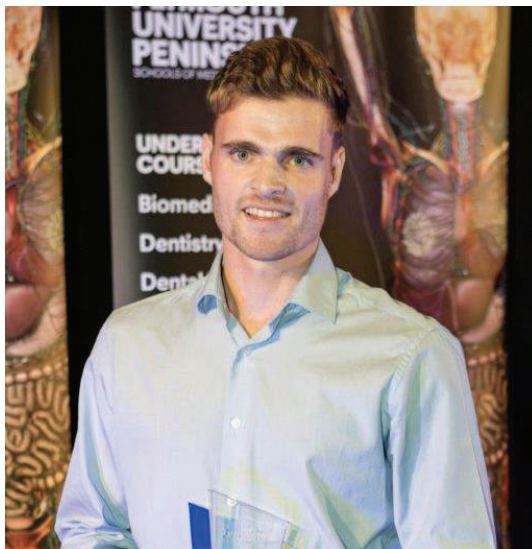
This award is in honour of an extraordinary young lady who studied at the Peninsula College of Medicine & Dentistry and who died in 2014, after a courageous fight with leukaemia. Freya showed strength and determination to succeed when things became difficult and through communication, she made people feel special and the centre of her world. The award is given to a second year student who demonstrates excellent communication skills and professionalism.



Tatsiana Samalazava receiving her award from Mr Matthew Jerreat, the Chair of Prizes & Awards Committee



Tamsin Pritchard receiving her award from Professor Andy Evenden, Associate Dean Teaching and Learning.



Ben Chandler winner of the Freya Barlow Award

RESEARCH

A Commitment to World Class Research

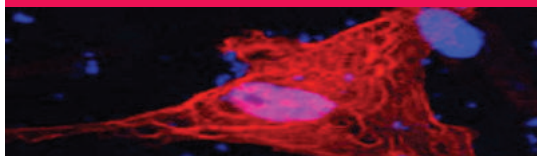
It is important that the effort we put into providing world class education to you is matched by our commitment to world class research.

Internationally-renowned research teams are supported by state-of-the-art laboratory facilities, leading biostatisticians and active links with the NHS in the region (especially Plymouth Hospitals NHS Trust), resulting in research projects that are designed to have the maximum impact on human health the world over.

Our Research Themes

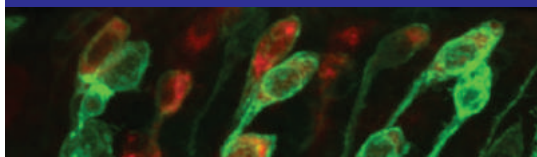
CANCER

Using Biological Information and Genetics to Improve Patient Therapy



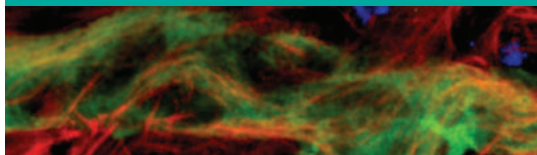
CLINICAL NEUROSCIENCE

Developing New Treatments for Neurodegenerative Disease and Repair



INFECTION, IMMUNITY AND INFLAMMATION

Improving Diagnostic and Therapeutic Strategies for Infectious Disease



Architect's impression of new research building

The results of the 2014 Research Excellence Framework showed the Schools' research in Clinical Medicine ranked 13th overall (out of 31 submissions), and first in the country in terms of the Grade Point Average (GPA) for medical research 'outputs', based upon the quality of its publications and the number of citations.

Building work has begun on a £14.8 million state-of-the-art Derriford Research Facility for life-changing medical and health research at Plymouth University. The 2,300 square metre facility will be on the site of the headquarters of Plymouth University Peninsula Schools of Medicine & Dentistry at Plymouth Science Park.

The new facilities will see scientists from other areas of the University introducing their work to the mix, from the diagnosis of Down's Syndrome to antibiotic resistance, the use of viral vectors as a way to disseminate vaccines for Ebola and bovine TB, the role of ancient DNA in modern health, genetic influences on postnatal depression, and others.

The position of the new laboratories will result in greater collaboration between all medical and health researchers at Plymouth University and with research clinicians from Plymouth Hospitals NHS Trust.

To find out more about our research visit:

www.plymouth.ac.uk/peninsula

CAMPUS LOCATIONS

Medical Students

The majority of students admitted to the BMBS course will spend all five years based in Plymouth, except for any clinical placements that may be located within commuting distance outside of the city. In Year Five of the BMBS course, South Devon Healthcare NHS Foundation Trust will host placements for a group of final year students, who will spend the year in Torbay.

Plymouth: Portland Square Building

Situated on the Plymouth University campus, a five-minute walk from Plymouth city centre and the sea, Portland Square provides a Life Sciences Resource Centre, teaching facilities and telematic lecture facilities for students in Years One and Two.



Portland Square Building



John Bull Building



John Bull Building, Headquarters of Plymouth University Peninsula Schools of Medicine & Dentistry

Plymouth: John Bull Building

The John Bull Building is the headquarters of the Plymouth University Peninsula Schools of Medicine & Dentistry. It is located on the Plymouth Science Park adjacent to Derriford Hospital, part of Plymouth Hospitals NHS Trust, and contains teaching facilities, a telematic lecture theatre, a Clinical Skills Resource Centre, a Life Sciences Resource Centre, laboratory space and offices.

Dental, and Dental Therapy & Hygiene Students

Years One and Two of the Bachelor of Dental Surgery course are delivered primarily at Portland Square, situated on the Plymouth University campus, and at our clinical Dental Education Facilities in Plymouth Devonport and Derriford.

In Years Three, Four and Five, the clinical dentistry modules within the course will be delivered at the clinical facilities in Plymouth Devonport, Plymouth Derriford, Exeter and Truro. Students must expect to travel to Exeter and be based in Plymouth and for one year in Truro during the course.

These facilities have been designed and built specifically to meet the needs of dental students and are integrated with local NHS dental care provision to allow students to gain experience of both routine and specialist dental care.

BSc (Hons) Dental Therapy & Hygiene students will spend Years One, Two and Three in Plymouth.

For more detailed information on all of our Dental Education Facility locations, please visit:

www.plymouth.ac.uk/peninsula



Derriford Dental Education Facility

Biomedical & Healthcare Sciences Students

The School of Biomedical and Healthcare Sciences is based on the main University campus, close to the city centre. Students on all of our courses will be taught on campus for the majority of their sessions in lecture theatres and seminar rooms across the campus, and in undergraduate teaching laboratories in the Davy Building. You will find some of the best undergraduate laboratories in the country here.

Specialist facilities include exercise physiology, a nutrition unit, histology, DNA sequencing, electron and confocal microscopes, tissue culture and controlled environments. The University library houses nearly half a million books, journals and other resources and has a 24/7 open access computing area, media workshop and study rooms.



Frobisher Halls of Residence

ACCOMMODATION

Living in halls is an ideal way for you to build lifelong friendships and adjust to university life in a supportive environment during your first year. Residence Life is the department at the University that helps you join a wonderful living community when you arrive with us.

We offer a variety of halls of residence to choose from, all of which are in a safe and friendly environment based on campus, adjacent to the campus or within 15 minutes walking distance of the university.

Our website contains more information on the variety of halls available and includes further details on the amenities, including rooms available, the different common rooms and the specific locations to determine which hall is best suited to you.

We guarantee a place in our halls to all undergraduate first year students who make Plymouth their first choice and apply before 1 July 2017. Please note that the guarantee does not apply to students who will have a conditional status after 31 August 2017.

www.plymouth.ac.uk/student-life/services/accommodation

Students with Disabilities and Special Medical Conditions

Rooms adapted for students with specific medical requirements are available. Please make sure you detail these in your accommodation application and register with the University Disability Assist Service office to ensure we can assist you.

Applying for Your Hall

Our application portal is open in the spring and can be accessed via our Residence Life webpages. You can indicate your hall preference at the time of making your application and once you have been allocated to a specific hall, you will be allocated a room prior to arrival.

Through your answers to the profile questions in your application we will endeavour to match you with people with similar living habits and interests.

International Students

International students can apply for accommodation using the same application portal on our website as all other students. The Residence Life office work closely with the International Office to ensure the needs of our international students are met and that support continues throughout your time living with us.

OPEN DAYS 2017

Come along to our Open Days on **Saturday 29 April 2017** and **Wednesday 28 June 2017** where you can meet our Faculty students and staff to find out more about our courses.

Biomedical & Healthcare Science visitors will be able to talk to students and staff and tour the teaching and laboratory facilities on our main University campus.

Medicine and Dentistry visitors will have the opportunity to get involved in interactive activities taking part in our Simulated Dental Learning Environment, Life Science and Clinical Skills Resource Centres both on the main University campus and in our Faculty teaching facilities on the Plymouth Science Park.

Medicine visitors will be able to have a tour of our teaching facilities within Derriford Hospital.

Dental visitors will have an opportunity to visit our Dental Education Facility at Derriford, adjacent to the John Bull Building, and tour the clinic areas.

Current students and academic tutors will be demonstrating Small Group Learning (Medicine) and Enquiry Based Learning (Dentistry) during the day.

Further details about this and other Open Days taking place in 2017 can be found on our website.

Reserve your place online at:
www.plymouth.ac.uk/open-days



IMPORTANT NOTICE

This prospectus describes the undergraduate courses offered by the Plymouth University Peninsula Schools of Medicine & Dentistry (the “University” or “We”). If you should become a student of this Faculty, you will receive further information describing the educational and other services offered by the (University of Plymouth the “University” or “We”). In particular, you will be notified of the code of conduct, regulations, assessment matters and other documents that will form part of the terms of your enrolment with the University.

This prospectus was printed in January 2017, which may be more than a year before you start your studies. The University has taken steps to ensure that the contents of this prospectus are correct and accurate at the date of publication. However, details may change and courses listed in this prospectus may need to be varied, replaced or withdrawn for the reasons mentioned below. When you are considering this prospectus, please check our website at www.plymouth.ac.uk/peninsula (the “Website”) for the most up-to-date course information available. In the event of any inconsistency between the Website and this prospectus, the Website shall take precedence.



The University shall use its reasonable endeavors to provide educational services as described in this prospectus, the further documents referred to in it and the Website. However, the University does not guarantee such services. It may be necessary for the University to vary the terms, content or delivery of courses from those set out in the prospectus or Website, discontinue, merge or combine options within courses, or introduce new options or courses for the following reasons:

- to comply with changes in relevant laws and regulatory requirements;
- to address an event which is outside the University's control (such as the unavailability of key teaching and other staff; the acts or omissions of placement providers; over- or under-demand from students; lack of funding; cancellation of third party licences; changes in the requirements of a commissioning or accrediting body; government restrictions; strikes or other industrial action; civil unrest; severe weather conditions; or failure of telecommunications networks); or
- to reflect student feedback or matters of academic judgment, to accommodate changes or developments in learning and teaching theory, practice or facilities, or to keep courses, practices and areas of study up to date.

The University may also cancel a course before its start date where an insufficient number of applications, offers or acceptances mean that the student experience cannot be guaranteed or the course is no longer viable for academic, regulatory, legal, commercial, financial or other reasons.

If an entire course is cancelled before its start date, the University will take steps to provide students with an alternative course or will refund any payments they have made in advance.

If part of a course is cancelled or changed, the University will take steps to mitigate the effects (which may include providing an alternative course).

The University will not be liable for any failure or delay in performing any of its services caused by any such event.

If you become a student of the University, this prospectus (including this notice) – as amended by the Website, your application and offer letter, the student contract, the University's Instrument and Articles of Government, any other agreement relevant to your course, the University's code of conduct, regulations, policies and procedures and any other information referred to in those documents – shall constitute the terms of the agreement between the University and you.

Any offer of a place made by the University to you would be made on the basis that, in accepting such an offer, you consent to the incorporation of this notice and the documents mentioned in it as terms of any such agreement.



Plymouth
Britain's Ocean City



Plymouth is proud to be
a Fairtrade university
www.fairtrade.org.uk



When you have finished with
this prospectus please recycle it

PLYMOUTH UNIVERSITY PENINSULA

SCHOOLS OF MEDICINE & DENTISTRY

Admissions (Medicine, Dentistry & Healthcare Science)

T: +44 (0)1752 437 333

F: +44 (0)1752 517 842

E: meddent-admissions@plymouth.ac.uk

www: www.plymouth.ac.uk/peninsula

Admissions (Biomedical Science, Human Biosciences, Nutrition, Exercise & Health)

T: +44 (0) 1752 585858

E: prospectus@plymouth.ac.uk

W: www.plymouth.ac.uk/peninsula

Plymouth University

Peninsula Schools of Medicine & Dentistry

The John Bull Building,

Research Way,

Plymouth Science Park,

Plymouth PL6 8BU UK