

# Speakers

**NON-STAN**

**DARD**

**NAMES**

# ADMISSIO

**NS** Preparing for

the interview, audition  
and portfolio in the UK

**Session overview**

**Students to**

**NAMES**

**as can**

**many**

**apply**

**universities  
as they  
want in the  
UK.**

**Students**

# NAMES

**apply to  
specific  
majors at  
admissions.**

**British**

**NAMES**

**universities**

**only care**

**about test**

**scores.**

**Students**

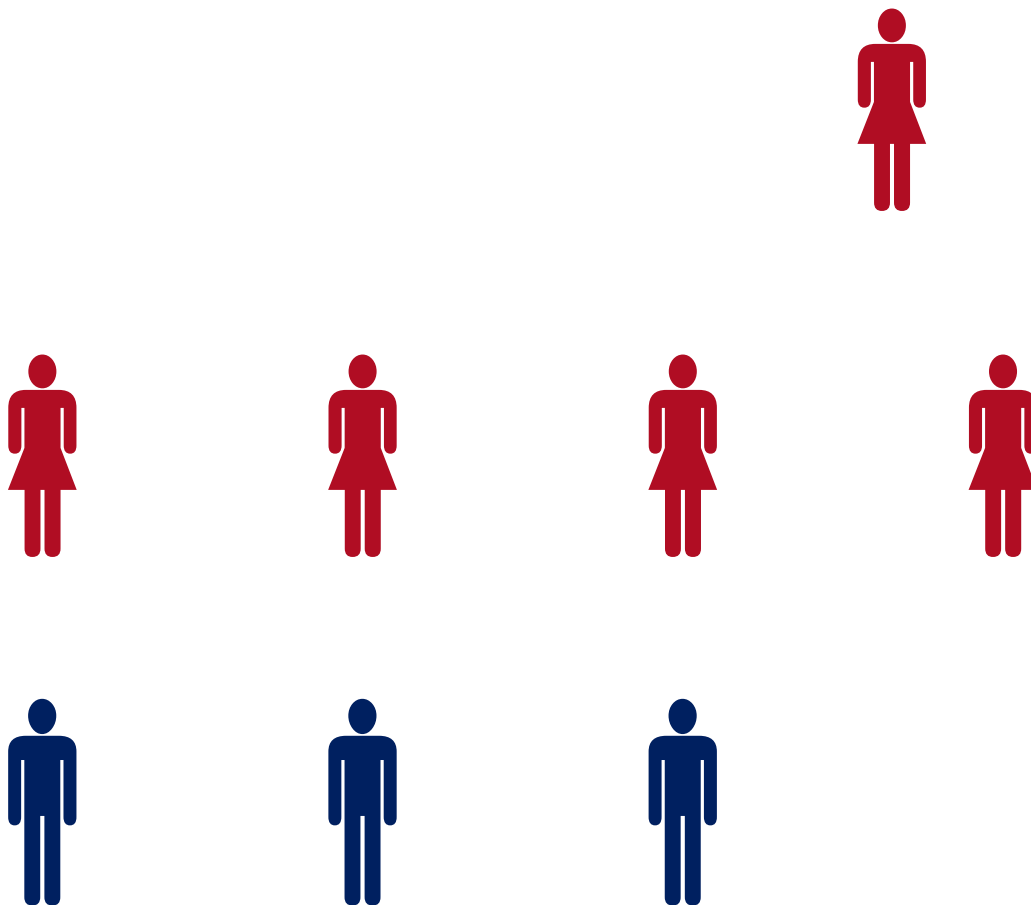
**NAMES**

**can easily**

**change**



**course/  
major in the  
UK.**



**61% female**



# UK Education Structure

1

2 3

**PROGRAM** LLB (Hons)

Law

**EXAMPLE**

**Subject based  
admissions**

**STANDARD**

# **NON-STANDARD**

## **Courses with non-standard requirements**

- Academic requirements
  - Medicine, Dentistry, Nursing
  - Law
  - Mathematics (or related subjects)
  - Primary education
  - Social work
- Talent based degrees
  - Performing arts
  - Visual arts and design

- Architecture
- Universities of Oxford and Cambridge

**Professionally accredited  
degrees**

**Meet academic  
requirements of training  
Third most popular major**

Nursing (238K) Psych. (106K) Law  
(103K)

**Nine UK universities**

**require the  
Standard  
LNAT exams  
admissions at most  
500 global locations  
institutions**

11690

7335 7165 7120 7085 6910 6700 6070 6045 5695

China Norway Ireland Korea  
(South)

Hong Kong (SAR)

Japan Germany Cyprus  
(EU)

France United States

**Creative Arts & Design:**



# **Top 10 sending countries 2002 – 2013 (HESA) Medicine & Dentistry: Top 10 sending countries 2002 – 2013 (HESA)**

12690

4180

3055 2885 2555

1175 1135 1120 1110 1050

# **Professiona**

**I NAMES**

**degrees are  
available at  
the  
undergradu**

**ate level.**

**NAMES**

**Students**

**share**

**rooms in**

**student  
housing.**

**Students  
can waive  
privacy**

**rights for  
their  
reference.**

**NAMES**

**British**

**programs  
are highly  
specialized.**

**THAT'S GREAT  
BRITAIN**

Iain Harris  
International  
Recruitment Manager

Creative arts degrees, the business degree of the future? It's the depth of practice of an arts degree that sets it apart and makes graduates so unique, these degrees open more doors than ever before, says Mat Hunter

## **Creative industries 'booming' in UK**

1 July 2015

Entertainment & Arts

## **Record high for UK's creative industries**

**A creative degree could make you more employable than you think**

13 January 2015

Entertainment & Arts

Creative careers have traditionally been seen as hard to break into, but doors are opening for students with talent



'Ignore creative subjects at your peril' Studying a creative degree means you'll develop the skills required to join a sector that's providing more job opportunities than ever before, says Prof Anne Carlisle

Accelerated Entry

Direct Entry

University Arts and Design schools

Specialist Arts College  
Foundation

# Academic Grades Personal Statement

# Interview

**northumbria** UNIVERSITY NEWCASTLE

**northumbria UNIVERSITY NEWCASTLE**

**northumbria UNIVERSITY NEWCASTLE**

***Side View***





# Applying to Medicine

Kate Whiston Deputy Head of  
International Recruitment Keele  
University

## Quick fire Quiz

1. The current maximum percentage of international places at any public UK

Medical School is: a)7.5% b)17.5%  
c)27.5%

2. True or False: All public UK Medical

Schools require UKCAT

3. How many public UK Medical Schools can one student apply to in any one

application cycle?

a) 1 b)4 c)As many as they like

4. True or False: UK Medical Schools give preference to applicants whose

parents are doctors

5. True or False: American nationals must have an undergraduate degree

before they can start a Medical degree

in the UK.

# **UK Medical**



# Schools A-Z

[Aberdeen \(University of\), School of Medicine](#)

[Barts of London and The London School of Medicine and Dentistry, Queen Mary,](#)

[University Birmingham \(University of\), School of Medicine](#)

[Brighton and Sussex Medical School](#)

[Bristol \(University of\), Faculty of Medicine](#)

[Cambridge \(University of\), School of Clinical Medicine](#)

[Cardiff University, School of Medicine](#)

[Dundee \(University of\), Faculty of Medicine, Dentistry and Nursing](#)

[Edinburgh \(The University of\), College of Medicine and Veterinary Medicine](#)

[Exeter \(University of\), Medical School](#)

[Glasgow \(University of\), College of Medical, Veterinary and Life Sciences](#)

[Hull York Medical School](#)

[Imperial College School of Medicine, London](#)

[Keele University, School of Medicine](#)

[King's Thomas' College Hospital\) London School of Medicine \(at Guy's, King's](#)

[College and St Lancaster University, Faculty of Health & Medicine](#)

[Leeds \(University of\), School of Medicine](#)

[Leicester \(University of\), Leicester Medical School](#)

[Liverpool \(University of\), Faculty of Health and Life Sciences](#)

[London School of Hygiene and Tropical Medicine \(Postgraduate Medical School\)](#)

[Manchester \(University of\), Faculty of Medical and Human Sciences](#)

[Newcastle University Medical School](#)

[Norwich Medical School, University of East Anglia](#)

[Nottingham \(The University of\), Faculty of Medicine and Health Sciences](#)

[Oxford \(University of\), Medical Sciences Division](#)

[Plymouth University Peninsula Schools of Medicine and Dentistry](#)

[Queen's University Belfast, Faculty of Medicine and Health Sciences](#)

[Sheffield \(The University of\), School of Medicine](#)

[Southampton \(University of\), School of Medicine](#)

[St Andrews \(University of\), Faculty of Medical Sciences](#)

St George's, University of London

Swansea University, School of Medicine

University College London, University College Medical School

Warwick (The University of), Warwick Medical School

The University of Buckingham Medical School

# **Why is the admission so tough?**

- Limited seats for international students
- High volume of applications
- Academic prowess is

important but  
emotional intelligence,  
social skills, self  
awareness, stamina,  
focus and ambition are  
also critical to success  
as a medical  
professional so the  
application process  
has to test all of these

# **Typical UG Medical programme in UK**

- **Phase one (years 1 and 2)**

Students will study the foundations of the biological, social, behavioural and clinical sciences underpinning medicine.

However, within a few weeks of starting their scientific studies they will be meeting patients in

the community and in teaching hospitals.

- **Phase two (years 3 and 4)**

Ongoing clinical science teaching but with a significant increase in clinical learning in teaching hospitals and community settings; the driver is to enable students to acquire clinical competence.

- **Phase three (year 5)** Final consolidation and integration of the previous four years of study; students are expected to take on supervised responsibility for patient care.

## **Entry Routes**

- **Foundation Programme**

- Year 1
- Graduate entry

**BEWARE:** Some  
Foundation

programmes are not  
suitable for students  
who have already  
taken significant  
science in high school.

**BEWARE:** Not all UK

Medical Schools will accept a Foundation programme for entry to year 1.

**STUDENTS MUST  
DO THEIR  
RESEARCH!**

**What else?**

- External tests –



# UKCAT, BMAT or GAMSAT?

- IELTS
- Experience in a caring environment
- Personal statement
- Roles and

Responsibilities Form

- **Application**

**submission: October**

**15th**

# **Experience in a caring environment**

- Minimum 120 hours
- Hands-on experience is critical
- If experience is paid, what has the student

done above and  
beyond the  
requirements of their  
job?

- Long term caring for  
a parent or relative in  
the home is sufficient  
as long as it is above  
what a normal  
teenager would do

# Points of caution

- Observing or shadowing a doctor is useful to help students understand more about the profession but it doesn't gain credit as

experience

- Titles of roles are not sufficient – personal

responsibilities should

be explained

- Regular commitments gain more credit than

one- off events

- Students should be able to evidence helping an individual human rather than a group or an animal

## **Multi Mini Interviews**

- Test a range of skills

and breadth of  
knowledge and  
understanding

- 7-12 stations lasting approximately 5-6 minutes each
- Stations manned by Academics, Consultants, Students and lay interviewers

- Role play,  
discussion, videos,  
tests

## **Interviews What are they testing?**

- Verbal and non verbal  
communication
- Capacity for self- reflection
- Clarity of motivation



- Ability to undertake simple

but relevant data handling

- Capacity for logical

thinking

- An awareness &

understanding of ethical,

legal and professional

issues

- Can students balance commitments?
- Empathy and a caring disposition
- An understanding of what a medical career actually involves

**Helping your  
students to**

# **prepare for the interview(s)**

- Get them used to answering questions under pressure
- Encourage them to talk directly to the interviewer
- Make sure they can articulate a clear and firm understanding of why they want to be a doctor
- Teach them to listen and respond appropriately, not just

to blurt out rehearsed answers

- Encourage them to develop an awareness of current scientific, political and social issues affecting health and healthcare. Whilst local knowledge is good, they will be training in the UK within the NHS and should be able to demonstrate some awareness of UK specific issues

# Your turn!

## Any questions?

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## Questions

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**THAT'S GREAT  
BRITAIN**