

liveDevet

**Liverpool
Life Sciences UTC**

WINTER 24

ALUMNI

**FROM CLEARING TO
CADAVER**

YEAR 12

**INAUGURAL WORK
EXPERIENCE BEGINS**

YEAR 12

**WHISTON HOSPITAL
WORK EXPERIENCE:
A TEACHER'S
PERSPECTIVE**

FROM CLEARING TO CADAVER

From Clearing to Cadavers: Turning Setbacks into Success by Abdullah Albeedh



For many students, the journey to medical school is a direct path paved by top grades, an offer from a prestigious university, and the anticipation of years of rigorous study. But for me, my journey wasn't so straightforward. It involved unexpected twists, resilience, and eventually, cadavers.

I had always dreamed of studying medicine at UCL. I knew that getting there wouldn't be easy, but I was determined. When I received my A-level results, I was overjoyed to see that I had earned A*A*A however, there was one major disappointment—I didn't achieve the required A* in mathematics. This was a huge blow, as I had worked tirelessly to secure the grades needed to meet my offer for medicine at UCL.

Despite the setback, I was determined not to give up on my dream. I immediately looked into my options and found myself heading into Clearing, unsure of what the next steps would look like. It felt like a huge risk, but I knew I had to stay focused on my goal. To my relief, Keele University offered me a place to study medicine. It wasn't UCL, but I quickly realised that this was an incredible opportunity, and I was ready to embrace it.

The Clearing interview was an unexpected but valuable experience. What struck me most was how similar it was to the interviews I had prepared for as part of the MedVet programme. The questions they asked were all about professionalism and ethical scenarios, and how I would handle different situations as a future medical professional. I had spent months practicing responses for hypothetical scenarios, so when they asked about medical ethics—a topic I had extensively prepared for—I felt confident answering. It was a relief to see that the hard work had paid off, even though I hadn't initially expected to be in this position.

On my first day at Keele, I was faced with an experience that would forever change my view of medical school: dissecting a cadaver in an anatomy class. For many, this is a defining moment, a reminder of the gravity of studying medicine. There I was, in the dissection room, surrounded by fellow students, working on a human body that would help us learn the intricacies of the human anatomy. The atmosphere was intense, yet incredibly humbling. It was a powerful reminder of why I had chosen this path—to be able to understand the human body at the deepest level and to help people in their most vulnerable moments. Looking back, I realize that my journey wasn't as I had planned. Missing the A* in maths was tough, and there were moments of doubt. But entering through Clearing didn't diminish the value of my place in medical school; in fact, it made me more resilient. Keele might not have been my first choice, but it has turned out to be an excellent fit for me. The supportive community, the hands-on learning opportunities, and the focus on developing compassionate, well-rounded medical professionals have made my experience so far truly fulfilling.

EXCITING GUARANTEED WORK EXPERIENCE IN THE NHS FOR MEDEVET STUDENTS BEGINS!

We are thrilled to announce that the inaugural MeDeVet placements at Whiston Hospital have begun. Students have had the opportunity to gain practical experience, shadow professionals, and learn in a dynamic healthcare environment that is the NHS.

Here's a look at the week:

Monday: Welcome and Introduction Day

- **Morning:**
 - Arrival and meet-and-greet with the entire healthcare team.
 - Completion of mandatory training sessions including Infection Prevention and Control (IPC), Moving and Handling, and Fire Safety.
- **Afternoon:**
 - 'Patient Journey Tour' of the hospital. This includes a guided tour of critical areas such as A&E (Accident & Emergency), providing a rare glimpse into emergency care.
 - Introduction to the three rotational placement areas for the upcoming days.

Tuesday, Wednesday, Thursday: Departmental Rotations

- **Morning to Early Afternoon:**
 - Rotational placements in three departments/wards such as Orthopaedics, Frailty, General Surgery, and Cardiology.
 - Work closely with assigned mentors to gain hands-on experience and insight into each specialty.
- **Afternoon (2 PM):**
 - Return to the Skills Academy for a debrief of the day's events.
 - Participate in training sessions and activities in the Skills Lab, including working with the simulation team on simulated patients to monitor stats, administer meds, perform resuscitation, and use stab kits.

Friday: Career Day & Wrap-Up

- **Morning:**
 - Meet with senior staff, junior doctors, and the Apprentice of the Year.
 - Engage in discussions about career opportunities and listen to individual career journey stories.
- **Afternoon:**
 - Full debrief and evaluation session.
 - Participate in a Q&A session to wrap up the week's experiences



“ ”

We are thrilled to invite MeDeVet students to participate in our bespoke work experience program designed specifically for aspiring doctors and dentists. This program is tailored to provide you with a comprehensive understanding of various medical and dental disciplines. This initiative is part of our commitment to growing our own workforce for Liverpool, nurturing local talent, and investing in the future of healthcare in our community. Emma Greenough, NHS work experience coordinator

WORK EXPERIENCE: A TEACHERS PERSPECTIVE

Following an intensive work experience placement at Whiston Hospital, the students have reflected on their experiences. Many talk of it providing insight into the multifaceted nature of patient care. For many, this was a chance to observe the intricate processes of diagnosis, treatment, and communication within a medical setting and students have gained a newfound appreciation for the critical roles of nurses, physiotherapists, doctors, pharmacists and biomedical scientists. It was particularly noted that the nurses and physiotherapists displayed compassionate care, patience, and significant contributions to a patient's recovery journey. Observing acts such as nurses spending extended time with dementia patients or physiotherapists guiding stroke patients through rehabilitation highlights the essential, patient focused nature of their work. Without exception, these interactions reaffirm their aspirations in healthcare. Students were surprised by the diversity of roles within the system, and gained a deeper understanding of collaboration in multidisciplinary teams.

These experiences have solidified career choices, enabling students to speak confidently about their motivations and the steps they have taken to prepare for their chosen paths. Exposure to various specialties has steered some towards or away from particular fields based on their observations. For example, one student is now absolutely certain she wants to be a physiotherapist instead of a GP and others have determined that working in the biomedical / pathology lab would be an excellent alternative career path to pharmacy as a plan B to medicine.

Experiencing the realities of patient care, teamwork, and the demands of medical environments has equipped students with practical insights they can reflect upon during university interviews and application processes. First hand exposure to the responsibilities of healthcare professionals allows students to articulate their understanding of the profession, demonstrating maturity, empathy, and an awareness of the challenges involved.

