School of Healthcare
FACULTY OF MEDICINE AND HEALTH

UNDERGRADUATE COURSE GUIDE
2019
BSc Adult Nursing / BSc Child Nursing
BSc Mental Health Nursing
BSc Midwifery / BA Social Work

NO1 Number one English university for Adult, Child, Mental Health Nursing and Midwifery in Russell Group. Complete University Guide 2019

DRIVING POSITIVE CHANGE

UNIVERSITY OF LEEDS
Our mission as a School of Healthcare is to provide excellent education for our students and deliver excellence and impact in our research, so that we improve the health and well-being of people through our professional graduates and research collaborations. Our aim is to develop the best professional in any given situation. To remain in control and be flexible and adaptable, whether working alongside practitioners or service users in health or community settings delivering quality care.

Commitment and dedication
Our programmes are some of the most challenging in the University and studying with us requires commitment, determination and dedication. Our courses involve practice and academic study and continue throughout the year, as you build your skills and knowledge.

Empathy and listening skills
Our students are comfortable talking and listening to others, they are able to show understanding and empathy, recognise need and be able to remain in control and be professional in any given situation.

P8 GREAT NEW HEALTHCARE FACILITIES
The University has invested £520M in developing the campus and Healthcare has new hi-tech clinical skills facilities. We have some of the best clinical skills provision in the country with six different training wards and skills rooms, including specialist nursing wards, a midwifery ward and a fully furnished flat for community care practice.

P10 THE BEST PLACEMENT EXPERIENCES
By studying at Leeds, you will have access to outstanding placements. These consist of a broad range of environments which expose you to a diverse range of experiences, under the supervision and guidance of expert health and social work practitioners. Our placements combine high quality health and social work provision with academic research, pushing the boundaries of practice and policy, so driving positive change.

P6 BEST INTERNATIONAL EXPERIENCE
We believe in offering you the broadest experience possible for nursing and midwifery courses and we offer international modules with healthcare providers around the world so you can experience healthcare in other cultures. Our students have travelled to Africa, China and Kathmandu to assist in hospitals and communities. It’s often a life-changing experience.

CONTENTS
4-5 Our People
6-7 Our Student Experience
8-9 Our Facilities
10-11 Our Placements
12-13 Our City
14-15 Our Student Support
16-17 Our Research
18-21 BSc Adult Nursing
22-25 BSc Child Nursing
26-29 BSc Mental Health Nursing
30-33 BSc Midwifery
34-37 BA Social Work
38 International Students
39 For Parents
40-41 Finance
42-43 Accommodation

SCHOOL OF HEALTHCARE GRADUATES ARE RESPECTED AND VALUED THROUGHOUT THE COUNTRY AND ACROSS THE WORLD. THIS IS WHY:

Our principles
As a provider of graduates to health and social work we reflect and support the key values of putting service users first, showing respect and dignity and being inclusive and supportive to all. Quality of care – safety and effectiveness, needs to be right every time and we ensure compassion is at the heart of every contact we have. We expect excellence and professionalism as a constant.

Commitment and dedication
Our programmes are some of the most challenging in the University and studying with us requires commitment, determination and dedication. Our courses involve practice and academic study and continue throughout the year, as you build your skills and knowledge.

Flexibility, adaptability
Our students need to be flexible and adaptable, whether working alongside practitioners or service users in health or community settings delivering quality care.

Empathy and listening skills
Our students are comfortable talking and listening to others, they are able to show understanding and empathy, recognise need and be able to remain in control and be professional in any given situation.

IMPORTANT INFORMATION
Information provided by the University, such as in presentations, University brochures and on the University website, is accurate at the times of first disclosure. However, courses, University services and content of publications remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the University leading to required changes. Such circumstances include industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person’s expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the University, the University must give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so. Offers of a place to study at the University will provide up-to-date information on courses. The latest key information on courses, entry requirements and fees can be found at courses.leeds.ac.uk. Please check this website before making any decisions.
Our People
Setting Standards, Changing Lives
At the School of Healthcare, we are proud to use our knowledge, to improve the lives of others, whether changing health and social work policy or setting international standards. These are just a few snapshots of our staff and students who help make our School a unique place to study.

Professor Swallow Given Excellence in Family Nursing Award
Professor Veronica Swallow has been recognised for her contributions to transforming family health and advancing family nursing and for her outstanding contributions and achievements in this field.

The prestigious International Family Nursing Association (IFNA) 'Excellence in Family Nursing Award' was awarded to Professor Swallow at the IFNC13 conference. She was elected to the Board of Directors for the International Family Nursing Association a year ago and organised the first international family-focused health care conference, here at the University.

Chanai Transformed from Mentee to Mentor
Chanai Edmeade is a graduate of our BA (Hons) Social Work students and she has become something of a leader in the world of mentoring disadvantaged youngsters into education and careers.

“I completed the Career Ready programme at Leeds East Academy about three years ago. That led me to inspire and encourage young individuals to think about their future and creating an ambitious pathway. I can now host events to help others progress”.

Joe – Research and Leadership Scholar
Joe Walton is one of the three Undergraduate Research and Leadership Scholars (UGRLS) from the Faculty of Medicine and Health. The two year scholarship aims to develop the research and leadership skills of scholars through the opportunity to participate in established academic research projects and a series of leadership events/residials.

Joe will be joining Dr Jimmy Choo on his project exploring skin integrity and the use of emollients in skin care, to gain a greater understanding of the skills and methods used in healthcare research before working towards publishing a journal article.

Joe said, “I will also attend residencies throughout the two years that focus on developing team-work, presentation, interview, networking and writing skills. Additionally I will act as an ambassador for the School and Faculty project in areas relating to the UGRL Scholarship. This might include presenting my work to other students and staff, supporting the School and Faculty at Open Days, or undertaking presentations to current or potential donors.”

Kirsten Wins Partnership Award for Innovation
Kirsten Huby, Nursing lecturer and Admissions lead, has recently won the University Partnership Award for Innovation.

Kirsten said, “I ran a Healthcare Ethics and Law module in semester one and the Child Nursing students took part in a pilot where their sessions were taught through a blended learning format. We used Blackboard Collaborate, blogs, podcasts, videos and Articulate packages, as well as face to face sessions and key lectures. I spent a lot of time working with the students to ensure that we all knew what we were doing and could learn from and support each other as we tried new ways of enhancing teaching and learning. I never expected to win and still haven’t really taken it in.”

Midwifery Student Conference Success
Our Leeds University Unison Midwifery Society (LUUMS) held their second annual conference, “What is risk? Achieving normality in maternity care” following last year’s successful inaugural event.

The conference was packed with midwives, students and doulas for the lively and engaging sessions.

Sarah Forster, LUUMS president said “We networked with inspirational maternity professionals, shared stories and talked about normalising the care women receive, how we perceive risk and all came together as a midwifery community.”

Professor Spilsbury’s £1m Research Study
Professor Karen Spilsbury is leading two major national research projects, firstly a £1M study for the National Institute for Health Research on how to improve care quality for residents in care homes and promote effective working between health and social care providers.

She is also leading a study on the efficacy of Values Based Recruitment in the NHS, funded by the Department of Health.

Professor Spilsbury is a member of the National Institute for Health Research Health Services and Delivery Research Programme Commissioning Board.

She is a member of a number of advisory committees influencing national practice and policy, including an Independent Scrutiny Group for the Nursing Associate Programme.

This year the School awarded two annual prizes to finalists at the graduation ceremonies. Karen Elson, left, who graduated with BSc (Hons) in Midwifery, was awarded the Rose Allen Memorial Prize for Midwifery, presented to students who have demonstrated exemplary performance throughout their midwifery studies in the combined fields of academia, practice, professional in conduct and ambassadorship in their final year. Emma Wilson, right, who graduated in BSc (Hons) Adult Nursing, was awarded the Eva Moynihan Gold Medal; for exemplary ambassadorship in their final year.

Emma Wilson, right, who graduated in BSc in the combined fields of academia, practice, professional conduct and ambassadorship, demonstrated exemplary performance throughout their midwifery studies and achievements in this field.

Ruth Nightingale, an Occupational Therapist (OT), has recently been awarded a prestigious Allied Health Professional Fellowship from Kidney Research UK. This new fellowship is an important development, supporting allied health professionals and nurses to undertake renal research, develop their research interests and career, and obtain a higher degree. Ruth has registered for her PhD at the School of Healthcare and will be supervised by Professors Veronica Swallow and Linda McGowan.

PRESTIGIOUS FELLOWSHIP AWARD FOR RUTH
Ruth Nightingale, an Occupational Therapist (OT), has recently been awarded a prestigious Allied Health Professional Fellowship from Kidney Research UK. This new fellowship is an important development, supporting allied health professionals and nurses to undertake renal research, develop their research interests and career, and obtain a higher degree. Ruth has registered for her PhD at the School of Healthcare and will be supervised by Professors Veronica Swallow and Linda McGowan.

Joe Walton was one of the three Undergraduate Research and Leadership Scholars (UGRLS) from the Faculty of Medicine and Health. The two year scholarship aims to develop the research and leadership skills of scholars through the opportunity to participate in established academic research projects and a series of leadership events/residials.

Joe will be joining Dr Jimmy Choo on his project exploring skin integrity and the use of emollients in skin care, to gain a greater understanding of the skills and methods used in healthcare research before working towards publishing a journal article.

Joe said, “I will also attend residencies throughout the two years that focus on developing team-work, presentation, interview, networking and writing skills. Additionally I will act as an ambassador for the School and Faculty project in areas relating to the UGRL Scholarship. This might include presenting my work to other students and staff, supporting the School and Faculty at Open Days, or undertaking presentations to current or potential donors.”
STUDENT EXPERIENCE

We want to make your time with us a memorable and energising experience. We give our students many different opportunities to develop and enhance their learning, practice and their social and cultural life. These are just some of the things that make our student experience unique and life-changing.

The Leeds Curriculum is a new approach to learning we believe will give you a distinct advantage when you graduate and begin your career. It centres on:

- Programme threads: Ethics & Responsibility, Global & Cultural Insight and Employability
- Broadening: opportunities to expand knowledge and skills in the context of ten Discovery Themes

Visit https://leedsforlife.leeds.ac.uk to learn more about the Leeds Curriculum.

Join a society – try something new

There are over 300 societies and groups at the University, from skydiving to belly dancing and even surfing. And if there isn’t one you like, we’ll help you to start your own. See @LeedsUniUnion

We’ve also got in-school groups for nursing, midwifery and social work students, with events, meetings and social media pages.

3 top tips to planning a placement abroad
By Emily Bridges

1. Start planning early and do your research.
2. Apply for grants and budget well so that you can enjoy yourself.
3. Don’t expect to change the world – simply conforming to western practice isn’t always the best option.

INTERNATIONAL PLACEMENT

A student midwife in Sri Lanka

We offer international study modules using our global partners, to improve your study experience and your insight and perspective on being a healthcare professional. This is Claire’s story.

How did you decide on Sri Lanka?
“I have always wanted to travel and the culture of Asia is something which fascinates me! Some girls from the year above me went to Sri Lanka and hearing their report of their trip got me excited to travel there. Other deciding factors included the low cost of traveling in that part of the world and the need for a holiday as a break from the course! Plus I love curry.”

What were the differences in healthcare in Sri Lanka?
“The biggest differences were consent, privacy, dignity, and compassion. Patients trusted doctors to the extent that they let them do anything to them for their health. It was amazing to be able to make a difference and support them during their labour pains.”

Did you have time to explore?
“We did so many things including the beaches, whale watching, safari, hiking and hill walking, climbing Adam’s Peak, and visiting the ancient cities.”

Would you recommend a placement abroad to other healthcare students?
“We learnt loads without any of the pressure and I have learnt to appreciate the NHS and our provision of service a lot more. I would definitely recommend it.”

Top 3 things you need to know as a first year student nurse
By Francesca Tutti

1. Get organised. You’ll need to learn to juggle your social life (yes social life) with placements, work and your University assignments, if you don’t, second and third years will be harder.
2. Watch and learn. Opportunities will arise throughout every practice placement you have, from watching surgery to specialist teams in your placement area. This helps with writing assignments and developing your practice skills.
3. Ask questions. My advice would be to ask as many questions as you can, do not ever think it is a stupid question. Don’t be scared to ask why or how. Be confident and be yourself and most of all enjoy the first year.

NURSES ON THE FRONTLINE ConfERENCE

Nurses, historians and members of the public came together at a conference and exhibition exploring the history of frontline wound care. Students brought history to life in period uniforms and the day included a WW1 field hospital, exhibitions, and panel discussions with afternoon tea and poetry readings.

Giltz and glamour at the Graduation Ball

Our Graduation Balls are the event of the year are held here in Leeds. The ball is open to all students and those who attend always have an excellent night, when it’s time to turn on the glamour and style for a great celebration of three years’ study.

Our PhD community

New ideas driving positive change

We have over 40 students from four continents in our PhD community, who are undertaking innovative and creative research, a few examples include Christine Mantzouka (above): Exploring the life world experiences and the well-being of alcohol dependant type 2 diabetes individuals; George Peat: Exploring a social capital framework for young people’s palliative care; and Cesa Pratiwi (below): A healthcare professional’s assessment of pregnant women’s mental health well-being in Indonesia: a qualitative case study.

Visit our website to learn more www.healthcare.leeds.ac.uk

SERVICE USERS AND CARERS AT THE SCHOOL OF HEALTHCARE

The School is committed to the NHS and Social Care imperative of putting the service user at the centre of all that is planned, commissioned and delivered. Our approach is underpinned by the fundamental values of mutual respect, empathy and honesty.

Service users and carers like Mike, above and Annie, below, take part in lectures and participate in course design, delivery, assessment and evaluation of courses and they participate in forums for staff to discuss their ideas/plans for involvement. They help our research as study participants and use their lived experiences to inform our development of new products and services.
The School of Healthcare has made a major investment of more than £2m to transform clinical skills and simulation facilities to one of the best in the UK.

Our emphasis on clinical skills focused learning and teaching enables students to be supported to develop safe and effective clinical skills within a replicated ‘real life’ environment. The School has invested a substantial amount in new technology appropriate to our different health and social work professional programmes. Clinical skills development lies at the heart of our healthcare curricula whereby students work with simulated patients and technologically enhanced learning to develop fundamental and advanced skills sets relevant to contemporary clinical practice. Alongside technical skills components these experiences enable the development of cognitive or ‘thinking’ skills such as clinical reasoning, resource management, decision making, team working and leadership skills.

Phase 1 was completed last year with the development of adult and paediatric/midwifery ward areas and an intensive/critical care space. The refurbishment duplicates as near as possible real ward environments to place students physically and psychologically in an immersive practice setting.

The paediatric room has two cots and two beds, whilst the adult area has five beds to replicate the experience of working within an acute hospital setting. Students can practice the fundamentals of patient safety, for example, hand washing techniques through to the care of rapidly deteriorating patients and more complex skills sets.

The intensive care/critical care area houses SimMan, a high-fidelity mannequin (or robot/synthetic patient) used in various scenarios for the critically unwell adult. Phase 2 is now complete and ready for the 2018-19 academic session and includes:

- A new bespoke midwifery suite, for students to practice skills related to antenatal, labour delivery and postnatal care. The suite houses SimMorn and SimBaby for realistic simulation of scenarios experienced in practice.
- A purpose-built simulated flat containing a kitchen, bathroom, and bedroom. This allows health and social work students to practice skills, assessments and simulation scenarios encountered in community-based settings.
- Suite of communication skills rooms provide an suitable environment for students to develop a range of one to one and group interactions focused on therapeutic engagement, interpersonal approaches, skills and strategies.
- A new moving and handling area with a four-bed ward equipped with hoists and equipment for safe moving and handling and a flexible space in which students can learn and practice skills such as Basic Life Support (BLS) and de-escalation.

The Kevin Kendrick Simulation Centre

**Our School Facilities**

The historic Baines Wing is home to some of the most modern clinical and community practice facilities in the UK. We have recently invested in a complete refurbishment of our 3rd floor ‘Hospital’ and ‘Home’ environments which include adult and paediatric wards, a maternity unit and simulated flat, as well as additional practice rooms. Students can experience real-world scenarios in a safe practice environment.

**THE STUDY ZONE**

This technology enabled room has two group learning pods for collaborative working, to share student presentations, work and data. The look and feel of the room creates a traditional study environment with padded seating for small groups or individual use, in a sound-proofed area.

**NEW DEVELOPMENTS:**

- Midwifery suite
- Simulated flat
- Counselling rooms
- Practice rooms
- Four bed ward for moving and handling
- Changing rooms.

**NEW POSTGRADUATE RESEARCH SUITE**

Our PhD community is growing as more graduates elect to specialise and take advantage of our internationally excellent research reputation. We’ve just opened a new 44 place PGR suite with individual study spaces.

**THE CHILL OUT ZONE**

Located on the ground floor in Baines Wing, the Chill Out Zone provides somewhere calm to relax by yourself or with friends. It’s filled with comfy sofas and easy chairs with gallery walls, reflecting a range of art prints and memorabilia from Yorkshire, including David Hockney and Emily Sutton.

**THE MALL LECTURE THEATRE**

We have our own Mall Lecture Theatre named after Louis Compton Mall, the first Professor of Biology at the University of Leeds. This seats around 100 people and has been restored to its former 19th century glory, but now with 21st century technology.

**OUR ONLINE FACILITIES**

These are available to all students to support your studies and placements. Blackboard Virtual Learning Environment (VLE), is used by students to access course materials, respond to questionnaires, and submit work for marking and much more. This will become part of your life as a student. We have online marking systems and feedback to help you manage your time and plan activities more effectively.

**BAINES WING CAFE**

The Baines Wing Cafe is a hidden gem: with friendly staff, a great range of food and drink and excellent coffee!

There are comfy chairs, shared PCs and extended opening hours, so Healthcare students can refuel after a long study day or coming back late from placement. We have healthy food options, including gluten free, a salad bar as well as a range of juices, teas and coffees. During the day you can also access the private outdoor courtyard through the cafe.
Our Placements

The School of Healthcare is proud of the wide range of high quality professional practice placements we offer. Healthcare students can spend up to 50% of their time within clinical settings, so it is vital this aspect of their training is of the highest possible standard and meets practice placement quality assurance requirements.

Adult Nursing Placements

These are medical, surgical, older adult, community, critical care and a final student preference placement. Adult Nursing students will have community placements in all 3 years of the programme.

Our placement providers include the Leeds Teaching Hospitals NHS Trust (LTHT) with placements at St James’s University Hospital, Leeds General Infirmary and smaller local hospitals. Placements are within the various wards and areas such as outpatients, high dependency, intensive care and A&E.

In addition, we have placements with Leeds Community Healthcare NHS Trust (LCH) as Health Visitors, Practice Nurses, School Nurses and Special Schools.

Private, Independent & Voluntary Organisations (PIVO) placements are available in Private Hospitals, Children’s Hospices, Children’s Centres, Prisons and specialist organisations.

A small number of nursing students can take the ‘Community Pathway’, in areas such as outpatients, high dependency, intensive care and A&E. Placements are within the various wards and areas such as outpatients, high dependency, intensive care and A&E.

Private Hospitals, Hospices, Children’s Hospices, Prisons and specialist organisations also provide a variety of placements.

Child Nursing Placements

These placements are within a paediatric setting: acute hospital based care, community care and a placement of choice in Year 3.

LTHT placements include specialist areas such as neonates, oncology, neurology and paediatric A&E as well as children’s medicine and surgery.

LCH provides placements with Health Visitors, Practice Nurses, School Nurses and Special Schools.

PIVO placements are available in Private Hospitals, Children’s Hospices, Children’s Centres, Prisons and specialist organisations.

A small number of nursing students can take the ‘Community Pathway’, in the areas of health visiting, children’s hospices, continuing care teams and children’s nursing teams.

Social Work Placements

In Year 1 BA students have a 20-day skills experience. This will usually be in a school but may be in a voluntary organisation e.g., older people’s services.

In Year 2 a BA student placement is for 70 days. Students are usually placed within the voluntary and independent sector with organisations which offer support in mental health, addiction, and other local community projects.

In Year 3 a BA student placement is for 100 days. These placements are within the LWSWTP (Leeds and Wakefield Social Work Teaching Partnership).

Placements include areas such as assessment and child protection, community mental health teams, children with complex needs, adult intake teams and early help assessment teams.

Mental Health Nursing Placements

These include: community mental health teams, continuing treatment and recovery units, assertive outreach, acute day services and in-patient facilities.

There are a number of specialist services which include; addiction services, forensic services, prisons, eating disorder unit, gender identity services, crisis teams, self-harm teams and psychological medicine.

Mental Health Nursing students will have community placements in all 3 years of the programme.

International Placements

Within the third year of their programme Adult, Child and Mental Health Nursing students can choose to take an international elective module, which includes a placement. We have had placements in places such as Africa, Australia, North America, Scandinavia, Sri Lanka and Thailand. Midwifery students can undertake an international placement as part of their Year 3 studies.

The social work programme at present does not offer international placements.

Midwifery Placements

These are typically within the Leeds Teaching Hospitals NHS Trust and most midwifery placements are in the following clinical areas: antenatal ward, clinic, day units, postnatal, delivery suite and community midwives.

A small number of placements are in York or Harrogate. There is a two week elective placement in Year 3, which can be local, national or international.

The Inside View on Placements

Learning Development Lead

Barbara Magara-Nkosana

I am an alumnus of the University of Leeds. My role is split between lecturing nursing students and placement liaison for the private and voluntary organisations. I lead on the sourcing, development and educational placement support of established and new Private and Independent and Voluntary Organisations (PIVO) in accordance with professional body educational standards for quality practice teaching and learning experiences for all nursing students.

Placements within the private and voluntary organisations allow the students to understand how the community supports people with health and social care needs. They learn and experience how services are delivered, how services interact with each other and the NHS, as well as gaining a greater understanding of their patients’ wider experience and needs.

Nursing Graduate

Hannah Priestley

Placements played a huge part in the one on one experiences I had when looking after patients and as soon as I began work as a Registered Nurse. I truly understood the importance of team work, how much I relied on my colleagues and seniors to support and advise as I continued to learn. This gave me the confidence I needed in making and solidifying my own decisions as I developed my skills as a nurse.

I would advise any new nurses to take in as much as you can on placement to ensure you learn and adapt as much as you can. This is because from primary to secondary care, they all combine into one shared healthcare environment, and this insight will allow you to understand the needs of patients throughout their healthcare journey.
OUR CITY AND COUNTY

Here are a few reasons why Leeds is a great place to come and study, live and enjoy yourself...

1. Leeds has been voted one of the best student cities in the UK. The Independent voted us the most cost-effective student city, which has the best nightlife, more to do and is easy to get around.

2. Leeds is one of the best places to live in the UK, with better employment prospects, cheaper cost of living and lower house prices than Manchester, Birmingham, Liverpool and London.

3. It’s also England’s fastest growing city, and known as the Knightsbridge of the North for its shops and restaurants in the Trinity centre and the Victoria Quarter.

4. Leeds a great nightlife, with thriving clubs, live venues and bars, the First Direct Arena and internationally renowned Leeds Festival each summer.

5. Leeds was voted the best cultural place to live rated by the Times, being home to Opera North, the West Yorkshire Playhouse, Northern Ballet and with the Yorkshire Sculpture Park nearby.

We take our tea seriously here and it has to be Yorkshire tea, favoured by Ozzy Osbourne, Madonna, One Direction, and Noel Gallagher. To taste it in the palace of tea, visit Bettys Tearooms in Harrogate, York, Ilkley and Northallerton. You won’t be disappointed.

SPORTS

The city has a long history of sporting achievement from Leeds United, Leeds Rugby and Yorkshire County Cricket Club and in 2014 it hosted the Tour de France’s Grand Depart, internationally acknowledged as the most popular departure in the history of the Tour. This has now generated the annual Tour de Yorkshire, after the county fell in love with cycling.

ARTS

Leeds is the only English city outside London with its own repertory theatre, opera house and ballet companies. The West Yorkshire Playhouse and Grand Theatre stage more productions each year than any other theatre outside London and the Leeds Film Festival shows innovative new movies each winter.

ARCHITECTURE

There are more listed buildings in Leeds than in any other English city outside London, with highlights including the Victoria Quarter, Leeds Corn Exchange and Harewood House. The Baines Wing, our home, is also listed and was the original University building, built in 1883.

HEALTHCARE

The Leeds Teaching Hospitals NHS Trust is the second largest in the country and is home to Europe’s largest teaching hospital, St James’s University Hospital which houses the landmark £220 million Yorkshire Cancer Centre, the largest of its kind in Europe.

OUR COUNTRYSIDE

Yorkshire is the best and biggest county in England and has the most variety of any place in the UK (we think). We’ve got incredible moors, sweeping dales, sumptuous east coast beaches at Flwy and Whithby, natural waterfalls, and of course our own mountains, the Three Peaks. And the beauty is, it’s only a short car, bus or train ride away. We have beautiful spa towns like Harrogate, gems like Knaresborough and Olley and of course the famous Ilkley, home of the Moor and the unofficial Yorkshire anthem “Ilkley Moor B’alt’at” or ‘Ilkley Moor without a hat’ for non-indigenous people. York, Haworth and Masham, home of Theakston’s Old Peculier are all within striking distance.

LEEDS, LIVE IT, LOVE IT

Lonely planet describes Leeds as the ‘glitzy embodiment of rediscovered northern self-confidence.’ More than a decade of redevelopment has seen the city centre transform from near-dilapidated mill town into a vision of 21st-century urban chic, with sky-scraping office blocks, glass-and-steel waterfront apartment complexes and renovated Victorian shopping arcades.

RETAIL HEAVEN

Leeds has some of the best shopping in the UK from our Victorian arcades to the 21st century Trinity centre.
OUR STUDENT SUPPORT

Students who attend the School of Healthcare and University of Leeds are extremely well supported, personally, professionally and academically.

ACADEMIC LEAD FOR STUDENTS

Student support is overseen in the school by the Academic Lead for Students, Lynne Veal. Our open-door policy means students can pop in or make appointments to see her about any issues affecting their programme.

Students attend for many reasons and are often referred to other agencies within the University such as the Student Advice Centre for financial/housing advice, Student Counselling Centre for personal issues, Disabled Students’ Assessment and Support (DSAS) offers specialist support for disabled students. Students can also get academic help at skills@library, for essay writing, referencing, exam revision etc.

Lynne also sees students who may have ongoing or new health issues that may be affecting their practice or study and if necessary refers them to the Occupational Health Department for medical advice.

PERSONAL TUTORS

All students are allocated a personal tutor who they meet right at the beginning of the programme. They will normally remain with that tutor for the duration of the programme. The personal tutor’s role is to support students academically and pastorally and where necessary refer to the Academic Lead for ongoing support or external referral. They see their students regularly and are involved in monitoring their academic and clinical development. See our personal tutor pen portraits for more details.

ACADEMIC SUPERVISORS

For each module students are allocated an academic supervisor whose role is to help and guide them through the module, they may clarify things regarding the taught content or advice regarding the assessment, they will usually be the person who marks and gives feedback on student assessments.

PARTNERSHIP

The very nature of the caring professions brings its challenges to students over the time they are studying here, from professional issues, experienced on placements, to problems in their personal life. Whatever the issues, as long as students let us know what is going on we will always endeavours to provide the necessary support.

KATHRYN IS PERSONAL TUTOR OF THE YEAR

Kathryn Waldegrave has won the University’s Personal Tutor of The Year Award, voted by students for her support and commitment to student welfare. Kathryn provides individual student support and advice to our Adult Nursing students in the School and is available to offer guidance and help. Students at Leeds have one-to-one meetings with their personal tutor each term at key points to discuss how to improve essays or exams, prepare for the next year in their degree course, and plans for the future, including CV building.

OUR PERSONAL TUTORS

Kirsten Huby
BSc(Hons) Child Nursing

I am a personal tutor to Child Nursing students and usually have some students within each nursing cohort.

The personal tutor role is important to provide each student with a point of contact where they can seek support on a range of issues. We recognise that the nursing programs are demanding, academically, physically and emotionally, and students may need support on a range of issues. As a personal tutor I’m also here to help guide individuals and help them develop as professionals ready to gain employment as registered nurses.

Every student is different and they don’t all need support on the same things, but common issues that I help with are homework issues, managing stress, support with academic writing, issues related to practice and managing workload.

Away from work I try and spend as much time as possible with my horse and taking the dog for long walks, Summer and Cassie are both my favourite girls.

Rebecca Dickinson
BSc(Hons) Adult Nursing

Currently I look after a group of second year undergraduate student nurses from the adult branch. Part of my role is to support students with their skills in balancing their time so they can manage the challenges of clinical practice with the busy academic work required of the course and balance this with their personal life.

The help I give varies and can include offering support with managing the work/live balance, placement, housing, personal issues and health. There’s an element of pastoral care involved with the role and sometimes I just see my students for a chat. I like to have the opportunity to catch up with them and see how they are getting along.

Away from University I love to run. I have set myself a challenging of running a race each month of this year. My favourite so far was the Bluebell Trail in Halifax which was a challenging 10 mile race over hilly terrain ending with a run through a river. And…. I was once a medical official for the UK’s stamina karaoke world record breaking attempt!

OUR PERSONAL TUTORS SNAPSHOTS

1. Which students do you look after?
   BSc Nursing (Mental Health) programme

2. Why do you think the role is important?
   To facilitate personal and professional development by focusing attention on all aspects which influence study

3. What are the common issues you help with?
   Clinical practice, academic progress and personal issues affecting study

4. What are your personal interests away from School?
   Martial arts (Karate & Kobudo)

5. Favourite band/song?
   Stranglers ‘No More Heroes’

14 UNDERGRADUATE COURSE GUIDE 2019
Because healthcare professionals who understand how to make sense of research and use it in their clinical decisions and judgements with patients make better clinicians, are more employable and progress further.

So, in the School of Healthcare we spend time during your degree helping you convert the sorts of challenging situations you will encounter in practice into clinical questions that can help you find reliable and trustworthy scientific research evidence to help you make the best possible decisions for and with the people you look after. You will learn how to search for, read, understand and apply research and think about what it means for your patients and you.
BSc (Hons) Adult Nursing

ABOUT THE COURSE

Adult Nursing is a challenging and rewarding profession which requires intellect, commitment, good people skills, compassion, a sense of humour and lots of patience and understanding.

At Leeds you will develop the awareness and insight to problem solve, manage change, develop critical and analytical skills, as well as mastering the clinical skills to practice as a nurse to enable you to meet both the Nursing and Midwifery Council requirements and European Directives.

NUMBER 1 IN ENGLAND

Leeds is the highest ranked Russell Group University for Adult Nursing in England (Complete University Guide 2019).

EMPLOYABILITY

100% of our students are in a professional/managerial job at six months. Unistats 2018

OPEN TO INTERNATIONAL STUDENTS

Nursing & Midwifery Council

WHAT YOU WILL STUDY

Year 1

This is a trans-disciplinary year where you work alongside other health professionals learning key concepts.

Compulsory modules

- Biological Knowledge for Practice: 30 credits
- Theory and Practice Module 1: 40 credits
- Theory and Practice Module 2: 40 credits

Year 2

This includes the study of nursing the acutely ill adult, and nursing an adult with a long term condition, you will explore health promotion and health education, develop understanding of issues related to safeguarding adults, debate legal and ethical concepts related to nursing and develop the skills for evaluating the research evidence underpinning clinical practice.

Compulsory modules

- Healthcare Ethics and Law: 10 credits
- Nursing the Acutely Ill Adult: 20 credits
- Theory and Practice Module 3: 40 credits
- Theory and Practice Module 4: 20 credits
- Nursing the Adult with a Long Term Condition: 20 credits
- Research for Healthcare and Social Work Professionals: 10 credits.

Year 3

You will study the assessment and management of pain, examine critical thinking and decision making skills, leadership skills and will be supported in making the transition to the role of qualified nurse. A research dissertation develops your ability to use, summarise and communicate research evidence and apply it to your professional practice.

Students undertake one optional module during the year, this can range from a clinical placement abroad to in-depth study of nursing the critically ill adult.

- Pharmacology – Applied to Practice: 10 credits
- Theory and Practice Module 5: 40 credits
- Theory and Practice Module 6: 20 credits
- Pain Assessment and Management: 10 credits
- Research Dissertation: 30 Credits.

Optional modules*

- European Nursing: 10 credits
- International Healthcare: 10 credits
- Media Depictions of Mental Health (Online): 10 credits
- International Study- Healthcare Provision Outside the UK: 10 credits
- Autistic Spectrum Disorder: 10 credits
- Independent Study: 10 credits.

*For details of all our optional modules, visit our course pages: https://webprod3.leeds.ac.uk/uk/olat/BU7/programmesearch.asp

OUR STUDENTS

Vincent Pettival

“I chose the University of Leeds for several different reasons. As a student nurse, you want to ensure that you are not only receiving the highest quality teaching at a world-class University, but to work in a Trust that truly puts its students first. Leeds Teaching Hospitals Trust is renowned for its great student-orientated approach to care.

Here in Leeds, the course is arranged brilliantly. As a degree it is essential that you are being taught by accredited tutors and professors, and the staff at the University are at the highest level of their fields. You are taught these modules by professors who themselves were once nurses or healthcare professionals.

This ensures that you are taught relevant and appropriate knowledge. The degree is weighted entirely evenly, with 50% of your time in University and 50% of it on placement, meaning that you are able to effectively back up your knowledge in practice.”
The Leeds Teaching Hospitals NHS Trust is one of the largest trusts in the UK and includes one of the largest teaching hospitals in Europe. It focuses on providing quality services for the population of Leeds and the surrounding area. The Trust is recognised as a national centre of excellence for specialist services such as paediatric and adult liver transplantation.

Student Travel Award

Mary Saunders
New Zealand
Air Ambulance

“I spent my student travel award in New Zealand at Hawkes Bay District Health Board (HBDBH), a public health service for 105,000 people resident in the Hawkes Bay region. It covers urban and rural areas and provides services for Maori individuals.

During my 2-week placement with Hawkes Bay air ambulance and transport service, I was able to learn many transferrable skills including hard work, efficient paper work, monitoring both in flight and on the ground, midwifery and emergency planning. I also learned about flight bags and understanding flight equipment and all these skills are transferrable in UK practice, especially acute environments such as ICU and A&E. I also experienced how altitude can affect a patient’s clinical condition and am now aware of the flight stresses in which trauma patients who are transferred via helicopter go through before reaching A&E. It was an unforgettable experience, and gave me incredible insight on approaches to remote healthcare.”
WHAT YOU WILL STUDY

Year 1
You will study two trans-disciplinary modules called Learning Together Working Together and Biological Knowledge for Practice and the first two Theory and Practice modules. Placements during this year will be in both the hospital and community setting.

Compulsory modules
- Biological Knowledge for Practice: 30 credits
- Theory and Practice Module 1: 40 credits
- Theory and Practice Module 2: 20 credits
- Learning Together; Working Together: 30 credits.

Year 2
Looks at the normal development of the child and young person and common and long term conditions affecting these age groups. There is a strong focus on health promotion. Placements take place both in the hospital and community setting.

Compulsory modules
- Healthcare Ethics and Law: 10 credit
- Theory and Practice Module 3: 40 credits
- Theory and Practice Module 4: 20 credits
- Developing Child and Health: 20 credits
- Young People’s Development and Health: 20 credits
- Research for Healthcare and Social Work Professionals: 10 credits.

Year 3
Focuses on the acutely or critically ill child and one of your placements in year 2 and 3 will be in a high dependency or critical care area. There may also be opportunities to study on one of three optional international modules.

Themes that run throughout the programme include research, medicines management and safeguarding.

Compulsory modules
- Pharmacology – Applied to Practice: 10 credits
- Nursing Management of the Acutely Ill Child: 10 credits
- Theory and Practice Module 5: 40 credits
- Theory and Practice Module 6: 20 credits
- Research Dissertation: 30 credits.

Optional modules*
10 credits from the following (Semester 2):
- European Nursing 10 credits
- International Healthcare 10 credits
- Media Depictions of Mental Health: (Online) 10 credits
- International Study – Healthcare Provision Outside the UK 10 credits
- Autistic Spectrum Disorder: 10 credits
- Independent Study: 10 credits.

*For details of all our optional modules, visit our course pages: http://webprod3.leeds.ac.uk/catalogue/programmesearch.asp

OUR STUDENTS

Shazia Iqbal
“I chose the University of Leeds because of the environment, the open plan University, the atmosphere and the look and feel of the University. I wanted to pursue a career in which each day would be challenging yet rewarding and no two days the same, child nursing is essentially that. I love putting a smile on children’s faces and helping them get well in the best way possible.

The highlight of my course has been getting into my role and going out on placement to practice what I want to do best. Developing essential skills in the space of a couple of weeks has been invigorating and exciting. I would definitely recommend the University and the course to other people. It’s a rewarding course surrounded by great lecturers and a brilliant students’ union. I plan on pursuing a career on a child’s ward.”
OUR PROGRAMME TEAM
The Child health team is a dynamic and innovative team with a range of clinical, scholarly and research interests. This allows the team to deliver a varied and relevant children’s nursing programme covering both the acute and community sectors.

The team consists of Cilla Sanders (Programme Lead), Kirsten Huby (Admissions Tutor), Melanie Robbins (Professional Lead), Michelle Green (Programme Lead), Professor Veronica Swallow (Professor in Child and Family Health), Dr Linda Milnes (Deputy Director of Research), Dr Joanna Smith and Dr Alison Rodriguez.

Whilst we are a small team we are all passionate about improving the lives of children, young people and their families through our teaching, research and collaboration with practice partners.

ADMISSIONS TUTOR
Kirsten Huby and Michelle Green are the admissions tutors for this programme. They have been working together in this role for ten years and are continuously developing the selection and recruitment processes to ensure that the best candidates are selected to the programme.

CHILD NURSING PLACEMENTS
As a Child Nursing student in Leeds you will access a vibrant and diverse practice circuit. This could cover both community and inpatient facilities, and includes a Young Offenders Institute, children’s hospice and respite services, regional and supra-regional inpatient services and specialist nursing teams. You will take part in clinical practice in children’s hospice and respite services, regional and supra-regional inpatient services and specialist nursing teams. This could cover both community and inpatient facilities, and includes a Young Offenders Institute, children’s hospice and respite services, regional and supra-regional inpatient services and specialist nursing teams. You will take part in clinical practice in children’s hospice and respite services, regional and supra-regional inpatient services and specialist nursing teams. You will take part in clinical practice in children’s hospice and respite services, regional and supra-regional inpatient services and specialist nursing teams.

ENTRY REQUIREMENTS

**GCSEs**
- Normally 5 GCSEs at grade C or above / 4 or 5 (if taken after 2010) including Maths and English Language and her science subjects.
- **A Levels (AZ)**
  - BBB which must include one science (Biology, Chemistry, Physics or Applied Science)
  - **Optional Additional Science** (Biology, Chemistry, Physics or Applied Science)

**International Baccalaureate**
- Overall score 32 points, including 3 Higher Level subjects with a minimum of Grade 5, of which one must be Science (Biology, Chemistry, Physics or Applied Science)

**English requirements for candidates for whom English is not their first language**
- IELTS: 7.0 overall with no lower than 7.0 in speaking and no less than 6.5 in writing and reading
- ITOEFL: 100 overall with no less than 22 in Listening, 22 in Reading, 23 in Writing and 24 in Speaking. Evidence of study in the last 5 years

**NCFE CACHE Level 3 Award in Health & Social Care**

**NCFE CACHE Technical Level 3 Certificate in Health & Social Care**

**NCFE CACHE Technical Level 3 Extended Diploma in Health & Social Care**
- Six science modules if undertaking Level 3 Extended Diploma (3 A-level equivalents). Applicants will be considered who take the Level 3 Award (A-level equivalent) or the Certificate (A-level equivalent) but not if one of their other qualifications would need to be the equivalant of an A in the Physical Sciences (Biology, Chemistry, Physics)

- Students will need to have completed 2 mandatory modules and 3 from option group 1 and 1 from option group 2. Grade A level passes required
  - **HSC CM4 Infection prevention and control in health and social work**
  - **HSC DM3.1 Anatomy and physiology for health and social work, Mandatory**
  - **HSC CM 02 Biochemistry for health**
  - **HSC CM 07 Genetics in health and social work**
  - **HSC CM 02 Microbiology for health**
  - **HSC CM 03 Physiology of coordination, Option Group 1**
  - **HSC CM 0305 Science of nutrition, Option Group 1**
  - **HSC CM 09 Pharmacology, Option Group 2**
  - **HSC CM 0303 Physiology of ageing, Option Group 3**

**SCOTTISH ADVANCED HIGHERS**
- Which must include science (Biology, Chemistry, Physics or Applied Science)

**MY INTERNATIONAL MODULE EXPERIENCE: OPERATION SMILE, INDIA**
Rebecca Richardson, Child Nurse

“I wanted to gain insight into healthcare and nursing in a developing country where resources are limited and the health issues differ vastly from ours.

Operation Smile medical volunteers have treated more than 22,000 patients in India with cleft lip and cleft palate conditions and I wanted to transfer the skills I learned to provide holistic care for children and families.

The clinic was based within a hospital in Guwahati, one of the main cities in Assam, and I discovered that in developing countries funding is limited, therefore hospitals are often undernourished with limited resources.

The staff work incredibly hard and have patient recruitment teams to find children with the condition. However, the care provided is often poor due to a lack of staffing and knowledge.

This visit will stay with me for the rest of my career and will inform my future practice to ensure I do not waste resources just because they are easily accessible.”

**SELECTION PRINCIPLES**
Applicants are shortlisted against agreed criteria and they must meet the academic entry requirement for the programme at application or within the academic cycle. The academic background of the applicant plus the personal statement on the UCAS form helps us to assess the nature of the applicant’s interest in the academic subject and is an important part of the selection process. Additionally the reference provided on the UCAS form must be supportive of the applicant. The School will only shortlist on the information supplied on the form at the time of submissions.

Successful applicants who have been short-listed will normally be invited to a selection event at the School of Healthcare between November and April. This event is an opportunity for applicants to find out more about the BSc (Child) programme, to meet the academic staff and students and to look at the facilities within the School of Healthcare and wider University campus.

**OUR RESEARCH**
Our research has national and international impact and informs your study and experience. It focuses on improving outcomes and care experiences for children, young people and their families.

Professor Veronica Swallow has developed an online parent information and support package for home-based care of children with chronic kidney disease.

Dr Linda Milnes is the Deputy Director of Research and created the SHED (School of Healthcare Educational Debates) talks for staff and students. Dr Linda Milnes conducts research into supporting children with long term conditions and ways of facilitating their participation in consultations.

Dr Joanna Smith undertakes research about the way health professionals engage and involve children, young people and families in care and care decisions, in the context of childhood long-term conditions.

Dr Alison Rodriguez’s research is influenced by mainstream and critical Health Psychology perspectives. Her work addresses the palliative and supportive care needs of children, young people and their families.
ABOUT THE COURSE

This degree programme will give you the opportunity to study mental health nursing in depth and work with people with a wide range of mental health problems, from young people across the lifespan to older adults.

HOW WE MAKE A DIFFERENCE...

Our aim is for you to be actively involved in developing therapeutic relationships with service users (patients) and carers. This will form the foundations for care and treatment, which are often a combined approach utilising psychological, physical and social interventions with contributions from a range of health and social work professionals.

We recruit between 40 and 45 students per year from a variety of backgrounds. Our students are fully involved in all aspects of University life and the clinical placements are varied and exciting. Students graduating from the mental health programme at Leeds possess an extensive and desirable skills base which equips them for employment in the dynamically changing climate of mental health care.

WHAT YOU WILL STUDY

Year 1

This is a trans-disciplinary year where you work alongside other health professionals learning key concepts.

Compulsory modules

- Biological Knowledge for Practice: 30 credits
- Theory and Practice Module 1: 40 credits
- Theory and Practice Module 2: 20 credits
- Learning Together; Working Together: 30 credits.

Year 2

The skills of therapeutic engagement will be developed across the lifespan with the emphasis on the lived experience of mental health service users. This will include utilising different perspectives underpinned by research and the ethical/legal frameworks for mental health practice.

Compulsory modules

- Healthcare Ethics and Law: 10 credits
- Theory and Practice Module 3: 40 credits
- Theory and Practice Module 4: 20 credits
- The Lived Experience of Mental Health Problems: 20 credits
- Promoting Mental Well-being Across the Lifespan: 20 credits
- Research for Healthcare and Social Work Professionals: 10 credits.

Year 3

You will focus on developing intervention strategies and approaches for more complex mental health needs, including pharmacology and risk management. Towards the end of the programme, there will be an opportunity for a period of consolidation and preparation for registered nursing practice.

Compulsory modules

- Pharmacology – Applied to Practice: 10 credits
- Theory and Practice Module 5: 40 credits
- Theory and Practice Module 6: 20 credits
- Research Dissertation: 30 credits
- Working with People with Complex Mental Health Needs: 10 credits.

Optional modules

10 credits from the following:

- European Nursing: 10 credits
- New Perspectives on Child Protection: 10 credits
- Fundamentals of Diabetes Care: 10 credits
- International Healthcare: 10 credits
- Media Depictions of Mental Health (Online): 10 credits
- International Study – Healthcare Provision Outside the UK (26 weeks): 10 credits
- Autistic Spectrum Disorder: 10 credits
- Independent Study: 10 credits
- Dementia: the personal journey: 10 credits.

*For details of all our optional modules, visit our course pages: http://webprod3.leeds.ac.uk/catalogue/programmeSearch.asp

EMPLOYABILITY

100% of our students are in work or study after six months. Mental health nursing has a structured career pathway with a multitude of opportunities such as, research, management, clinical specialisations and teaching, in the NHS, Social Services, Voluntary Sector and Private Sector. Unistats 2018

OUR STUDENTS

Tewa Kuforiji

"Finding the right University was important, so I researched other institutions, asked around the NHS and spoke to students at the Open day. I chose Leeds because it is one of the best universities in the UK and one of the most recognised universities in the world, and it has everything I want.

My first year was amazing, with lots of work, but my personal supervisor and programme support was really helpful. We mixed with other students to share experiences and ideas, which was useful.

I think enjoying student life is important and there’s so much to do: there are lots of societies and clubs and you can mix with people from diverse backgrounds and cultures. I'd recommend it to anyone, but apply early!"
The focus of the Mental Health Research Group is to promote safe, effective and therapeutic mental healthcare. We strive to ensure that our research fits within our themes. We have a commitment to service user involvement and co-production in the development, focus and management of our research through our PPI work. We have strong links with the NHS, particularly with Leeds and York Partnership Foundation Trust and we collaborate with a number of other universities and third sector organisations.

We are developing research examining:
- Coercion and restrictive practices
- Patient and professional safety in mental health services
- Effective and therapeutic mental healthcare

As a team we support a large number of PhD students whose work fits within our themes. We strive to ensure that our research is embedded within our teaching and learning, and in our post-registration nursing students, psychotherapy and counselling students, and through our post-registration provision.

The team is led by Professor John Baker who is also a non-executive director of Leeds and York Partnership Foundation Trust.

**ENTRY REQUIREMENTS**

**GCSEs**
- Normally 5 GCSEs at grade C or above / 4 or 5 if taken after 2016, including Maths and English language and two science subjects.
- A Levels (A2)
  - 2B in any subject, preferably to include a science subject.

**BTEC Level 3 Extended Diploma**
- Distinction/Distinction/Distinction in Health and Social Care (Health Sciences), Health and social work (Health studies)

**Access to Higher Education Diploma**
- 45 credits at Level 3, 30 of which must be at Distinction and include 12 credits from Biology or health-related subjects.

**Admissions**
- All full time undergraduate applications must be made through the UCAS. Applicants must complete the UCAS application form, direct applications are not accepted and students applying directly will not normally be considered.

**Service users and carers**

The student learning experience is enhanced through our well-established partnerships with service users and carers. This helps convey to students what it feels like to live with mental health issues from a personal or carer’s perspective.

**Admissions**
- The admissions process is led by Dr Elaine McNichol, who has leading experience across patient and public involvement (PPI), mediation and innovation. She is an active research academic and has presented at international conferences and has developed seminars for the University.

**Our programme team**
- The core mental health teaching team consists of Gary Morris (Programme Leader), Julia Turner (Director of Nursing Practice), Prof John Baker, Nicola Obied, Zanib Mohammed, Elaine McNichol, Jane Cahill, Jo James and Mark Chamberlain. The team use creative and innovative approaches to learning and have clinical practice experience in areas such as community care, dementia, psychotherapy, PTSD and forensic mental health care.

**Our research**
- Professor John Baker

Prof Baker was appointed to Chair of Mental Health Nursing at the University of Leeds for her work.

Cassandra has also set up informal events and workshops, coordinating volunteers to go to schools to talk to young people about mental health.

Cassandra said, “I’m really pleased to have won the inspirational student nurse award, I’ve worked tirelessly over the last three years for student mental health and I’ve had an amazing and passionate team behind me at Mind Matters and Leeds University Union”.

**How to apply**

All full time undergraduate applications must be made through the online Universities and Colleges Admissions Service by the 2016/19 deadline (see the UCAS website for more details). The School of Healthcare does not normally participate in the UCAS Extra scheme for entry onto the degree course.

Direct applications are not accepted and students applying directly will not normally be considered. As required by UCAS, applicants must complete the UCAS application form, providing a personal statement, a list of all qualifications undertaken and those pending, and an appropriate referee’s statement. In addition they must declare if they wish to defer entry and they must declare any prior criminal conviction.

**Inspirational student of the year**

Mahmood Shah

"I came here to visit before I applied and I really liked the buzz of the place – it felt quite multicultural around the city. I then got the chance to meet the staff and talk to them and then look around the school and it appealed to me. I’ve had experience within the family of mental health issues and it was the holistic support from the teams that fired my interest in applying.

The course is great – we look at bi-polar, simulated practice, psycho dynamic theory and pharmacology to understand how drugs work. The practice placement is great, pastoral support is very good and feedback too. Life as a student is good, I’ve met people from around the world and made good friends here.

**Alumni case study**

Cassandra Moseley, one of our BSc Mental Health Nursing graduates, won the ‘Inspirational Student Nurse of the year’ award and Cassandra was also named as ‘Woman of Achievement’ here at the University of Leeds for her work. Cassandra has set up a peer support group to help students with mental health problems. This has involved overseeing successful campaigns including “The Elephant in the Room” which has been replicated at universities nationally. Cassandra has also set up informative events and workshops, coordinating volunteers to go to schools to talk to young people about mental health.

Cassandra said, “I’m really pleased to have won the inspirational student nurse award, I’ve worked tirelessly over the last three years for student mental health and I’ve had an amazing and passionate team behind me at Mind Matters and Leeds University Union”.

**Selection principles**

Applicants are short-listed against agreed criteria and they must meet the academic entry requirement for the programme at application or within the academic cycle. The academic background of the applicant plus the personal statement on the UCAS form helps us to assess the nature of the applicant’s interest in the academic subject and is an important part of the selection process. Additionally the reference provided on the UCAS form must be supportive of the applicant. The School will only shortlist on the information supplied on the form at the time of submission.

Successful applicants who have been short-listed will normally be invited to a selection event at the School of Healthcare between November and April. This event is an opportunity for applicants to find out more about the BSc Mental Health programme, to meet the academic staff and students and to look at the facilities within the School of Healthcare and wider University campus.

**Mental health nursing placements**

Leeds is a well-established centre for mental health services. There are a wide range of statutory and non-statutory clinical areas across the city.

Students access a range of practice opportunities across a number of settings which position them for unique and award winning. These include: crisis teams, acute inpatient care, forensic services, child and adolescent mental health.

All clinical placements are linked with an academic member of staff to provide support to students whilst on placement.
ABOUT THE COURSE
BSc Midwifery is a popular and respected course. You will be required to achieve the standards and competencies outlined by the NMC and to meet the EU Directive to become a practising Midwife.
At the end of the programme you will have the required midwifery knowledge, skills and competence to gain employment as a midwife within any maternity setting within the United Kingdom.
Midwives are valued members of the multidisciplinary team, and you will develop skills to work alongside other professionals, delivering evidence-based care to women through the childbearing continuum. On graduation, you will be required to do a preceptorship in the NHS Trust where you have secured a position. After this you may want to develop your skills and undertake some postgraduate study.

EMPLOYABILITY
100% of students are in employment with a professional or managerial job at six months, 96% of the students were satisfied with the course

NUMBER 1 IN ENGLAND
Leeds is the highest ranked Russell Group University for Midwifery in England (Complete University Guide 2019)

ACCREDITATION
Recognised by UNICEF, the School of Healthcare at the University of Leeds was the first institution in the north of England, to be accredited by the UNICEF UK Baby Friendly Initiative.
Leeds midwifery graduates are able to translate their first class knowledge and skills into high quality, research-informed support for breastfeeding women and their infants and to support the promotion of breastfeeding at home and abroad. The School was re-accredited by UNICEF last year.

WHAT YOU WILL STUDY
Year 1
You will study two trans-disciplinary modules called Learning Together, Working Together and Biological Knowledge for Practice and the Fundamental Principles of Midwifery Practice module. There’s an emphasis on community midwifery in this year with some observation exposure to the hospital environment.
Compulsory Modules
- Biological Knowledge for Practice: 30 credits
- Learning Together, Working Together: 30 credits
- Fundamentals of Midwifery Practice: 60 credits.

Year 2
This is where midwifery theory expands to include the care of women throughout low and high risk maternity care, complex childbearing in a range of physical, psychological/emotional and social contexts.
Compulsory modules
- Midwifery Theory and Practice 1: 40 credits
- Midwifery Theory and Practice 2: 40 credits
- Midwifery Theory and Practice 3: 40 credits

Year 3
There is a greater balance of practice to theory in Year 3. students will hone skills in higher risk emergency care and care for a small case load of women under indirect supervision.
Compulsory modules
- Research Dissertation: 30 credits
- Preparing for Midwifery Practice: 40 credits
- Becoming a Midwife: 40 credits.

Optional modules*
Candidates will be required to study 10 credits from the following optional modules.
- New Perspectives on Child Protection 10 credits
- Fundamentals of Diabetes Care 10 credits
- International Healthcare 10 credits
- Autistic Spectrum Disorder: 10 credits

*For details of all our optional modules, visit our course pages: http://webprod3.leeds.ac.uk/catalogue/programsearch.asp

OUR STUDENTS
Laura Jane Edgingham
“I chose Leeds because it’s a very well-regarded University, the best in the UK. I wanted to become a midwife because of the interaction with people. I did caring placements at school and on Maternity wards and after exploring the profession further, I applied.
I’ve improved every year, from my confidence, my communication skills, to my clinical skills. One of my highlights has been taking an elective to work for two weeks in a Tanzanian Hospital. It was very underdeveloped and we had to wash the ants off the floor every day. Not speaking Swahili was a challenge but it really improved my communication skills!
I moved up from London and the nightlife is excellent; it’s a really fun city and famous for its nightlife. As long as you balance your work, assignments and shift work and social life, you’ll be fine!”

[Image: Laura Jane Edgingham's photo]
Our Programme Staff
We have a dedicated team of experienced tutors with many years of experience in midwifery practice.

Dr Angela Hewett is the Programme Leader for the BSc (Hons) Midwifery programme and led the development of this innovative programme and continues with its delivery. Angela is joined by Dr Janet Mint (Head of School), Professor Linda McGowan, Dr Tomorina Stacey (Lead Midwife for Education), Dr Alice Keely, Dr Zoe Darwin, Melanie Barnes, Dawn Athorn-Wright, Jayne Moore and Angeliki Zacharaki-Makri.

Admissions Tutor
Dr Zoe Darren is the Admissions Tutor for the BSc (Hons) Midwifery. Zoe is passionate about research that informs policy and practice. She is Deputy Chair at the International Society for Reproductive and Infant Psychology and she leads on perinatal mental health in the curriculum and leads the undergraduate dissertation module.

New Celebrating Midwifery Conference Launched
The Midwifery department has run its first conference in partnership with the Leeds Trust to share Midwifery research insight, best practice and knowledge. At the dual site conference, our students won awards for their performance, insight, best practice and knowledge. At the dual site conference, our students won awards for their performance, insight, best practice and knowledge.

Alumna Case Study
“My name is Issy James and I’m a Midwife in the LGI delivery suite in Leeds. My course at Leeds was very focussed on the physiology behind the process of pregnancy, birth and the baby. Leeds is very respected within Midwifery. I went to Leeds they were really keen to put me in at a higher position because I was at the School of Healthcare. It made such a difference. Your learning opportunities are massive and the training here gives you the attributes the NHS want in a Midwife.”

Entry Requirements
GCSEs
- Normally 5 GCSE’S at grade C or above /4 or 5 /4 from after 2016 /4 to include Science, Maths and English at grade B / 6 or 7 /4 from after 2016.

A Levels (A2)
- AABB including A in Biology. We accept all A level subjects for the remaining grades except General Studies and Critical Thinking.

BTEC Level 3 Extended Diploma (QCF)
- Distinction /Distinction /Distinction in: Health and Social Care (Health Studies), Applied Science. For Health and Social Care, 4 or out of 5 of your optional modules must be Biology-focused. For Applied Science, you must have 3 Biology-focused optional modules. All BTEC modules must be listed on your UCAS form. Failure to do this will result in your application being rejected.

Access to Higher Education Diploma
45 credits at Level 3 which must be at Distinction and include 25 credits from Biology subjects. Applicants should also have 5 GCSEs at grade C/4 or above to include Maths, English and Science. Applicants are also strongly advised to contact the School to discuss the suitability of their chosen Access course.

We consider Access courses to be suitable for mature applicants (23 plus) who have been out of full time education and have had no previous access to higher education.

Interdisciplinary Science Foundation Programme (CFGO)
Successful completion of the year with an overall score of at least 65%.

Interdisciplinary Foundation Programme (PHF)
Successful completion of the year with an overall score of at least 65%.

Irish Leaving Certificate
AABBBB including B in English and Maths, and A in Biology.

Scottish Advanced Highers
ABBB including A in Biology. We accept all A level subjects for the remaining grades.

International Baccalaureate
Overall score 33 points including 3 Higher Level subjects at minimum of Grade 5, one of which must be Biology.

English requirements for candidates for whom English is not their first language
IELTS: 7.0 overall with no less than 7.0 in listening and speaking plus no less than 7.0 in reading and writing.

INDEFL: 500 overall with no less than 22 in Listening, 22 in Reading, 23 in Writing and 24 in Speaking.

Evidence of study in the last 5 years.

Midwifery Placements
Leeds Teaching Hospital NHS Trust
Most midwifery placements are within the following clinical areas: antenatal wards, delivery units, postnatal ward, delivery suite and within the community teams throughout the city.

A small number of placements are at York or Harrogate. There is a two week elective placement in Year 3, which can be local, national or international (please see International placements).

Students usually source their own elective placement with the guidance of PPU or their Programme Lead.

Research Staff
We’re proud of our research active staff in Midwifery and you will get to meet and discuss their work as part of your education with us.

Prof Linda McGowan
Psychosocial approaches, global maternity care

Dr Janet Hirst
Family, child and maternal health

Dr Zoe Darwin
Perinatal mental health

Tomasa Stacey

Roz Haddrell
Women’s experience of pregnancy and the care that they receive

Angela Hewett
Simulation and clinical skills acquisition.

Selection Principles
Applicants are short-listed against agreed criteria and they must meet the academic entry requirement for the programme at application or within the academic cycle. The academic background of the applicant plus the personal statement on the UCAS form helps us to assess the nature of the applicant’s interest in the academic subject and is an important part of the selection process. Additionally the reference provided on the UCAS form must be supportive of the applicant. The School will only shortlist on the information supplied on the form at the time of submissions.

Successful applicants who have been short-listed will normally be invited to a selection event at the School of Healthcare between November and April. This event is an opportunity for applicants to find out more about the BSc Midwifery programme, to meet the academic staff and students and wider University campus.

School Travel Award
Abigail Millington, Trinidad and Tobago

“I chose to develop my midwifery skills by undertaking a placement at Port of Spain General Hospital in Trinidad and Tobago.

My professional learning objectives for this placement included; enhancing my cultural awareness in order to provide woman-centred care and developing my ability to draw comparisons between different healthcare systems in order to evaluate their effectiveness.

Culturally, some of the labour ward practices really shocked me; all labouring women delivered their babies in the same room and the curtains between beds remained open. Also no birth partners were allowed and no pain relief was given.

I also experienced an emergency resuscitation which, while distressing was really instructive, on teamwork and communication. This elective experience has therefore made an invaluable contribution to my midwifery practice and outlook on the world. I will never forget this once in a lifetime opportunity and I am extremely grateful to have received the School Travel Award to make this experience possible.”
ABOUT THE COURSE
The BA Social Work three year programme is designed to provide you with the skills and knowledge necessary to work as a social worker.

The social work programme at the University of Leeds is situated within the Leeds and Wakefield Social Work Teaching Partnership. This is an exciting time for social work education, as a Teaching Partnership provides a formal framework for Local Authorities and Universities to work together, to enhance experiences for social work students as well as the practice context in which students learn.

On completion of the programme you will be able to work in a variety of social work settings by developing the reflective and analytical skills needed to become a competent social worker. You will complete two placements and work experience placements to develop your practical skills in social work and related settings, supported by a qualified practitioner, to gain the guidance and insight required when you start your first job.

EMPLOYABILITY
100% of students in work/study six months after finishing, Unistats 2018

NSS HIGHLIGHTS
Accreditation
This degree is accredited by the Health and Care Professions Council (HCPC) and students that successfully complete will be registered with the HCPC.

OPEN TO INTERNATIONAL STUDENTS

WHAT YOU WILL STUDY
Year 1
This begins with a module with health care students which will introduce you to teamwork, communication, difference, diversity and ethics. Further modules consider psychological, sociological and social policy perspectives on social work practice. You will learn about the legal basis of social work and demonstrate your competence in IT and learn about models of disability and the life course, and there is a voluntary 20 day placement.

Compulsory modules
- Learning Together, Working Together: 30 credits
- Human Growth, Behaviour and Development: 20 credits
- Disability, Inclusion & the Life Course: 20 credits,
- Professional Practice 1: 30 credits

Year 2
This examines the impact of drugs and alcohol and mental health on social care users. You will study decision making in interprofessional contexts. You will continue to develop your understanding of law related to social work and study research methods and you will complete a 70 day placement.

Compulsory modules
- Research for Healthcare and Social Work Professionals: 10 credits
- Decision Making in Practice: 20 credits
- Social Work Perspectives in Drugs and Alcohol: 20 credits
- Social Work Perspectives in Mental Health: 20 credits
- Social Work Law: 10 credits
- Professional Practice 2: 40 credits.

Year 3
Students consider both children and family social work and working with adults. You will complete a research project allowing you to critically review the literature in relation to an area of social work practice and apply this to a case study. You can also choose from a range of optional modules e.g. reactions to loss and media depictions of mental health.

In your third year you will complete your course by undertaking a 100 day placement in a social work setting. This ensures you experience direct placement supported by practice teachers and assessors.

Compulsory modules
- Research Dissertation: 30 credits
- Working with Children and Families: 30 credits
- Working with Adults in Social Care: 20 credits
- Professional Practice 3: 40 credits.

Optional modules* (10 credits)
- Inequalities in Health and Healthcare
- Psycho-Social Influences on Child Development
- Media Depictions of Mental Health (Online).

*For details of all our optional modules, visit our course pages: http://webprod3.leeds.ac.uk/catalogue/programmesearch.asp

OUR STUDENTS
Gemma Appleby
“I wanted a course that offered me maximum placement opportunities and Leeds is unique in offering a placement in all 3 years. I knew Leeds was the place for me as staff were so knowledgeable and down to earth. I wanted to do something that would make a difference so I decided to go for it and I am so pleased I did! The highlight of my course was meeting such a diverse group of people who had a similar value base as me. The support from staff was amazing and my studies really gave me the confidence in myself and my own abilities. I would recommend the University of Leeds to others without a doubt. It’s been the best thing I have ever done”.

34 UNDERGRADUATE COURSE GUIDE 2019
OUR TEAM
The Social Work team has a wealth of experience, expertise and knowledge to support your degree experience.

Dr David Saitell has published a number of papers in international social work journals on decision making.

Sarbjit Kaur Hayre has a background in adult social work, particularly mental health and older people.

Iain Moody has a professional background in statutory and voluntary sector child and family social work.

Dr Ruth Garbutt has a background in working with children, users of mental health, adults with learning disabilities and learning disability to national and international conferences and has written numerous publications. Robin Green lectures and is still an Adult Social Worker for Leeds City Council. Adam Boyes was an independent Social Worker consulting with local and national charities and the NHS. Adam is now School’s of Healthcare Academic Lead for Educational Innovation, Technology and Blended Learning and looks at how technology can add our students to learn and better prepare them for their careers ahead.

OUTSTANDING PLACEMENTS
Our placements are in a range of cities in West Yorkshire in differing service areas: for instance homelessness, drugs and alcohol and mental health. Service user groups include children, users of mental health, adults with learning difficulties and older adults. We have excellent partner relationships across a range of sectors. Feedback from our students highlights the positive and varied learning experiences in Social Work research.

ENTRY REQUIREMENTS

GCSEs
5 GCSEs at grade C or above (4 or 5 if taken after 2010) including Maths and English Language.

A Levels (A2)
Any subject except General Studies and Critical Thinking.

BTEC Level 3 Extended Diploma (QCF)
Distinction/Distinction/Distinction.

Access to Higher Education:
45 credits at Level 3 which must be at Distinction. Applicants should also have 5 GCSEs at grade C or above / 4 or 5 (if taken after 2010) including Maths and English Language. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course. We consider Access courses to be suitable for mature applicants (21 plus) who have been out of full-time education and have had no previous access to higher education.

CACHE certificates
Certificates in Social Sciences or in Early Years at grade A (Overall grade) is accepted.

Interdisciplinary
Science Foundation Programme (CFSP)
Successful completion of the year with an overall score of at least 65%.

Interdisciplinary Foundation Programme (IFP)
Successful completion of the year with an overall score of at least 65%.

Irish Leaving Certificate
AABBBB including English and Maths.

Scottish Advanced Highers:
ABB in any subject. We consider all subjects for the remaining grades.

International Baccalaureate
Overall score: 33 points including 3 Higher Level subjects of minimum Grade 5.

English requirements for candidates for whom English is not their first language
IELTS: 7.0 overall with no less than 7.0 in any element.

IBTOEFL: 100 overall with no less than 22 in Listening, 22 in Reading, 22 in Writing and 24 in Speaking.

Evidence of study in the last 5 years.

SOCIAL WORK RESEARCH
Here at Leeds our research involves observation and assessment in practice settings, decision making in child and family social work; working with fathers in child and family social work and social work placements in educational settings. Current research projects include developing quality checker tools with NHS England for people with a learning disability, and collecting oral histories of people who used to live and work in learning disability hospitals.

We are working on evaluating public health education programmes for third sector organisations and exploring creative methods of data collection.

HOW WE MAKE A DIFFERENCE
Social work involves engaging and communicating, not only with clients themselves but their families and friends, as well as working closely with other organisations including the police, NHS, schools and probation service. Social workers help people to live more successfully within their local communities by helping them to find solutions to their problems.

ADMISSIONS TUTOR
Ros Day is the Admissions Tutor for Social Work, and her background is in teaching, initially in schools then further education. She currently teaches Sociology, Social Policy and Social Research to social work students and Ros is a personal tutor to a BA and MA group.

HOW TO APPLY
All full-time undergraduate applications must be made through the online Universities and Colleges Admissions Service by the January deadline (see the UCAS website for more details). The School of Healthcare does not normally participate in the UCAS Extra scheme for entry onto the degree course.

Direct applications are not accepted and students applying directly will not normally be considered. As required by UCAS, applicants must complete the UCAS application form, providing a personal statement, a list of all qualifications undertaken and those pending, and an appropriate referee’s statement. In addition they must declare if they wish to defer entry and they must declare any prior criminal conviction.

SELECTION PRINCIPLES
Applicants are short-listed against agreed criteria and they must meet the academic entry requirement for the programme at application or within the academic cycle. The academic background of the applicant plus the personal statement on the UCAS form helps us to assess the nature of the applicant’s interest in the academic subject and is an important part of the selection process. Additionally the reference provided on the UCAS form must be supportive of the applicant. The School will only shortlist on the information supplied on the form at the time of submissions.

Successful applicants who have been short-listed will normally be invited to an interview at the School of Healthcare between December and April. This event is an opportunity for applicants to find out more about the BA Social Work programme, to meet the academic staff and students and widen University campus.

READ OUR SOCIAL WORK BLOG
Our academics have written blogs on issues within the profession and their insight and opinions on them. You can read them at:
http://medhealth.leeds.ac.uk/sohblog
OPEN TO INTERNATIONAL STUDENTS

INTERNATIONAL STUDENTS STUDYING HEALTHCARE

The School of Healthcare is proud to invite international students to apply for its courses and we look forward to meeting you and welcoming you to join our healthcare community.

ABOUT OUR DEGREES
All our degrees are three years, full time and involve both academic study and practice in hospitals and community settings. Our degrees run for 45 weeks with seven weeks leave, longer than the usual university degree courses.

ADULT, CHILD, MENTAL HEALTH NURSING AND MIDWIFERY
Our Adult, Child, Mental Health Nursing and Midwifery degrees are field specific, which means after you graduate and register with the Nursing and Midwifery Council (NMC) you can only practice as an Adult Nurse (not a Child or Mental Health Nurse) with an Adult Nursing degree, and similarly with the fields of Child and Mental Health, and Midwifery. You can practice in the UK and EU (EU is subject to change).

SOCIAL WORK
Upon graduation, you will apply for registration with the Health and Care Professions Council. This enables you to use the title of Social Worker and to practice in England and Wales. If you do not intend to work in England and Wales, you need to contact the registration board in the country you wish to work and check their requirements. Not all countries have the same requirements, so you should not assume transferability.

HOW TO APPLY FOR OUR COURSES
All candidates for Adult, Child and Mental Health Nursing, Midwifery and Social Work degrees must meet entry requirements as stated on the course pages, and apply via the UCAS website (www.UCAS.com). If you have been offered a place, you are required to be interviewed and undertake a short entry test. For nursing and midwifery the test is a mathematics test. Interviews may be conducted via SKYPE and will be arranged with you for a specific date and time. For Social Work, the current test is a written exercise. Tests for Nursing and Midwifery will be taken remotely, but under observation, immediately following the interview. Please check the website for further details of tests for Social Work.

FEES
The current tuition and combined placement fees for undergraduate international students can be found on our website. You will have to pay for occupational health clearance and immunisations (cost will vary dependent on individual needs of student and course requirements – please ask us for further information).

FURTHER INFORMATION
If you wish to study Nursing, Midwifery or Social Work you need to be fully aware of what this means for you as a student and as a graduate nurse or midwife or social worker with UK registration, with the Nursing and Midwifery Council (NMC) https://www.nmc.org.uk/ and as a social worker with the Health and Care Professions Council (HCPC) https://www.hcpc-uk.co.uk/ There is a wealth of information and contact details on our International Student’s web pages which you should familiarise yourself with http://www.leeds.ac.uk/information/international_students

PARENTS’ GUIDE
We are a very popular School of Healthcare and we attract over 4,000 applications a year for around 400 places. Our courses are popular, not just because of the academic quality but because we have excellent employability, placements, inspirational mentors and world leading researchers sharing their knowledge and influence.

PREPARING TO APPLY
Our courses are demanding; we challenge our students at every stage because they are entering a profession which is literally life changing. We have a responsibility to train the next generation of responsible and committed professionals. Places on these courses are valuable and if a student drops out we cannot replace them, and before applying, we encourage them and you to research their chosen area in detail and talk to our students and staff at open days to understand the skills and behaviours needed to be a healthcare professional.

SUPPORTING OUR STUDENTS – HOW WE HELP
We know University life can be demanding and we pride ourselves on the support we provide to ensure they progress and thrive. Each student will be given a personal tutor to guide them through the processes and day to day life, and we have an Academic Lead for students, who can give confidential advice and help with course work and exam preparation. We also have a student union advice centre and a Student Counselling Service and Chaplaincy.

PREPARING FOR STUDENT LIFE
For some students, this is their first time living away from home and feeling alone for the first time, so brushing up on some life skills may come in useful.

Budget planning: Students can calculate a weekly budget for all of their living costs, including travel expenses, electricity, gas and other staples. They need to have some idea of how much they need to save over the year.

Part-time work: Before applying, your child could look at finding part-time work to save some extra money and boost their skills; working in care homes, volunteering in community centres or working in the St John’s Ambulance service always helps to enhance a personal statement or CV.

Shopping – food not clothes! Some students arrive with no experience of food shopping. Please ensure your child is able to shop sensibly and economically and understands how to put together a healthy shopping list; not just fast food, snacks, cola and snacks! Also, encourage them to plan meals and be prepared to cook. Some students are not used to cooking: ENGLISH Dishes like roast potatoes, pie, steak and chips, are not regular, so encourage them to help themselves to the canteen; Learning some basic cookery skills will stand your child in good stead for years to come. Putting a nutritious meal together on a limited budget is far healthier than fast food, so encourage them to help with creating a few basic dishes. Cookery books are also available for those not natively inclined.

Clothing: We can provide advice on the national clothing standards, so please encourage them to get some clothes. For Social Work, the current dress code is simple and practical. For Social Work we also ask our students to wear a uniform that is different from that worn in a healthcare setting.

Lifestyle: A range of support is available to help students understand the skills and behaviours needed to be a healthcare professional.

STUDENT LIFE
Before applying, your child could look at finding part-time work to save some extra money and boost their skills; working in care homes, volunteering in community centres or working in the St John’s Ambulance service always helps to enhance a personal statement or CV.

Social work – the pull of home too strong. Some students may feel that the demands of the course are too much and the pull of home too strong. Help them to stay with their course and remind them of the financial benefits and rewards of their study.

EMPTY NEST
Finally, a brief word about how you as parents prepare for your child leaving home. After the autumn drop off you may return home to a cleaner, tidier and much quieter house. Many parents take time to adjust when their child leaves home, however an empty nest might reduce work and rekindle interests for which you previously might not have had time. Think about the changes and talk about them, this will help prepare both you as a parent and your child.

HOMESICKNESS
Your child may find the first semester challenging. This is understandable when faced with a course which tests them academically and also requires them to begin working in a healthcare environment with real patients, nurses and doctors. We will support them through this, but we will need your help too, particularly when the semester ends and they return home for Christmas. Some students may feel that the demands of the course are too much and the pull of home too strong. Please encourage them to stay with their course and remind them of the benefits and rewards of their study.

PLACES ON SOCIAL WORK DEGREES
Application is open for Social Work only.}

ASSUMPTION
Assume transferability.

YOU WISH TO WORK
You need to contact the NMC, the Nursing and Midwifery Council (NMC) and the Health and Care Professions Council. This enables you to secure registration with the Health and Care Professions Council. Upon graduation, you will apply for registration with the Health and Care Professions Council. This enables you to secure registration with the Health and Care Professions Council. It provides you with a valid registration to practice in the UK and EU.

NMC
The NMC is the regulatory body for nurses, midwives and health visitors in England, and the Nursing and Midwifery Council (NMC) is responsible for the regulation of nurses, midwives and health visitors.

NMC website
http://www.nmc.org.uk/
FINANCE

Studying for a degree at the School of Healthcare is different to any other degree, because you will receive two awards: a degree from a Russell Group university and be able to register with a regulatory body which will open doors in health and social work in the UK and hospitals around the world.

Another key reason to study healthcare at Leeds is that our courses currently have an employability rating of 100%.

FEES FOR STUDYING AT THE SCHOOL OF HEALTHCARE

There are no upfront fees to pay for any undergraduate courses in the School of Healthcare, but government policy changes mean that students will be given loans to cover the tuition costs, which will only be repaid once a graduate earns over £25,000. Travel costs to clinical placement are reimbursed.

WHY HAVE CHANGES BEEN MADE?

The NHS needs more nurses, midwives and allied health professionals and the government’s aim is to generate 10,000 more places in universities by 2020. The current system of funding, where fees and bursaries are paid for by the NHS cannot easily respond to the increased demand for health professionals as there isn’t additional funding for training.

WILL THERE BE MORE PLACES TO APPLY?

The number of places we offer depends on the availability of clinical/practice placements in hospitals, community clinics, and other care settings. The change will allow the University to increase the number of places we offer in some programmes (such as Adult Nursing) once we have the placements ready for hosting students.

WHEN DO I START PAYING BACK MY LOAN?

Loan repayment terms will be the same as every other student who takes out undergraduate loans: this is currently 9% of whatever you earn over the £25,000 threshold. Typical repayment for a grade 5 (newly qualified nurse or midwife) would be approx £31.25 per month at current salary levels (subject to change).

SOCIAL WORK

Since 2013 the numbers of social work bursaries at each University have been capped nationally for each individual social work programme. Bursaries are not available for year one of BA programmes but currently have bursaries for years two and three. Please visit www.nhsbsa.nhs.uk website for the latest information.

WHAT SUPPORT IS AVAILABLE?

Financial support for 18-19 is still to be finalised, but the University has a number of support services and the Access to Learning Fund (ALF). The Leeds University Union also provides information to students and supports those with queries or needs financial advice. Please see the University Money Guide for further details.

To help with living costs, means tested maintenance loans are available which are paid in instalments. The cost of placement travel over and above daily costs will be reimbursed and students with children can claim a Child dependants allowance. There is an Exceptional Support Fund for those experiencing financial hardship. Please visit www.nhsbsa.nhs.uk to for details.

LINKS

www.leeds.ac.uk/info/128004/fees_and_funding/15/fees
www.gov.uk/student-finance/loans-and-grants
www.gov.uk/student-finance-calculator
www.moneysavingexpert.com/students/student-loans-tuition-fees-changes
www.nhsbsa.nhs.uk/Students.aspx
O UR ACCOMMODATION

We have a fantastic range of self-catered accommodation for you to choose from – modern multi-storey blocks on large sites, converted Victorian town houses and everything in between. We advise our students to choose housing which is self-catered. This means you can eat at your convenience, not at fixed times, which would not match your placement timetable.

FIRST YEAR GUARANTEED ACCOMMODATION

We ask students to apply as early as possible (by 1st July), not at the last minute! You’re guaranteed a place in our accommodation if you are a new 1st year undergraduate not coming to Leeds through Clearing.

HOW IT WORKS

You’ll share a kitchen diner with a small number of other residents. We provide cooking facilities but you should bring your own pans and crockery. To make things easier, you can purchase a Kitchen Essentials Pack from us and it includes all the basic cooking and eating utensils. We’ll even place it in your room before you arrive.

If you follow a vegan, kosher or Halal diet, it’s good to let us know when you apply – that way we can try to find you flatmates with similar diets.

ABOUT THE HALLS

All these student accommodations are close by the University. These places are all self-catering and open throughout the summer; this is because when on practice, you would miss the fixed mealtimes and there will still be fellow students around after June. If groups of friends on the course wish to stay together we try to accommodate them. To learn more, visit accommodation.leeds.ac.uk or call: 0113 343 7777.

Lupton and Oxley residences are a few miles up the road in Headingley, which has bars, restaurants a cinema and supermarkets close by (and home of the famous cricket ground). Lupton is behind Sainsburys in Headingley (£93 pw incl bills etc). Oxley Hall is in Far Headingley from (£109 pw for En-suite, incl bills). The Tannery is on Kirkstall Road close to the Leeds General Infirmary, 2 minutes from the city centre (from £130 pw, including bills, Wi-fi and insurance).

Please note prices and availability are subject to change.

CLOSE TO THE CITY, UNIVERSITY AND CLOSE TO PLACEMENTS

We have a number of excellent housing complexes within easy reach of the University. Where possible, we try to place Healthcare students in close proximity and in those places with longer booking to cover the additional study weeks on the course.