School of Medicine

UNIVERSITY OF LEEDS

AUDIOLOGY,
CARDIAC PHYSIOLOGY,
DIAGNOSTIC RADIOGRAPHY

2018
Contents

Welcome to the School of Medicine ....................................................... 4
Learning and teaching ........................................................................... 6
Excellence in clinical practice .............................................................. 8
BSc (Hons) Healthcare Science (Audiology) ......................................... 9
BSc (Hons) Healthcare Science (Cardiac Physiology) ......................... 12
BSc (Hons) Diagnostic Radiography .................................................... 15
Supporting for learning and your career ............................................. 18
Outstanding facilities ........................................................................... 19
Life at Leeds ......................................................................................... 20
Your application .................................................................................. 22

Important Information

Information provided by the University such as in presentations, University brochures and the University website, is accurate at the time 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 will look to 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 www.leeds.ac.uk/courses Please check this website before making any decisions.
Why choose Leeds?

- Ranked 14th best university in the UK (The Complete University Guide 2018).
- We are a member of the prestigious Russell Group of 24 research-intensive universities. Top 10 ranking for research power in the UK (REF, 2014).
- Leeds School of Medicine has strong links with NHS trusts across the Yorkshire and Humber region, which provide excellent clinical placements.
- You will gain clinical exposure early in year 1 and have regular patient involvement on placements throughout your course.
At Leeds we pride ourselves on educational excellence, opportunities for research, and career development, harnessing the greatest potential from every student and instilling the highest professional values to support your learning.

Our courses are recognised for the quality of our teaching. At Leeds our teaching reflects the knowledge, skills and attitudes required to practice as a healthcare professional in the current healthcare environment. We pride ourselves on being forward-thinking and are confident that our courses use technology effectively to enhance learning and patient care.

We have an international reputation for high quality assessment and are one of only two medical schools worldwide to hold three ASPIRE-to-Excellence awards, assessed and awarded by leaders in medical education from around the world on behalf of the Association for Medical Education in Europe.

You will find the best education and support you need to fulfil your ambitions here at Leeds so you can become a fully trained and ready to practice audiologist, cardiac physiologist or radiographer.

Leeds is a great place to study and we look forward to welcoming you to the School of Medicine. Our graduates touch people’s lives in many personal ways and being a Leeds graduate gives you an excellent springboard to build a rewarding career.

Professor Trudie Roberts MBChB, PhD, FRCP, FHEA
Director and Professor of Medical Education

Professor Paul M Stewart MD, FRCP, FMedSci
Dean and Professor of Medicine

We have invested £40m in the refurbishment of the School of Medicine to create a dynamic learning environment.
Our ethos

Our ethos reflects the core values of the NHS Constitution.

- **Working together for patients** – we involve patients, staff, families, carers, communities and professionals in everything we do to ensure patients come first.

- **Equipping graduates to become the practitioners of tomorrow** – high quality, innovative clinical practice is embedded throughout our teaching to produce healthcare professionals who demonstrate both academic and clinical excellence.

- **Stimulating student enquiry** – developing critical thinking, independent learning and research skills.

- **Engaging students** through early clinical based teaching, with regular patient contact throughout the course.

- **A research-informed curriculum** which continues to evolve on the basis of world class educational research and innovation.

Inspirational staff

Our inspirational academics are world class researchers at the leading edge of their professions, influencing NHS policy and develop world leading innovation in medicine and healthcare.

You will be taught by staff who have worked in clinical roles in hospitals, so they understand the skills needed to ensure our students develop essential caring and patient focused qualities.

All our clinical educators undertake nationally accredited training to ensure they are providing the very best practical teaching to our students.

We draw on specialist lecturers and clinicians from across the School of Medicine and Faculty of Biological Sciences to deliver an integrated curriculum across key topics including; biology, genes, DNA, embryology, immunology, microbiology, respiratory, cardiology, renal and gastroenterology.
Our courses
We provide a range of undergraduate courses in medicine, audiology, cardiac physiology and radiography. You will work alongside colleagues from other healthcare professions developing leadership and team-working skills with other professional groups.

All of our courses include early exposure to clinical settings so you will develop your practical skills from day one.

Our research
As a research intensive school we work collaboratively to share, grow and extend our expertise in cardiac physiology, audiology and diagnostic radiography. Our research involves studying and developing physiological mechanisms, diagnostic procedures and patient experiences that will inform and develop clinical practice. We will encourage you to develop independent learning and research skills as you progress through your course.

Our teaching reflects and supports the key values of putting patients first, showing respect and dignity and being inclusive and supportive to all. Quality of care, safety and effectiveness needs to be right every time, we ensure compassion is at the heart of every patient contact we have.

How you will learn
Your learning will involve the following approaches;

- A blended learning approach using a range of classroom, clinical skills and innovative eLearning methods.
- Inter-professional learning to ensure development of good leadership and team-working skills with other professional groups.
- Essential hands-on clinical experience at one of our partner hospital trusts across the Yorkshire and Humber region.

EMILY WALDRON
2nd year student

“To help with assessment and learning, lecturers ensure that each lesson engages students, they use a variety of ways to demonstrate and communicate ideas across, tailoring to different learning styles.

Each year is accessed differently, but done in a variety of ways. The course is split into exams, essays and other coursework type assessments - which is useful if you struggle in one area and excel in another.

I found the modules relating to anatomy the most interesting, as they gave me insight and useful tools to use whilst on placement. I feel we are constantly building on our knowledge and learning new things.”
Assessment

We use a range of assessment methods to assess your clinical and professional skills, including:

- presentations
- group assessments
- unseen examinations
- essays
- practical skills examinations
- the assessment of clinical practice
- poster presentations
- oral presentations
- Objective Structured Clinical Examinations (OSCEs / OSEs)
- online multiple choice question exams
- practical workbooks

Leeds has an international reputation for high quality assessment – we’re one of only two medical schools worldwide to hold the ASPIRE-to-Excellence award for Assessment.
Clinical placements

At Leeds you have the opportunity to work across different NHS trusts and some private providers, exposing you to a variety of clinical environments – something that sets our students apart.

The breadth of specialities you experience while on placement provides valuable insight and a more rounded understanding of practices across NHS trusts. Our placements are based in a variety of hospitals including those in Harrogate, Scarborough, Sheffield, York, Hull and Bradford. As a result, our students are better equipped and able to adopt a more flexible approach in different clinical settings after graduation.

One of the key training partners for our courses is the Leeds Teaching Hospitals NHS Trust, home of the Yorkshire Heart Centre. It is one of the largest, most innovative trusts in England, combining high quality clinical services with academic research, pushing the boundaries of healthcare. We also have close relationships with specialist units in the region in diagnostic imaging and audiology.

We believe in offering you the broadest healthcare experience possible. We have excellent relationships with teaching hospitals and universities around the world so you can experience healthcare in other cultures.

Patient Carer Community

We recognise how important it is to ensure that healthcare professionals of the future can communicate effectively with patients, carers and their family members. Patient and carer involvement through our Patient Carer Community (PCC) allows you to gain first-hand experience of working with individuals who are living with, or caring for someone with a medical condition or disability. This experience puts real patient stories at the heart of your learning, helping to improve your confidence and interpersonal skills when dealing with issues such as disability, chronic illness, and mental health.

KATIE BARRY

3rd year student

“Placement has always been an equal mix of the terrifying and the exhilarating. It keeps you on your toes and there is so much to learn every day.

I have been on placement in the Leeds Teaching Hospitals Trust (LTHT) for my 1st year and 3rd year and I was in the Hull and East Yorkshire (HEY) Trust during my 2nd year.

By alternating between two Trusts, you get to learn a greater range of protocols and techniques that aid your ability to adapt; which is essential in a career in radiography.

Placements are organised to ensure you gain experience in each essential area, such as general departments, A&E, theatre and mobiles. In Leeds I experienced oncology, minor injuries and non-traumatic theatre, whereas in Hull I gained more experience in trauma.”
Working as an audiologist is incredibly rewarding. Audiolists are involved in the diagnosis and rehabilitation of patients with hearing and balance disorders. This allows them to develop relationships with patients, and see the benefits they receive from audiological care.

About the course

Audiology is a varied and expanding discipline, involving aspects of biological sciences, engineering, psychology, physics, electronics, speech and social science.

Our course has consistently scored highly for student satisfaction in the NSS and we have excellent placements throughout the region and strong links with the community.

We are proud to be the only undergraduate audiology course in the UK that sits within a School of Medicine. You will benefit from being taught by a wide range of clinical and academic experts who are at the cutting-edge of research and teaching practice in their fields.

Our tutors have a wide range of audiological experience and expertise, both in clinical and research environments.

Our audiology team have worked in clinical departments and regularly share research at conferences and in peer-reviewed international journals.

We feel it is really important that future audiologists are able to understand patients’ and carers’ perspectives and communicate with them effectively. To help you develop these skills, you will have opportunity to engage with members of our Patient and Carer Community (PCC). At Leeds, this interaction with patients begins at our pre-entry selection events, and continues throughout the course, preparing you for future practice.

Facilities

We have our own dedicated audiology laboratories on campus which include sound-proof booths and equipment for hearing aid fittings, electrophysiological recordings and balance assessment to give you an outstanding learning experience and prepare you for placement and practice.

Placements

You will go on placement from the first semester and undertake several clinical placements throughout your course, where you will be supported by experienced audiologists.

“Work placements are the best part of the course, I have learnt so much about how to work with people of different ages and backgrounds. I am putting what I learn at university into practice and improving my patient communication skills.

The most memorable part of my placement experience so far was seeing a patient hear for the first time after cochlear implant surgery, it was an amazing and emotional moment which made me realise how much I value my degree.

When I graduate I hope to start my career as an Audiologist in the NHS and I’m also interested in pursuing a master’s degree in audiology.”

OLU OLADELE

3rd year student

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OLU OLADELE

3rd year student
What you will study

Year 1

You will gain a broad understanding of the principles of neurosensory healthcare science with an introduction to the theory and practice of audiological assessment and rehabilitation. You will learn how to assess hearing function in our on-campus clinical laboratories and learn about professional working.

Year 2

You will be introduced to audiological disorders and non-routine patient groups (e.g., paediatrics, tinnitus and balance patients) and cover a range of audiological assessment and rehabilitation techniques. This will prepare you for your NHS clinical placement at the end of the academic year where you will continue to develop your audiological skills.

You will focus on adult hearing impairment and the current technological and non-technological options to improve lives.

LAUREN CRAVEN
Clinical Educator and Audiologist, Pinderfields Hospital, Wakefield

“As a clinical educator I support and mentor students who are on placement with us. I ensure that students see a variety of patients and appointment types in order to fulfil the requirements of their university logbook. I provide direct supervision with all students and ensure the theory based learning from university is put into practice in the workplace.”

Year 3

You will explore a wide range of hearing and balance disorders and the options available to treat and manage these conditions.

You will continue to develop your practical skills both in our on-campus clinical laboratories and also in your final clinical placement in semester 2.

As a practising audiologist you will be expected to undertake research and development projects. In preparation for this, all our students study specialist areas of interest and undertake a research project, in a particular area of audiology, in their final year. Many of our students have presented their research at conferences or in professional journals.

Our research expertise

The audiology team reflects a mix of backgrounds including audiology, biology, physiology, psychology and pedagogy. This collaborative approach has led to a natural generation of ideas for research that links basic science, clinical practice and education; and fosters partnerships within and outside of the university. This includes community events and conferences both nationally and internationally.
Our Clinical Educators

We are especially proud that two of our placement Clinical Educators were nominated for the 2016 British Academy of Audiology (BAA) Placement Supervisor of the Year award: Christine Brindle, Senior Audiologist – Harrogate District Hospital and Jennifer Chadwick, Audiologist Clinical Lead – Hearing Rehabilitation Centre, Doncaster. This award recognises an Audiologist who stands out from the crowd with regard to supervising and supporting our students on placement.

We are delighted that another of our Clinical Educators, Clare Bates, Chief Audiologist – Freeman Hospital Newcastle, won the 2016 BAA Audiologist of the Year award.

Accreditation

Our course is accredited by the National School of Healthcare Science (NSHCS) and the Registration Council for Clinical Physiologists (RCCP).

Why choose Leeds?

- We are the only audiology course in the UK that sits within a School of Medicine.
- You will develop your communication skills with patients and carers through the School’s Patient Carer Community (PCC).
- Your learning will benefit from our state-of-the-art on-campus audiology laboratories.
- You will undertake several placements at different hospitals supported by experienced audiologists giving you experience in more than our department.
- You will undertake a novel research project in your final year and have the opportunity to present your research at conferences and in professional journals.
- You will benefit from being taught by research-active staff who are working at the cutting-edge of their discipline.

OLIVIA BAILEY

3rd year student

“Out of all of the universities I considered for my degree, Leeds stood out to me the most. The staff and current students were really welcoming and the campus setting allowed me to visualise myself here.

Studying Audiology means that a number of lectures are with students from other courses which is a great opportunity to talk about our experiences in different healthcare departments.

There’s a great deal of support available here at Leeds, on my first day I was assigned a personal tutor which has been invaluable, I can go to them with any problems or concerns about assignments, exams and the course and they always point me in the right direction.

One of the most exciting things about my course is the placement opportunities. I have been on placement to many hospitals across the region including Hull Royal Infirmary, York Teaching Hospital, Barnsley Hospital, and Pinderfields Hospital, Wakefield. I have gained practical, hands-on skills.

I have also been able to experience completely different aspects of healthcare, such as observing surgery and undertaking placements in ophthalmology and neuroscience.”
About the course

Our course focuses on the diagnosis of cardiac disorders and integrates academic and workplace learning with an extended academic year. Placements are an integral part of your learning and we have an established circuit of high quality hospital environments for you to learn from leading professionals.

You will develop your clinical skills through practical sessions which take place in our dedicated cardiac physiology laboratories, and clinical placements within hospital departments across the Yorkshire and Humber region.

In addition to developing knowledge and clinical competence in routine theoretical and clinical cardiac physiology, you will also have opportunities to study specialist areas of interest within year 3 (Independent Study module and Research Project).

The research project/dissertation provides an opportunity for you to identify your own area of interest, undertake a systematic review of the literature and an audit of practice or empirical research. You are encouraged to present your findings at national conferences and submit your projects for publication in a peer reviewed journal where appropriate.

On graduation, students are qualified to work at a Band 5 salary level on the NHS pay scale.

What you will study

Year 1

You will gain a broad understanding of the principles of healthcare science. This is alongside an introduction to the theory and practice of cardiovascular respiratory and sleep study assessments.

Year 2

The second year incorporates a longer placement specifically aimed at cardiac physiology, and your learning will focus on the underpinning knowledge of non-invasive procedures and pathophysiology to support this.
Year 3
The third year provides a dedicated semester to cardiac physiology practice, developing and consolidating your year 1 and 2 practice, while learning further therapeutic and invasive procedures and underpinning theory to support this. You will also conduct a research project in a chosen area of cardiology.

Facilities
We have our own dedicated clinical skills facility located on campus to give you an outstanding learning experience. Additionally we utilise clinical skills facilities situated at St James’s Hospital, Leeds.

Gaining clinical skills, prior to placement in a hospital environment, helps prepare you for the transition. Clinical placements are a valuable learning environment and supporting you prior to this ensures you are both prepared for clinical placement and get the most out of your time in practice.

LOUISE BOTTOMLEY
1st year student

“I always enjoyed studying the heart when I was at school but didn’t think there was a course with a clear career pathway, until finding this one. I also wanted a course where I knew more or less where I was going to end up.

Cardiac physiology is great because everyone who graduates will be a qualified cardiac physiologist and can almost walk into a job.

My first placement was at Scunthorpe General Hospital and my experience of Scunthorpe has been fantastic. The department is fairly small which is nice because going on placement as a first year can be quite daunting, as for many students, it is the first time working in a clinical environment.”

OLLY SHRIVER
Work Based Assessor and Cardiac Physiologist, York Hospital

“As a Work Based Assessor (WBA), I support students in their studies. The majority of this is on the job training and teaching. I review the storyboards that are part of the record of clinical placement, I also sign off students’ ‘work logs’ and complete assessments with students.

As a WBA I am someone my students can approach for support and guidance whether this is specifically clinical or for general workplace issues.”
Placements
We have excellent established relationships with all our hospital departments within the Yorkshire and Humber region. Our placements provide the nationally required skill set and excellent support mechanisms for students at all levels. Departments are friendly and supportive environments where you will gain invaluable experience throughout the course.

You will spend a considerable amount of time on clinical placement starting in your first year (10 weeks) and increasing in time in your second year (15 weeks) and third year (25 weeks). Due to careful negotiation of the timetable, you are able to enjoy an extended summer break. Exceptional students and placement Work Based Assessors are given recognition though our ‘reporting tool’ which commends performance and acknowledges a valued contribution to student learning.

Accreditation
Our course is accredited by the National School of Healthcare Science (NSHCS).

Why choose Leeds?
- We are proud to be the only Cardiac Physiology course in the UK that sits within a School of Medicine.
- New for 2017 – optional access to cadavers to enhance anatomical learning.
- New for 2017 - you will interact with patients from the Patient Carer Community group to help prepare you for placement.
- Clinical placements are undertaken within departments across the Yorkshire and Humber region.
- You will develop your clinical skills through practical sessions in our dedicated Cardiac Physiology laboratories.
- You will study specialist areas of interest undertaking a research project in your final year.
- Based within the globally renowned Leeds Institute of Cardiovascular and Metabolic Medicine, means that our students have access to leading researchers and can attend and participate in academic research seminars alongside practising cardiologists and senior medical researchers.
- There are opportunities to present your research at conferences and in professional journals.
- Careful timetabling means you can enjoy an extended summer break.

SHEHAN FERNANDO
3rd year BSc Healthcare Science (Cardiac Physiology) student

“I believe my passion for cardiac physiology stems from a strong desire to care for patients ailing with cardiac illnesses, which is complemented by an enthusiasm to understand the physiology and diagnostics underlying cardiovascular disease.

On the course, the immersion into the challenging clinical environment is unquestionably stimulating and has made me realise the significant impact I, as a Cardiac Physiologist, can have on a patient’s diagnostic and treatment pathway.

I must say, the vocational component of my degree has helped me develop not only self-assurance but also desirable patient rapport.”
Radiographers use a range of different imaging techniques and sophisticated technology to produce high quality images to aid diagnosis of injury or disease.

Radiographers are healthcare professionals allied to medicine who work as part of a multidisciplinary team within the healthcare setting. The career structure available provides opportunities for radiographers to specialise in many areas, including ultrasound, CT scanning, image reporting, teaching and management.

Radiography is an exciting profession that combines science, technology and patient care; and is at the heart of modern healthcare playing a vital role in patient diagnosis and treatment. The role of the radiographer is diverse and continually developing into new areas of practice.

As a radiographer you are at the forefront of emerging and developing technology such as digital imaging, magnetic resonance imaging (MRI), computed tomography (CT) and ultrasound.

The University has an active and vibrant radiography community where staff are engaged in research. Each year, several graduates from the course either present at conferences or submit their research projects for publication in ‘Radiography’ magazine. Several former students have been Society of Radiographers students representatives. One of our former students was awarded the ‘Student of the Year’ Award and attended a presentation ceremony at the House of Commons.

What you will study

Year 1

This provides an introduction to radiographic imaging. The key focus of this year is plain film radiography of the musculo-skeletal system, thorax and abdomen. Essential skills such as communication, patient care, radiographic technique and team work are also developed.
Year 2
Students explore the range of speciality imaging methods available, such as computed tomography, magnetic resonance imaging, ultrasound and radionuclide imaging. It will cover how to image a range of body systems including the respiratory system, the gastrointestinal tract, the cardio-vascular system and the urinary system.

Year 3
Covers the more challenging and specialist aspects of radiography where the radiographer has to evaluate and adapt imaging investigations to meet the needs of the patient.

You will also have the opportunity to study optional modules including an international work based learning module and two new optional modules.

A research project is undertaken in the final year in order to develop your evaluation skills and to develop your ability to question practice.

Facilities
Our clinical skills room is an x-ray room based within an imaging department in a local hospital. It allows you to work with patients in a controlled learning environment with ongoing support, advice and tuition from clinical tutors. You are actively encouraged to apply your learning to the clinical setting and receive one to one feedback on your progress.

Placements
You are introduced to the clinical environment very early in your first semester. During weeks 2 to 9 you spend one day a week on placement.

The four Trusts used for our placements are Leeds Teaching Hospitals Trust, Hull and East Yorkshire NHS Trust, York Teaching Hospitals NHS Foundation Trust (incorporating Scarborough Hospital) and Harrogate District Foundation Trust.

We have very close links with these trusts, strengthened by clinically active staff such as clinical tutors and liaison radiographers, who ensure clinical teaching remains current and evidence based. We also ensure you have ongoing support whilst on placement and that you have access to good quality clinical training and experience.

“I am passionate about studying radiography because it is a fundamental aspect of a patient’s pathway to diagnosis and recovery; and although demanding, it is a very rewarding vocation.

We study the anatomy and physiology of the human body to be able to understand what we are imaging, why we are imaging that area and to use our knowledge to justify the chosen imaging modality.

I have recently chosen my optional modules for year three and am particularly interested in the forensic and work-based learning modules. I think these modules are a great way of leading up to the 3+1 (BSc + MSc) programme and for students who are already thinking of specialising in a modality.”

NATALIE JOHNSON
2nd year BSc Radiography student
Why choose Leeds?

- You will be introduced to clinical environments from the first semester of your course.
- The clinical/theory ratio is a 40:60 split, providing you with a considerable amount of time on clinical placement.
- Clinical placements are undertaken within departments across the Yorkshire and Humber region in both small and large hospitals.
- Work with real patients in a relaxed environment at our clinical skills room, an x-ray room based within the imaging department in local hospital.
- You will also undertake optional modules to explore areas of personal interest, giving you the opportunity to graduate with additional skills.
- International placements available in Sweden, Denmark and Malta.
- Opportunities to progress directly onto the MSc Diagnostic Imaging course where you can specialise in ultrasound, breast imaging, CT or MRI scanning.
- You will undertake a research project in your final year to develop your evaluation skills and your ability to question practice.
- You will complete a portfolio each year to develop your reflective writing skills and prepare you for continuing professional development (CPD) when you’re a fully qualified radiographer.
- Many of our students have presented their research at conferences or in professional journals.

International placements

We have also developed links with international universities in countries such as Denmark, Sweden and Malta, which provide opportunities for short work placements for you to gain an insight to radiography abroad, for a greater understanding of the role of the radiographer in different countries.

Accreditation

Our course is approved by the Health and Care Professions Council and the Society of Radiographers.
Supporting your learning and your career

Student support

Personal tutor
To support your transition to university and help you make the most of your experience here at Leeds we assign you a personal tutor. They are usually a healthcare professional or lecturer who provide academic and pastoral support when you need it from year one. Regular contact with your personal tutor guides your academic progress and personal development, to enable you to achieve your full potential.

Support services
In addition to the School’s provision, the University has a network of specialist services centred on you and your wellbeing, which all work together to ensure that any problems you have are carefully resolved.

Careers support

The professional skills and clinical experience you develop on the course enables you to pursue a variety of careers.

We encourage you to prepare for your career from day one. That’s one of the reasons our graduates are so sought after by employers.

Throughout the course you’ll have opportunities for self-reflection, to think about different career routes and the skills you’ll need to develop for your chosen career path. Specialist careers support from our dedicated Careers Coordinator based in the School of Medicine will help you build up your employability skills – which are ever-more important in a competitive jobs market.

Our award-winning University Careers Centre provides advice and a range of services including advice on job applications, improving your CV and preparing for interviews. Find out more at www.leeds.ac.uk/careerscentre.

EMMA MITCHELL
1st year student

“Lecturers always provide support, advice and guidance. They are very approachable and friendly and are always willing to help. We have a Personal Tutor for support throughout our three years.

Lectures always stay behind after the lecture to allow anyone to ask questions which they might not have wanted to ask in front of everyone, which I think is great. They also offer to put on additional sessions on more difficult topics.”
As a healthcare student you have access to dedicated teaching facilities and resources to support and enhance your learning experience.

**Clinical Practice Centre**

Clinical skills’ teaching for our healthcare students is based in the Leeds Clinical Practice Centre on St James’s University Hospital site. The Centre provides excellent up-to-date clinical skills training facilities including simulation and ultrasound equipment, providing a learning environment for our students which combines hands-on practical application.

Radiography has its own specialist teaching facilities in one of our Leeds partner hospitals.

**On-campus facilities**

We have access to our own clinical suites where students learn how to use various equipment in a safe teaching environment. Our state-of-the-art audiology labs and cardiac physiology facilities are on campus.

**Health Sciences Library**

The Health Sciences Library located in the School of Medicine, contains the research and teaching collections for all medical and health related subjects. The library has Wi-Fi access throughout and a variety of individual and group study spaces.

OUTSTANDING FACILITIES

“...The x-ray rooms are really useful because they allow us to practice x-ray positioning away from placement, which helps to develop our technique.

There are a number of great libraries on campus which have silent study areas which are perfect for students who prefer revising on their own.”

JOANNA BALL

1st year student
Life at Leeds

Campus life
Our single-site campus, one of the largest in the UK, is adjacent to Leeds General Infirmary and just a short walk from the centre of Leeds. Our students love the fact that everything is in one place and it’s really easy to get around.

Your students’ union
When you come to the University of Leeds, you’ll have the chance to become a member of Leeds University Union (LUU), one of the best and most active students’ unions in the country. The Union offers an unparalleled range of help, advice, support, events, activities and entertainment, including over 360 student-led clubs and societies.

In addition to the clubs and societies run by the students’ union, the Radiography society (RAD SOC) and Cardiology society (CAD SOC) are student societies run by our students for our students. Throughout the year there are events and activities, which are a great way to get to know students on your course and make the most out of your time here.

Sport and fitness
Whatever your level of fitness, we provide excellent opportunities to keep healthy and get active. So, whether you want to participate for fun, at club level or at the highest national or international standards, at Leeds you’ll be inspired to achieve your personal best. The University of Leeds’, state-of-the-art fitness, sport and well-being facility, called ‘The Edge’, includes a 25m eight lane swimming pool and the largest fitness suite of any UK university.

Leeds the city
Leeds is a vibrant, affordable and multicultural city, renowned as a centre for arts, sports, leisure, entertainment and nightlife. It has everything you would expect from a major city with easy access to the surrounding Yorkshire countryside.

The city is a popular university destination with a large student population, making it an exciting place to live and learn.

"The entertaining nights at the Union bars/clubs make the social life at Leeds unrivaled. The LUU is perhaps the greatest social aspect to life at university, offering activities and social events to students of all backgrounds and interests.

I take pride in fulfilling my role as Diagnostic School Rep for the School of Medicine. It is a rewarding position that voices students’ opinions and suggestions to the University, its students’ union and the wider community of Leeds.

I am an outdoors enthusiast, hence a dedicated member of Leeds Wilderness Medicine Society – where we not only practice casualty scenarios while roaming the great outdoors of Yorkshire, but also hold fantastic socials.”

SHEHAN FERNANDO
3rd year student
University accommodation

We have an impressive range of University accommodation located on campus or close by. As an undergraduate student at Leeds you are guaranteed single University accommodation for your first year (and for all years for international undergraduates) providing you make Leeds your ‘Firm’ choice on UCAS and apply before the deadline of 1 July 2018.

We aim to ensure all our students are in suitable and appropriate accommodation.

We advise our students studying audiology, cardiac physiology and radiography to choose accommodation which is self-catered. This means you can eat at your convenience, not at fixed times, matching your placement timetable.

We have a number of residences within easy reach of the University. Where possible, we try to place our students in close proximity and in residences with longer contracts, to cover the additional study weeks on the course.

**Recommended self-catered accommodation**

Our suggested student accommodations are convenient for both the university and access to placements in Leeds.

The Tannery is a short walk from the University campus, Leeds General Infirmary and the city centre.

Lupton and Oxley residences are located in Headingley, a popular student area with bars, restaurants, a cinema and supermarkets close by (and home of the famous cricket and rugby grounds). All are on main bus routes into the Unviersity campus and city centre.

To find out more about our accommodation visit [www.leeds.ac.uk/accommodation](http://www.leeds.ac.uk/accommodation)
Entry requirements

BSc (Hons) Healthcare Science (Audiology)
- **A-level**: ABB including a science subject (e.g. biology, human biology, chemistry, maths, physics and psychology).
- We consider all A-level subjects for the remaining grades, except general studies or critical thinking.
- **GCSE**: At least 5 A*-C (new grading 4-9), including maths, English language and a science at least at grade B (new grading 6).
- You will need to show evidence of study in the last five years.
- **Or QCF BTEC Extended Diploma** grades Distinction/Distinction/Distinction and must contain at least one-third Science content (applications will be considered on an individual basis).
- **Or Access to Higher Education** 45 level 3 credits at Distinction and must contain at least one third science content. Applicants should also have at least 5 GCSE’s at grade C or above to include maths, English and science at a minimum of grade B. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course.

To discuss alternative qualifications or for further information contact our admissions team on:
0113 343 8315
healthcarescienceadmissions@leeds.ac.uk

BSc (Hons) Diagnostic Radiography
- **A-level**: ABB including a science subject (biology, human biology, chemistry, physics or applied science).
- We consider all A-level subjects for the remaining grades, except general studies or critical thinking.
- **GCSE**: 5 A*-C, including maths, English and science – or new grading 4-9.
- You will need to show evidence of study in the last five years.
- **Or BTEC Extended Diploma** grades Distinction/Distinction/Distinction and must contain 60 credits in approved Science modules.
- **Or Access to Higher Education** 45 credits at Level 3, which must be at Distinction and include 15 credits from science subjects. Applicants should also have 5 GCSE’s at grade C or above (new grading 4-9) to include maths, English and science. Applicants are strongly advised to contact the Admissions Team to discuss the suitability of their chosen Access course.

To discuss alternative qualifications or for further information contact our admissions team on:
0113 343 9765
radiographyadmissions@leeds.ac.uk

BSc (Hons) Healthcare Science (Cardiac Physiology)
- **A-level**: ABB including a science subject (biology, human biology, chemistry, maths and physics). Other science based subjects will be considered.
- We consider all A-level subjects for the remaining grades, except general studies or critical thinking.
- **GCSE**: 5 A*-C, including maths and English and science – or new grading 4-9.
- You will need to show evidence of study in the last five years.
- **Or QCF BTEC Extended Diploma** grades Distinction/Distinction/Distinction and must contain at least one-third Science content.
- **Or Access to Higher Education** 45 level 3 credits, which must be at Distinction and include 15 credits from science subjects. Applicants should also have at least 5 GCSE’s at grade C or above (new grading 4-9) to include maths, English and science. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course.

To discuss alternative qualifications or for further information contact our admissions team on:
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How to apply

All full-time undergraduate applications for BSc (Hons) Healthcare Science (Audiology), BSc (Hons) Healthcare Science (Cardiac Physiology) and the BSc (Hons) Diagnostic Radiography must be made through UCAS online at www.ucas.com by 15 January 2018.

Fees and Financial support

For the latest information on undergraduate tuition fees, visit www.leeds.ac.uk/undergraduatefees

All applications should be made online through UCAS by 15 January 2018.