Welcome to World Class Healthcare Study

Leeds is one of the largest and most respected schools of healthcare in the UK, and our research is rated as internationally excellent in terms of originality and significance.* Our staff advise the NHS, shape national health policy and we have a long established reputation for developing influential and respected graduates. We want to inspire high quality students to grow their potential and enable them to lead and shape future practice, education and research in the NHS and across the globe.

Building your healthcare career

Our aim is to develop the best graduates in the country; 98% of our students have a job when they finish their degree and many return to us to study at postgraduate level to study their PhDs and work in our specialised areas of research such as Long term conditions, Maternal, child and family health, Medicines optimisation and Mental health.

Best international experience

We believe in offering you the broadest healthcare experience possible. We have excellent relationships with teaching hospitals 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.

Great campus

We are investing £520M in developing the campus and Healthcare will soon have improved lecture rooms, new clinical skills facilities and shared spaces. Nearby, our Students’ Union has great cafés, bars, restaurants, theatres and live venues. To keep you fit, the Edge is our state-of-the-art fitness facility and to help you study, we have our new £30m Laidlaw Undergraduate library.

Great student city

It’s an exciting time to be coming to Leeds; we have the award-winning Trinity shopping centre, the First Direct Arena and we are bidding for the European City of Culture. Leeds is the fastest growing city in Europe and it’s been voted best student city.

*Research Excellence Framework 2014
WHAT ARE THE VALUES OF A SUCCESSFUL STUDENT?

Leeds School of Healthcare graduates are respected and valued throughout the health service and across the world. This is why:

**Our principles**
As a provider of graduates to the NHS we reflect and support 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 and we ensure compassion is at the heart of every contact we have. We cherish excellence and professionalism both in practice, and in life.

**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.

**Personal caring experience**
You may have had previous experience of caring; whether for a family member, relative or loved one. Or you may have worked in a care home, in the St. John’s Ambulance service or as a volunteer in the church or community. It all helps.

**Commitment and dedication**
Our courses 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 skill and knowledge.

**Flexibility, adaptability**
In your first term you will be allocated your placement, where you will be dealing with the public, as well as assisting health and social care professionals during the days and nights.

**So why study healthcare?**
People remember the healthcare professionals that care for them. Our graduates touch people’s lives in many personal ways that stay with people forever. We have caring and dedicated students and being a Leeds graduate gives you an excellent springboard to build a rewarding career helping and improving the lives of others. Healthcare is one of the most respected professions in the world.

**Important information**
The information contained in this brochure is accurate at the date of publication. However, courses, University services and the content of this brochure 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 can be found at www.leeds.ac.uk/coursefinder. Please check this website before making any decisions. The University’s contract with its students (following an acceptance by a student of any offer of a place) does not confer third-party benefits for the purposes of the Contract (Rights of Third Parties) Act 1999.

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**HOW TO CONTACT US**

- admissions@healthcare.leeds.ac.uk
- 0113 343 1347
- healthcare.leeds.ac.uk
- LeedsSchoolofHealthcare
- Leeds healthcare
OUR PEOPLE

SETTING STANDARDS, CHANGING LIVES

At the School of Healthcare, we are proud to use our knowledge, expertise and skills to improve the lives of others, whether changing NHS policy or setting national and international standards. These are just a few snapshots of our staff and students who help us make a difference and make our school a unique place to study.

SoH prize winners: ‘Exceptional, exemplary performance’

This year the School awarded prizes to finalists at the December ceremonies.

Alizon Burgess, (Adult) programme was awarded the Eva Moynihan Gold Medal; for exemplary performance throughout training in the combined fields of academia, practice, professional conduct and ambassadorship.

Michelle Winter, who graduated from BSc (Hons) Midwifery, was awarded the Rose Allen Memorial Prize for students who have demonstrated exemplary performance throughout their studies in the combined fields of academia, practice, professional conduct and ambassadorship.

Pain Guardians Student Group

The Pain Guardians are a group of students with interests in pain management focused on the essence of care for understanding, empathy, management and control of patient pain.

The Pain Guardians inaugural meeting was attended by first and second year undergraduate student nurses, Pain Module Leader, Professor Closs, Pharmacist, and Senior Pain Nurses from Leeds Teaching Hospitals. The group meet regularly over the academic year.

Chanai transformed from mentee to mentor

Chanai Edmeade is one of our second year 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 two 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 other progress”.

Royal College of Nursing shortlist for Daniel Taylor

Daniel Taylor is a second year Mental Health student, and was shortlisted for an award supported by the Royal College of Nursing called the Andrew Parker Student Nurse Award. This award is for student nurses whose nursing practice, perceptions or interactions with patients have changed as a result of an incident or experience during training.

Daniel entered to highlight a new tool to support recovery in hospital and he has developed an hourly fluid monitoring tool to be used for patients who had been restricting their fluid intake.

Social Work team lead National policy change project

The Social work team are Alan Murphy, Iain Moody, Dr Stephanie Steels and Dr Richard Slade. Alan Murphy said, “The knowledge and skills that we have brought to this project strengthens our reputation of Social Work excellence within the School of Healthcare. The social work team has had the opportunity to make a significant contribution in shaping the future of social work practice in England”.

National awards shortlist for Ben

Ben Eckles, a 3rd year Adult Nursing student, was shortlisted for the prestigious Student Nurse of the Year Award, Ben said, “It’s a real honour. I feel very privileged and I think it’s great that student nurses are recognised for the role they play in practice and I’m chuffed just to be a finalist”.

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Advising national nursing and midwifery policy

Dr Kuldip Bhat OBE, is a Senior Lecturer and a Lead Midwife for Education; she teaches across Midwifery and Nursing in the school and is clinical liaison lecturer and a personal tutor to students.

However, away from the school, her experience and knowledge are in demand and at national level. Kuldip was part of the Prime Minister’s committee on the future of Nursing and Midwifery which contributed to the influential report “Caring on the Frontline” and she has served on the Nursing and Midwifery Council (NMC) and as Chair of the NMC Midwifery Committee.

Kuldip is also on Royal College of Midwives Advisory Forum, an expert group who will advise and inform the RCM on current professional issues impacting on contemporary midwifery and maternity services.

Kuldip says, “My roles allow unique insight into the key issues affecting nurses and midwives in both regulation and practice. This means I can use that insight to enrich student learning, across modules, placements and practice advice”.

International Lifetime award for Prof Theo Raynor

Theo Raynor, our Professor of Pharmacy Practice has been presented with a Lifetime Practice Award by the Fédération Internationale Pharmaceutique (FIP) at the 75th World Congress of Pharmacy and Pharmaceutical Sciences in Düsseldorf, Germany.

Theo said: “This award is recognition of many years of hard work. Improving information about medicines is fundamental, because it helps make a patient’s life a little bit easier. To be the first UK recipient of this award is very humbling”.

Our People

DANIEL TAYLOR
A second year Mental Health student, was shortlisted for an award supported by the Royal College of Nursing.

CHANAI EDMEADE
A leader in the world of mentoring disadvantaged youngsters.

BEN ECKLES
Shortlisted for the prestigious Student Nurse of the Year Award.

PAIN GUARDIANS
A group of students with interests in pain management.
STUDENT EXPERIENCE

We want to make your study 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.

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:

- **Research-Based Learning**: our distinctive research at the heart of a student’s academic experience culminating in a final year project
- **Core Programme Threads**: Ethics & Responsibility, Global & Cultural Insight and Employability
- **Broadening**: opportunities to expand knowledge and skills in the context of ten Discovery Themes

Visit [leedsforlife.ac.uk](http://leedsforlife.ac.uk) to learn more about the Leeds Curriculum.

**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 travelling 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 supporting 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”.

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**Try something new**

_LUU Societies_ There are over a 300 societies and groups at the university, from skydiving, stitch and bitch, 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.

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**3 top tips to planning a placement abroad**

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!

By Emily Bridges
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 (patients) 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 take part in lectures and participate in course design, delivery, assessment and evaluation of courses and 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.

Top 3 things you need to know as first year student nurse

By Francesca Tutt
3rd year student nurse

When you start your first year as a bright-eyed and bushy tailed student nurse with your brand new pencil case and folders, you will soon realise that a nursing degree is like no other university degree.

1. **Get organised.** You’ll need to learn to juggle your social life (yes social life) with placement, work and your university assignments, if you don’t, second and third year 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 writing assignments and develop 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 first year!

Our PHD community

We have over 30 students from four continents in our PhD community, who are undertaking innovative and creative research. A few examples include Stuart Gore looking at traumatic brain injury in community drug treatment; Phillipa Heart is exploring the potential of a peer-led intervention in prison to modify the behavioural risk factors for non-communicable diseases; Kathryn Chater is researching patient/provider medication management for cancer and Sean Willis’ work is evaluating quality and care delivery in hospitals. Visit our website to learn more.

Follow your dreams

**Being a PhD student, Lynn McVey**

On completing my undergraduate degree, I got a job, a house, had children and thought my studying were over. Wrong! Years later I’ve made a career change, and took a part-time masters degree. I applied for and had the great good fortune to obtain an endowed PhD scholarship through the University.

Studying for a PhD is very different from taking a taught course, there are few classes and you need motivation and be able to plan and structure your work independently. I meet my supervisors regularly and receive excellent support from them, share a room with other friendly PhD students.

My advice is follow your dream. You can make it happen.

Glitz and glamour at the 2015 Graduation Ball

Our Graduation ball was the event of the year held at the Royal Armouries in Leeds. The ball was open to all students and those that attended had an excellent time and turned on the glamour and style for a great night out.

INTERNATIONAL NURSES DAY

Our students celebrated International Nurses Day by hosting events around the University to highlight the contribution nurses have made to society throughout history.
Our School Facilities

The historic Baines Wing is home to some of the most modern clinical practice facilities in the UK, both on-site and on-line. We have recently invested in the complete refurbishment of our 3rd floor ‘Hospital’ which includes a new 5 bed adult ward with computerised ‘patients’, a working maternity unit, a childcare unit and state of the art intensive care unit. We will continue improving and updating our facilities over the next five years. The Clinical Skills Suite recreates an actual hospital ward with beds, ancillary equipment and washing areas. Students can practice clinical procedures and get a feel for hospital protocols and practice in the main ward area.

The IT Cluster

Housed on the second floor, the IT cluster provides modern, high specification computers and printers under the original roof of the Baines Wing. The cluster also has two glass meeting rooms with plasma screens for students to use and there’s a lounge area for informal chats and preparation.

The Student Zone

We opened the Student Zone last year and it is comprised of two specially created areas built and designed in consultation and discussion with the student community.

The Miall Lecture Theatre

We have our own Miall Lecture Theatre named after Louis Compton Miall, the first Professor of Biology at the University of Leeds. This seats around 100 people and has been restored to its former glory.

The Study Zone

The room incorporates the latest interactive technology in two group learning pods, which enable PCs, laptops, tablets and smart phones 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.

The Chill Out Zone

This provides students with somewhere calm to relax and meet in their own space, with sofas, easy chairs and includes a plasma TV and full wireless connectivity on the ground floor near the Baines Wing Cafe.
OUR ONLINE FACILITIES

These are available to all healthcare students to support your studies and placements. Blackboard Virtual Learning Environment (VLE), is used by all 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 healthcare student. We have online marking systems and feedback to help students manage their time and plan their activities more effectively.

BAINES WING CAFE

The Baines Wing Cafe is a hidden gem: friendly staff, a great range of hot and cold food and drink, with 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.

During the day you can also access the private courtyard through the cafe. This is a beautiful open space and a great place to find peace in a quiet corner.

THE KEVIN KENDRICK SIMULATION CENTRE

Over the last 2 years the School of Healthcare has made a major investment of more than £1m and there will be further investment of £1m in the clinical skills and simulation facilities here in Baines wing.

The school has purchased a substantial amount of new equipment for Adult, Child and Mental Health Nursing and Midwifery, whilst updating the centre to replicate authentic clinical practice environments. We like to think it’s our own hospital ward.

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 environment. Students must also wear full uniform when they attend clinical skills/simulation sessions.

The paediatric room has two cots and two beds, whilst the adult area has five beds all of which are the same as the students encounter in acute hospital settings. The rooms also have two large trough sinks for the students to master the hand washing procedure the Ayliffe technique which is fundamental to patient safety for infection prevention.

The intensive care/critical care area houses SimMan, our high fidelity mannequin (or robot/synthetic patient) used in various scenarios for the critically unwell adult. He usually makes the students jump, as the facilitator can make him talk, vomit and cough without warning.

Phase 2 of the refurbishment is due to begin early 2017, the plans include a mandatory training room for moving and handling and the development of specific midwifery space which will house specialist training equipment including SimMom and SimNewby. There will also be dedicated therapeutic counselling rooms for students to simulate counselling sessions and within the plan there will a community skills room which will be a simulated flat environment to support this learning.
OUR PLACEMENTS

The School of Healthcare are proud of the wide range of high quality professional practice 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.

The School’s Practice Placement Unit (PPU) liaises with Academic staff, Trusts and placement areas to ensure students receive the appropriate placements throughout their academic time with the University. Students normally are not expected to travel more than an hour to a placement area, sometimes this is unavoidable due to placement capacity issues and the placement experience required.

Private, Independent & Voluntary Organisation (PIVO)- Nursing Homes, Private Hospitals, Hospices, Children’s Centres, Prisons and specialist organisations.

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.

These include Leeds Teaching Hospital NHS Trust (St James Teaching Hospital, Leeds General Infirmary and smaller local hospitals) (LTHNT) Placements are within the various wards and areas such as out-patients, high dependency, intensive care or A&E.

Additionally Leeds Primary Care NHS Trust (LPCNT) Health Visitors, Practice Nurses, District Nurses, School Nurses and Special Schools.

Private, Independent & Voluntary Organisation (PIVO)- Nursing Homes, Private Hospitals, Hospices, Children’s Centres, Prisons and specialist organisations.

CHILD NURSING PLACEMENTS

The placements are within a paediatric setting: acute hospital based care, community care and a final student preference placement. Child Nursing students will have community placements in all 3 years of the programme.

(LTHNT) Placements include specialist areas such as neonates, oncology, neurology and paediatric A&E as well as children's medicine and surgery.

(LPCNT) Health Visitors, Practice Nurses, District Nurses, School Nurses and Special Schools

(PIVO) Private Hospitals, Children Hospices, Children’s Centres, Prisons and specialist organisations

A small number of nursing students can take the ‘Community Pathway’.

MIDWIFERY PLACEMENTS

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

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.

Mental Health Nursing placements

These include: community mental health teams, continuing treatment and recovery units, assertive outreach and acute day services & inpatients 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.
SOCIAL WORK PLACEMENTS

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

In Year 2 a BA student placement is for 70. Students are usually placed within Independent sector with organisations which offer support in mental health, addiction, local community projects and homes such as Barnardos.

In Year 3 a BA student placement is for 100 days. This placement is usually within the statutory sector of Leeds or Wakefield Council (University of Leeds partner agencies). Placements include areas such as assessment & child protection, fostering services, community mental health teams, adult intake teams and early help assessment teams.

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 counties 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.

THE INSIDE VIEW ON PLACEMENTS

Learning development lead
Barbara Magara-Nkosana

I am an alumni 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 Organisation (PIVOs) 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 gaining a greater understanding of their patients’ wider experience and needs.

Nursing graduate
Hannah Priestley

Placement placements played a huge part in the one on one experience 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 is officially the **best student** city in the UK. The Independent voted us most cost-effective students city, best nightlife, more to do, and easy to get around.

2. Leeds is officially the **best place to live in the UK**, with better employment, cheaper cost of living and house prices than Manchester, Birmingham, Liverpool and London.

3. It’s also the **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. It’s long been admired for its nightlife, with thriving clubs, live venues and bars, the Leeds Arena and internationally renowned Leeds festival each summer.

We take our tea seriously here and it has to be Yorkshire Tea, favoured by Ozzy Osborne, Madonna, One Direction, and Noel Gallagher. To taste it in the palace of Tea (and coffee,) 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 cricket and in 2012 it hosted the Tour de France’s Grand Depart internationally acknowledged as the most popular depart in the history of the Tour.

**HEALTHCARE**
Leeds Health Authority is the second largest in the country and is home to Europe’s largest teaching hospital, St James 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 the 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, 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 Otley and of course the famous Ilkley, home of the moor and the unofficial Yorkshire anthem “Ilkley Moor B’nath tat” or ‘Ilkley Moor without a hat’ for non indigenous Yorkshire people. The Roman city of York, Haworth, home of the Brontes, Masham, home of Theakston’s Old Peculier are all within striking distance.

**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 stages 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 first building of the University in 1833.

**LEEDS, LIVE IT, LOVE IT**
Lonely planet describes Leeds as ‘Leeds is the glitzy embodiment of rediscovered northern self-confidence.’ More than a decade of redevelopment has seen the city centre transform from near-derelict mill town into a vision of 21st-century urban chic, with skyscraping office blocks, glass-and-steel waterfront apartment complexes and renovated Victorian shopping arcades.
GOD’S OWN COUNTY
Yorkshire has incredible moors, natural waterfalls and sumptuous beaches.

CITY DANCE TROUPE

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

VIBRANT NIGHTLIFE
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. Lynne’s role is to ensure support processes are being carried out, they have an open door policy for students to pop in or make appointments to see them about any issues affecting their progress on the 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 for personal issues, the equalities unit where students can get help and support if they have disabilities. Also skills@leeds where student can get academic help re essay writing, referencing, exam revision etc.

Lynne also sees students who may have ongoing or new health issues that may be impacting on their ability to practice or study and if necessary referred to the Occupational Health Department for medical advice to ensure the correct support is available for them.

Some students are identified at risk academically by the module or school exam boards, these are usually students who have failed two or more modules in the same assessment period and may need support or staggered submission dates to help them during this busy time.

A student may decide to take a break from the programme or ‘step off’ and return at a later date which they are encouraged and supported to do. Once these students return they are monitored closely for the remainder of their programme.

**PERSONAL TUTORS**

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

**ACADEMIC SUPERVISORS**

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

**PARTNERSHIP**

The very nature of the caring professions brings its challenges to students over the time they are studying here from reflecting on professional experiences observed in practice to personal issues going on at home. Whatever the issues as long as students let us know what is going on we will always endeavour to provide the necessary support.
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 homesickness, 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.

LESLEY DANIELS
BSC(HONS) MIDWIFERY

This is a very important role that has dovetailed with my other role as programme leader. I get to meet my personal students outside the classroom or clinical practice, regularly over all three years of the programme, at crucial points from the first few weeks of settling in and after each assessment to consider progress and development.

I’m the first point of contact if students have concerns and I help talk through how they can address them in the most positive way by offering a new perspective. I love seeing their personal growth and development in becoming a midwife. To relax I have two large allotments and grow most fruit, veg and flowers for the house. I like live folk music, currently my favourite is an American duo called Mandolin Orange. Both are pure therapy for contrast with University life.

SUPPORTING OUR STUDENTS PERSONALLY

Last year Dr Una Adderley won the University’s Personal Tutor of The Year Award, voted by students for her support and commitment to student welfare. Una 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.

PERSONAL TUTOR SNAPSHOT

GARY MORRIS
Mental Health

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 through attention upon aspects influencing 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’
Professor Linda McGowan, Director of Research Education

‘The focus of the School of Healthcare’ is on high quality research-led education, providing an exceptional student experience and internationally excellent research. Our activity across five practice disciplines generates knowledge, translating it, through scholarship, into education, policy and practice, preparing the leaders of the future.

Research in the school is currently focussed around key themes:

1. Long term conditions
2. Skin and wound care
3. Workforce
4. Decision making
5. Medicines optimisation
6. Mental health
7. Maternal, child and family health

OUR PROFESSORIATE

Our professoriate are at the forefront of our research activity which is respected and admired around the world. Here is just a very brief snapshot of what some of them have been working on lately.

Professor Carl Thompson
Investment Chair in Applied Research

I am a member of the NIHR CLAHRC Yorkshire and Humber Evidence Based Transformation in the NHS – this is a £2m programme of work to use research evidence make services safer and more efficient. I’m currently working on a Department of Health project evaluating the national Values Based Recruitment initiative (with Professor Spilsbury).

Prof Theo Raynor,
Professor of Pharmacy Practice

I’m currently working on lay summaries of clinical trials – which, from this year, pharma companies have to make available for all trials for new medicines. I also sit on groups at the Commission for Human Medicines (on the reclassification of medicines) and NHS England supporting the ‘Information Standard’ used across the UK.

Professor Gretl McHugh
Investment Chair in Applied Health Research

My current research on improving quality of care and services for patients with musculoskeletal conditions. I am also working on evidence-based reviews of education and training for home lay carers of people with long-term conditions, specifically chronic obstructive pulmonary disease, cardiovascular disease and stroke before and at end of life.

Steven Ersser,
Dame Kathleen Raven
Professor of Clinical Nursing

I’m examining the secondary prevention of skin cancer, trying to find the best ways of helping people self-examine their skin to detect cancer earlier.

Our work links up staff from our school, the Medical School and the School of Psychology; we are submitting a grant on this and undertaking a systematic review.
A collaboration of researchers from the School of Healthcare, Prof Linda McGowan and Prof Steven Ersser and the University of Manchester with Alison Cooke (PI), Dr Carol Bedwell, Dr Malcolm Campbell and Prof Dame Tina Lavender has been successful in being awarded a grant from the Royal College of Midwives. Professor Linda McGowan, Director of Research and Innovation said, “The skin is an important barrier that is often neglected. There is currently mixed evidence about what products (if any) mothers should use to keep their babies skin healthy. This review will seek to provide evidence to inform both mothers and practitioners. The research is an exciting collaboration between the Universities of Manchester and Leeds and will contribute to a programme of research on baby skin care led by Professor Dame Tina Lavender (UoM).”

The School of Healthcare announces a ground-breaking research project with Victorian charity

A new research project with Leeds Benevolent Society for Single Ladies (LBSSL), on women’s health has been launched. LBSSL has provided £220,000 to fund a three year study to develop and test a self-management package tailored for older women who suffer with urinary incontinence. The study is called the LOUISA (Leeds Older women Urinary Incontinence Self-management).

The charity was founded in 1860, to assist elderly single ladies or spinsters who reside in Leeds.

LBSSL Chairman Anona Everett said, “We’re thrilled to have joined with the School of Healthcare on this project. It’s a new area for us and we’re looking forward to developing new research into this important issue”.

Research on Values-Based Recruitment

The Research is funded by the Department of Health’s Policy Research Programme, is being led by a team in the School of Healthcare (Professor Karen Spilsbury and Professor Carl Thompson).

Values-based recruitment (VBR) is an approach that has been introduced in universities (to select student health care professionals for NHS funded programmes. The expectation is that VBR will more closely align the values and behaviours of students with the values of the NHS and expectations of the public. VBR is also being introduced in the NHS for staff selection at all levels. VBR assumes that recruiting for values and behaviours, and then maintaining and encouraging these, will improve the quality of healthcare provision. This research study aims to evaluate the effects of VBR, in particular to explore its implementation, how people respond, what is working well and what lessons can be learned. You can follow their work at http://medhealth.leeds.ac.uk/VBR.

£2M NIHR grant awarded for new model of pharmacy practice in care homes

Researchers from the Universities of Leeds, East Anglia, Aberdeen, and Belfast, in partnership with NHS South Norfolk Clinical Commissioning Group (CCG) have succeeded in winning a £2 million Programme Grant from the National Institute of Health Research (NIHR) for a 5 year programme of research into medicines management in care homes.

The University of Leeds’s contribution will be led by the School of Healthcare’s Dr David Alldred, who said ‘This is an incredibly exciting opportunity for GPs and pharmacists to work together to improve patient care in the primary care setting. It is great that we have been given sufficient time and funding to develop and test the model before moving to a full trial. By determining the cost-effectiveness of the intervention rather than just its effectiveness we also increase the chance of the service being adopted more widely at a later date’.

Dr Alldred receives fellowship of Royal Pharmaceutical Society

Dr David Alldred, Associate Professor of Pharmacy Practice and Professional Lead for Pharmacy in the Academic unit of Pharmacy, Radiography and Healthcare Science has been made a Fellow of the Royal Pharmaceutical Society.

The Fellowship is awarded to members who have made an outstanding original contribution to the advancement of pharmaceutical knowledge or attained distinction in the science, practice, profession or history of pharmacy. David is an international leader in medicines optimisation research for older people and his research has had a significant impact on practice and policy.
**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.

**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**

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 diabetes or exploring issues around 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
- International Study – Healthcare Provision Outside the UK (26 weeks) 10 credits
- Autistic Spectrum Disorder 10 credits
- Independent Study 10 credits.

THE ADULT NURSING TEAM

Our adult nursing lecturers are NMC registered nurses, from specialist areas such as A&E, ICU, respiratory, cardiac care, dermatology and pain. So along with teaching the curriculum, they can share their broad experiences of nursing.

Some lecturers are also be members of specialist groups such as the Higher Education Academy and national nursing groups.

A number of staff within the school have been awarded Leeds University Teaching Fellowships and National Teaching Fellowships for their work in leading and supporting education within the University.

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”.

EMPLOYABILITY

98% of our students are in a professional/managerial job after six months. (Unistats 2016)

ADMISSIONS TUTOR

Beverley Gallagher is the Adult Nursing Admissions Tutor and helps with enquiries about the programme and is involved in shortlisting and recruitment events such as Open day and selection events. Programme leader is Liz Cleave.
OUTSTANDING PLACEMENTS

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 of both secondary care and specialist tertiary care to the population of Leeds and the surrounding area. Leeds is also a regional centre for a number of specialist services such as cancer and cardiac surgery and the Trust is recognised as a national centre of excellence for specialist services such as paediatric and adult liver transplantation.

Our students have clinical placements in the LGI and St James’s but also experience care delivery in the community, GP surgeries, prisons and custody suites.

ENTRY REQUIREMENTS

GCSEs
Normally 5 GCSE’s at grade C or above, to include Maths, English and two science subjects.

A Levels (A2)
BBB in any subject, preferably one to include a science subject. General Studies and Critical Thinking are not accepted.

BTEC Level 3 Extended Diploma (QCF)
Distinction/Distinction/ Distinction in: Health and Social Care (Health Sciences); Health and Social Care (Health studies).

Irish Leaving Certificate
BBBBBB including B in English, Maths and Science.

Scottish Advanced Highers
BBB in any subject, preferably one to include a science subject.

Access to Higher Education Diploma (courses offered from September 2014)
45 credits at Level 3, 30 of which must be at Distinction and include 12 credits from Biology or health-related subjects.

The remaining level 3 credits must be at Merit. Applicants should also have 5 GCSEs at grade C or above to include Maths, English and Science. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course.

For Access to Higher Education Diplomas completed before September 2014, applicants are required to have 45 credits at Level 3 at Distinction and include 12 credits from Biology or health-related subjects.

We consider Access Courses to be suitable for mature applicants (21 plus) who have been out of fulltime education and have had no previous access to higher education.

Interdisciplinary Science Foundation Programme (CGFO)
Successful completion of the year with an overall score of at least 60%.

Interdisciplinary Foundation Programme (PHE)
Successful completion of the year with an overall score of at least 60%.

International Baccalaureate
Overall score 33 points including 3 Higher Level subjects at minimum of 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 listening and speaking plus not less than 7.0 in writing and reading.

ibtTOEFL: 100 overall with no less than 23 in Listening, 23 in Reading, 24 in Writing and 25 in Speaking.

Science subjects
Biology, Human Biology, Chemistry, Maths and Physics. Social Sciences such as psychology will also be considered. Evidence of study in the last 5 years.

HOW WE MAKE A DIFFERENCE

This three year degree is designed to develop 21st century nurses with the skills and knowledge to work in the dynamic healthcare environment. Our graduates are respected and admired in the NHS.

Our students benefit from exposure to our world leading research and the International experience of our Professors and Doctors.
STUDENT TRAVEL AWARD
Mary Saunders
New Zealand
Air Ambulance

“I spent my student travel Award in New Zealand at Hawkes bay District Health Board (HBDHB), a public health service for 156,000 people resident in the Hawkes Bay region. It covers urban and rural areas including provides services for Maori individuals.

During my 2-week placement with Hawkes Bay air ambulance and transport service. I was able to learn many transferable skills including hand over, flight paperwork, monitoring both in flight and on the ground, medications, contents of emergency. I also learned about flight bags and understanding flight equipment and all these skills are transferability 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.”

HOW TO APPLY
All full time undergraduate applications must be made through the online Universities and Colleges Admissions Service by the 2016/17 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 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 shortlisted 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 Adult Nursing programme, to meet the academic staff and students and to look at the facilities within the School of Healthcare and wider university campus.

For fees information please see pages 41-42.
BSc (Hons) CHILD NURSING

ABOUT THE COURSE

The BSc (Hons) Child Nursing degree will develop the skills required for you to provide holistic care to children in a range of settings and working within multi-professional groups, to enable you to become a safe effective practitioner and demonstrate a sound knowledge base of children’s nursing.

The University of Leeds is a world class university, with child nursing lecturers who are committed to providing inspirational research led teaching. The lecturers are committed to the provision of a dynamic learning environment, assisting students to develop the competence required to be fit for practice, award and purpose.

Student nurses on the programme have access to a range of clinical placements providing care for children and their families in both community and acute healthcare settings.

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.

EMPLOYABILITY

95% students are in work or study after six months. On graduation our students have secured positions in Children’s hospitals and children’s wards in District General Hospitals all around the country as well as remaining here in Leeds.
Year 3
Focuses on the acutely or critically ill child and one of your placement 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 four 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
- International Healthcare
- Media Depictions of Mental Health: (Online)
- International Study – Healthcare Provision Outside the UK
- International Study – Healthcare Provision Outside the UK: (13 weeks)
- Autistic Spectrum Disorder
- Independent Study.

OUR PROGRAMME TEAM
The Child health team is a dynamic and cohesive 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 Michelle Green (programme lead), Kirsten Huby (admissions tutor), Melanie Robbins (professional lead), Cilla Sanders, Dr Veronica Swallow (Professor in Child and Family Health), Dr Linda Milnes, Dr Joanna Smith, Dr Alison Rodriguez and Dr Gary Mountain.

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 eight years and are continuously developing the selection and recruitment processes to ensure that the best candidates are selected to the programme.

OUR STUDENTS
SHAZIA IQBAL
I chose the University of Leeds because 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 face 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. After graduation I plan on pursuing a career on a children’s ward.
CHILD NURSING PLACEMENTS

As a Child nursing student in Leeds you will access a vibrant and diverse practice circuit. This covers 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 be supported by knowledgeable and enthusiastic mentors as well as your academic lecturers during your placement.

Most hospital placements are in the Leeds Children’s Hospital at the Leeds General Infirmary while community placement take place in the Leeds city boundaries. Some optional specialist places take place outside Leeds.

Child health/Leeds Children’s Hospital partnership

The Leeds Children’s Hospital along with the School’s Child health team have been shortlisted for the Student Nursing Times Partnership award. This award recognises the important collaboration between higher educational institutions and organisations providing healthcare to the public with a view to providing a conducive learning environment. Kirsten Huby, Lecturer said, “We’re really proud just to be shortlisted and recognised for the work we are doing with Leeds Children’s Hospital and the partnership we are developing, following our inaugural LCH conference in Autumn 2015”.

The conference showcased innovation in practice and applied health research in Leeds. Kath Evans, Head of Patient Experience, NHS England was the keynote speaker alongside local and national leaders in the field of paediatrics and child health.

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.

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

Dr Gary Mountain is currently working with the NSPCC and Yale University on a project called ‘Minding the Baby’ which provides intensive support for at risk young mothers aged 14-25.

MY INTERNATIONAL MODULE EXPERIENCE: OPERATION SMILE, INDIA

Rebecca Richardson, Child Nurse

"I wanted to gain insight on healthcare and nursing in a developing country where resources are limited and the health issues differ vastly to 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 unclean with limited resources. The staff do 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".

Leeds Children’s Hospital

Registered Charity No. 1075308
ENTRY REQUIREMENTS

GCSEs
Normally 5 GCSE’s at grade C or above, to include Maths, English and two Science subjects.

A Levels (A2)
BBB which must include one science (Biologly, Chemistry, Physics or Applied Science). General Studies and Critical Thinking are not accepted.

BTEC Level 3 Extended Diploma (QCF)
Distinction/Distinction/ Distinction and must contain 3 Biology related units at Distinction. Applicants are strongly advised to contact the School to discuss the suitability of their chosen units.

For 2017 Candidates must take at least 6 science focused modules (see Child Nursing pages on our website).

Access to Higher Education Diploma (courses offered from September 2014)
45 credits at Level 3, 30 of which must be at Distinction and include 12 credits from Biology related subjects. The remaining level 3 credits must be at Merit or above. Applicants should also have 5 GCSE’s at grade C or above to include Maths, English and Science. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course.

For Access to Higher Education Diplomas completed before September 2014, applicants are required to have 45 credits at Level 3 at Distinction and include 12 credits from Biology related subjects. We consider Access Courses to be suitable for mature applicants (21 plus) who have been out of fulltime 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 60%.

Interdisciplinary Foundation Programme (PHE)
Successful completion of the year with an overall score of at least 60%.

Irish Leaving Certificate
BBBBBB including B in English, Maths and Science (Biology, Chemistry, Physics or Applied Science).

Scottish Advanced Highers
BBB which must include science (Biology, Chemistry, Physics or Applied Science).

International Baccalaureate
Overall score 33 points including 3 Higher Level subjects at minimum of Grade 5, one of which 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 less than 7.0 in listening and speaking plus not less than 7.0 in writing and reading.
ibTOEFL: 100 overall with no less than 23 in Listening, 23 in Reading, 24 in Writing and 25 in Speaking. Evidence of study in the last 5 years.

HOW TO APPLY
All full time undergraduate applications must be made through the online Universities and Colleges Admissions Service by the 2016/17 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 Child 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 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 shortlisted 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 Nursing (Child) programme, to meet the academic staff and students and to look at the facilities within the School of Healthcare and wider university campus.
ABOUT THE COURSE
This degree programme will give you the opportunities 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 is often a combined approach utilising psychological, physical and social interventions with contributions from a range of health and social care professionals.

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
- 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: 10 credits
- International Study – Healthcare Provision Outside the UK (26 weeks): 10 credits
- Autistic Spectrum Disorder: 10 credits
- Independent Study: 10 credits.

OUR PROGRAMME TEAM
There are a number of lecturers who contribute to the mental health programme.

The core mental health lecturing team consists of: Julia Turner (Professional Lead for Mental Health Nursing), Gary Morris and Prof John Baker, Nicola Clibbens, Zanib Mohammed, Elaine McNichol, Jane Cahill, Jo James, and Stephen Maxwell. The team use creative and innovative approaches to learning and have clinical practice experience in areas such as community care, dementia, psychotherapy and forensic mental health care.

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

Employability
98%
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 specialisms and teaching, in the NHS, Social Services, Voluntary Sector and Private Sector.

OUR STUDENTS
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.

TEWA KUFORIUJ
"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 most recognised universities in the world, and it has everything I want.

"My 1st year was amazing, there's lots of work, but my personal supervisor and programme support is really helpful. We mix with other students to share experiences and ideas which is useful.

"I think enjoying student life is important and there's so much to do: we have 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!"
OUR RESEARCH
Professor John Baker
Prof Baker was appointed to Chair of Mental Health Nursing in 2015.
John is a member of the NIHR post-doctoral panel, sits on the Editorial boards for Journal of Psychiatric and Mental Health Nursing and International Journal of Mental Health Nursing. He is a Registered Nurse Teacher with the Nursing, Midwifery Council (NMC) and is active within Mental Health Nursing Academics (UK). His research focuses on developing complex clinical and psychological interventions in mental health settings. He is particularly interested in acute/inpatient mental health services and clinical interventions, medicines management in mental health care and the mental health workforce.

and welfare group to represent the mental health needs of 33,000 students here at Leeds. 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”.

INSPIRATIONAL
Student of the year
Cassandra Moseley, one of our BSc Mental Health Nursing students, won the ‘Inspirational Student Nurse of the year’ award and Cassandra was also named as a ‘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 as well as leading a student campaigning and welfare group to represent the mental health needs of 33,000 students here at Leeds. 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”.

ALUMNI
CASE STUDY
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 and the holistic support from the teams and 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”.

MENTAL HEALTH NURSING PLACEMENTS
Outstanding 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.

Placements could 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.
ENTRY REQUIREMENTS

**GCSEs**
Normally 5 GCSE’s at grade C or above, to include Maths, English and two science subjects.

**A Levels (A2)**
BBB in any subject, preferably 1 to include a science subject. General Studies and Critical Thinking are not accepted.

**BTEC Level 3 Extended Diploma (QCF)**
Distinction/Distinction/Distinction in: Health and Social Care (Health Sciences); Health and Social Care (Health studies)

**Access to Higher Education Diploma (courses offered from September 2014)**
45 credits at Level 3, 30 of which must be at Distinction and include 12 credits from Biology or health-related subjects. The remaining level 3 credits must be at Merit or above. Applicants should also have 5 GCSE’s at grade C or above to include Maths, English and Science. Applicants are strongly advised to contact the School to discuss the suitability of their chosen Access course.

For Access to Higher Education Diplomas completed before September 2014, applicants are required to have 45 credits at Level 3 at Distinction.

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.

**Interdisciplinary Science Foundation Programme (CFGO)**
Successful completion of the year with an overall score of at least 60%

**Interdisciplinary Foundation Programme (PHE)**
Successful completion of the year with an overall score of at least 60%

**Irish Leaving Certificate**
BBBBBB including B in English, Maths and Biology.

**Scottish Advanced Highers**
BBB in any subject, preferably 1 to include a science subject.

**International Baccalaureate**
Overall score 33 points including 3 Higher Level subjects at minimum of 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 listening and speaking plus not less than 7.0 in Writing and Reading.
ibTTOEFL: 100 overall with no less than 23 in Listening, 23 in Reading, 24 in Writing and 25 in Speaking.

**Science subjects**
Biology, Human Biology, Chemistry, Maths and Physics. Social Sciences such as psychology will also be considered.

Evidence of study in the last 5 years.

HOW TO APPLY

All full time undergraduate applications must be made through the online Universities and Colleges Admissions Service by the 2016/17 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 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 shortlisted 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.
BSc (HONS) MIDWIFERY

PRE-REGISTRATION PROGRAMME

ABOUT THE COURSE

BSc Midwifery is a popular and respected course. You’ll 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 along side other professionals, delivering evidence based care to women throughout the childbearing continuum. On graduation, you’ll 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.

WHAT YOU WILL STUDY

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>There is a greater balance of practice to theory: students will hone skills in higher risk emergency care and care for a small caseload of women under indirect supervision.</strong></td>
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<tr>
<td><strong>Modules</strong></td>
<td><strong>Compulsory modules</strong></td>
<td><strong>Compulsory modules</strong></td>
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<tr>
<td>Candidates will be required to study the following compulsory modules:</td>
<td>Midwifery Theory and Practice 1: 40 credits</td>
<td>Research Dissertation: 30 credits</td>
</tr>
<tr>
<td>Biological Knowledge for Practice: 30 credits</td>
<td>Midwifery Theory and Practice 2: 40 credits</td>
<td>Preparing for Midwifery Practice: 40 credits</td>
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<tr>
<td>Learning Together; Working Together: 30 credits</td>
<td>Midwifery Theory and Practice 3: 40 credits</td>
<td>Becoming a Midwife: 40 credits.</td>
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<tr>
<td>Fundamentals of Midwifery Practice: 60 credits.</td>
<td><strong>Optional modules</strong></td>
<td><strong>Optional modules</strong></td>
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<td></td>
<td>Candidates will be required to study 10 credits from the following optional modules.</td>
<td>Candidates will be required to study 10 credits from the following optional modules.</td>
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<td></td>
<td>All 10 credits</td>
<td>All 10 credits</td>
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<td></td>
<td>New Perspectives on Child Protection</td>
<td>New Perspectives on Child Protection</td>
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<td>Fertility and Sexual Health</td>
<td>Fertility and Sexual Health</td>
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<td></td>
<td>Fundamentals of Diabetes Care</td>
<td>Fundamentals of Diabetes Care</td>
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<td></td>
<td>International Healthcare</td>
<td>International Healthcare</td>
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</tbody>
</table>
OUR PROGRAMME STAFF

We have a dedicated team of experienced tutors with many years of midwifery practice.

Angela Hewitt is the programme leader for the BSc (Hons) Midwifery programme and led the development of this innovative programme and continue with its delivery.

She has a wealth of experience teaching students about midwifery and supporting them and their mentors in practice through her liaison role. Angela’s interests include infant feeding and the theory and practise of simulated learning and skills acquisition.

ADMISSIONS TUTOR

Jane Ridley is the admissions tutor for the BSc (Hons) Midwifery. Jane enjoys teaching students and supporting them and their mentors in practice through her clinical liaison role. She enjoys presenting at Open days and Selection events encouraging committed applicants to apply for Midwifery and to fulfil their potential as students of the University of Leeds.

OUR STUDENTS

I chose Leeds because it’s a very well-respected University in the top ten in the UK, and it’s a research institution with renowned Institution. I enjoyed science and Biology at school and 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 rural Tanzania Hospital. It was very underdeveloped and we had to wash the ants of the floor every day. Not speaking Swahili was a challenge but it really improved my communication skills! Thankfully I’d learnt how to use interpreters in the school, so we managed.

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!

ACCREDITATION

Recognised by UNICEF, the School of Healthcare at the University of Leeds is 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 this year.

100% of students are in employment. 98% agreed staff are good at explaining things and 98% of students agreed staff made the subject interesting.
New Clinical Research Placements for Healthcare
The School has been sending undergraduate nursing students for placements with the research nurses in the Leeds Acute Trust. It's organised through the Clinical Research Facility at the Bexley Wing, St James’ hospital, under the guidance of Debbie Beirne, Nurse Consultant, pictured above left with the three adult nursing students, Janie Stockhill, Alizon Burgess and Anisah Farid. Debbie said, “The group we have here can become advocates for research, giving insight and intelligence on the full process from clinical trials, early evidence and monitoring. It’s a great step forward”.

MIDWIFERY PLACEMENTS
Leeds Teaching Hospital NHS Trust
Most midwifery placements are within the following clinical areas: antenatal ward / clinic / day 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
Psycho-biosocial approaches, global maternity care

Assistant Professor Kul dip Bharj
Midwifery education and regulation

Assistant Prof Janet Hirst
Dr Zoe Darwin
Perinatal mental health

Dr Tomasina Stacey
Perinatal outcomes

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

Phoebe Pallotti
Global maternity care

Angela Hewett
Simulation and clinical skills acquisition.

Alumni 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 an interview and because I was at Leeds and 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.

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 baby’s in the same room and the curtains between beds remained open. Also no birth partners 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.
ENTRY REQUIREMENTS

GCSEs
Normally 5 GCSE’s at grade C or above, to include Science, Maths and English at grade B.

A Levels (A2)
ABB 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 Sciences); Health and Social Care (Health studies); Sport and Exercise Science. Must contain at least one-third Biology content at Distinction.

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 15 credits from Biology subjects. Applicants should also have 5 GCSE’s at grade C or above to include Maths, English and Science at grade B. 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 applicants 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 (PHE)
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
ABB including A in Biology. We accept all subjects for the remaining grades.

International Baccalaureate
Overall score 34 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 not less than 7.0 in writing and reading.
ibTOEFL: 100 overall with no less than 23 in Listening, 23 in Reading, 24 in Writing and 25 in Speaking.

Evidence of study in the last 5 years.

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 Midwifery 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 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 shortlisted 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.
**ABOVE 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.

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 three 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.

**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.

**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.

**EMPLOYABILITY**

100% of our students are in a professional/managerial job after six months.

(Unistats 2016)
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
- Reactions to Loss
- Media Depictions of Mental Health (Online).

OUR TEAM

The Social work team has a wealth of experience, expertise and knowledge to support your degree experience.

Alan Murphy has presented papers to Skills for Care and Joint Social Work Education Conferences on observation and assessment in practice settings.

Dr David Saltiel has presented his research about decision making in child and family social work at national conferences.

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 Stephanie Steels has interests in ageing populations and global public health issues and Dr Richard Slade, who has interests in social cohesion conflict transformation.

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 has been meeting such a diverse group of people who have a similar value base as me.

The support from staff has been amazing and my studies have really given 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.

Social workers help people to live more successfully within their local communities by helping them to find solutions to their problems.
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.

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 Social work research.

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.

Read Our Social Work Blog

Our academics Dr David Saltiel and Dr Stephanie Steels 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
ENTRY REQUIREMENTS

GCSEs
5 GCSE's at grade C or above to include Maths and English.

A Levels (A2)
ABB from 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 GCSE's at grade C or above to include Maths and English. 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 applicants 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 (PHE)
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 34 points including 3 Higher Level subjects at minimum of Grade 5.

English requirements for candidates for whom English is not their first language
IELTS: 7.0 overall with no less than 6.5 in any element.
ibtTOEFL 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.

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 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 shortlisted will normally be invited to a selection event 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 wider university campus.

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.
ABOUT THE SCHOOL

We are a very popular School of Healthcare and we attract over 5000 applications a year for around 400 places. Our courses are popular, not just because of the academic quality but because we have excellent 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 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 chaplaincy.
PREPARING FOR STUDENT LIFE

When students start university they are often managing their own finances for the very first time. This can be extremely challenging after having their parents around to bail them out. One approach is to encourage your child to take responsibility for their outgoings well in advance of them joining us.

Here are some life skills suggestions:

**Budget planning:** Students can calculate a weekly budget for all of your living costs, including travel expenses, electricity, gas and other staples. They could plan nights out/eating out over a month, including taxi, transport, tickets etc. to give them a sense of how outgoings soon mount up.

**Part-time work:** Before applying, your child could look at finding part-time work to save some extra money and boost their skills; here in Healthcare, working in care homes, volunteering in community centres or working in the St John’s Ambulance service will look good on their personal statement as well as a 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 pot noodles, coke and snacks!

**Cooking:** 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 Sunday roast, or creating a basic curry or simple spaghetti bolognese. Cookery books are also available for those not culinary inclined.

**Laundry:** Washing clothes, looking after them and ensuring they are clean and ironed these may seem basic skills, but your child needs to know how to be professional. As a Leeds healthcare student they will be expected to have a clean well-ironed uniform at all times, and have similar standards in day to day dress when studying. Suggest for practice, they take over washing and ironing duties for a while, they may even like it!

**Homesickness**

Your child will most likely 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.

**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, you might miss being a part of your children’s daily lives as they start the next phase of their lives. 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 parents and your child.
FINANCE

ABOUT A HEALTHCARE DEGREE

Studying for a degree in Healthcare is different to any other degree, because you will receive two awards: a degree from a Russell Group university and a licence to practice which will open doors in hospitals and community care 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 98%, one of the highest in the UK.

CHANGES TO STUDYING HEALTHCARE COURSES IN 2017

There are no upfront fees to pay for any undergraduate courses in the School of Healthcare, but government policy changes mean that from 1 August 2017, students will be given loans to cover the tuition costs of £9,000, which will only be repaid once a graduate earns over £21,000.
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 in mid-2017 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.

HOW MUCH WILL IT COST ME TO PAY BACK?
Loan repayment terms will be the same as every other students who take out undergraduate loans: this is currently 9% of whatever you earn over the £21,000 threshold. Typical repayment for a grade 5 (newly qualified nurse, midwife) would be £5.25 per month at current salary levels (Council of Deans, 2015).

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.

What support is available?
Financial support for 17/18 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.

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.nhbsa website for the latest information.

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.nhbsa.nhs.uk/Students.aspx
OUR 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 www.leeds.ac.uk/accommodation or call: 0113 343 7777.

Please note prices and availability are subject to change.

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 £90 pw (incl bills etc) is behind Sainsburys in Headingley, Oxley Hall is in Far Headingley from £107 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 £126 pw, including bills, Wi-fi and insurance).
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, in those places with longer booking to cover the additional study weeks on the course.