The pre-registration health programmes at Health and Life Sciences have been accredited by the relevant professional bodies and are frequently reviewed by Quality Assurance Agencies (QAA) to a very high standard.

The curriculum has been developed to ensure that health professionals have the requisite skills, knowledge and attitude to interact with service users and families to deliver high-quality care to meet the needs of patients within a variety of contexts. Academic staff working within pre registration health come from a health professional background and have the relevant skills and talent to ensure your student journey at Northumbria University equips you for healthcare practice.

Our programmes give/include:
- Excellent preparation for professional care relating to children, disabled people, occupational therapy, physiotherapy and social work.
- Input from clinical and professional teams, including nurses, social workers, midwives, GPs, physiotherapists, occupational therapists and operating department practitioners.
- Nursing programmes at Northumbria are ranked 8th in the 2012 Good University Guide (Times online)
- Students gain up-to-date knowledge and hands-on expertise.
- In the 2011 National Student Survey (NSS) 100% of physiotherapy students said staff are good at explaining things.
- In the 2011 National Student Survey (NSS) 92% of occupational therapy students said that staff have made their subject interesting.
- In the 2011 National Student Survey (NSS), over 90% of nursing students said their communication skills have improved and that assessment arrangements and marking has been fair.
- In the 2011 National Student (NSS) 97% of midwifery students said the course is intellectually stimulating.
- Opportunities for professional placements – up to 50% of the degree.
- Almost 90% of graduates go on to work or further study within six months.
- Practical placements in NHS Trusts and community settings, support from profession-specific mentors and impressive clinical skills development on campus.
- Nursing and midwifery programmes awarded a ‘Highly Commended’ rating.
The Clinical Skills Centre – The Focal Point for Your Educational Journey

The Clinical Skills Centre, located at the heart of Coach Lane Campus, is the focal point for our students’ educational journey.

A centre devoted to excellence in health related professions, it is a place where our students can develop practical skills and gain valuable experience of real hospital situations in a simulated and safe environment. The centre, which has been established for 10 years, is the result of our continued commitment to create an interactive environment in which health-related students can be equipped with a diverse range of skills.

Our state-of-the-art facilities include:

- A peri-operative suite complete with an anaesthetic room.
- Hi-fidelity mannequins such as a SIM man and a SIM baby are incorporated in the Clinical Skills Centre. These mannequins are able to produce altered physiology, including heart and lung rhythms, and are capable of procedures such as surgical interventions and haematology sampling.
- A six-bedded ward area equipped with handling and lifting equipment.
- Intensive care unit and paediatric intensive care area.
- A midwifery room including a birthing bed and pregnancy mannequins.
- Computerised birthing models.
- An occupational therapy assessment, kitchen and splinting area.
- Fully equipped physiotherapy rooms including the use of ultrasound.

Northumbria University boasts one of the most advanced skills environments for teaching and learning nationally and we are keen for further development to continue so our students’ learning experience evolves in collaboration with developments in the modernisation of healthcare delivery.

Learning in Practice

Practice learning represents a vital element of education and in most cases, account for 50% of students’ education programme. We have a team dedicated solely to the area of practice placements for student nurses, midwives, physiotherapists, occupational therapists and operating departmental practitioners.

In all, the team manages approximately 8,000 placements each year, which are planned and negotiated with a large number of stakeholders, including NHS Trusts, the independent healthcare sector, voluntary agencies and schools.

We work closely with our placement partners to achieve an excellent level of customer service quality for all of our practice placements. Regular audits of each placement area are undertaken and they are rigorously examined against professional body standards/requirements.

NHS Bursaries

If you are thinking of taking up a place on one of our programmes, please visit www.nhsbsa.nhs.uk where you will find information about who can apply for an NHS bursary and how to apply. The website’s bursary calculator will give you an estimate of what you could receive (if eligible).
I have learned so much, made great friends and now I have a career, not just a job.

Lloyd Turnbull

BSc (Hons) Nursing Studies/Registered Nurse (Adult)

“At the age of 39, I decided I wanted to do something new, a vocation where I would learn something new on a daily basis and I wouldn’t get bored. After discussing my options with my wife and family, I decided to try nursing as a career.

I joined the nurse bank as a Healthcare Assistant for a year and a half to gain insight into the nursing profession. Alongside doing this, I went to night school and sat three Higher Education Foundation Courses which allowed my entry onto the BSc (Adult) Nursing degree programme at Northumbria.

I won’t say that starting university was easy, it was a major lifestyle change, and college doesn’t really prepare you for the level of work and commitment expected from you. But I found everyone at Northumbria very helpful and so friendly I soon settled in. I found myself in a tutor group of 22 girls and no men and my classmates were all around 20 years old! I thought to myself ‘how am I meant to fit in here’? But it turns out that no-one knew each other, and everyone was nervous too. I soon was ‘adopted’ by three of my classmates, and the four of us have been inseparable for the past three years, helping and supporting each other’s endeavours.

There have been highs and lows, mainly highs though, especially the birth of my son when I had just started second year, and after three years I have qualified with a nursing degree as a Staff Nurse and have started my new career. My advice to anyone, young or mature, who is considering a nursing career is to go for it, because it has been a great ride, I have learned so much, made great friends and now I have a career, not just a job.”
Nursing Studies/Registered Nurse BSc (Hons) and MNurs Programmes

Northumbria University is the first university in the UK to receive such accreditation. These programmes aim to produce highly skilled and knowledgeable nurses who are able to respond imaginatively to healthcare needs and accept responsibility and accountability for their professional practice.

The programmes have been designed in response to recent changes to the standards required for education by the Nursing and Midwifery Council (NMC) and therefore are offered within a framework of modules leading to a range of different academic awards (BSc, PG Dip and through to MSc). They are dependent upon previous experience and academic achievement. For example, a school leaver with 280 tariff points and a few weeks volunteer experience in a school will need to complete a three year undergraduate programme to be able to register as a children’s nurse. Alternatively, a psychology graduate who has been working for a mental health charity for two years will be able to complete a postgraduate award and register as a mental health nurse within a shorter period. There are also opportunities for applicants with other qualifications and experience (such as mature students with many years experience working in health or social care environments) to have their prior learning credited.

Programme structure

As students must select which field of nursing they wish to study (adult, child, learning disability or mental health) all programmes will begin with a theoretical module and a practice learning experience, which will provide an introduction to that field of nursing. In addition, the first year of all programmes will develop students’ understanding of the essential skills of nursing such as communication with patients and their carers and infection control. The first year of the programmes will also ensure that students are confident in core subjects such as physiology, study skills, communication and understanding research. Students on all programmes will also have the opportunity to learn with students from other fields of nursing and other professions both in small group activities in the class room and the skills centre.

The second and third year of the programmes continue with more field specific modules, which will further develop students understanding of the health care needs of their client group. The core subject modules ensure that all nurses complete the programme with a basic understanding of all aspects of nursing practice. Practice learning opportunities are designed to support students in their first year of practice as a registered nurse. Students on undergraduate programmes will undertake a dissertation on a topic related to their role as a nurse, whilst those undertaking shorter postgraduate programmes have the opportunity to further develop their application of research to practice.

Each year is structured into blocks of study weeks followed by blocks of practice, with an overall ratio of theory to practice weeks of 1:1 over a 45 week year (seven weeks holiday per year pro rata). For practice learning experiences students are allocated to a ‘home’ or ‘base’ Trust; students should note that such experiences will involve shift work which may include weekends and night duty.

BSc (Hons) Nursing Studies/Registered Nurse (Adult, Child, Learning Disabilities or Mental Health)

Adult

Bursary: Yes
UCAS code: B700 BSc/NursA
UCAS points: 280

This three-year full-time programme aims to produce highly skilled and knowledgeable nurses who are able to respond imaginatively to healthcare needs and accept responsibility and accountability for their professional practice.

Child

Bursary: Yes
UCAS code: B701 BSc/NursC
UCAS points: 280

This three-year full-time programme aims to produce highly skilled and knowledgeable nurses who are able to respond imaginatively to caring for children and families in a variety of settings.

Learning Disabilities

Bursary: Yes
UCAS code: B741 BSc/NursLD
UCAS points: 280

A rewarding and challenging career engaging with people across the lifespan, from children to older adults with a learning disability. Learning disability nursing is uniquely diverse and challenging and can include care environments such as clients’ homes, NHS, private and voluntary sector services, schools, community and specialist assessment and treatment units.
Mental Health

Bursary: Yes
UCAS code: B740
UCAS points: 280

This three-year full-time programme aims to produce highly skilled and knowledgeable nurses who are able to respond imaginatively to healthcare needs by engaging with people with mental health issues and their carers in a variety of settings.

Master in Nursing (MNurs)/ Registered Nurse (Adult, Mental Health, Child)

Length: Two to four years full-time commencing in March

Four Year Pathway: Normally a first degree of at least 2:1 Honours (Ordinary or Health-related discipline). Where English is not the applicant’s first language, a minimum IELTS score of 7.0 is required on entry.

Two Year Pathway: Normally a first degree of at least 2.1 in a health-related subject, five GCSEs at Grade C and above including Mathematics, English Language and a Science subject. Students will need to have relevant clinical experience to undertake the two year programme.

This programme provides students with an opportunity to gain a Masters in Nursing/ Registered Nurse qualification and acts as preparation both for registration as a nurse with the Nursing and Midwifery Council (NMC) and for taking on the responsibilities and accountability involved. It aims to provide graduates holding a health-related degree the opportunity to study at Level 7 – the theory that underpins nursing practice and develops knowledge and skills through evidence-based learning. Practice experience is gained in both hospital and community settings. On successful completion of this programme students will be able to enter Part one (Adult, Child or Mental Health Nursing) of the Register held by the Nursing and Midwifery Council (NMC).

The framework for the MNurs Award has been specifically designed to permit Accreditation of Prior Learning (APL) and Accreditation of Prior Experiential Learning (APEL) as described by the NMC with a view to preparing students who are already graduates and/or who have relevant clinical experience for registration. APL / APEL will involve students making a written submission to detail how the requirements of the course have been met through prior study as well as providing evidence of relevant practice experience in a health care support worker role.

Entry requirements

BSc (Hons)
Five GCSEs at Grade C or above, including English Language, Mathematics and a Science.

Plus one from the following:

Edexcel/BTEC Extended Diploma:
Distinction, Merit, Merit.

Scottish Highers/Advanced Highers:
BBCC at Higher level. BCC at Advanced Higher.

Irish Highers:
BBBBC.

Advanced Diploma: Grade C in the Progression Diploma, plus an additional 80 UCAS tariff points from GCE/VCE A level or BTEC National Qualification.

IB Diploma: 25 points.

HEFC Access: One Distinction and five Merits plus the tool box.

Other QAA-recognised Access Programme: Full Access Award in a science or health-related subject. Nine Level 3 credits should be achieved at Distinction, all other level 3 credits at Merit. Access course students without GCSEs are not required to take these qualifications in addition to their Access Award, but must ensure that any required subjects are fully met within their Access course.

Return to Learning

We welcome applications from mature students and are willing to consider, on an individual basis, those who do not meet traditional entry criteria. We are strongly supportive of the University’s Higher Education Foundation Course (HEFC), which provides an excellent basis for preparing adult students for entry to Higher Education – more details are available from the Return to Learning Service.

Additional information

As you are expected to demonstrate a commitment to a particular field of nursing in the personal statement of your application form, you should apply for only one of the fields available.

Master in Nursing

A degree (Hons) 2:1 or above in a health-related subject in addition to GCSE English Language, Mathematics and a Science grade C or above. You will also be required to undertake an APEL process to identify clinical hours relevant to nursing. Previous experience of working in health and social care settings is required for entry.

Coursework and assessment

All modules are continuously assessed utilising a range of assessment methods to facilitate student learning and achievement. For example, students in the first year of the programme who are new to higher education, will receive detailed guidance and feedback on academic writing and referencing. Further into the programmes students will be involved in peer and self-assessment in examinations and when reviewing case studies. All students will have a personal guidance tutor who will support their...
I have recently been appointed as Student Information Officer (SIO) for the North East Region by the Royal College of Nursing (RCN), and the role will stay with me until I qualify. My main duty is to signpost students to useful information and advice from within and outside the RCN. Issues are to do with students whilst in university and out on practice placements, such as uniform policies, dealing with dyslexia, dyspraxia and dyscalculia, and dealing with bullying and harassment, overall helping students to get the best from their practice placements and time at university. We all know that as student nurses it can be difficult to know where to go with some problems, so my role can hopefully provide such students with a friendly face to come to for advice.

From this role, I hope to achieve a greater insight into my own abilities and management skills. My role will involve attending various meetings, study days and local events which I hope will lead to me developing a stronger understanding of the work the RCN provides its members, and understand the wider current political and social issues affecting nursing. There are many resources available on the RCN’s website that I was previously unaware of, and I would like to promote and see other students made aware of the value of such materials.

Benjamin Low

BSc (Hons) Nursing Studies/Registered Nurse (Child)

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Helen Banks

BSc (Hons) Midwifery Studies with a Registered Midwife Qualification

Why did you decide to study Midwifery?
Working as a Nursery Nurse for 20 years, mostly within the healthcare sector, I was fortunate enough to work alongside some excellent midwives and nurses who inspired me to make the step towards a career change and midwifery was always the first choice.

What has been your most memorable experience of the course so far?
Witnessing and assisting at water births, one in the community and the other in the hospital setting. You just feel so privileged to be part of such a special experience.

What piece of advice would you give to students thinking about coming onto your course?
Get as much information as you can about midwifery (both positive and negative) so you are sure that it is for you – then take each day as it comes as there will be lows as well as highs but it is all worth it!

Where do you see your career in five years time?
Ideally practicing as a midwife in Australia and still enjoying it!
BSc (Hons) Midwifery Studies with a Registered Midwife Qualification

The role of the midwife is unique and challenging and midwives are key to the provision of healthcare for women in the UK and around the world. Studying midwifery at Northumbria gives access to an experienced group of academic staff with a diverse range of research interests and publications.

In addition, Northumbria University has been offering Honours degree midwifery programmes for over 20 years and has a well established post-qualifying professional development framework up to PhD level. The staff work closely with colleagues in clinical practice who provide high-quality placement experience and all of our practice partners were placed in the ‘Best Performing’ category by the UK Health Care Commissions review of maternity services in 2008.

Programme information

This programme aims to provide a learning environment responsive to the needs of individual students and facilitates constructive reflection on practice, development of problem solving skills and the critical utilisation of research. This environment should develop a midwife who is a safe, competent practitioner able to operate in a constantly changing environment, respond to cultural, political, sociological and economic changes and work as part of a multidisciplinary team.

The students share some modules with other healthcare professions and students on the shortened midwifery programme for qualified nurses.

Modules

Themes include:

- Foundations of applied life science for midwifery practice
- Foundations of birth experience
- Public health in contemporary midwifery
- Developing practice for complex foetal and postnatal care
- Evidence based practice project

Students gain clinical experience in local maternity units, in primary care settings and women’s health areas.

Coursework and assessment

In order to complete the number of hours required by the professional body for midwifery registration, the programme operates over 45 weeks and four days each year. Fifty percent of programme hours are spent in clinical placements, which occur in extended blocks during each year. A variety of teaching and learning methods are used, and students will be expected to work on their own and in small groups. The assessment strategy incorporates a variety of approaches to assessing both theory and clinical practice. Clinical practice is graded to contribute to the Honours degree classification.

Careers

Successful students may find employment within midwifery practice with the possibility of developing skills in midwifery management, research or education.
Selection
All offers of places are subject to a satisfactory medical report, receipt of a suitable Criminal Records Bureau Enhanced Disclosure, registration with the Independent Safeguarding Authority (ISA) and a satisfactory second reference.

Accreditation
The programme includes a Registered Midwife qualification, leading to entry onto the NMC Professional Register.

Entry requirements
Five GCSEs at grade C or above including English Language, Mathematics and a Science. Plus one from the following:

- **GCE and VCE Advanced Level:** 300 UCAS Tariff points including a Science or Health related subject.
- **Edexcel/BTEC Extended Diploma:** Distinction, Distinction, Merit to include a Science or Health related subject.
- **Scottish Highers:** BBBBC at Higher level, BBC at Advanced Higher to include a Science or Health related subject.
- **Irish Highers:** ABBBB at Higher level to include a Science or Health related subject.
- **Advanced Diploma:** Grade C in the Progression Diploma, plus 100 UCAS Tariff points from GCE/VCE A level, or BTEC National Qualification to include a Science or Health related subject.
- **IB Diploma:** 26 points to include a Science or Health related subject at Higher Level.
- **HEFC Access:** Two Distinctions and four Merits, plus Toolbox to include a Science or Health related subject.

**Other QAA-recognised access programme:** Full Access award including a Science or Health related subject. 18 Level 3 credits should be achieved at Distinction and all other level 3 credits at Merit grade. Access course students without GCSEs are not required to take these qualifications in addition to their Access award, but must ensure that any required subjects are fully met within their Access course.

Return to Learning
We welcome applications from mature students and are willing to consider, on an individual basis, those who do not meet traditional entry criteria. We are strongly supportive of the University’s Higher Education Foundation Course (HEFC), which provides an excellent basis for preparing adult students for entry to Higher Education – more details are available from the Return to Learning Service.

**Additional notes**
While Key Skills and equivalent programmes will be viewed positively, they do not at present form any part of our standard offers. General Studies is not taken into account.

**Application procedure**
Applications should be made through the Universities and Colleges Admissions Service (UCAS).
PG Dip/MSc Midwifery Studies (18 month full-time)

This programme is designed for applicants who are registered as a nurse level one (adult) with the Nursing and Midwifery Council (NMC). Successful applicants will normally have a degree with Honours and relevant nursing experience.

Entry requirements
Applicants must be registered as a nurse level 1 (adult) with the NMC and have a degree with Honours and relevant nursing experience.

The content of the Postgraduate Diploma Midwifery Studies programme will meet the requirements of the NMC Standards for Pre-Registration Midwifery Education and reflects the concepts and intentions of ‘Delivering high-quality midwifery care: the priorities, opportunities and challenges for midwives’ (GB DH 2009). The programme will address issues such as the provision of women-centred care, maintaining normality in childbirth, the development of essential skills for midwives and the role of the midwife in the promotion of public health.

Students who have completed the Postgraduate Diploma can undertake a further dissertation module leading to the award of MSc Midwifery Studies. The MSc prepares students to demonstrate originality and responsibility in researching and advancing an aspect of midwifery practice.

This course commences in January.

Modules
- Providing Woman-centred Care (PG Dip)
- Theory for Midwifery Practice (PG Dip)
- Leading and Developing Midwifery care (PG Dip)
- Evaluation of Midwifery Care (PG Dip)
- Evaluation Dissertation (MSc)

Assessment
The programme is practice-focused with students spending 60% of their time in clinical practice. Practice assessment is graded and contributes to module marks along with essays, a clinical simulation examination and a leadership tool box. The ‘pebble pad’ personal eLearning system will be used to support both formative and summative assessment. This innovative web-based approach to learning and assessment will enable students to record evidence of their learning, integrating theory and practice whilst contributing to achievement of outcomes.

Careers
The current programme has a 100% employment rate for those wishing to practice as midwives; therefore award holders from this programme will be well placed to seek employment as midwives. In addition award holders will have been prepared to enhance practice via the mastery of advanced information management skills, abilities to judge and use research and other forms of evidence, dissemination of research findings, and through adapting and evaluating professional practice, for example through audit, so meeting the national policy drivers and thus enhancing employment opportunities in a range of roles and environments.

Accreditation
This programme was jointly validated by the NMC and includes a registered midwife qualification leading to entry as a midwife on the NMC register.

Funding
Course fees for the Postgraduate Diploma will be paid by the SHA and students will be eligible for a training allowance equivalent to the starting salary of band 5 (NHS National Pay Scales).

Study mode Full-time
Course length 18 months full-time
Why did you choose to come to Northumbria?
I felt that there was a great course structure at Northumbria and the job prospects were excellent.

What was it about the subject area that appealed?
I decided I wanted to be a midwife when I was eight and my cousin was born. The midwife was excellent. Also, I love helping people and felt that my character traits would suit this profession.

How did you feel during your first week at Northumbria?
Apprehensive, excited, privileged and accepted.

What do you like most about the course?
The 50/50 structure: 50% theory and 50% placement.

How do you get on with your tutors?
The midwifery tutors are amazing. They are so supportive, kind and generous with their time.

What has been your most challenging experience so far?
Every experience has been a challenge because you never do the same thing twice as a student midwife. Every mother, father and baby is different.

What three words would you use to summarise your time here?
Dazzling, liberating, and fun.
This programme is accredited by the Chartered Society of Physiotherapists and is a three-year full-time programme provides students with the skills to become competent physiotherapy practitioners. The programme also reflects the Government’s commitment to inter-professional learning in health and social care.

Clinical placements occur in all years and are usually between four and six weeks in duration.

Year one serves as a foundation year in the core areas of professional practice. Musculoskeletal; cardio-respiratory and neuromuscular physiotherapy are studied whilst students also develop therapeutic skills relevant to physiotherapy. Broader key healthcare skills such as team-working are developed alongside other health and social care students. Students are introduced to the concept of health from infancy through to old age. A feature of the curriculum is a period of practice-based learning mid-way through the first year of the programme.

Year two further develops core physiotherapy skills and provides a focus on physiotherapy management where evidence, evaluation and health promotion and education are key themes. There are three clinical placements, allowing students to relate and apply theoretical aspects to actual practice. Students are given the opportunity to negotiate the location and focus of one of these placements at the end of Year Two. Key modules develop the collaborative team approach to modern healthcare delivery.

The final year focuses on integrated clinical reasoning and the contribution of physiotherapy in healthcare, in relation to individual practice and as part of a multidisciplinary team. This is reflected in student learning both within University and clinical practice. Students complete a research project and modules developing more advanced levels of physiotherapy/healthcare practice.

Coursework and assessment

Assessments include traditional examinations, group assignments, written assignments, practical assessments and the development of student portfolios.

Selection

Applicants must be able to articulate a clear justification of why they wish to enter the profession. Additionally they must have fully investigated the profession through activities such as: observing physiotherapists at work, attending open days, attending education days/seminars, taster sessions, through discussions with qualified or student physiotherapists, accessing written and electronic sources of information. Additional/transferable skills, knowledge, experience will be considered which may come from caring or voluntary work experience, paid employment, sporting activity or an award scheme such as the Duke of Edinburgh Award. Offers of places are subject to satisfactory health, enhanced criminal records bureau clearance (CRB) and declaration of professional suitability.

Accreditation

In addition to a BSc (Hons), graduates will be eligible to apply for Membership of the Chartered Society of Physiotherapists, and apply for registration with the Health Professions Council (HPC) – a licence to practise within the NHS.

Careers

Graduates find employment in an increasingly diverse range of healthcare settings including the NHS, the private sector, sports clubs and voluntary organisations.
BSc (Hons) Physiotherapy

UCAS code B160 BSc/Physio

Study mode Full-time

Course length
Three years
Course commences in September.

Compulsory requirements
Six GCSEs at grade B or above including Mathematics, English Language or Literature and two science subjects.

Plus one of the following:

GCE and VCE Advanced Level:
320 UCAS tariff points to include 100 points from a science or health related subject.

Edexcel/BTEC Extended Diploma:
Distinction, Distinction, Merit in a health or science subject.

Scottish Highers: Grades BBBBB at Higher level or Grades BBB at Advanced Higher level, to include a health or science subject.

Irish Highers: AABBB including a science or health subject.

HEFC: Three Distinctions and three Merits to include health or science subject plus Toolbox.

Other QAA Access programmes:
Full Access award. 27 Level 3 credits should be achieved at Distinction grade, all other level 3 credits at Merit grade. Access course students without GCSEs are not required to take these qualifications in addition to their Access award, but must ensure that any required subjects are fully met within their Access course.

IB Diploma: 27 points to include a science or health related subject at Higher Level.

Mature student entry
Access course students without GCSEs are not required to take these qualifications in addition to their Access award, but must ensure that any required subjects are fully met within their Access course.

Additional notes
General Studies is not normally taken into account. Non-standard entry will be assessed on an individual basis. GCSE requirements are not applicable for mature students.
What appealed to you about Northumbria University?
I had heard about the University from friends and decided to come to the open day. I had been to other university open days but the atmosphere was brilliant and I loved the University setting, especially the Clinical Skills building.

Why did you decide to study physiotherapy?
In primary school I had a friend who had cerebral palsy and I was always interested in activities he got to do with the physiotherapist, including hydrotherapy and soft play. From then on I always had my focus on physiotherapy and this was further encouraged by work experience and my own need for physiotherapy as a result of a cruciate ligament repair.

What do you like about the course?
I think that the course strikes the right balance between clinical placements and university work. In addition, I like the fact that revision is made fun by practicing in small peer groups, so you never feel alone or left behind.

Do you have the opportunity for any work placements during your course?
Yes, the physiotherapy undergraduate course includes a compulsory elective placement where students get to choose where they go. Fortunately, I have been able to secure a placement at Great Ormond Street Hospital which I am really looking forward too.

What piece of advice would you give to students thinking about coming onto your course?
Physiotherapy is an amazing profession, and it is definitely not all just about sport and massage.
Jassi Sodhi
MSc Physiotherapy
(Pre-registration)

What has been your most challenging moment so far?
I have found the placements challenging but in very much a positive way. Each placement is different so you have to adapt to the field of healthcare, type of patient/service user and nature of the assessments/treatments given.

What do you want to do when you graduate?
There are many opportunities open to newly qualified physiotherapists, I am very much keeping my options open with regards to where I work but I would love have a rotational job in one of Newcastle’s hospitals, developing my knowledge and skills in a broad range of fields.

Where do you see your career in five years time?
I would like to be a senior physiotherapist working in neuro-rehab or paediatrics within one of the North East’s well-respected hospitals.

What piece of advice would you give to students thinking about coming onto your course?
Have a good read about the role of a physiotherapist in modern day healthcare. It’s not all sports injuries and massage!
MSc Physiotherapy (Pre-registration)

This programme is accredited by the Chartered Society of Physiotherapists. It is a two-year degree has been designed to allow graduates from related subject areas to develop the skills to become competent physiotherapy practitioners.

Clinical placements occur in both years and are usually between two and six weeks in duration. The programme also reflects the Government’s commitment to inter-professional learning in health and social care.

The two-year programme allows students to explore the physical, biological and behavioural sciences that underpin physiotherapy practice and develop critical, analytical, reflective and practical skills that can be applied to a wide variety of clinical situations. Previous undergraduate experience enables students to engage in practice with a strong enquiry-based approach. Also frequent shared learning with students from other health and social care professions introduces physiotherapy students to team-working in the NHS.

Central to the programme is the development of clinical reasoning and the critical appraisal of evidence-based practice, particularly with respect to complex health and social care situations utilising a multidisciplinary focus. Through critical analysis, contemporary legislation on policy, structure and function of health and social care organisations are considered with a focus on how these impact on physiotherapy practice. Students complete a research project supported by an experienced academic research supervisor, which draws together much of the critical thinking and has strong links to local clinical practice.

Accreditation
In addition to an MSc, graduates will be eligible to apply for Membership of the Chartered Society of Physiotherapists, and apply for registration with the Health Professions Council (HPC) – a licence to practise within the NHS.

Careers
Graduates find employment in an increasingly diverse range of healthcare settings including the NHS, the private sector, sports clubs and voluntary organisations.

Selection
Applicants must be able to articulate a clear justification of why they wish to enter the profession. Additionally they must have experience of observing physiotherapists at work, and some form of caring or voluntary work experience. Offers of places are subject to satisfactory health, enhanced criminal records bureau clearance (CRB) and declaration of professional suitability.

Application detail
Applications are made directly to the University.

Study mode Full-time
Course length Two years (104 weeks)
Course commences in March

Compulsory requirements
Minimum 2.1 classification in a subject related area (such as: Sports Science, Health Science, Physiology, Psychology, or hold a physiotherapy qualification as an overseas trained physiotherapist with qualifications at HE diploma level and a minimum of one year’s clinical experience). Normally, all applicants should provide evidence of previous academic study related to the process of research and research methodologies.

In addition international students are required to demonstrate an IELTS total score of 6.5 (achieving 6.5 in each component).

Modules
Modules on the programme cover:
• Core Concepts and Skills for Physiotherapy
• Physiotherapy for the Promotion of Movement and Health
• Physiotherapeutic Management for Rehabilitation
• Education, Measurement and Outcome for Physiotherapy
• Integrated Physiotherapy Practice
• Leading and Developing Physiotherapy Practice
• Dissertation Module

Coursework and assessment
All aspects of the programme are learned through an Enquiry-based Learning approach (EBL), in which students work together and individually to further their comprehension, analysis and application of the material that underpins physiotherapy.

Assessments include traditional examinations, poster presentations, group assignments, written assignments, practical assessments and videos.
Why did you choose to come to Northumbria?
I came to a Northumbria University Open Day and loved the vibe that the University and city had. The city is small but mighty – it’s got a great nightlife and a friendly, fun atmosphere.

What was it about the course that appealed?
The course is diverse and consists of lectures, seminars and practicals. The practicals really interested me as I like to see things being put into practice, rather than just read the theory. Also, over the three years there are five practice placements, meaning that I will have a wide and diverse experience of Occupational Therapy (OT) and be readily prepared for going out into the big wide world of OT.

How do you get on with your tutors?
I get on really well with my tutors. They are friendly, easy to contact and quick to reply if I have any questions or queries.

What is your favourite thing about university?
The social aspect of university is definitely my highlight – everyone is in the same boat when they arrive so it doesn’t feel as scary. Also, everyone is really friendly and up for a chat.

And the city?
One of my favourite things about Newcastle is the Quayside, it looks lovely at night. I also love the nightlife, the accent, the shops and the people.

What’s your accommodation like?
I was in Claude Gibb Halls in my first year and would advise anyone coming to Northumbria to go into Halls – it’s very sociable and a great way of meeting people quickly.

What would you like to do when you graduate?
My plans so far, are to get a job as an OT in the UK, and after I have more experience and skills in OT, I’m planning on going abroad to a developing country, and using my skills there.
BSc (Hons) Occupational Therapy

This programme is accredited by the College of Occupational Therapists. The philosophy of the degree is based on a belief in the value of therapy and the role of human activity and occupation in maintaining mental and physical wellbeing.

The teaching team appreciates the importance of interdisciplinary teamwork and skilled communication in meeting the demands of contemporary health and social care. Consequently, the programme is structured to aid student learning and the development of professional attitudes. This programme aims to produce occupational therapists who are professionally competent, efficient and creative in planning and carrying out therapeutic interventions for people of all ages. It is designed to develop active, communicative and analytical members of a multidisciplinary team, who are motivated in furthering the development of OT through evaluation, reflection and research.

In addition to University-based learning, students will spend 40% of their time in the workplace. Students can also plan an elective placement in Year Two in a location of their choice.

Coursework and assessment
Assessment is varied throughout the three years and reflects the style and learning outcomes of each module of study.

Selection
Offers are subject to satisfactory health and police clearance. Work or voluntary experience in a related area is highly recommended.

Accreditation
This course is accredited through the College of Occupational Therapists, approved through the World Federation of Occupational Therapists and validated through the Health Professions Council.

Careers
Successful completion of the programme will allow eligibility for state registration with the Health Professions Council – a licence for practise and employment as a graduate OT.

Employment prospects are excellent, with a strong and increasing demand for OT in an expanding range of settings.

Application detail

UCAS code B920 BSc/OT.

Study mode Full-time.

Course length Three years full-time.

Courses commence in September.

Compulsory requirements
Five GCSEs at grade C or above including English Language, Mathematics and a science.

Plus one of the following:

GCE and VCE Advanced Level: 300 UCAS Tariff points to include a science or health related subject

Edexcel/BTEC Extended Diploma: Distinction, Distinction, Merit to include a Science or Health related subject.

Scottish Higher: BBBC at Higher level, BBC at Advanced Higher to include a Science or Health related subject.

Irish Higher: ABBBB at Higher level to include a Science or Health related subject.

Advanced Diploma: Grade C in the Progression Diploma, plus 100 UCAS Tariff points from GCE/VCE A level, or BTEC National Qualification to include a Science or Health related subject.

IB Diploma: 26 points to include a Science or Health related subject at Higher Level.

HEFC Access: Two Distinctions and four Merits, plus Toolbox to include a Science or Health related subject.

Other QAA-recognised access programme: Full Access award including a Science or Health related subject.

Return to Learning: We welcome applications from mature students and are willing to consider, on an individual basis, those who do not meet traditional entry criteria. We are strongly supportive of the University's Higher Education Foundation Course (HEFC), which provides an excellent basis for preparing adult students for entry to Higher Education – more details are available from the Return to Learning Service.

Additional notes

General Studies is not normally taken into account. Non-standard entry will be assessed on an individual basis. All candidates are subject to health screening and the University’s criminal convictions vetting procedure.
This programme is accredited by the College of Occupational Therapists. It is a pre-registration two-year Masters degree which has been designed to meet the needs of graduates with a first degree in a subject related to the discipline of Occupational Therapy (OT), for example, psychology.

It provides graduates with the educational experience of all OT students so they will be able to work in a range of health and community settings. They have involvement with patients, clients and carers and members of interdisciplinary teams that offer opportunity, on qualification, for work within a variety of public and private service settings for example, primary care, hospital trusts, social services and prisons.

The OT programme is based on the belief in, and importance of, human occupation and the value of occupational performance in maintaining mental and physical wellbeing, within the context of the individual’s lifestyle. Working in partnership with the client/patient/carer is an essential element of the approach taken. This ensures that the holistic needs, as affected by pathology, psychopathology, age, gender, culture or environment are identified and met.

### Modules

**Themes include:**
- Concepts of Occupation and Health
- Occupational Therapy Skills
- Clinical Reasoning and Practice in Occupational Therapy
- Applied Reasoning in Occupational Therapy
- Developing Occupation in Context
- Professional Development in Practice

### Coursework and assessment

All aspects of the programme are learned through an Enquiry-based Learning approach (EBL), in which students work together and individually to further their comprehension, analysis and application of the material that underpins occupational therapy. There is a balance between sessions in which new material is developed and those in which consolidation of learning takes place, as a result of the enquiry approach to learning. Practical sessions are facilitated by staff to help students to gain competence in skills prior to practice placements.

There are five periods of practice placement, ranging from four weeks to nine weeks. All are organised for students through the University Placements Office, one is an elective placement that the student may undertake in this country or overseas. A minimum of 1,000 hours of successful placement experience must be achieved and all placements are assessed on a pass/fail basis through the identification of competencies.

Within the programme the modules are assessed through written assignments, an individual oral/visual presentation and a major independent research dissertation.

### Accreditation

This course is accredited through the College of Occupational Therapists, approved through the World Federation of Occupational Therapists and validated through the Health Professions Council.

### Careers

On successful completion of the programme, students apply for registration with the Health Professions Council, which enables employment to be sought in a range of health and community settings.

OTs with a Masters degree will have the potential to develop into specialist expert practitioners, research therapists, managers of therapeutic services, and to become proactive contributors to the breadth of developments continually being made in health and social care.

### Application detail

**Study mode**

- Full-time

**Course length**

- Two calendar years (March to March)

**Standard entry**

- A first degree or equivalent qualification in a health subject or related subject to occupational therapy (completed within the last five years).

- Or an Honours degree (First or Second Class Upper division) and relevant pre-professional experience.

- Or overseas trained therapists with professional OT qualifications at HE Diploma level. IELTS: English Language at 6.5.

APL/AP(E)L/AWBL may be appropriate and will be assessed against University criteria in the Lifelong Learning Accreditation Framework.

Accreditation of prior learning is encouraged although there is no accreditation of practice, as the 1,000 hours of successful practice placement must be accomplished during the degree, in order to gain eligibility to apply for registration with the Health Professions Council.

MSc Occupational Therapy (Pre-registration)
What was it about the course that appealed?

I previously worked as a paramedic in the Army. During this time, I worked in Iraq and I met some Operating Department Practitioners (ODPs) there. I wasn’t sure what the role of an ODP was, but after talking to them about what they did, it sounded like something I wanted to get into. The ODP course has a very ‘hands on’ approach, and there are a lot of practical skills involved which suits the person that I am, as I prefer to be active and participating in things. Being an ODP can also be exciting in emergency situations, even more so than being a paramedic in my old job, which also suits my character. I see myself as a caring person and I enjoy helping people and I thought this would be the right choice for me.

Did you have the opportunity for any work placements during your course?

Yes, the majority of the course was on placements because of the practical skills that we needed to develop in order to become an ODP. My favourite placement was anaesthetics, as I enjoyed dealing with the patients whilst they were awake, and there are a lot of practical skills to be learnt in this department. This placement really encompassed the whole ethos of the ODP course and I enjoyed it immensely.

What was the most challenging thing?

It was a challenge to balance the academic work we needed to complete, with the practical side of the course, as a lot of time was spent on placement. But I feel happy that I managed to overcome this and enjoy the course.
This programme is accredited by the College of Operating Department Practitioners, as a new health profession, Operating Department Practitioners (ODPs) are a vital part of the peri-operative team.

Although primarily working in operating theatres, ODPs also work in other critical care areas alongside other healthcare professionals including surgeons, anaesthetists and nurses, helping to deliver individualised care to patients.

The programme prepares students to assess, plan and deliver individualised care to patients, during anaesthesia, surgery and recovery, becoming highly skilled in the maintenance and restoration of the physical and psychological status of the patient, at all levels of dependency.

An ODP needs to possess a broad knowledge and skill base, including management and communication skills. A caring attitude is essential for this specialised and unique profession.

Course information

The programme is designed to prepare students to practice in all areas of the operating department. The aim of the programme is to develop practitioners who are responsive to change and able to work in a multidisciplinary context to provide the highest standard of operating department practice. The programme is full-time, delivered over six trimesters.

Modules are linked to clinical placements covering a range of themes including the development of study skills, and evidence-based practice, as well as aspects of anaesthetic and surgical practice.

Modules

Themes include:

• Foundations of Operating Department Practice
• Principles of Anaesthetic Practice
• Principles of Intra-Operative Practice
• Principles of Post-Anaesthetic Practice
• Applied Anaesthetic Practice
• Applied Intra-Operative Practice
• Applied Post-Anaesthetic and Critical Care Practice
• Evidence-based Operating Department Practice

Coursework and assessment

Students will spend about 60% of the time on the programme learning in the clinical environment within the operating department setting.

Each module is assessed, with a mixture of assessment methods being employed including case studies, examinations, practical assessments and presentations. Students are also assessed in each practice placement by a clinical practitioner.

Accreditation

The programme is approved by the Health Professions Council and upon successful completion of the programme students are eligible to apply for registration as an Operating Department Practitioner with the Health Professions Council.

Careers

ODPs are a vital part of the clinical team and provide professional expertise during the patients stay in hospital. Although they are primarily employed within operating theatres, Operating Department Practitioners are increasingly being recognised for their skills in other critical care areas including:

• Trauma Teams
• Accident and Emergency Department
• Resuscitation Teams
• Transplant Teams
• Helicopter Emergency Medical Services.

Selection
All applications are individually assessed and successful candidates are normally called for interview.

Following an introductory talk, all potential applicants are invited to participate in group/individual interviews.

All offers of a place are subject to a satisfactory medical report and receipt of a satisfactory enhanced disclosure from the Criminal Records Bureau.

Application detail
UCAS code:
B990 DipHE/ODP

Study mode:
Full-time

Course length:
Two years (104 weeks) full-time.
Course commences in September.

Standard entry:
Five GCSEs at grade C or above including English Language, Mathematics and preferably a Science. Passes in Level 2 Communication and Numeracy will be accepted where applicants who have obtained five GCSEs do not have English Language or Mathematics.

HEFC: Six passes including English Language and Quantitative Methods if applicants do not have GCSE English Language and Mathematics, plus Toolbox.

Other QAA-recognised Access Programme: Full Access Award. Applicants who do not have GCSE English Language and Mathematics must ensure this subject requirement is met from within the Access programme.
Living and studying in Newcastle

Newcastle is a fantastic city to live and study in – it’s a great place to be a student!

One of the most vibrant, exciting and friendly cities in the UK, Newcastle is fast becoming an internationally renowned centre of culture and science. From its world-famous nightlife and fascinating heritage, to its awe-inspiring buildings and fun-loving character, it truly is an amazing place to live, study and work.

How to apply

Applications should be made through the Universities and Colleges Admissions Service (UCAS), www.ucas.ac.uk

For course enquiries:
Tel: 0191 243 7420
Fax: 0191 227 4561
Email: er.admissions@northumbria.ac.uk

For further information about PG Dip/ MSc/MNurs, please contact admissions on hs.admissions@northumbria.ac.uk

International students

Not only is Northumbria University the largest university in the North East of England, but we are also a truly international university with students from all over the world studying on our programmes. The University has a ‘Meet and Greet’ service and dedicated support for international students, which can give help and advice on welfare, careers and study skills during your time with us.

Further information

International Enquiries:
Tel: +44 (0)191 227 4274
Fax: +44 (0)191 243 7850
Email: international@northumbria.ac.uk

International Admissions:
Tel: +44 (0)191 243 7906
Fax: +44 (0)191 243 7850
Email: internationaladmissions@northumbria.ac.uk

Return to Learning

We welcome applications from mature students and will consider on an individual basis, those who do not meet traditional entry criteria but have an appropriate level of relevant experience. We are supportive of the University’s Access to HE course, the HEFC, which provides an excellent basis for preparing adult students for entry into Higher Education. More details are available from the Return to Learning Service.