

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD



Preparing for Healthcare

What to expect when studying a Healthcare programme at Cardiff University

Contents

3	Introduction to the guide
4	Teaching and Learning
5	<i>Learning Central - Virtual Learning Environment</i>
5	<i>Lectures</i>
6	<i>Seminars</i>
6	<i>Tutorials</i>
7	<i>Workshops</i>
8	<i>Simulations</i>
10	<i>Practical / Skills sessions</i>
12	<i>Online learning</i>
13	<i>Independent study skills (self-study)</i>
13	IT equipment
14	Assessment
14	<i>Assignments</i>
14	<i>Presentations</i>
15	<i>Practical assessment</i>
16	<i>Portfolios</i>
16	<i>Clinical placement / practice-based learning</i>
16	<i>Getting feedback</i>
17	Practice-based learning and clinical placements
21	Mandatory training
22	<i>Fitness to Practice</i>
23	<i>Enhanced Disclosure and Barring Service certification</i>
23	Occupational Health
25	Support for students with disabilities
26	Equality, Diversity and Inclusion
27	<i>The Student Charter</i>
28	Supporting your studies
29	<i>The Student Union</i>
29	Funding your studies
30	The Welsh language
31	Next steps

Introduction to the guide

Deciding to pursue a healthcare programme at university is a big step, and we know how important it is for you to have all the facts before you get here. We want to ensure that you have all the information you need to start your healthcare programme with confidence. That's why we've put together this guide brimming with insights to help you prepare for the first steps in your career in healthcare.

Take a look at the information here and let's explore how we can unlock your full potential together. It's all about making sure you're comfortable and excited to embark on this adventure with us.



If there is any information within this guide that leaves you with further questions, then please do not hesitate to contact the School of Healthcare Sciences directly (HCAREAdmissions@cardiff.ac.uk) and we will be able to discuss your individual circumstances in more detail to help you feel more confident.

Teaching and Learning

As a healthcare student, you'll experience a wide range of teaching and learning activities over the course of your programme. Each year of the programme looks and feels a bit different as you take charge of your learning journey, gaining autonomy and independence. You'll also find that the range of activities differ from week to week, so there's always something new to learn. We aim to provide your individual timetable in advance of each semester, so you can plan your time – however, all our programmes are full time, and you can expect to have activities across all days of the week. We'll notify you of any changes to your timetable as early as we can.

At least 80% of teaching and learning will happen in person/on campus, though there are some aspects of your programme that will take place online. Students are expected to attend all learning activities and registers to monitor attendance are typically taken at the start of each scheduled session.

The School of Healthcare Sciences is based at the vibrant Heath Park Campus which will be your new academic home! We're based across a few buildings on the campus: Tŷ'r Wyddfa (which is based at our new Heath Park West site and filled with brand new simulation learning facilities), Ty Dewi Sant, the Michael Griffiths Building and the Cochrane Building, as well as the Medical Education areas of the University Hospital of Wales which is right next door. The Health Library is located on the first floor of the Cochrane Building.



Learning Central - Virtual Learning Environment

Learning Central is the name for Cardiff University's virtual learning environment (VLE), based on the Blackboard Ultra platform.

Learning Central is your go-to digital hub for all things course-related. Think of it as your virtual backpack where you can find everything you need for your studies. It houses your course content, activities, and assessments. You'll also use Learning Central to access important online tools such as Reading lists, Panopto for catching up on lectures, and Turnitin to submit your work. It's all designed to make your learning experience as smooth and enjoyable as possible!

Lectures

Lectures are usually used to present theory or to introduce you to an area of study, often with student participation. Sometimes your lectures will be with students from your programme, but you'll also attend lectures that include students from other Healthcare programmes too.

Where appropriate, we'll provide you with presentations and additional material on Learning Central to prepare you for the lecture's content ahead of time. We expect you to review any material provided before your lecture to help support your understanding of the topic.

Lectures usually take place in a lecture theatre environment, where you'll spend most of the session sitting, listening to the presentation and taking notes as needed. Teaching staff will often structure the lecture into shorter sessions with space in between sessions set aside for questions and participating in directed discussions with your classmates.

Sessions are recorded and will be available for you to watch back and refresh your learning; however you are expected to attend every face-to-face lecture.





Lectures are engaging...and although some of the content can be hard to get your head around, if you need something clarifying there is always someone happy to help.

Laura, First Year Student

- **Duration:** Maximum of 3 hours, but with at least one break
- **Number of students:** Usually all the students on the programme (or larger groups for Interprofessional sessions)
- **Venue:** Tiered lecture theatre with fixed seating and benches or larger classrooms.
- **Teaching Style:** Information is presented within a spectrum of audio-visual delivery methods including lecture presentations using Microsoft PowerPoint or similar software, videos, interactive activities or demonstrations, and sometimes patients/ carers/ guest lecturers may attend to discuss a topic and share experience or expertise

Seminars

These sessions often look and feel like lectures, and the emphasis is usually on the presentation of information, or delivery of content. You will likely experience an insight into the expertise of the speaker and there are usually opportunities to ask questions/engage with the speaker/s. Often, this is where programmes will bring in external speakers (patients, family members, stakeholders, clinical experts) to enhance your experience.

Some programmes will hold seminar sessions which involve a group of students of around 10-15. You will usually have a member of staff to facilitate these sessions however you will be expected to take part in discussion. There may also be the opportunity to partake in group roles to facilitate learning and add to your experience, such as chair, observer, or scribe.

Tutorials

Tutorials provide an opportunity for deeper learning of new or previously explored topics. They are usually organised as classes for smaller groups of students rather than your whole cohort.

Tutorials are a great opportunity for you to ask questions you may not feel comfortable asking in a lectures, but you should feel comfortable asking questions and raising points there too as it's a good opportunity for you to share your understanding with other students.

Teaching staff will ask you questions in tutorial sessions to make sure you have a good understanding of the topic. All students are expected to engage with and participate in discussions. This is a great environment to build peer-peer support.

If the tutorial is related to a previous lecture, you will need to prepare by reading the lecture notes ahead of the session. There may be pre-tutorial work needed such as reading a paper/article/chapter or mapping or reflecting on a clinical scenario.

“

I was apprehensive about meeting so many new people, but the small tutorial group structure meant I got to know those people first and then it was easy.

John, Second Year Student

- **Duration:** Usually last for 50 minutes to an hour followed by a break but may last longer with different activities.
- **Number of students:** Approximately 15 to 30 students
- **Venue:** Small teaching rooms with moveable chairs and desks
- **Teaching Style:** Formats vary but usually involve small group work and tutorials are generally of an interactive nature



Workshops

Similar to tutorials, these are often scheduled as smaller group activities. Workshops encourage participation and real-time learning, often with a hands-on component. You can expect to be 'doing' in these sessions, rather than purely 'listening'.

- **Duration:** Usually last for 50 minutes to an hour followed by a break but may last longer with different activities.
- **Number of students:** Approximately 15 to 30 students
- **Venue:** Small teaching rooms with moveable chairs and desks. May also happen in simulation suite/practical rooms depending on the topic/activity.
- **Teaching Style:** Workshops usually involve interaction and often group work activity

Simulations

Learning how to safely practice skills and procedures in healthcare is a key part of the curriculum in all our programmes. Simulation replicates clinical practice in a safe learning environment so you can hone these key skills before using them in real life and build your confidence. We have an extensive range of simulation activities that you'll take part in during your programme, either with a group of students on the same programme as you, or working in an interprofessional group.

Our simulation suite looks and feels like a hospital ward and uses mannequins, models, equipment, and moulage (makeup to simulate wounds etc.) to provide a realistic experience for learners. Further simulation sessions happen within our residential mock up (Y FFlat), where students can experience healthcare within a person's home environment.

When participating in simulation sessions students are expected to comply with the All Wales NHS Dress Code and wear the appropriate uniform, which is supplied at the beginning of your programme.

During a simulation session, it is reasonable to expect to be standing for a period of time, and to be required to move and handle another person's/mannequin's body or limbs. You may also need to manoeuvre equipment and furniture to perform the skill. Appropriate training, supervision and risk assessments are carried out to help you prepare for this.



Your peers and your lecturers may well be watching you closely during these tasks; it is normal to have observed practice within the clinical environment and we try hard to mirror how the clinical world works to make your experience as realistic as possible. Often simulation can involve a highly pressured clinical scenario to test out your decision making under pressure. Teaching teams work hard to ensure these are confidence building sessions, but you can expect to feel challenged by situations.

Simulation is often concluded with a debriefing session where you will be encouraged to reflect and ask/answer questions about your learning.

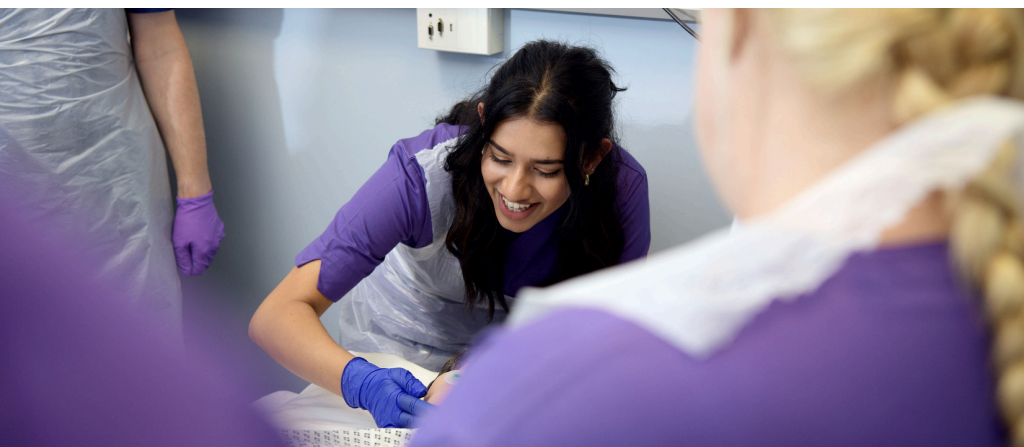
- **Duration:** May last up to a maximum of 3 hours but are usually separated into smaller sections with breaks.
- **Number of students:** Approximately 10 - 30 students
- **Venue:** Simulation Suite / Activities of Daily Living area (Y Fflat) / Practical rooms / Radiography Suite
- **Teaching Style:** Simulation sessions may consist of demonstrations with opportunities to practice, or experiential learning (problem solving) followed by debrief, feedback and guidance.



Practical / skills sessions

The purpose of a practical/skills session is to put theory into practice and to develop the skills of actually doing the job. You will take it in turns with your classmates to be in the role of the clinician and the patient; the latter may need to undress down to shorts/underwear so that the student in the role of clinician can see, feel or move the patient's body. Clinicians need to be able to see the body part and apply movements, perform assessments and treatments, and they need to learn to do whilst maintaining client dignity.

You will often work in pairs, but with different people so that you can learn to apply techniques to different body types, and both males and females where appropriate. You will be expected to give feedback to the person who is practising on you. In some skills sessions it is not appropriate to practice on each other – in these instances you will encounter mannequins, models and/or simulation equipment to replicate clinical practice, however you will be expected to approach the session with the same level of professionalism regardless.



It is reasonable to expect to be standing for a period of time during practical sessions, and you will be moving and handling another person's body or limbs. You may also need to manoeuvre equipment and furniture to perform the skill. (Appropriate training, supervision and risk assessments are carried out).

Your peers and the lecturers may well be watching you closely during these tasks; it is normal to have observed practice within the clinical environment and we try hard to mirror how the clinical world works to make your experience as realistic as possible.



Initially I felt nervous about working practically with people I didn't know, however working in small groups during practicals and being made to practice techniques on different people really built my confidence.

Lilly, First Year Student

- **Duration:** May last up to a maximum of 3 hours but are usually separated into smaller sections with breaks.
- **Number of students:** Approximately 15 – 30 students
- **Venue:** Practical rooms with moveable high-low plinths
- **Teaching Style:** Practical sessions may consist of demonstrations with opportunities to practice, or experiential learning (problem solving) followed by feedback and guidance.



Professionalism in practical classes

The practical class environment aims to replicate the clinical environment, so you will be expected to present yourself in a professional manner.

Professional presentation is fundamental to meet health and safety requirements, optimise infection control and promote patient confidence.

You will be expected to wear the practical uniform supplied and adhere to the professional appearance and uniform policy. This includes having long hair tied back, having short nails (with no polish), not wearing anything below the elbow, no jewellery (including body piercings) and always respecting the confidentiality and dignity of other students.



Online learning

Some of the content of your programme may be conducted via online platforms (usually Microsoft Teams or Zoom). This may be due to the size of the groups participating in the session, the structure of the timetable for that week, or the content/activity of the session being well-suited to online delivery.

Online sessions can take place in real time (live or “synchronously”), and you will be expected to attend by logging in at the time/date that the timetable indicates. To fully participate, it is suggested that you use a device with a working microphone and camera, blurring your background if necessary. You may need to locate a quiet area/location so you can concentrate.

Some online sessions may be pre-recorded, and you can watch these in a more flexible way to suit your own timetable. These are usually termed ‘asynchronous’ and do not have an interactive element.



Independent study skills (self-study)

Independent study is a key component of the programme. You will need to be able to take responsibility for your own learning and structure your time around your taught components and other commitments to address the independent study requirements.

Whilst most self-study topics are clearly indicated and have signposts to specific resources or activities to help you carry out this learning, there is an expectation that you will challenge yourself to read widely around topics, delve deeply into concepts, and explore learning in your own style or preference. A thirst for knowledge and understanding fuels excellence when it comes to performance in healthcare professionals, so we expect you to engage with this and use your tutors, resources, and the Cardiff University library services to help your own professional development.

IT equipment

You can find out more about the suggested necessary equipment for your studies in the “before you arrive” section of our website [here](#).

You will also need access to Microsoft Office and anti-virus protection, both of which you can download free of charge as a Cardiff University student.



Assessment

All the healthcare programmes at Cardiff University have been designed to offer a range of academic assessments, recognising the type of skills a graduate healthcare professional is expected to display.

You will be challenged to express your learning in several ways including written work, examinations, practical situations, presentations, and in clinical environments.

Assignments

Assignments involve researching, planning and writing a piece of work to meet a specific brief or answer a specific question. You will be advised of the required word count, and the necessary instructions for submission - this is usually performed as an electronic submission via Turnitin on Learning Central.

The writing might be factual and knowledge based, for example writing about a physiological process such as the stages of bone healing after a fracture. Or you may be asked to explore your own experience and reflections on managing complex and challenging ethical situations in the clinical environment.

You'll need to demonstrate specific types of writing function, such as analysis, synthesis and evaluation. We'll support you with understanding what these are and what they look like. You will be expected to present work that is of your own creation, but that is supported by appropriate academic references. Guidance will be provided on searching for and citing references to support your work.

Presentations

Being comfortable speaking in front of others and conveying complex information in a logical manner are key skills for healthcare professionals. Presentations are a way of capturing that ability and you can expect to deliver presentations throughout your programme. You will be given a detailed brief or question to address in an assessed presentation, alongside details of the expected format and time limits.

There will usually be an element of questioning from your assessor or the audience, which you'll be expected to respond to. You may also be asked to create accompanying posters, reflections, or other media to explore and grow your digital skills.

Practical assessment

Healthcare programmes typically involve skills that are assessed as if being performed in a clinical setting. Practical exams come in a range of formats and are often titled by acronyms such as:

- **OCSE** (Objective Structured Clinical Examination)
- **PSPE** (Patient Specific Practical Examination)
- **ISCE** (Integrated Structured Clinical Examination)
- **DOPS** (Directly Observed Practical Skill)

Practical exams usually involve you using specific skills in a clinically relevant scenario and answering questions or discussing your reasoning for your actions. You will be given full instructions about the format prior to the exam, and will usually have opportunities to practice this in a supervised session. You may be asked to perform the examination on a simulation mannequin or a human model, which may be a peer or one of the academic team.

Practical examinations can feel intense since the assessor/s will be watching closely and often asking questions to encourage you to demonstrate the full range of your knowledge. It is likely that the exam will also be recorded using a video camera to ensure marking processes are fair and consistent.



Portfolios

Creating a record of sustained learning over time is a core competency for all healthcare professionals, who will be expected to demonstrate ongoing continued professional development throughout their careers. To prepare you for this, our programmes use portfolio assessments to help get you comfortable and skilled at this practice.

You can expect to use a portfolio during clinical placements (practice-based learning opportunities) to record evidence of your learning and progress. Portfolios are also used to capture reflections, learning development action plans, and professional behaviours.

Clinical placement / practice-based learning

As a healthcare student, you must complete a minimum number of clinical hours as part of your learning - these contribute to completing your degree. More information about these will be presented in the [next section](#).

Getting feedback

Feedback will be provided in a multitude of formats during your programme. You can expect to have informal feedback in class sessions, from the teaching team or from your peers, and you will be expected to provide reciprocal feedback to your peers as well.



You will receive feedback in written, audio, or verbal formats after assessment. This may be on an individual basis, or across the whole cohort. You can expect your feedback to be constructive (balancing positive comments with constructive criticism), polite and respectful. Feedback will include positives to let you know what has been done well, be meaningful to help you improve future work, and be detailed, specific and comprehensible. This should motivate, inspire, and encourage self-assessment and reflection, and use language which corresponds to that used within the marking rubric.

Practice-based learning and clinical placements

Placements (practice-based learning) form a key part of all healthcare programmes. This is where you can practice applying the knowledge and skills you are learning and developing in a supervised and supported structure so that you can become an independent practitioner by the end of the programme. Each programme has a minimum number of hours that must be completed, with practice-based learning opportunities scheduled across set points in the academic year.



Clinical placements have been the highlight of the course for me. I have been lucky with willing mentors who have been happy to support my progress.
Kayleigh, Final Year Student

Where will I be and what will I be expected to do?

You can expect to work in a variety of clinical settings to help you experience the breadth of the profession and ensure that you can demonstrate a portfolio of clinical experience which enables you to be competitive when it comes to seeking employment at the end of the programme. You will work in environments that are reflective of today's health and social care practise, such as hospitals, GP practices, community settings, care homes. Some healthcare programmes will also have placements and practice-based learning in private clinics, with professional sports teams or in social care settings.

To gain experience, you will be allocated placements across a range of locations across Wales – the location will depend on your programme and profession. This will expose you to working with different populations with varying demographics, and with clinical supervisors and wider multidisciplinary teams who have so much expertise to learn from.

Commuting times of up to 1 hour each way to and from placement location are considered acceptable, but you may find that the distance of your clinical placement from Cardiff means that it is unfeasible to commute to that location each day. The School of Healthcare Sciences, in conjunction with the commissioning body HEIW (Health Education and Improvement Wales), can provide additional accommodation for students in this position, but this may be of a basic standard, sometimes with limited access to facilities.

During placement you will be expected to comply with the [All Wales NHS Dress Code](#). You will be provided with appropriate clinical uniform and identification badges at the start of your programme. For some non-NHS based placements students will need to consider other alternative but appropriate clothing options.

Clinical practice is unpredictable. The volume of work you will encounter on a day-to-day basis will vary, and the situations you find yourself faced with can be challenging physically, mentally and emotionally. You will be expected to follow the full-time weekly working pattern of the clinical environment in which you are placed. You will likely find that you are on your feet for prolonged periods of time and that breaks can be irregular as they tend to be dependent on the demands of the workload each day.



It is not unusual to experience death and dying, severe trauma and illness, complications, and unexpected events in a clinical environment. You may also experience challenging conversations, difficult questions, and conflict.



You will be expected to work as part of the multidisciplinary team and sometimes complete tasks that you may not have thought were part of your profession. Remember that all healthcare staff are expected to contribute to basic care.

Working in healthcare can often feel pressured and you may be required to act and make decisions that are safe and appropriate in a short period of time.

We aim to prepare you for all of this, but the unpredictability of real-life often leaves students feeling unprepared or vulnerable in these situations. Clinical and academic staff work together to assist supporting students with any challenges you may face.

You will learn important skills including time management, professionalism, prioritisation, communication, and team working. There will be opportunities for you to raise any concerns or issues that you have with either the clinical or supporting academic team so that we can explore strategies with you in relation to how to manage and support your learning. Programme teams will also work with you after your placement to ensure adequate debrief sessions take place.

Whilst placement aims to help you achieve your learning goals and objectives, the priority is providing safe and effective care for the patients and families you will be working with. Your supervisors/assessors will be able to discuss how you can achieve your learning objectives using the experiences that you will face in each environment.

Before going on my first placement I was very apprehensive as the whole situation feels very unknown and I was worried I would feel out of my depth, but after meeting my clinical educator she immediately settled my nerves explaining what was expected of me and that they would firstly give me the opportunity to observe them for a few days to give me an idea on their treatment approach. My first week has been an incredible experience and although I have never felt so tired, I am already eagerly awaiting the challenges that face me next week!

Helen, Second Year Student



How will placement be assessed?

On placement, you will be assessed on your clinical knowledge and skills as well as your professionalism (for example: appearance and behaviour, basic management tasks, health and safety, attitude and communication). Our clinical partners undergo training with us relating to the expectations of marking and assessment, and we partake in moderation exercises to ensure a fairness and parity of experience for students. This moderation includes an independent external review of a sample of the portfolios and feedback provided to students in each cohort.

The clinical portfolio is an important electronic document that will help you to understand your strengths and areas for development, to record your experiential learning and reflections, to store feedback and progress in relation to assessment, and to promote the practice of life-long personal development and learning in your practise. Your programme will use this portfolio in the assessment of your placement.

Can I claim back any expenses?

Travel and accommodation expenses can be claimed back according to eligibility - the School of Healthcare Sciences uses the principle of reimbursing you for costs that you otherwise would not have incurred if you were not on placement and were instead studying on university premises.

You can claim travel expenses where the cost of the daily return journey to your placement is more than the cost of your daily return journey to the University.

If you need to stay away from your normal term time accommodation during a clinical practice placement, you may be eligible to claim for the cost of any temporary accommodation on or near the practice placement site if it was not practical for you to travel there from your usual accommodation each day.



Mandatory training

To ensure your safety, and that of your peers, colleagues, and patients you must attend and complete several elements of mandatory training. These sessions include, manual handling, basic life support, infection control, violence and aggression, equality and diversity and others. A full list will be provided by your programme team when you join us.

You will not be permitted to participate in clinical placements without having shown evidence of completion of these elements. You will also be informed of the necessity to conduct refresher training where required in each year of your programme.

Some of the mandatory components involve online modules which you can work through and receive certification of completion. Other components are delivered in a classroom/practical room settings and will involve physical activities such as performing chest compressions on a mannequin, using moving and handling equipment to manoeuvre another person, and basic breakaway skills to counteract aggression.

There are several other important aspects which you must comply with to be able to fully participate in the programme which we'll explore in the next section.

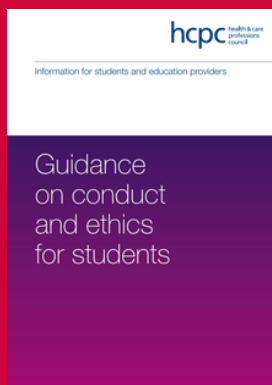
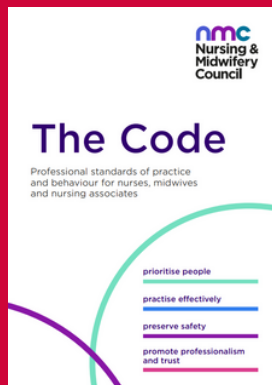


Fitness to Practice

As a student on a healthcare professional course in the School of Healthcare Sciences, you will be expected to adhere to the Professional Standards identified by the relevant regulatory body such as the Nursing & Midwifery Council (NMC) for Nursing and Midwifery programmes or the Health and Care Professions Council (HCPC) for Occupational Therapy, Physiotherapy, Diagnostic Radiography, and Radiotherapy and Oncology programmes. The University is required to ensure that you are fit to practise during your studies and when your degree is awarded.

The NMC and HCPC Standards are in place to protect service users, carers and members of the public. It is expected that all students on a programme leading to professional qualification or registration will act with integrity, honesty, with respect for others and their property, and in compliance with the relevant code of professional standards.

Click the images to find out more.



The NMC and HCPC Standards

- **The Code** - The Nursing and Midwifery Council's professional standards of practice and behaviour for nurses, midwives and nursing associates
- **Guidance on conduct and ethics for students** - The Health and Care Professions Council's information for students and education providers

Enhanced Disclosure and Barring Service Certification

Health care programmes require an applicant to disclose convictions at the point of application through a mandatory yes/no question on the application form, and to undertake a fitness to practice assessment and [Enhanced Disclosure and Barring Service \(DBS\) check](#) prior to enrolment, as detailed in the University's Policy for Determining Applicants' Fitness to Practise and Eligibility to Pursue Regulated Programmes of Study.

If this is not received, then your eligibility to study will be compromised and you will be excluded from the programme.

Our Fitness to Practice procedure



Cardiff University's [Fitness to Practise procedure](#) enables action to be taken when there are serious concerns about a healthcare student's conduct. The student conduct does not have to be linked to criminal activity and could be related to any actions taking place during your studies or social life that might impact the public's expectations of how a registrant of the NMC or HCPC should behave. In a similar manner, your fitness to practise and ability to engage as required with your chosen programme could be impacted by your physical or mental health.

Occupational Health

All healthcare students must complete a [health screening](#) before commencing clinical placements or practice learning opportunities. This is expected at the point of enrolment at Cardiff University. The medical fitness standards for each profession are set by the relevant regulatory body (Nursing and Midwifery Council or the Health and Care Professions Council). These standards meet the criteria in the Equality Act as a proportionate means to achieve the legitimate aim of ensuring patient safety, and they are targeted at functions which are intrinsic to the discipline. Students should be capable of safe and effective practice as a healthcare professional without supervision by the end of the programme.

Prospective students who have serious concerns that a medical condition may have implications for future fitness to train/practise should, at an early stage, preferably pre-application, contact the School of Healthcare Sciences where we can offer professional advice. There is an obligation on Cardiff University to make reasonable adjustments for students with disabilities where the adjustment enables the student to achieve safe and effective practice without supervision by the end of the programme. Standards or competencies, however, must not be subject to adjustments.

Testing for Immunity and Infection

Students should protect patients, colleagues and themselves by being immunised against serious communicable diseases when vaccines are available. It is expected that students are therefore vaccinated in line with the current Department of Health guidance. You will be provided with vaccinations via Occupational Health in preparation for clinical placement.

Assessment of Functional Capacity

The screening assessment will also explore aspects of your ability to function (e.g. mobility, vision, memory, skin) and consider any impairments that require reasonable adjustment to ensure safe practice.

A health clearance certificate stating whether you are fit to train, and details of any adjustments necessary to allow you to fulfil the required competencies for graduation and professional practice will be issued to the programme lead. If adjustments have been identified, then the programme lead will need to discuss with you how these can be applied in a reasonable manner. Please note that not all recommended adjustments may be reasonable, particularly for clinical practice, and therefore while we make every effort to accommodate the required adjustment, these may not all be feasible in practice-based learning environments. Please [contact us](#) in advance to discuss further if you have any concerns regarding your own situation.

More information regarding Medical Standards for Health Professional Training can be found at the following links (please note these are links to external sites):

- [Nursing and Midwifery](#)
- [Occupational Therapy](#)
- [Physiotherapy](#)
- [Diagnostic Radiography and Radiotherapy](#)
- [Students with Severe Eating Disorders](#)
- [General Guidance on Adjustments for Students training in regulated professions](#)

Support for students with disabilities

If you are a disabled student, there may be a little more to think about when going to university. We're here to help you reach your full potential and make sure you get the right level of support so that all aspects of your study are accessible.

You may identify as disabled or prefer not to use labels, but whatever you choose, it is important that you receive the support and adjustments you need.

Our Student Disability Team work with students with a range of impairments, both physical and sensory, as well as those with specific learning difficulties, autism spectrum conditions, long-term medical conditions, and mental health conditions. The Student Disability Team are there to support you throughout your student journey, ensuring access to advice and guidance as well as any adjustments and support needed to assist your studies. Their aim is to enable you to study as independently as possible and to create an inclusive learning environment. They offer advice and support which can include:

- exam access arrangements including, but not limited to extra time, use of ergonomic equipment and rest breaks
- help with identifying, requesting and making reasonable adjustments
- specialist services such as specialist study skills, mental health mentoring and support worker services
- funding advice and support on Disabled Students' Allowances (DSA) for home students
- transition event for students with Autism Spectrum Conditions

If you have a disability or impairment, or you think you might have, once you have been offered a place on a course, contact the team as soon as possible so they can help you with your transition into university life. Please note that there are costs associated with formal disability screening assessments.

Student Disability Service

studentconnect@cardiff.ac.uk

+44 (0)29 2251 8888



They helped me understand my dyslexia and gave me the tools and techniques to cope with it.

Student, Cardiff University

Equality, Diversity and Inclusion

We want to create an environment where you can enjoy your experience and achieve your absolute best while studying with us. We recognise that personal circumstances can have an impact on your decision to apply to university and that your situation can change during your studies. We are here to support every step of your journey, whatever your circumstances may be.

You can find out more about Cardiff University's approach to EDI (Equality, Diversity, Inclusion) [here](#).

Together at Cardiff

We help those who are care experienced, estranged, military experienced, carers and asylum seekers, by providing advice and support to assist during and after university.

Disability and dyslexia

We work with students with a range of disabilities, including physical or sensory impairments, specific learning difficulties, long-term medical conditions and mental health conditions.

Gender identity

We want to support all staff and students in their choice of gender identity and have guidelines to help.

Lesbian, gay, bisexual, trans(gender) + students

LGBT+ students may face different challenges at university, and we have services to support you. We want to ensure that we provide the best support for all our students.

Mature students

A mature student is an undergraduate student who is aged 21 or over. We have several services available to support your study with us.

Student parents

Whether you already have a child or are about to become a parent, we have services available to support your study with us. Family rooms are available within the School of Healthcare Sciences to support parents who are nursing young children.

Religion and belief

Cardiff is a multicultural city in which many religious faiths are practised. Individuals and groups should be treated with dignity and fairness whatever their religious and/or philosophical beliefs may be. Our facilities include quiet spaces and prayer rooms for student and staff use.

If you have questions about how any of the above characteristics or other personal circumstances may affect your participation on our healthcare programmes, then please get in touch:

HCAREAdmissions@cardiff.ac.uk



It is highly likely that we will be able to discuss and provide appropriate adjustments or recommendations so that you can make informed choices about your chosen route of study.

The Student Charter

Our [Student Charter](#) outlines what you can expect from us and our Students' Union and the role that you have in making the most of your time with us.

We commit to making the student experience the best it can be by:

- Working in partnership
- Creating an inspiring learning environment
- Supporting our students
- Celebrating Welsh language and culture
- Valuing equality, diversity and inclusion
- Focusing on global citizenship and employability
- Being open and honest in our communications



Supporting your studies

All students are allocated a personal tutor during their studies. You can expect to meet with your personal tutor at least once a semester and they will be able to support your academic development and help you deal with any pastoral issues which may be affecting your study or life. Personal Tutors will likely signpost you to other services and support systems so that you get expert advice from the correct sources.

Student support services are on hand to help with lots of aspects of university life, including:

- Academic Study skills sessions
- Library service
- IT services and support
- Advice and Money
- Health & Wellbeing
- Support for disabled students
- Student Futures (careers and employability support)
- Student visa support
- Equality, Diversity and Inclusion
- Student Mentor Scheme
- Student Connect
- Residences Life teams
- Chaplaincy services



Follow the team on Instagram to keep up to date with what is on in the Centre for Student Life:
@cu_centreforstudentlife

The Student Union

The Student Union at Cardiff is highly regarded and works in close collaboration with students and Schools to foster a culture of inclusion and excellence. The Student Union is led by an elected full-time student officer team who provide dedicated representation and support for the needs of students and researchers. They shape all the activities and services we deliver for students and each programme cohort has an opportunity to nominate a student representative who can ensure that your voices are taken seriously at every level.

The Student Union is also host to over 200 societies and 65 sports teams, so there is something for everyone! Our student groups are a force for good on campus and in the local community, running events, fundraising activity, and volunteering projects that around 15,000 of you get involved with each year.



Funding your studies

There are two routes of funding for healthcare students: [NHS funding](#) for those committed to working in Wales after qualifying, or [Student Finance funding](#).

It is important for you to explore all the options available to you so that you can make the right decision for your individual circumstances.

If you have any queries about funding for your course, please contact the Student Funding and Advice team:



studentconnect@cardiff.ac.uk



+44 (0)29 2251 8888

The Welsh Language

The Welsh language is unique to Wales and is at the heart of the university. You will see and hear the Welsh language on campus and around the city itself.

Croeso! (That's Welsh for 'welcome'). We are a welcoming city.

Welsh, English and other international languages are at the heart of Cardiff's identity and diverse communities. Our belief is that the Welsh language belongs to everyone who lives here.

It is not essential to understand or speak Welsh to live here. But learning Welsh can enrich your experience at Cardiff and help you gain a deeper understanding of Wales, its culture, history, and people. You can [learn Welsh](#) (and other languages) through our Languages for All programme.

Cardiff is the capital of Wales, with Welsh and English as official languages. You have a right to:

- receive our services through the medium of Welsh
- study or experience life through the medium of Welsh

We are here to make this possible and offer you a unique student experience. A key part of this is our [Academi Gymraeg](#) - the University's Welsh language Academy.

The rights and well-being of Welsh-language students are also represented by:

- Undeb Myfyrwyr Cymraeg Caerdydd (the Welsh-language Student Union)
- the Students' Union Welsh Language Officer



Next steps...

We hope that having read through this resource you now have a clearer idea of the programme which you have applied for so that you are in a better place to make an informed decision about whether we are the right fit for you.

However, if there is anything about your individual circumstances that has raised a query, or you have a doubt over, then it is vital you contact us before you make those decisions. We want to work in partnership with our students to explore and remove any potential barriers where they might exist. Having open conversations with us before you start can facilitate a much smoother transition to university life, and not leave you with having to deal with any unintended surprises when you get here.

We're looking forward to seeing you soon!



Get in touch

If you have questions about the nature of the course, or about your ability to partake, please contact the School of Healthcare Sciences' Admissions team who will direct you to the most appropriate person on your chosen programme:

hcareadmissions@cardiff.ac.uk