Lifelong Learning
For Health and Social Care
Course Directory 2013/2014
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The courses in this brochure have been developed in collaboration with NHS Trusts, Primary Care Trusts, patients, social work departments, service users, carers and students to ensure relevance with the modern health and social care environment. The key aim of each course is to make a positive difference to the quality of care experienced by patients, service users and their families and communities. Faculty of Health Sciences courses have been applauded for achieving this aim, making a real difference to those being cared for, whilst also enhancing the personal and professional development of health and social care staff.

Contact us:

t: 01785 353766
e: healthyoptions@staffs.ac.uk
It would be difficult to find a more rewarding career area than health and social care and it would be hard to discover a better partner for your continuing professional development than Staffordshire University.

With a central focus for education and research in the areas of health professions, psychology, social work, sport and exercise, the Faculty of Health Sciences has an outstanding reputation for the quality of its teaching and research.

The Faculty has teaching centres at the University campuses in Stoke, Stafford and Lichfield, as well as two locations with the Shrewsbury and Telford NHS Trust.

The Faculty is split into three schools to support students with different learning requirements. These are: the School of Nursing and Midwifery, the School of Psychology, Sport and Exercise and the School of Social Work, Allied and Public Health.

In addition, there are four Research Centres: the Centre for Ageing and Mental Health, the Centre for Practice and Service Improvement, the Centre for Health Psychology and the Centre for Sport, Health and Exercise Research. As well as supporting research, Faculty Professors also contribute to teaching and support students on higher degrees.

Working in partnership is a vital aspect of the success of our teaching and research activities. We work with a number of regional and local NHS Trusts and social work Departments as well as with organisations such as the family planning association (fpa) and several local colleges to ensure the convenient delivery of our Foundation Degrees.

Several joint Professorial appointments and collaborative working relationships with a range of organisations also help support and develop our curriculum, teaching and research.
Welcome to the 2013/14 programme of Lifelong Learning opportunities available from the Faculty of Health Sciences at Staffordshire University.

You will find that choosing from our broad range of high quality part-time courses is the ideal way to ensure continuing professional development and fulfil your career aspirations in health and social care. In fact, whether you are a nurse, doctor, social worker, allied healthcare professional, healthcare support worker, carer or simply have an interest in health or social care we have something for you.

From enhancing your knowledge or providing you with valuable new skills, to helping you specialise in a particular area of practice, we offer a comprehensive range of specialist modules and awards, including professional short courses, degrees, postgraduate awards and research opportunities.

Understanding that you may need to balance study around work and other commitments, our courses have been designed to offer a high level of flexibility. A range of different methods of learning and assessment is offered, at locations across Staffordshire and Shropshire. Some courses are also available via online distance learning or blended learning.

Appreciating that you may not have studied for some time, you will find us to be friendly, supportive and student focused.

With academic staff from a wide variety of practice backgrounds, we bring a wealth of experience and knowledge to teaching. Through close partnerships with leading health and social care providers and by working closely with employers, we ensure that every course we offer is relevant, innovative and contemporary.

As well as our links with local health and social care organisations, we also welcome students from much further afield, including overseas - many of whom benefit from our growing range of online distance learning opportunities.
Choose to study with the Faculty of Health Sciences at Staffordshire University and you will benefit from being part of a vibrant community made up of both full-time, part-time and distance learners.

Our diverse portfolio of education accommodates those with no experience of higher education, right through to those progressing to doctoral study. We offer courses suitable for all health and social care professionals, including health care assistants, qualified nurses, midwives, doctors, allied healthcare professionals, social workers and health care managers.

Our objective is to encourage your personal and professional development, enhancing and enriching your career opportunities. We will develop your critical thinking and problem-solving skills to equip you with qualities that are desirable and essential for tomorrow’s workforce.

Selecting your course
We have made it as straightforward as possible to find the award or module you are interested in. Simply refer to the colour coded index on page 20 which lists all undergraduate and postgraduate awards, modules and short courses, then turn to the appropriate section to read more about your preferred qualifications.

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Marion Evans
Clinical Trials Nurse Specialist - Lead Cancer Clinical Trial Team at the Cancer Centre, University Hospital of North Staffordshire
MSc in Clinical Leadership

"The MSc I undertook at Staffordshire University has really enhanced my way of thinking and improved my quality of life. As a result of the course, I have become much more critically aware and my analytical skills have evolved. I have also become an advanced reflective practitioner. The course has helped me to improve the service I lead through modernisation, evolving the team I work with and the support service teams that are needed for our clinical trials to run effectively."
I returned to study in order to further develop my skills and knowledge to enable career progression in the future. What concerned me about embarking on a programme of study again was balancing the demands of studying with raising a young family; and a lack of confidence in my academic ability.

The course was very flexible. I was able to tailor the choice of modules to my area of practice and allowed to study the modules in the terms of my choice. This meant that I could find a good balance between the academic and clinical demands of the Specialist Practice course.

The course was very relevant to District nursing. With the support of my tutor in University and the Clinical Practice teacher in the clinical area I was able to develop and learn new clinical skills and gather the knowledge that I needed to progress further in this specialist area.

My tutor was very supportive, often available in person, always available via email for advice and guidance. The librarians are so knowledgeable, the initial literature search training they provided was invaluable throughout the course.

The course has allowed me to develop professionally and personally, giving me the confidence to undertake a new role as District Nursing Sister.

I really enjoyed the course and would have no hesitation in enrolling at Staffordshire University again in the future. I particularly enjoyed the sense of teamwork that the group fostered, allowing us to support one another through the challenges that the course offered.

Paula Guest
Specialist Practice - District Nursing

Whether you wish to enhance your skills in an existing area of practice, or broaden your knowledge by diversifying into new subjects, you will find our undergraduate programme to be very versatile.

Accommodating all levels of expertise and experience, the programme provides the flexibility to study independent modules in areas of particular interest, right through to completing an honours degree.

Many of our students study one or two ‘stand alone’ modules with us as part of their continuing professional development. Examples include: Mentorship Preparation, Nurse Prescribing, Principles of Physical Assessment, and Counselling.

Upon completion, students often feel they have gained the confidence to study for a degree (Level 6) award. Choosing to complete a degree will enhance your knowledge, academic skills and professional practice.

Many assessment methods are used to build on transferable skills, including written essays, poster presentations, case study analysis, seminar presentation, oral presentation of a portfolio of evidence, practice competence through OSCE and preparation of a bid proposal or audit analysis. These assessments are designed to provide an additional ‘value added’ element to your study that will enhance your skills in practice.

Throughout your studies, you will be supported by your module leader and also your award leader (if you enrol on an award). Students report tutorial support as excellent, giving help and advice that facilitates progress through their study and achievement of their goals.
On completion of a Foundation degree students may progress onto a specified honours route or may choose to use the Foundation Degree to support their progression in their employment.

Combining work based learning and academic study to improve health and social care is key to studying our Foundation Degrees.

Our Foundation Degrees have been developed in partnership with employers to ensure that students are appropriately equipped to meet the contemporary and dynamic demands of health and social care. Students are able, through work based learning, to develop knowledge, understanding, analytical and problem solving skills together with specified competence in their chosen area of Health and/or Social Care. Students attend college or university on a part time basis whilst remaining in their work place role. This gives students the opportunity to apply new knowledge and academic theory to their work and to evaluate their own and others performance.

The first year of a Foundation degree introduces students to the skills they require for academic study as well as the core and specific knowledge and skills required to reflect their chosen pathway. Common to all Health and Social Care Foundation Degrees are communication skills, the exploration of health and social care policies and how these influence care and the study of the human body. Students will develop practical skills and clinical competence relevant to their work role.

During the second year of the course students will be introduced to more advanced concepts and will be able to undertake a work based project which reflects their work place role and their clinical interests.

On completion of a Foundation degree students may progress onto a specified honours route or may chose to use the Foundation Degree to support their progression in their employment.

In addition to Foundation Degrees it is possible to start studying your degree at foundation level by completing a Foundation Year and undertaking a 4 year programme of study. The BSc(Hons) Health Studies with Foundation Year allows students to do this.
Learning pathways
for Undergraduate students

Certificate level study
If you have not studied at University before, our Level 4 Certificate courses are a good way to start. They provide a well-supported introduction to study, focusing on developing basic academic skills and building on any knowledge and experience you already have. These modules usually give people the confidence to engage in further study.

Diploma level study
We offer a range of stand-alone modules at Level 5 that can meet your personal development plan and also fulfil the needs of your workplace and employer. Many students who have not studied for many years, or lack confidence to study a degree level module, choose to study a level 5 module first to gain experience of study. This usually gives them the confidence to move on to degree level study. Several of our modules are offered at level 5 (diploma) and level 6 (degree) taught together, but the assessment is different for different levels.

Degree level study
Our range of stand-alone Level 6 modules has been developed to provide a higher level of learning. Modules can be studied independently to meet your professional development needs. Alternatively, if you wish to study a degree we offer several options that are designed to fulfil the development of your professional and academic needs, and have been developed to meet the needs of the ever-changing health and social care environment. You have a four-year time-span to complete your degree. Please note, however, that if you are including ‘stand alone’ modules, the time-span commences from the first module you undertake.

Negotiated Learning for greater flexibility
- Create a pathway of study tailored to meet your personal and professional requirements
- Available at certificate, diploma and degree-level study
- Expert advice from a Negotiated Learning tutor
- Your award will have a title that reflects the focus of your study

Negotiated Learning enables students from diverse professional and work-based roles in or related to health and social care to design a bespoke pathway of learning that reflects their individual learning requirements. Individual pathways often reflect the development of specialist knowledge and its application to health and social care practice. Similarly, other students may have an element of management in their role and wish to include a module in Business, Law or both. Whilst others may be working in a health and leisure role and wish to select from our range of Sport and Exercise modules.

As part of Negotiated Learning, the opportunity also exists to develop your own modules, specific to your learning requirements. You will be guided through the process of developing an appropriate range of modules and benefit from individual academic support throughout your award.

Students undertaking Negotiated Learning find that they experience a high level of personal growth that enhances their personal and professional development and reflects their specialist interests.
Lifelong Learning
Course Directory 2013/14

Developed in association with – and led by – health and social care experts, our postgraduate awards offer considerable diversity. They are designed to maximise your potential for both personal and professional development, providing the opportunity for specialisation as well as research.

Our postgraduate programme aims to build a community of high quality health and social care specialists who are confident and assured enough to analyse, question and re-interpret their actions within a network of colleagues.

As our postgraduate awards are modular in nature, they provide the flexibility for you to study an individual module, meet your continuing professional development needs or simply enrol on a particular award pathway.

The nature of postgraduate study is very different to undergraduate learning in many ways. You will be expected to think critically, develop analytical skills, problem solve, and challenge and evaluate particular areas of interest.

Studying a postgraduate module or award should help to change and mould the way in which you view your role in your work area. The modules provide the basis for the themes and areas they aim to develop. They will provide structure and order to enable you to assemble knowledge and skills, and interpret them within the context of your work and provide a means by which to assess your work against specified learning outcomes.

As a postgraduate student, you must be willing to become involved with your group and fully participate in their activities. Independent learning and the sharing of this learning are central to study at postgraduate level. You may be asked to lead seminars and workshops in a demonstration of disseminating theory, practice and skills. You will be asked to undertake projects in your place of work and to lead discussions on it.

Independent learning is an important skill in itself as part of your personal and professional development and the ability to plan your own time in working independently to seek out your own resources is a postgraduate skill that you must demonstrate. The ability for independent research, study and learning are all crucial to career development and valuable for personal growth.

“Having achieved Masters level, I wanted to pursue a Doctorate. I needed to do this part-time and did not have protected study time from work. Weekends were, therefore, the option. The initial teachings, with other subject students, were fascinating and kept me interested.

Studying research methods with Design and English students was a joy. Tutors were available on line and as I travelled from quite a distance this was very useful. The Doctorate linked to my Postgraduate Certificate in Medical Education undertaken at Staffordshire University.

Dr Marion Lynch
Associate Dean - Oxford Deanery
Professional Doctorate in Health Science

Confirm your credentials with flexible Postgraduate study

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Research opportunities
The Faculty of Health Sciences provides opportunities for research to MPhil and PhD level. The route to your degree will give you a unique intellectual challenge and an opportunity to work on a project in-depth.

- MPhil involves development of research skills and an extension of existing knowledge
- PhD requires in-depth investigation of a topic and an original contribution to existing knowledge
- Both degrees involve presentation of a thesis and its justification in an oral examination
- Training in research methods is a required element of study at these levels and your application must outline how you have covered or will cover this requirement in a way which is appropriate to the academic discipline of your research proposal

A part-time research degree usually means minimum study time of 10 to 15 hours per week over a maximum of six years, as opposed to four-years’ full-time study.

It is normal for expectations to change and develop as the research progresses. As a result, students often find they take a bit longer than the minimum registration time to complete the degree.

Our programme also allows for the flexibility to register for MPhil with the option to transfer to PhD, if this route seems more appropriate as your project develops.

Your application to complete a research degree will be assessed on how well your qualifications fit with your proposed research project, whether we have the facilities and staff to support your objectives, along with the proposed timescale.

Both MPhil and PhD students can negotiate individual patterns of attendance and study, with off-campus opportunities also being available. This mode of research is particularly popular with overseas students who cannot come to the UK to study on a full-time basis.

As an integral part of your programme of study, you will be required to complete the Postgraduate Certificate in Research Methods. This 60-credit course is mandatory and must be completed before the viva voce examination.

The major aims of the research programme are to:
- Support the development of a network of researchers across the University
- Provide access to knowledge and skills directly supportive of your work
- Help you to locate your work within different traditions and forms of enquiry
- Support the development of your skills as a researcher and your understanding of the research process
- Help you to find different ways of looking at your own work

Supervision
Two or more personal supervisors will be allocated to you during your study for MPhil or PhD degrees. They will help you to formulate your research topic and monitor your progress. But the rest is up to you – you’ll need persistence, determination and motivation to succeed.

You’ll need to come up with the ideas, take the initiative, immerse yourself in your own original research and present your conclusions from the body of research, if you are to attain the qualification you want.
Gill Boast  
BSc(Hons) Clinical Practice

Why did you consider returning to study?

Working in clinical practice has always been the main focus of my career, but Nursing is ever changing and I felt it was time to consolidate my knowledge and bring my career to degree level. This would help me to advanced my role and meet the challenges ahead.

What concerned you about embarking on a programme of study again?

My main concern was whether I would have the ability to study at degree level, whilst also continuing clinical and managerial duties, alongside home and family life.

Flexibility of the programme eg choice of modules available how flexible the course was

The range of modules available enabled me to select those most suitable to my practice and it was reassuring to have some flexibility in to the time allowed to complete the degree overall.

The relevance of the course to your practice area e.g. how did the course enhance your practice in your specialist clinical area?

As a result of this degree I have been able to progress my role into advance practice, including physical assessment skills and independent and supplementary prescribing. It has helped to influence and direct improvements in clinical practice and enabled development of new nurse-led services.

Support from tutor, library etc

The support from the tutors and library team has been above and beyond my expectations. I found the staff enthusiastic and committed to sharing knowledge and skills. Their encouraging approach helped me to improve my analytical and reflective skills, and this aided submission of academic work to a high standard.

How do you feel your study will enhance your career now and in the future?

Undertaking this degree has considerably improved my knowledge and skills, and given me the confidence to expand my role into advanced nursing practice. It has helped me to secure a promotion at work and has encouraged optimal, evidence based care within our clinical team. It has inspired me to consider further study to Masters level in due course.

Did you enjoy it, which aspects did you enjoy the most?

It has been uplifting to meet the dedicated staff and like-minded colleagues, who are striving to improve clinical care, and I have enjoyed the sense of personal achievement and satisfaction upon completion of the modules.

What advice would you give to others thinking about embarking on a degree or diploma?

Be prepared for a lot of hard work and effort in order to fulfil the requirements of the degree. It takes discipline and commitment to complete all the aspects but is so worthwhile and rewarding and will improve confidence and career prospects in the future.
Annette Beeden  
Senior Practitioner, Fostering Services  
Stoke County Council

Why did you consider returning to study?
I considered returning to study because post qualifying social work qualifications allow you to develop as a practitioner and to consolidate the practical experience gained. I also wanted to have the opportunity to update my knowledge on policy changes and research.

What concerned you about embarking on a programme of study again?
My main concern was whether I would have the ability to give my best to both studying and my caseload.

Support from tutor, library etc.
The support from the tutors and library team has been good and the support from the library team in gathering research was invaluable. The enthusiasm of the tutors was brilliant and I’m sure had a part in keeping us all motivated.

The teaching team had a good practice and knowledge base. They were able to use current practice examples and provide opportunities to explore research and the implications of proposed policy changes within practice using this to stimulate and develop our core skills in safeguarding and working with vulnerable children.

How do you feel your study will enhance your career now and in the future?
Undertaking this has enhanced my knowledge and skills and has allowed me to become a senior practitioner and will open up further career development opportunities.

Did you enjoy it, which aspects did you enjoy the most?
I enjoyed having time to reflect on practice with peers and building supportive relationships with liked minded people.

Nageen Mustafa  
PhD

Why did you consider returning to study?
I wanted to continue to learn, improve existing skills, expand upon existing knowledge and gain a formal qualification.

What concerns did you have about recommencing your studies, if any?
Would not be able to fulfil the requirements needed to complete a PhD such as; long hours and continuous dedication over three years.

How do you feel your study will enhance your career now and in the future?
It has enabled me to obtain work within a research centre, given me the skills to apply myself to a variety of projects and hopefully I will be able to continue to do so in the future.

Which aspects of your study did you enjoy the most?
Learning new skills and working with others at the centre.
New Postgraduate study opportunities for 2013/14

Masters Degree in Social Welfare, Law, Policy and Advice Practice
The Faculty of Health is launching a unique, new award in the Autumn of 2013 subject to successful validation. This unique Masters degree is the first of its kind in the UK and builds upon the established success and reputation of the University as the leading provider of Advice related higher education awards. The award is being launched to build on our existing two ‘advice’ undergraduate degrees and is in direct response to an overwhelmingly positive survey of the advice sector. It is anticipated that the MA will be relevant and of interest to all those professionals working in ‘human services’, i.e. advice work, advocacy, social work and social care, nursing and healthcare, probation, community justice together with youth and community work.

It is envisaged that students will have the opportunity to study modules that include: The Theory of Advice; Equality, Human Rights and Diversity; Applied Social Policy; Research Methods and Methodology, The Social and Political Context of Advice Work and Representation and Advocacy.

Aspects of the award are being developed in conjunction with representatives from the Advice Sector.

For Further information, contact Mark Savage at the Faculty of Health Science: m.a.savage@staffs.ac.uk or 01782 295978

MSc Health Care Practice
Health and social care services are undergoing unprecedented change, which in turn leads to significant demands on healthcare workers as people, as practitioners and as professionals. This new programme has a common, interdisciplinary ‘core’ to develop healthcare professionals as innovative, proactive, reflective and creative practitioners; and a range of pathways to provide a firm foundation of knowledge and expertise in the student’s chosen specialism. Currently, the pathways are in:

Ageing
Mental Health
Person-Centred Care
Sexual Health

“Completion of my MPH at Staffordshire University has led to better career prospects. I have recently been appointed Head of Health Improvement at South Staffordshire PCT – this would not have been possible without a Masters.”

Natalie Kelly
Master of Public Health
I completed my Post Qualifying Social Work Award through Staffordshire University in 2010.

I was pleased to be given the opportunity study to study at Masters Level.

The course was excellent, and well organised. The lectures were of a very high quality, thought provoking and reflective of the contemporary issues for Social Workers. There was excellent tutorial support to my cohort of students, in particular from the award leader.

I think my practice has been enhanced considerably. I know I am a much more reflective practitioner. My assessment skills have improved, my reports are more analytical and I am better able to apply the research studied during the award to my specialist area of practice.

Completing the PQ award has improved my professional competence and confidence and enhanced my continuing professional development.

Kate Muir
Senior Social Worker – Children in Care Services
Staffordshire County Council
Frequently asked questions

Q I have never studied at a university before and wonder if my written skills will be good enough?
A Visit www.staffs.ac.uk/uniservices/infoservices/library/ and look at some of the activities that will help you with your writing.

Q I am not sure what award/module to apply for?
A It is important that you select the right award/module for you. If after reading this prospectus you are not sure what would best meet your future needs – or if you have any questions about fitting study around your work or other commitments – please contact the relevant award/module leader. Refer to the relevant award/module information for contact details.

Q I have undertaken some modules at another university, but I want to bring those credits into my award at Staffordshire University – how can I do that?
A Visit www.staffs.ac.uk/atoz/ as this will link you to the Accreditation of Prior Learning (AP(E)L) student handbook for all the information you need to proceed with a claim.

Q I have completed some modules. How do I go about completing my Diploma/Degree/Masters award?
A Contact the relevant award leader for an informal discussion or pathway plan.

Q What do I need to do if my employer is paying for my fees?
A You will need to provide:
   A module request form signed by the authorised Trust signatory.
   and/or
   a letter from your employer confirming they will pay your fees and detailing where and to whom the invoice should be sent.

Q Do I need a reference?
A Masters students need to complete and return two references with their application form. Refer to the postgraduate application form ‘Notes for Guidance’

Undergraduate students applying for an individual module or nurse prescribing do not require a reference. Most other awards will require at least one reference. Refer to Section 9 in LLL application form ‘Notes for Guidance’

Q Do I need to enrol?
A Yes. Details regarding electronic enrolment will be sent to you prior to the start of your module/award. Students on an award are required to enrol at the start of each academic year.

Q What date do I start my module?
A If you book on a module in advance, your start date will be detailed in your confirmation letter. Term dates for the academic year 2013/14 are detailed in this prospectus.

Q What if I am unable to attend a teaching session?
A We recommend that you aim to attend all sessions. However, we recognise that in exceptional circumstances this may not be possible. If you are going to miss a teaching session please inform your module tutor.

Q Will I get a certificate at the end of my course?
A You will receive a certificate if you are undertaking an award. If you are only studying an individual module(s) you will receive a student profile detailing your result(s).
Take a part-time course with us and benefit from a whole range of services to help you balance home, work and study - and get the most from your learning.

Student Guidance
As an extension to our personal tutoring system, our Faculty Guidance Advisors can help with a wide range of issues including University Academic Award Regulations and referrals, extenuating circumstances, appeals, transfers or taking a break from studies. They can also give advice on the ‘Access to Learning Fund’ if you are having financial difficulties and make referrals to other University services that can help. The Faculty Guidance Advisors can also assist you with all student services available and help ensure you speak to the right people first.

If you have a query, or to make an appointment, please contact:
Andrea Alker
Faculty Student Guidance Advisors for Health – covering Stafford, Shrewsbury, Stoke, Lichfield, Telford and Oswestry
BL016 Blackheath Lane
Beaconside
Stafford
ST18 0AD
t: 01785 353795
e: a.d.alker@staffs.ac.uk
We are also available via skype if it is difficult to visit us on campus.

Student Enabling Centre
We are committed to supporting students with additional needs, from pre-entry through to graduation. By making early contact with us before you formally apply to study, you will be able to discuss any specific support needs that you may have in good time.

Our staff can give advice and information on accessibility and support issues. Students on part-time courses (i.e. lasts more than one year and does not take more than twice as long to complete as an equivalent full-time course), may be eligible to apply for Disabled Students’ Allowances. Please contact your Local Authority for more detailed information.
Learning facilities
Students with disabilities are able to access our learning facilities by using various technological and practical aids. All sites have good access and appropriate computer software. Our staff will be on hand to help you with your requirements.

Counselling Service
Studying part-time and trying to cope with the demands of your personal life can be a difficult balancing act to manage. You will undoubtedly receive some support from tutors and other students. However, if there are times where you still find things difficult, the University’s Counselling Service provides a confidential setting in which you can talk with someone who will not judge you or tell you what to do. We have a team of professionally trained counsellors who you can talk to about any difficulties you are experiencing, whether they relate to your academic or personal life. The counsellors are used to seeing students experiencing a very wide range of problems. If counselling from our service is not the most appropriate form of support, we can suggest other support services.

Childcare Service
Our Childcare Service provides quality affordable childcare on the Stoke and Stafford campuses. Both nurseries provide care for children from birth to eight years and are registered with OFSTED complying with the National Care Standards. Funding is available to aid students with childcare fees. Please put your child’s name down as early as possible as both nurseries operate a waiting list.

Multi-faith Chaplaincy
The University’s Multi-faith Chaplaincy has centres on the Stoke and Stafford campuses with social, sacred and quiet space. Muslim prayer rooms are also available. We provide free, freshly-ground coffee, tea and other refreshments. The Multi-faith Chaplaincy team is available and offers spiritual and pastoral care to all, regardless of whether you have faith or no particular faith. We also have a team of Faith Advisors from a variety of different faiths.
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## Undergraduate Study

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FdSc Complementary Therapies in Clinical Practice

Award Overview
This award is designed for complementary therapy practitioners who wish to widen their skills and academic knowledge of the subject area or those looking for a career change. This is an emerging profession and the award equips complementary therapists with a foundation to work within a clinical environment. The focus is on developing a sound practical and theoretical knowledge of clinical aromatherapy and reflexology. The philosophy of the award is on the integration of complementary and conventional healthcare systems. The award is delivered at the following colleges:

Stoke-on-Trent College
South Staffordshire College
Shrewsbury College

Award Length
The award is two years part-time.

Entrance Requirements
Normal entrance requirements are as follows:
One GCE A Level or equivalent
VCTC Diploma or Certification qualification
BTEC National Diploma or Certification qualification

If candidates have relevant work experience then other entry criteria may apply. This will be assessed on an individual basis.

Award Structure
This is a part-time award and consists of 120 credits in year one and 120 credits in year two. There are eleven modules.

Core Modules
- Study Skills – HEN61043-4
- Introduction to Complementary Therapies – HEN61038-4
- Anatomy and Physiology for Complementary Therapists – HEN61039-4
- Reflexology 1 – HEN61042-4
- Aromatherapy 1 – HEN61041-4
- Energy Health and Well-Being – HEN61040-4
- Introduction to Professional Practice – HEN62035-5
- Pathology and Biochemistry for Complementary Therapists – HEN62033-5
- Reflexology 2 – HEN62037-5
- Aromatherapy 2 – HEN62036-5
- Evidence Based Practice for Complementary Therapies – HEN62034-5

Award Leader
Angela Carryer
e: a.j.carryer@staffs.ac.uk
t: 01782 295933

FdSc Integrated Care Practice

Award Overview
This award is designed for those who work in community and/or integrated care settings and wish to develop the knowledge and skills that will enable them to undertake the Assistant Practitioner role. The Assistant Practitioner role demands specialist skills including the application of research and theory to practice. A variety of learning and teaching methods are used including work-based learning, blackboard and problem-based learning. The award has a strong emphasis on competency in practice.

Award Length
The award is two years in length with one day attendance at University each week.

Entrance Requirements
To undertake this award you must be employed in a community or integrated care setting. You will need the support of your employer who has engaged with the University in identifying the key competencies required for the Assistant Practitioner role within your employing organization. A qualified mentor who is also a registered practitioner is required to support you in the workplace and must be identified prior to the commencement of the award.

Award Structure
The Award consists of 120 credits at level 4 in year 1 and 120 credits at level 5 in year 2. There are ten core modules, six in year one, four in year 2. There will also be an opportunity to choose an option module in year two. This will be negotiated with your personal tutor and mentor.

Core Modules
- Skills for Higher Education – HEN61000-4
- The Biological Basis of Health – HEN61061-4
- Caring Communication - HEN61012-4
- Introduction to Integrated Care – HEN61062-4
- Introduction to Long Term Conditions for Assistant Practitioners - HEN61063-4
- Competencies in Health and Social Care (1) – HEN61064-4
- The Role of Health Promotion in the Patient Journey – HEN62028-5
- Evidence Based Practice – HEN62029-5
- Improving Client Care – HEN62030-5
- Competencies in Health and Social Care (2) – HEN62086-5

Award Leader
Kairen Roche
e: k.m.roche@staffs.ac.uk
t: 01785 353658
FdSc Mental Health

Award Overview
This award is designed for those who work in mental health settings and wish to develop the knowledge and skills that will enable them to undertake the role of Assistant Practitioner. The Assistant Practitioner role demands specialist skills including the application of research and theory to practice. A variety of learning and teaching methods are used throughout the award, including work-based learning. The award has a strong emphasis on developing competency in practice.

Award Length
The award is two years in length with one day attendance at University per week and 15 hours protected learning time in the work place.

Entrance Requirements
To undertake this award you must be employed in a Mental Health setting. You will need the support of your employer who has engaged with the University in identifying the key competencies required for the Assistant Practitioner role within your employing organization. A qualified mentor who is also a registered practitioner is required to support you in the workplace and must be identified prior to the commencement of the award.

Award Structure
The Award consists of 120 credits at level 4 in year 1 and 120 credits at level 5 in year 2. There are nine core modules and one option module - the option module is selected following discussion with your line manager.

Core Modules
- Skills for Higher Education – HEN61000-4
- Exploring Values – HEN61007-4
- Caring Communication – HEN61012-4
- Understanding Mental Health - HEN61052-4
- Developing Competencies in the provision of Mental Health Care – HEN61053-4
- An Introduction to Evaluating the Evidence for Practice – HEN62040-5
- Experiencing Mental Distress – HEN62010-5
- Mental Health Interventions – HEN62075-5
- Demonstrating Competencies in the provision of Mental health Care – HEN62076-5

Option Modules
Include:
- Assessment of the Older Person - HEN62039-5
- Behavioural Family Therapy – HEN62004-5
- Child Protection - HEN62005-2
- Foundation Skills for Cognitive Behavioural Therapy – HEN63011-5
- Counselling – HEN62038-5
- Dementia Awareness – HEN62078-5
- Understanding Dementia – HEN62089-5
- Dementia Interventions – HEN62077-5
- Medication Management – HEN62009-5
- Mental Health Assessment – HEN62005-5
- Negotiated Learning – HEN62023-5
- Physical Health in Mental Health Care – HEN62007-5
- Sexual Health Advising – HEN62062-5
- Values and Psychosocial Interventions – HEN62012-5
- Work Based Learning- Providing the Evidence – HEN62063-5

Award Leader
Alison Hay
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t: 01743 261136

t: 01785 881010 e: kirsty.apps@staffs.ac.uk

Fd Paramedic Science

Award overview
This award provides the opportunity to develop the knowledge and skills of paramedic practice to become a knowledgeable and competent paramedic who is fit for purpose, role and employment. This comprises 50 percent theoretical learning and 50 percent practice-based learning which are essential to the achievement of the Foundation Degree.

Practice-based learning is assisted by linking the student with a mentor who guides and facilitates the development of practice skills in the context of paramedic practice predominately in the out-of-hospital setting. Students will also be eligible to progress onto the 3rd year of some existing degree programmes. An Honours Degree is available for students wishing to develop their continuing professional development. An exit award in Out of Hospital Care as a step-off point will be awarded but this will not allow eligibility to apply for registration with the Health Professions Council.

Who is it for?
This is for anyone who meets the entry criteria and would like to develop a career as a paramedic. Successful completion of the award will allow the student to be eligible to apply for Paramedic registration with the Health Professions Council.

Award length
Full-time - 2 years

Entrance requirements
- May consist of either:
  - Two A level passes (160 UCAS points) and GCSE passes (or equivalent) at Grade C or above in English, Maths and Science.
  - A QAA recognized Access to Higher Education Health or Nursing Course (Pass, Merit or Distinction)
  - Intermediate GNVQ (6 units studied) plus 1 GCSE A-C (or equivalent) at Grade C or above in English, Maths and Science.
- Two A level passes (160 UCAS points) and GCSE passes (or equivalent) at Grade C or above in English, Maths and Science.
- A QAA recognized Access to Higher Education Health or Nursing Course (Pass, Merit or Distinction)
- Intermediate GNVQ (6 units studied) plus 1 GCSE A-C (or equivalent) at Grade C or above in English, Maths and Science.
- A QAA recognized Access to Higher Education Health or Nursing Course (Pass, Merit or Distinction)
- Intermediate GNVQ (6 units studied) plus 1 GCSE A-C (or equivalent) at Grade C or above in English, Maths and Science.

Award structure
1500 hours of theory
1500 hours of practice
Six blocks each containing one alternating block of theory (50 percent) and one of practice (50 percent).

Core modules
- Introduction to Biological Sciences and Pharmacology for Paramedic Practice
- Foundations for Paramedic Practice
- Communication and Professional Issues for Paramedic Practice
- Introduction to Clinical Skills for Paramedic Practice
- Pathophysiology and Pharmacology for Paramedic Practice
- Evidence Based Practice - Paramedic Science
- Clinical Skills for Paramedic Practice
- Professional Paramedic Practice

Contact
Award Leader: Kirsty Apps
e: kirsty.apps@staffs.ac.uk
Fd Professional Development in Paramedic Science

Award overview
This award provides the opportunity to develop the existing knowledge and skills of a qualified ambulance technician to that of a knowledgeable and competent paramedic in the out-of-hospital setting. This comprises 50 percent theoretical learning and 50 percent practice-based learning which are essential to the achievement of the Foundation Degree.

Practice-based learning is assisted by linking the student with a mentor who guides and facilitates the development of practice skills in the context of paramedic practice predominately in the out-of-hospital setting.

The full programme allows a qualification which confers eligibility to apply for Paramedic registration with the Health and Care Professions Council. Students will also be eligible to progress onto the 3rd year of some existing degree programmes. An Honours Degree will be available for students wishing to further their continuing professional development.

An exit award in Pre Hospital Care as a step-off point will awarded but this will not confer eligibility to apply for registration with the Health and Care Professions Council.

Who is it for?
This is for qualified ambulance technicians who meet the entrance criteria working within an Ambulance Trust who wish to progress to a Paramedic. Support must be gained from the employing Ambulance or Defence Medical Service.

Award length
Full-time - 32 weeks.

Entrance requirements
• Support of the employing Ambulance Trust or Defence Medical Service
• IHCD Technician qualification or equivalent
• Minimum of 1 year's practice as qualified technician or equivalent.

Award structure
750 hours of theory.
750 hours of practice.
Two blocks each containing one alternating block of theory (50 percent) and one of practice (50 percent).

Core modules
Skills for Higher Education – HEN61000-4
Pathophysiology for Paramedics – HEN62017-5
Professional Issues and Evidence Based Practice – HEN62019-5
Pharmacology and Therapeutic Interventions for Out of Hospital Care – HEN62016-5
Paramedic Practice and Role Development – HEN62018-5

Contact
Award Leader: Martin Collins
 t: 01785 353690
e: m.collins@staffs.ac.uk

BSc(Hons) Clinical Practice

Award overview
This award has been developed in response to the rapid, dynamic and innovative healthcare demands of the 21st century. Redesigning of services has led to redesigning of roles in response to these changes. As a result healthcare professionals’ roles are expanding and working autonomously in a variety of healthcare settings. This award is divided into eight pathways: Primary Care, Acute Care, Mental Health, Care of the Child, Care of the Older Person, Palliative Care, Urgent and Emergency Care and Critical Care Nursing and offers a range of specific modules within these pathways that reflect autonomous clinical practice. This will allow the practitioner to develop their clinical skills and underpinning knowledge on which their professional practice and expertise is based, to be able to assess, diagnose and treat patients/clients with a range of common undiagnosed conditions, at the same time drawing on the principles of evidence based practice. Emphasis is also placed upon enhancing a practitioner's leadership capabilities and delivering a high quality service in line with current political and professional initiatives.

Key positive features of this award are that it has a strong clinical focus and provides the opportunity for the student to work alongside expert clinicians within the clinical areas. In addition opportunities for inter-professional learning enables students to gain insight into each other's roles and responsibilities, encourage closer collaboration and improved communications.

Who is it for?
All qualified health care professionals.

Award length
Maximum time allowed is three years from the start of your first module.

Award structure
To achieve this award you must complete 120 credits at level 6. 45 of these credits will be core modules.

Core modules
Pathophysiology and Pharmacology for Paramedic Practice
Evidence Based Practice in Paramedic Science
Clinical Skills for Paramedic Practice
Professional Paramedic Practice.
All core modules are 15 credits each.

Option modules
You may choose modules to the value of 75 credits from a list of options which can be found in the Lifelong Learning prospectus.

Entrance requirements
Some evidence of successful study at level 5 or level 6; you must be current on at least one area of the Nursing register or Health Profession Council.

Contact
Award Leader: Kevin Armstrong
 t: 01785 353698
e: k.armstrong@staffs.ac.uk
BSc(Hons) Complementary Therapies

Award Overview
There is an increasing demand for Complementary Therapies to meet the growing demand for them in complex, clinical situations. Alongside this is the move towards professional regulation. The BSc(Hons) degree allows for a specific progression route for students who have successfully completed the Foundation Degree in Complementary Therapies and who wish to develop their knowledge and skills enabling them to practice in health and social care environments where clients may have a complexity of needs. These environments include Mental Health, Palliative Care and Occupational Health which could be located in the National Health Service or other health and social care settings, for example voluntary sector provision. A facilitated work based experience in a health and social care environment employing reflexology, aromatherapy and massage is a distinctive feature of the award.

Award Length
Maximum time allowed is 3 years form the start of your first module

Entrance Requirements
A Foundation Degree from a UK University in Complementary Therapies or any other qualification deemed to be equivalent.

Award Structure
60 credits of core modules and 60 credits of option modules.

Core Modules
• Appraising the clinical evidence base for practice development
• Complementary therapies in health and social care environments
• Leadership

Option Modules
• Foundation skills in cognitive behavioural therapy
• Application of cognitive behavioural interventions
• Counselling skills for healthcare practitioners
• Exploring values
• Values and psychosocial interventions
• Infection control
• Management of pain
• Planning and managing change
• Work based learning for continuing professional development
• Negotiated learning

Contact
Award Leader: Angela Carryer
e: a.j.carryer@staffs.ac.uk
t: 01782 295933

BSc(Hons) Health Studies (3 years)
UCAS Code: L900

BSc (Hons) Health Studies with Foundation Year (4 years)
UCAS Code: L510

Award Overview
BSc Health Studies
This course is a new development for students with an interest in health, social care and health and social care related issues but who do not wish to enter a specific health or social care profession. It provides you with an understanding of key issues in health from a range of disciplines in a way which will be stimulating and challenging. The award can be studied full-time or part-time.

You will develop your analytical and critical thinking skills along with your research skills through the study of the central issues in health and health/social care today. A unique feature of the course is the opportunity to undertake work experience in an area of particular individual interest.

You will also explore the relationship between health and social care, public health and the consequences of an ageing population and the problems associated with the funding of health services in a period of increasing demand and new technologies.

Staff delivering the award come from an equally wide range of backgrounds and will include practitioners and social scientist, from a variety of disciplines across health, public health and social care.

The aim is to provide you with a stimulating package of modules which will encourage you to explore new ideas and initiatives in health from a wide national and international perspective.

Foundation Year
The Foundation Year is the first year of a four year award designed to stimulate your interest in health and social care and related policy and to prepare you academically and personally for subsequent study as an undergraduate student. Following successful completion of your Foundation Year you will be well prepared to continue with the BSc (Hons) Health Studies award. However you may wish to follow a professional route such as our degree awards in Nursing, Midwifery, Social Work or our Diploma level course in Operating Department Practice or the Foundation Degree in Paramedic Science. Alternatively, you may choose a vocational degree route such as advice work or wish to focus on sport and exercise, which offers a number of undergraduate awards.

Whatever your decision, the Foundation Year in Health Studies will provide you with a sound base for future study at Staffordshire University. The course is offered at the Tamworth campus of South Staffordshire College.
Who is it for?
Students interested in health and social care issues with a view to developing a sound knowledge base in a number of social science disciplines.

Award length
BSc Health Studies - 3 years full-time
BSc Health Studies with Foundation Year - 4 years full-time

Maximum time allowed is 6 years from the start of your first module.

Entrance requirements
BSc Health Studies
Typical offer: 240 UCAS points
A levels: CCC

Foundation Year
Typical offer: 120 UCAS points
All applicants are individually assessed

Award structure - BSc Health Studies
Year 1
• Developing Skills in Higher Education
• Customer and Stakeholder Engagement
• Healthy Individuals
• Community Health Needs Assessment

Year 2
• Health Policy and Politics
• Ethics in Healthcare organizations
• Evidence Based Practice in Health and Social Care
• Health Wellness and Society and Work experience

Year 3
During the final year you will build upon and consolidate the previous two years study. You will study leadership and research methods and undertake a literature review of an area of your own interest linked to an aspect of health.

Award structure – Foundation Year
Skills for Higher Education
Introduction to Health Policy
Measuring Health and Wellness
Communication Skills for Personal Development
Introduction to Health Sciences
Health Choice and Lifespan

Contact
BSc Health Studies - Award Leader: Kim Sutton
t: 01785 353655
Foundation Year - Award Leader: Jayne Evans
t: 01743 261136
e: j.l.evans@staffs.ac.uk

BSc(Hons)/Diploma/Certificate in Health and Social Care by Negotiated Learning

Award overview
These awards offer a degree of flexibility which will allow students to tailor their learning to reflect current health and social care issues and the demands of their work-based and professional learning. Students will be able to negotiate a bespoke programme of learning which includes bringing together previous learning as well as current and anticipated learning resulting in a personalised programme of study, encompassing work-based learning and providing excellent opportunities for professional development and lifelong learning.

Students will be able to negotiate their award title.

Who is it for?
These innovative awards are designed for anyone who works (or aspires to work) in health and social care, and who wishes to negotiate the details of their study programme.

Award length
Maximum of 8 years to complete the Award (3 years to complete each stage)

Entrance requirements
5 GCSEs at Grade C or above or equivalent.

Award structure and core modules
An Introduction to Study Skills and Negotiated Learning for Certificate Level
or
Introduction to Negotiated Learning at Diploma or Degree Level.

30 credits of Negotiated Learning (at each academic level).

Option modules
Students may select from the Faculty of Health and wider University portfolio.

Contact
Award Leader: Caroline Rowe
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**BSc(Hons) Nursing Studies**

**Award overview**
This award has been planned by recognizing that nursing is dynamic and needs to respond to society's health care demands in the 21st century. With expanding roles and responsibilities of nurses working in all settings, the acquisition of new knowledge and skills is essential. This award is designed to offer a very wide choice of option modules to reflect the diversity of practice. A positive feature of this award is the amount of inter-professional learning with students from other awards, which enables students to gain insight into each other's roles and responsibilities, encourages closer collaboration and improves communications in clinical practice.

Patients/clients have high expectations of health care services and this means that practitioners also need more information, more skills and more evidence-based knowledge to support their practice. This learning community encourages sharing and peer support and this often continues long after the period of study.

This award was reviewed during 2008/09 with the aim of making it even more flexible by allowing students who are unable to complete the whole award, or do not wish to undertake a full degree, to be awarded an intermediate flexible award.

**Who is it for?**
Nurses on any part of the professional register.

**Award length**
Maximum time allowed is 3 years from the start of your first module.

**Entrance requirements**
Some evidence of successful study at Diploma level (5) or Degree level (6). You must also be current on at least one area of the Nursing Register.

**Award structure**
To achieve this award you must complete 120 credits at level 6. 30 of these credits must be from the core modules.

**Core modules**
- Appraising the Clinical Evidence Base for Practice Development HEN63049-6 (15 credits)
- Leadership HEN63003-6 (15 credits)

**Option modules**
The remaining 90 credits should be chosen from the list of option modules listed in the Lifelong Learning prospectus. This also includes the opportunity to undertake some negotiated learning modules where you design your own learning outcomes with the assistance of the module leader. Negotiated learning is particularly appropriate for students who work in very specialised areas such as haematology or breast care.

**Contact**
Award Leader: Lorraine Carline  
t: 01743 261136  
e: c.l.carline@staffs.ac.uk

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**BSc(Hons) Paramedic Science**

**Award overview**
The paramedic professional is now undergoing rapid development, with an increasing recognition of the role paramedics play in the provision of high-quality out-of-hospital care. This award meets the requirements for Continuing Professional Development as a Registered Paramedic and follows the College of Paramedic’s Curriculum Framework.

This part-time award offers a flexible approach that is designed to allow choice and flexibility in your studies. Completing a BSc (Hons) in Paramedic Science will further develop your existing knowledge and skills to become proficient, co-ordinated and confident practitioners. This will enhance your practice from an evidence base and to employ critical reflective strategies to continually evaluate your own and others’ performance. This can lead to opportunities for promotion and career enhancement, as well as being a stepping-stone to postgraduate study.

**Who is it for?**
A Registered Paramedic currently on the Health Professions Council Register.

**Award length**
Maximum time allowed is 3 years form the start of your first module.

**Entrance requirements**
A Registered Paramedic who has evidence of successful study at level 5 or level 6. Those students who are registered paramedics without academic credit are eligible for advanced standing for their IHCD qualification to enable study at level 5 and progress to level 6. To progress to degree study:

- Students must evidence their ability to study successfully at intermediate level or Honours level
- Produce evidence of 120 credits at intermediate level, in order to progress on to a degree award
- Where individuals do not possess the above, submission of a portfolio of evidence supporting intermediate award outcomes will be accepted

**Award structure**
To achieve this award you must complete 120 credits at level 6. 45 credits must be from the three core modules, 30 credits an award specific module and 45 credits from the option modules.

**Core modules**
- The Principles of Physical Assessment HEN 63054-6  
- Leadership HEN 63003-6  
- Appraising the Evidence Base for Practice HEN 63049-6

**Award Specific Module**
- Introduction to Major Incident Medical Management HEN 63095-6

**Option Modules**
You may choose modules from a list of options.

**Contact**
Award Leader: Val Nixon  
t: 01785 353744  
e: v.a.nixon@staffs.ac.uk

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No other sections are visible in the provided text.
**BSc(Hons) in Peri-Operative Care**

**Award overview**
This award has been planned by recognizing that peri-operative practice is dynamic and needs to respond to the innovative and technological health care demands of the 21st century. With expanding roles and responsibilities of the peri-operative practitioner working in all settings, the acquisition of new knowledge and skills is essential. This award is designed to offer a very wide choice of option modules to reflect the diversity of practice and practice areas in which such practitioners work. A positive feature of this award is the amount of inter-professional learning, which enables students to gain insight into each other’s roles and responsibilities, encourages closer collaboration and improves communications in clinical practice. It is open to both Operating Department Practitioners and Nurses who work in the peri-operative area.

Patients/clients have high expectations of health care services and this means that practitioners also need more information, more skills and more evidence-based knowledge to support their practice. This learning community encourages sharing and peer support and this often continues long after the period of study.

**Who is it for?**
Operating Department Practitioners and Registered Nurses.

**Award length**
Maximum time allowed is 3 years from the start of your first module.

**Entrance requirements**
Some evidence of successful study at Diploma level (5) or Degree level (6). You must also be currently on either the Health Professions Council Register for Operating Department Practitioners or the NMC Nursing Register and working in an area where peri-operative or anaesthetic care is delivered.

**Award structure**
To achieve this award you must complete 120 credits at level 6. 60 of these credits must be from the core modules.

**Core modules**
Appraising the Clinical Evidence Base for Practice Development HEN63049-6 (15 credits) and Leadership (15 credits) HEN63003-6 Enhancing Peri-operative Care HEN63081-6 (30 credits) and Enhancing Peri-operative Care (30 credits) HEN 63081-6

**Option modules**
The remaining 60 credits should be chosen from the list of option modules listed in the Lifelong Learning prospectus. This also includes the opportunity to undertake some negotiated learning modules where you design your own learning outcomes with the assistance of the module leader.

**Contact**
Award Leader: Lorraine Carline
t: 01743 261136
e: c.l.carline@staffs.ac.uk

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**BSc(Hons) Specialist Practice Awards - District Nursing and Community Mental Health Nursing**

**Award overview**
The BSc (Hons) Specialist Practice Programme includes awards in District Nursing and Community Mental Health Nursing. This award supports progression to specialist practice level in the chosen route and is an NMC recordable qualification.

The carefully selected range of modules mean that students will be exposed to a range of opportunities enabling them to become critical reflectors; able to analyse and evaluate theory and practice from an evidence base; identify need; instigate, lead and manage change in complex and demanding clinical and community settings. In addition students are expected to demonstrate an understanding of the impact of local and national policy within their clinical environment and in health and health care generally.

A variety of teaching and learning methods are incorporated into the modules and assessment strategies are planned to ensure that theoretical concepts are linked to practice. Practice based learning is supported by a Practice Teacher or mentor identified by the sponsoring Trust who works in collaboration with the academic team and has a key role in facilitating practice opportunities, providing support, supervision and guidance in clinical practice to ensure the award outcomes for practice are met.

**Who is it for?**
Registered Nurses.

**Award length**
One year full-time (52 weeks).
Two years part-time (104 weeks).

The Specialist Practice qualification is recorded on the Nursing and Midwifery Council Professional Register.

**Entrance requirements**
Professional registration on NMC Register, two years post qualification experience and support from seconding PCT.

**Award structure and core modules**
The award has a flexible structure, comprising 50 percent theory and 50 percent practice; both components are equally weighted for assessment purposes. There is a strong focus throughout the awards to ensure the integration of theory and practice. There are four core modules - Professional Practice, Leadership, Health Promotion and Research. Students are also able to select from a defined range of route specific and option modules. The V100 Nurse Prescribing module is a compulsory component of the District Nursing award and can be taken as an option module for the mental health award.

**Contact**
Award Leaders:
District Nursing - Mark Lovatt
t: 01785 353722
e: m.j.lovatt@staffs.ac.uk
Community Mental Health – Donna Doherty
t: 01785 353670
e: d.doherty@staffs.ac.uk
The BSc(Hons) Specialist Community Public Health Nursing - Health Visiting and School Nursing

Award Overview
The programme aims to enable you to acquire and demonstrate public health knowledge and skills to develop and lead as a specialist community public health nursing practitioner, applied to the field of Health Visiting or School Nursing practice.

It is approved by the Nursing and Midwifery Council (NMC) and the Specialist Community Public Health Nursing qualification meets the standards for part three registration. The programme will equip you to work in this rapidly changing healthcare environment in Health Visiting and School Nursing and to adapt to the new systems of service delivery.

The Specialist Community Public Health programme includes two annotated routes in Health Visiting and School Nursing.

Health Visiting
The Health Visiting route reflects the current national initiative to strengthen the workforce and the challenges to re-design the service. Based upon the new model of health visiting it will enable you to develop as a public health practitioner working in early intervention and prevention with individuals, families and their community.

School Nursing
The School Nursing route reflects the broad public health role of the school nurse within the school community and enables you to deliver public health and health care support to school-aged children. Delivering health improvement for age 5 -19 years it enables synergy between the public health input initiated within early years and the provision for school-aged children.

Your learning will be 50% theory and 50% practice, and both components are equally weighted for assessment purposes. You will normally be sponsored or seconded by an NHS Trust who provide a practice placement and a Practice Teacher / Mentor who will support your 50% learning in practice. They work in collaboration with the academic team and have a key role in facilitating your practice learning and opportunities, providing support, supervision and guidance in practice to ensure the award outcomes for practice are met.

Assessment strategies are planned to ensure that theoretical concepts are linked to practice.

You will have the opportunity to undertake modules with a range of other professionals including post qualified children’s social work students.

Who is it for?
Registered Nurses and Midwives.

Award length
Two cohorts starting September and March

Entry Requirements
Registered on Part 1 or Part 2 of the Nursing and Midwifery register (the requirement for entry is flexible there is no minimum period of post registration experience required). 120 level 5 credits or equivalent (appropriate experience will be considered on the provision of substantial evidence of ability to successfully complete the award). IELTS score minimum 7 or equivalent.

Contact
Award Leader: Ruth Fretz
 t: 01785 353681
e: ruth.fretz@staffs.ac.uk
Certificate in Continuing Professional Development in Dementia

Award overview
This is a 30 credit award that you can take at level 4 (certificate) or level 5 (diploma) or level 6 (degree) to be completed in two years. The award is made up of two 15 credit modules. The award is open to everyone and the module team will help you decide which level of assessment would best meet your needs. You could use the award as a standalone qualification or as part of a diploma or degree pathway. Key elements of the award include how you can best help people understand the lived experience of the disease process, make preparations for the future and engage with assessment and treatment decisions. This is set within the context of national and local policy. The award is designed to develop your understanding of how you can behave in a person-centred way and how you can use relationship-centred care to involve everyone surrounding the person with dementia.

Who is it for?
This award is for anyone who wants to improve their knowledge and skills in responding to people affected by dementia. You might be someone involved in supporting relatives and carers in your local community or you may be in paid employment providing services to people living with dementia.

Award length
Two years.

Entrance requirements
Evidence of study skills necessary to succeed on the course. This will vary depending on whether you wish to undertake the Award at level 4, 5 or 6. This can be discussed during informal interview if you are unsure. The Award also requires that you work in a setting where the knowledge and skills you acquire can be applied within your practice.

Award structure and Core modules
The Award is 30 credits at level 4, 5 or 6 and is made up of 2 x 15 credit modules. The Cognitive Behavioural Therapy-Foundation Skills Module (15 credits) must be completed before the Cognitive Behavioural Interventions-Application Module (15 credits). The Foundation Skills for CBT module can be completed as an option module in other Awards.

Option modules
You choose to complete 2 of the three 15 credit option modules
Dementia Awareness (level 4,5 or 6)
Dementia Interventions (level 4,5 or 6)
Understanding Dementia (level 4,5 or 6)

Contact
Verity Mitchell
t: 01743 261136
e: verity.mitchell@staffs.ac.uk

Certificate in Continuing Professional Development in Cognitive Behavioural Interventions

Award overview
This award is available to anyone who has an interest in cognitive behavioural therapy and wishes to develop key skills and knowledge of the application of this approach to common mental health problems. The award will provide you with an opportunity to explore your role in relation to current initiatives aimed at increasing access to psychological therapies. In addition the award will enable you to apply cognitive behavioural interventions at a level appropriate to your scope of practice.

Award length
Depends on the pace of study you want and the time you have available. Most people will complete the award in one or two years.

Entrance requirements
Evidence of study skills necessary to succeed on the course. This will vary depending on whether you wish to undertake the Award at level 4, 5 or 6. This can be discussed during informal interview if you are unsure. The Award also requires that you work in a setting where the knowledge and skills you acquire can be applied within your practice.

Award structure and Core modules
The Award is 30 credits at level 4, 5 or 6 and is made up of 2 x 15 credit modules. The Cognitive Behavioural Therapy-Foundation Skills Module (15 credits) must be completed before the Cognitive Behavioural Interventions-Application Module (15 credits). The Foundation Skills for CBT module can be completed as an option module in other Awards.

Contact
Award Leader: Paul Anthony
t: 01785 353694
e: p.anthony@staffs.ac.uk
Certificate in Lifelong Learning: Developing Practical Skills for Working with Bereavement and Loss

Award Overview
The course has been developed to provide high quality learning experiences with the aim of enhancing the knowledge skills and understanding of workers who provide bereavement support to individuals.

Who is it for?
This course has been developed to provide high quality learning experiences with the aim of enhancing the knowledge skills and understanding of workers who provide bereavement support to individuals.

The National Institute for Health and Clinical Excellence (2004) advocates a three component approach to provision of bereavement support. The desired outcome from each component is the same, to enable the person who has been bereaved to make sense of their loss and to live their lives in as full and healthy way as possible for them. The guidance acknowledges that bereavement and grief are normal processes and the majority of people find their own way through their loss.

Component 1 in the guidance relates to the provision of information to help people understand grief.

Component 2 identifies a need for community / volunteer support with component 3 identifying the need for specialist counselling / mental health intervention. This course will meet your training needs to offer components 1 and 2 levels of intervention.

Award Length
You have 2 years to complete the two modules in order to gain the Certificate of Life Long Learning Developing practical skills for working with bereavement and loss.

Entrance Requirements
Ability to study at Higher Education Level to be assessed through discussion with the award leader/tutor.

This course is not suitable for people who have experienced a recent close bereavement. Contact the module teaching team to discuss suitability of the course in these circumstances.

Award Structure
The award consists of two 15 credit modules.

Module 1 - Bereavement and Loss (HEN61064-4), delivered in Term 1

Module 1 must be completed before undertaking module 2.

Module 1
Session 1 Friday 27 September 2013
Session 2 Saturday 28 September 2013
Session 3 Tuesday 1 October 2013
Session 4 Tuesday 8 October 2013
Session 5 Tuesday 15 October 2013
Session 6 Tuesday 22 October 2013
Session 7 Friday 8 November 2013

Session 8 Saturday 9 November 2013
Session 9 Tuesday 12 November 2013
Session 10 Tuesday 19 November 2013
Tuesday sessions 6.30pm – 9.00pm
Friday / Saturday 10.00am – 4.00pm

Assessment Sessions
Tuesday/Wednesday 26 & 27 November 2013

Module 2 - Working with Families Experiencing Loss (HEN61065-4)

Module 2 Dates
September 2014, dates TBC

Contact
Delivered and managed by St. Giles Hospice, Whittington, Lichfield.
Education Dept
St. Giles Hospice
Fisherwick Road
Whittington
Lichfield WS14 9LH
e: education@st-giles-hospice.org.uk
Advanced Diploma in Hypnosis and Stress Management

This Advanced Diploma Award will be delivered in three modules programmed over a year’s study in association with the British Society of Clinical and Academic Hypnosis (BSCAH).

Award overview
This programme offers an exciting new venture for undergraduate delivery of hypnotherapy study and is primarily designed for Doctors, Dentists, Psychologists, Dental Nurses, Registered Nurses, Midwives and Health Professionals working within the National Health Service.

The award programme is delivered by accredited members of the Midland Branch of the BSCAH. The modular content intends to develop each student’s knowledge and understanding of the principles and practice of stress and anxiety management through enhancement of skills employed within a therapeutic process of care, by both practitioner and patient.

The programme delivery explores the theory and practice of hypnosis aiming to enhance each student’s knowledge, skill development and practice integral for effective hypnotherapeutic approaches and is further focused towards self directed and supported study. This individualistic and professional approach to programme delivery emphasizes and supports student development in a range of hypnotherapeutic approaches that can be used in conjunction with a range of alternative approaches, further support medical, nursing or dental procedures and enhance the care currently delivered to patients.

Entrance requirements
It is expected that students will be working in an area where the provision of hypnosis could become or is part of their professional role.

Award length
12 months.

Award structure
To achieve this award you must complete the three core modules totalling 60 credits at level 6.

Core modules
(i) Introduction to Hypnosis: Underpinning Theories and Principles
(ii) Hypnosis: Personality Types and Effects on Treatment
(iii) Hypnosis: Language, Patterns and Models of Communication

Award Leader
Angela Carryer
t: 01782 295933
e: a.j.carryer@staffs.ac.uk

Advanced University Diploma - Primary Care - Mental Health

This Advanced University Diploma Award will be delivered within three modules programmed over a year’s study and in association and partnership with PRIMHE- (Primary Care Mental Health Education).

Award overview
This programme offers an exciting new venture in undergraduate delivery - ‘Mental Health Assessment for General Practitioner Consultation within a Primary Care Setting’. The programme focus has been primarily developed for General Practitioners (GPs), working with assessment, diagnosis and care management of patients experiencing emotional wellness and/or mental health problems.

The award programme and modular content is delivered off-site by GPs with a specialist interest and expertise in working with patients who are experiencing emotional/mental health issues. The modular content aims to develop each student’s knowledge, skill development and practice integral to the understanding of the principles and practice of working with patients experiencing symptoms of anxiety, depression, psychosis and dementia; through the exploration of the theory and practice underpinning assessment and diagnostic skills.

The award is further focused towards self directed and supported student study. However students will also be encouraged to pursue and contribute within an individualistic and professional approach to programme delivery, through the exploration of an alternative range of care approaches and their understanding of emotional/mental health symptoms. Thereby supporting both care management approaches offered by GPs working within a primary care setting and enhancing the care currently delivered to patients.

Entrance requirements
It is expected that students will be working as GPs, who are providing care for patients experiencing emotional wellness and mental health problems as part of their professional role.

Award length
12 months.

Award structure
To achieve this award you must complete three core modules totaling 60 credits at level 6.

Core modules
(i) HEN63105-6 Developments in Mental Health Assessment for General Practitioner Consultation in Primary Care- Anxiety/Depression.
(ii) HEN61326-6 Developments in Mental Health Assessment for General Practitioner Consultation in Primary Care- Managing Psychosis.
(iii) HEN61301-6 Dementia Interventions.

Award Leader
TBC
t: 01785 353766
University Certificate/Diploma/Advanced Diploma in Mental Health

Award overview
These awards are available to anyone who has an interest in developing their knowledge, skills and values base around mental health issues. The awards are offered at levels 4 (certificate); 5 (diploma) and 6 (advanced diploma/degree). It is not essential to be working in a mental health setting to undertake one of these awards and the knowledge gained will be useful in a wide variety of ways.

Who is it for?
These awards are useful to a wide variety of people including:
- Health and social care support staff
- Adult and children’s nurses and midwives
- Advice and welfare workers
- Volunteer and youth workers
- Social workers
- Teachers and student support workers
- Police, prison, probation and justice staff
- Emergency care staff

Award length
Most people complete the award within 2 years.

Entrance requirements
The University Certificate in Mental Health award is open to anyone. If you are interested in the University Diploma or Advanced University Diploma you will need to evidence study skills.

Award structure
The awards are 60 credits at level 4, 5 or 6. The awards are made up of 4 x 15 credit modules.

Core modules
Exploring Values - 15 credits

Option modules
The 3 remaining 15 credit option modules are selected from the following list. All modules selected and the core module must be at the same level.

- Mental Health Assessment of Clients (level 5 & 6)
- Behavioral Family Therapy (level 4, 5 & 6)
- Working together to safeguard and protect Children (level 6)
- Cognitive Behavioral Therapy – Foundation (level 4, 5 & 6)
- Cognitive Behavioural Interventions – Application (level 4, 5 & 6)
- Caring Communications (level 4)
- Counselling (level 4, 5 & 6)
- Dementia awareness (level 4, 5 & 6)
- Dementia interventions (level 4, 5 & 6)
- Understanding Dementia (level 4, 5 & 6)
- Medication Management (level 5 & 6)
- Experiencing Mental Distress (level 4, 5 & 6)
- Understanding Mental Health (level 4, 5 & 6)
- Mental Health Interventions (level 4, 5 & 6)
- Physical Health in Mental Health Care (level 4, 5 & 6)
- Values and Psychosocial interventions (level 4, 5 & 6)
- Work based learning: Providing the Evidence (level 4, 5 & 6)
- Work based learning: for Continuing Professional Development (level 4, 5 & 6)
Assessment and Management of the Acutely Ill Adult.

Who is this module for?
Health professionals working with patients requiring Level 4 and Level 5 care. This includes patients who are ‘at risk’ of deterioration, and those stepping down from a higher level of care.

What you will achieve
You will develop skills and recognise the ‘at risk’ patient. Clinical skills development is based on the care of patients requiring respiratory, cardiovascular, renal, neurological, nutrition and pain assessment.

Module detail
This module promotes supervised clinical practice with an identified mentor to provide an individual learning pathway.

It will underpin the development of clinical skills and provides guidance towards the achievement of practice outcomes. It is anticipated that the majority of clinical learning will take place in your resident place of work. However students are encouraged to negotiate the opportunity to work in an alternative environment.

Module title/code/cost
Assessment and Management of the Acutely Ill Adult
Level 6 – HEN63060-6
£700 per module

Study dates and venue
Term 1 Telford or Shrewsbury
Tuesday 9.30am - 12.30pm for 12 weeks, continues in Term 2 with clinical practice and tutorials.

Assessment
Assignment (3000 words) plus a completed Assessment of Clinical Practice competency document.

Contact
Module Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk

Special entry requirements
Registered healthcare professionals with a minimum of six months post-registration experience in acute or critical care environment.

It is the student’s responsibility to identify an appropriately qualified, updated mentor. Mentors must have three years’ experience in acute care, have completed a recognized professional course to prepare mentors and be on the Faculty of Health’s register of mentors.

Please note: Applicants should have existing degree level study skills and a basic knowledge of anatomy and physiology to be successful on this module.

Credits
30 level 6 credits.

Assessment of the Older Person in Health and Social Care

Who is this module for?
Health and social care professionals who are currently working with older people

What you will achieve
Upon completing the module, you will achieve 15 credits at either level 5 (diploma), or level 6 (degree). This can be a stand alone module or contribute towards a diploma or degree pathway

Module detail
The module is aimed at enabling you to develop the skills and knowledge to effectively assess the holistic care needs of older people within a range of healthcare settings. Topics include an overview of theories of ageing and the impact of the ageing process. The key principles of person centred biopsychosocial and cultural assessment are explored and the political drivers which underpin this practice. Focus is placed upon the multi-professional nature of assessment, reflected in teaching input from a variety of social and health care practitioners

Module title/code/cost
Assessment of the Older Person in Health and Social Care
Level 5 – HEN62039-5
Level 6 – HEN63056-6
£450 per module

Study dates and venue
Term 3 – Stafford, Wednesdays 9.30am – 1.30pm for 12 weeks.

Assessment
Assignment
Level 5 - 2000 word case study
Level 6 - 3000 word case study

Contact
Module Leader: Sue Thornton
t: 01743 261136
e: S.J.Thornton@staffs.ac.uk

Special entry requirements
Trained/ Qualified health and social care professionals who are working with older people and involved in their assessment.

Credits
15 level 5 or 6 credits.
### Behavioural Family Therapy

**Who is this module for?**
This module will be helpful to anyone working with families and carers and who would like to develop skills of behavioural family therapy. The content focuses on examples from mental health but has a wider utility to families experiencing health issues within their family unit, particularly those with long term conditions.

**What you will achieve**
The module is based upon the Meriden Family Programme and at the end of the module you will have an understanding of behavioural family therapy and be able to explore approaches to supporting families and carers.

Successful completion of the module carries 15 credits at level 4, 5 or 6 which can be used towards one of the many awards in mental health.

**Module detail**
The module is interactive in nature and focuses upon acquiring skills to deliver behavioural family therapy approaches in a number of settings. The content includes: the evidence base for family work; the process of engaging families; assisting families in developing communication skills; and problem solving strategies.

<table>
<thead>
<tr>
<th>Module title/code/cost</th>
<th>Study dates and venue</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural Family Therapy</td>
<td>Term 3 in Shrewsbury as a block week commencing 2nd June 2014</td>
<td>Reflective essay.</td>
</tr>
</tbody>
</table>

**Module title/code/cost**
- Level 4 – HEN61006-4
- Level 5 – HEN62004-5
- Level 6 – HEN63016-6

£460 includes cost of Behavioural Family Therapy Manual.

**Contact**
Module Leader: Alison Hay
t: 01743 261136
e: a.l.hay@staffs.ac.uk or v.r.mitchell@staffs.ac.uk

**Special entry requirements**
Prior study at the level below you are intending to study for this module is recommended. If in doubt contact Alison Hay or Verity Mitchell.

**Credits**
15 at level 4, 5 or 6

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### Cancer Care: Online

**Who is this module for?**
This flexible learning award is designed for any health or social care practitioner or lay person who wishes to gain more knowledge of specific aspects of cancer care.

**What you will achieve**
A named Certificate of Credit, via our Flexible Learning Awards scheme, which will provide evidence of personal study via a web-based programme and successful completion of the required assessments. This may be used as evidence for annual appraisal.

**Module detail**
This is a web-based module, accessed via the charitable site: www.cancernursing.org. The site comprises a range of courses, three of which can be selected (from a pre-determined list of 6 out of the 15 currently offered) to study and gain accreditation via this award. Each course comprises detailed basic knowledge of the aetiology of specific cancers; the anatomy and physiology of related body systems; current diagnosis, care and treatment programmes and the use of case studies, directed activities and self-assessment questionnaires which help you progress through the courses and apply your learning to your practice or care.

**Module title/code/cost**
- Cancer Care: Online
  - Level 4 – HEN61001-4
  - £60

**Study dates and venue**
Terms 1, 2 and 3 – online access.
Tutorials via email.

**Assessment**
Reflective essay of 3000 words and completion of multiple choice questions online.

**Contact**
Module Leader: Theresa Barker
t: 01543 434533
e: education@st-giles-hospice.org.uk

**Special entry requirements**
None

**Credits**
15 level 4 credits
On successful completion of this module you will be awarded a Certificate of Credit: Cancer Care.
Care of Children and Young People

Who is this module for?
Non-children’s qualified health care professionals working in non-designated children’s care settings that may be accessed by children e.g. Accident and Emergency Deps. General Practice Surgeries, Day Surgery units, theatre/recovery units, Radiography Deps, Paramedics.

What you will achieve
You will develop knowledge and skills on the principles of caring for children and young people and their families which can be used within your own practice environment.

Module detail
The module consists of theory and practice extending over 2 terms. 24 hours of practice time, in an alternative area to your own, caring for children and young people is built into the module. This will be arranged by the individual student to allow for individual preference of placement area. Content includes: child development, safeguarding children, consent and children’s rights, paediatric basic life support, recognition of a sick child, pain assessment, family-centred care.

This module requires access to a computer.

Module title/code/cost
An Introduction for Healthcare Professionals to the Care of Children and Young People
HEN63033-6
£820

Study dates and venue
Term 1 – Stafford or Telford.
Tuesday 1.00pm – 4.00pm for 12 weeks.
Continued in Term 2.

Assessment
3000 word assignment
Practice portfolio
Objective Structured Clinical Examination on paediatric basic life support.

Contact
Module Leader: Karen Griffiths
t: 01743 261136 ext 3851
e: K.A.Griffiths@staffs.ac.uk

Special entry requirements
Qualified healthcare professionals working in clinical areas accessed by children and young people.

Current CRB clearance by employers prior to commencement of the module.

This module cannot be studied with HEN 63148-6

Credits
45 level 6 credits.

Care of Children and Young People - Distance Learning

Who is this module for?
Non-children’s qualified health care professionals working in non-designated children’s care settings that may be accessed by children e.g. Accident and Emergency Departments, General Practice Surgeries, Day Surgery Units, theatre/recovery units, Paramedics.

What will you achieve?
You will develop awareness of the principles of caring for children and young people and their families which can be used within your own practice environment.

Module Detail
The module will provide an overview of principles relating to the care of children and young people via engagement with online materials. Content includes: child development, safeguarding children, consent and children’s rights, paediatric basic life support, recognition of a sick child, pain assessment, family-centred care. This module requires access to a computer.

Module title/code/cost
Developing Awareness of the Care Needs of Children and Young People - Distance Learning.
HEN63148-6
£600

Study dates and venue
Distance Learning – commences in term 1 continuing in term 2.

Assessment
3,000 word assignment
Asynchronous discussion forum

Contact
Module Leader: Karen Griffiths
t: 01743 261136 ext 3851
e: K.A.Griffiths@staffs.ac.uk

Special entry requirements
Qualified healthcare professionals working in clinical areas accessed by children and young people. This module cannot be studied with ‘An Introduction for Healthcare Professional to the Care of Children and Young People HEN63033-3.

Credits
30 level 6 credits
Caring Communication

Who is this module for?
This module will be helpful to anyone working with and caring for other people. It would be particularly useful for unqualified health and social care staff. This module would be helpful for those wishing to access professional education such as nursing.

What you will achieve
This module is a stand alone module as well as an option module in the University Certificate in Mental Health.

Module detail
At the end of this module you will be able to:
- Demonstrate knowledge and understanding of the principles of effective communication
- Describe the nature of the barriers to effective communication
- Discuss the impact of good communication on therapeutic relationships
- Promote effective communication and relationships with people who are troubled or distressed

Module title/code/cost
Caring Communication
HEN61012-4
£450

Study dates and venue
Term 3, Princes Royal Hospital

Assessment
Oral presentation.

Contact
Module Leader: Susan Chambers
t: 01785 353696
e: S.E.Chambers@staffs.ac.uk

Special entry requirements
Evidence of study at level 0 which can be discussed at informal interview.

Credits
15 level 4 credits.

Caring for People with Long Term Conditions

Who is this module for?
Health care support workers working with people with long term conditions.

What you will achieve
This module will give you fundamental knowledge and understanding (theory/knowledge) of the most common long term conditions and provide practical ideas, hints and tips to support your practice. You will also be able to demonstrate your practical skills whilst doing particular tasks (skills) within the workplace with your mentor/assessor.

Module detail
This module will provide an overview of the pathophysiology and impact of the most common long term conditions identified either through the Quality and Outcomes Framework or other government initiatives. It will enhance your clinical skills in monitoring long term conditions and there will be a strong emphasis on disease prevention and the promotion of self care within these patient groups.

The module will start with a general introduction to long term conditions and your role as a change to health care support worker in supporting patients and colleagues in your own work setting. You will then take a more detailed look at some long term conditions at a fundamental level.

Module title/code/cost
Caring for People with Long Term Conditions
HEN61004-4
£450

Study dates and venue
Six taught days delivered over two terms. Main base will vary between all University sites. Please enquire for more details.

Contact
Module Leader: Sharon Graham
t: 01743 261000  x: 3142
e: s.r.graham@staffs.ac.uk

Special entry requirements
To undertake this module you must be employed in a health or social care related role as you will need the support of your employer. You will also need a mentor/assessor to support you back in the workplace who must be identified before you start the course. This needs to be a registered healthcare professional usually a nurse who holds a professional registration with a governing body such as the NMC or other suitable registered health care professional. There is a handbook for the mentor/assessors which explains their role in more detail.

Credits
15 level 4 credits.
Cognitive Behavioural Therapy
- Foundation Skills

Who is this module for?
Any Voluntary Sector worker, Health or Social Care practitioner, who wishes to gain foundation knowledge and skills in the theory and practice of cognitive behavioural therapy (CBT).

What you will achieve
You will have the opportunity to apply CBT as part of a personal project. The module will equip you with basic knowledge and skills in assessment, intervention, evaluation and relapse prevention.

Module detail
This module focuses on the basic theory and principles underpinning cognitive behavioural therapy. Specific content addresses assessment, formulation, cognitive and behavioural interventions, evaluation and relapse prevention. Students have the opportunity to apply the principles and skills learnt via a personal project. The module does not require students to work directly with patients or service users. Teaching and learning approaches include: lectures/presentations, role play, video, discussion, case presentation and group work.

Module title/code/cost
Foundation Skills in Cognitive Behavioural Therapy
Level 4 – HEN61014-4
Level 5 – HEN62011-5
Level 6 – HEN63053-6
£450

Study dates and venue
Term 2 - Stafford, Thursday 1.00pm - 5.00pm for 12 weeks

Contact
Module Leader: Paul Anthony
t: 01785 353766
e: p.anthony@staffs.ac.uk

Special entry requirements
None.

Credits
15 level 4, 5 or 6 credits.

Cognitive Behavioural Interventions - Application

Who is this module for?
Any Voluntary Sector worker, Health or Social Care practitioner who has completed the ‘Cognitive Behavioural Therapy - Foundation Skills’ module (or equivalent) and wishes to gain further knowledge in applying these skills in practice.

What you will achieve
You will be able to apply a cognitive behavioural approach when working collaboratively with a service user(s) in your field. The module will build on knowledge and skills acquired through the ‘Cognitive Behavioural Therapy - Foundation Skills’ module, focusing on assessment, formulation, intervention, evaluation and relapse prevention. The completion of both modules will lead to the University Award: Certificate in Continuing Professional Development in CBT (30 Credits at levels 4, 5 or 6).

Module detail
The module will reflect on basic cognitive behavioural theory and applying these approaches appropriately to your role and scope of practice. This will be achieved via clinical supervision groups, lectures and presentations, role-play, video, discussions and group work. The module will be assessed via a written case study demonstrating the appropriate application of Cognitive Behavioural Interventions within your area of work (level 5) or a taped session and written critique demonstrating the application of cognitive behavioural interventions within the context of your work (level 6).

Module title/code/cost
Application of Cognitive Behavioural Interventions
Level 4 – HEN61036-4
Level 5 – HEN62056-5
Level 6 - HEN63109-6
£450

Study dates and venue
Term 3 - Shrewsbury, Thursday 9.30 - 4.30pm for 6 alternate weeks

Contact
Module Leader: Paul Anthony
t: 01785 353766
e: p.anthony@staffs.ac.uk

Special entry requirements
Completion of Cognitive Behavioural Therapy - Foundation skills module (or equivalent)

Credits
15 level 4,5 or 6 credits.
Module 1: Sexual Health – Theory

Who is this module for?
Nurses, Midwives and Health Visitors together with other key health and social care professionals delivering sex and relationship education to young people or within contraception and sexual health services.

What you will achieve
If you want to work within Sexual Health Services as a Contraception and Sexual Health (CASH) Nurse or within other sexual Health Services such as Clinic in a Box or within Primary Care, then this module is for you as it makes up the first part of the CASH course.

Module detail
This module can be taken as a stand alone module or in conjunction with Sexual Health – Application to Clinical Practice module to make up the CASH Course.

This module will focus on the theory relating to sexual health, methods of contraception, issues relating to fertility and communication as well as an exploration of topics including sexuality, sexually transmitted diseases, safer sex, sexual history taking, behaviour change and the sexual health care of young people.

Module title/code/cost
Sexual Health - Theory
Level 6 - HEN63031-6
Level 7 - HEM58227-7
£450 per module

Study dates and venue
Term 1 - Royal Shrewsbury Hospital, Monday 9.30am - 4.30pm for 8 weeks
or
Term 2 - Stafford, Thursday 9.30am - 4.30pm

Contact
Module Leader: Susan Jackson
t: 01785 353698
e: s.jackson@staffs.ac.uk

Special entry requirements
NMC registration

Credits
30 level 6 or 7 credits.

Module 2: Sexual Health - Application to Clinical Practice

Who is this module for?
Nurses, Midwives and Health Visitors.

What you will achieve
If you want to work within Sexual Health Services as a Contraception and Sexual Health (CASH) Nurse or within other sexual health services such as Clinic in a Box or primary care, then this module is for you as it makes up the second part of the CASH course.

Module detail
This module will focus on the application of sexual health theory in clinical practice by a combination of class-based teaching (12 weeks) and supervised, assessed clinical practice. During this module, you will undertake 48 hours of supervised, assessed clinical practice – 36 hours within a Contraception Service and 12 hours within a Genito-Urinary Medicine Service - organized by local Trusts in conjunction with the Module Leader/tutor. Prior to going out on placement you will require CRB clearance

Prior to undertaking this module you must have completed the Sexual Health – Theory module at the appropriate level. Both modules make up the CASH Course. This module continues form module 1 with an exploration of topics which include management of sexually transmitted infections, contraception, sexual assault, termination of pregnancy, psychosexual issues and the law and ethics as it relates to sexual health.

Module title/code/cost
Sexual Health – Application to Clinical Practice
Level 6 - HEN63032-6
Level 7 - HEM58228-7
£450 per module plus placement fee of approximately £400 (paid directly to placement area).

Study dates and venue
Term 2 - Royal Shrewsbury Hospital Monday 9.30am - 4.00pm 8 study days over a 12 week period
or
Term 3 - Stafford, Thursday 9.30am - 4pm 7 study days over 12 week period

Contact
Module Leader: Susan Jackson
t: 01785 353698
e: s.jackson@staffs.ac.uk

Special entry requirements
NMC registration and successful completion of Sexual Health Theory module.

Credits
30 level 6 or 7 credits
COPD

Who is this module for?
Any registered healthcare practitioner working with people with respiratory conditions including COPD. This module is designed for practitioners who work in either acute or community care settings.

What you will achieve
Students will gain the necessary knowledge and skills to manage patients with COPD, as well as differentiating between some other respiratory conditions.

Module detail
This module examines the pathophysiology and physiology of the respiratory system and the management of COPD. It examines the management and treatment of patients with both pharmacological and non-pharmacological interventions, together with the psychology of disease management.

This module will enable students to develop their knowledge and understanding of peak flow measurement, spirometry, correct inhaler techniques and self management issues for patients.

Module title/code/cost
Care and Management of Respiratory Disorders (COPD)
Level 6 - HEN63022-6
Level 7 – HEMS8166-7
£450 per module

Study dates and venue
Term 2 – Stafford or Stoke dependent on demand. Friday 9.00am-1.00pm for 12 weeks.

Assessment
Level 6 Case study (3000 words)
Level 7 Case study (3500 words)

Contact
Module Leader: Kairen Roche
t: 01785 353658
e: kairen.roche@staffs.ac.uk

Special entry requirements
Access to patients with respiratory conditions and COPD within the workplace.

Credits
15 level 6 or 7 credits.

Counselling

Who is this module for?
Any person who wishes to improve their use of basic counselling skills in a health care setting.

What you will achieve
You will gain greater awareness of your impact on other people, improve your listening skills and explore your responses to people in distress.

Module detail
The course is a practical introduction to improving counselling skills. Students are guided through a series of exercises to enable them to improve their listening skills, to explore different counselling models and apply those approaches to their work within the confines of their existing work role.

The assignment requires you to analyse a conversation that you have had in a clinical setting. You are asked to demonstrate how you used (or could have used) the approaches and skills that are covered in the course. The assignment is the same for levels 4, 5 and 6, but will be marked according to the appropriate criteria.

Module title/code/cost
Level 4 – HEN61010-4 - The Fundamentals of Counselling
Level 5 – HEN62038-5 – Basic Counselling Skills for Health Professionals
Level 6 – HEN63090-6 – Counselling Skills for Health Professionals
£450 per module

Study dates and venue
Term 1 - Telford, Fridays 9.30am - 4.30pm for 6 days.

Assessment
Assignment.

Contact
Module Leader: John Westhead
t: 01743 261136
e: j.westhead@staffs.ac.uk

Special entry requirements
None

Credits
15 level 4, 5 or 6 credits.
Dementia Awareness

Who is this module for?
Anyone interested in the impact of a diagnosis of dementia on a person and their family. You might be someone involved in supporting relatives and carers in your local community or be employed in providing services to people with dementia.

What you will achieve
Upon completing the module, you will achieve 15 credits at either level 4 (certificate), level 5 (diploma) or level 6 (degree). This can be a stand alone module; it can be included in the awards in Mental Health; or count towards one of the other diploma/degree pathways. It can also form one of two core modules in the new Certificate in Continuing Professional Development in Dementia.

Module detail
It includes: the biology of dementia; different types of dementia, such as early-onset; negative influences that affect behaviour; and what can be done to help patients, carers and relatives; all studied within the context of the service user’s personal experiences of dementia. There are eight workshops and you will network and share ideas with fellow students and other participants from your local area.

Module title/code/cost
Dementia Interventions
Level 4 – HEN61011-4
Level 5 – HEN62078-5
Level 6 – HEN63101-6
£450 per module

Study dates and venue
Term 1 – Stafford, Tuesdays 1.00pm – 4.00pm for 12 weeks.

Assessment
Assignment
Level 4 - 2,000 words
Level 5 - 2,500 words
Level 6 - 3,000 words

Contact
Module Leader: Sue Chambers
t: 01785 353696
e: s.e.chambers@staffs.ac.uk
Module Tutor: Verity Mitchell
t: 01743 261136
e: verity.mitchell@staffs.ac.uk

Special entry requirements
None

Credits
15 level 4, 5 or 6 credits.

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Dementia Interventions

Who is this module for?
Anyone interested in the impact a diagnosis of dementia has on a person and their family. You might be involved in supporting relatives and carers in your local community or be employed in providing services to people with dementia.

What you will achieve
Upon completion, you will achieve 15 credits at either level 4 (certificate), level 5 (diploma) or level 6 (degree). This can be a stand alone module; it can be included in the awards in Mental Health; or count towards one of the other diploma/degree pathways. It can also form one of two core modules in the new Certificate in Continuing Professional Development in Dementia.

Module detail
This module includes: support through diagnosis and preparing for the future; personal service development planning; end of life care and Health and Social Care Policy. It covers person-centred behaviour and how to use relationship-centred care to involve everyone surrounding a person with dementia. There are eight workshops and you will network and share ideas with fellow students and other participants from your local area.

Module title/code/cost
Dementia Interventions
Level 4 – HEN61054-4
Level 5 – HEN62077-5
Level 6 – HEN63100-6
£450 per module

Study dates and venue
Term 2 – Blackheath Lane, Stafford, Thursdays 1.00pm – 5.00pm for 12 weeks.

Assessment
Assignment
Level 4 - 2,000 words
Level 5 - 2,500 words
Level 6 - 3,000 words

Contact
Module Leader: Verity Mitchell
t: 01743 261136
e: verity.mitchell@staffs.ac.uk
Module Tutor: Sue Chambers
t: 01785 353696
e: s.e.chambers@staffs.ac.uk

Special entry requirements
None

Credits
15 level 4, 5 or 6 credits.
**Understanding Dementia**

**Who is this module for?**
Anyone interested in exploring further how they can help people with dementia by studying in a more flexible way. You might be involved in supporting relatives and carers in your local community or you might be someone in paid employment providing services for people with dementia.

**What you will achieve**
Upon completion, you will achieve 15 credits at either level 4 (certificate), level 5 (diploma) or level 6 (degree). This can be a stand alone module; it can be included in the awards in Mental Health; or count towards one of the other diploma/degree pathways. It can also form one of two core modules in the new Certificate in Continuing Professional Development in Dementia.

**Module detail**
This module gives you the flexibility to demonstrate how you have met the learning outcomes by choosing your own evidence. You could write about a work based project or a training event. You could choose to attend up to 8 workshops from the Dementia Awareness or Dementia Interventions modules. With support from University tutors you will put together a portfolio of evidence which meets the learning outcomes for the module.

**Module title/code/cost**

- **Understanding Dementia**
  - Level 4 – HEN 61067-4
  - Level 5 – HEN 62089-5
  - Level 6 – HEN 63127-6
  - £450 per module

**Study dates and venue**
Flexible hours over term 1, term 2 or term 3
Tutorials to be arranged with module staff.

**Assessment**
Portfolio of evidence

**Contact**
Module Leader: Verity Mitchell
t: 01743 261136
e: verity.mitchell@staffs.ac.uk
Module Tutor: Sue Chambers
t: 01785 353696
e: s.e.chambers@staffs.ac.uk

**Special entry requirements**
None

**Credits**
15 level 4, 5 or 6 credits.

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**Diabetes**

**Who is this module for?**
Any healthcare practitioner, including Nurses – all branches, Paramedics, Midwives, Social Workers, Doctors, Community Nurses wanting to increase their knowledge, skills and understanding of diabetes mellitus, and caring for persons and their carers affected by diabetes in both the primary and secondary care environments.

**What you will achieve**
You will develop knowledge and skills in caring for clients with both Type 1 and Type 2 diabetes mellitus. Learning will be applied in practice, helping to enable your diabetic clients to become more empowered to take control of their condition and individual needs. Managing acute care scenarios encountered within diabetic care management will also be covered.

**Module detail**
The course has a varied content: biology and pathophysiology of diabetes; care issues encountered in nursing practice, such as hypoglycaemia and hyperglycaemia; treatment options, including drugs, diet and exercise; and diabetic monitoring as a key part in overall diabetic management. Diabetes and Obesity (Diabesity), new treatment developments including Insulin Pump therapy and Continuous Blood glucose monitoring. A wide variety of long-term care issues of diabetes are covered, alongside areas of diabetes in a multicultural group, living with diabetes and the role of support groups.

**Module title/code/cost**

- **Care and Management of People with Diabetes Mellitus**
  - Level 5 – HEN62044-5
  - Level 6 – HEN63069-6
  - £450

**Study dates and venue**
Flexible hours over term 1, term 2 or term 3
Tutorials to be arranged with module staff.

**Assessment**
Level 5 - 2,500 word assignment
Level 6 - 3,000 word assignment

**Contact**
Module Leader: Keith Booles (Shrewsbury)
t: 01743 261136  ext 3850
e: k.d.booles@staffs.ac.uk
Michael Hill (Stafford)
t: 01785 353735
e: m.c.hill@staffs.ac.uk

**Special entry requirements**
None

**Credits**
15 level 5 or 6 credits.
Exploring Values

Who is this module for?
This module is the core module for the University Awards in Mental Health:

• The University Certificate in Mental Health
• The University Diploma in Mental Health
• The University Advanced Diploma in Mental Health

The module is also suitable for anyone wishing to extend their knowledge of how values influence issues in mental health.

What you will achieve
You will be able to demonstrate the influence that values have upon social roles and upon the lives of those affected by mental health problems.

Module detail
The module will consider people in society and how social influences and the values placed upon social roles affects the interpretation of people at every level. Areas that are included as part of the module are:

• People in Society and Social Roles
• Social Influences
• Devaluation
• Anti-discriminatory and Anti-oppressive Practice
• Culture
• Social Role Valorisation

As well as 5 full taught days and 1 tutorial day, this module also incorporates 25 days (150 hours) practice of teaching, facilitating and assessing learning in practice environments.

Module title/code/cost
Exploring Values
Level 4 – HEN61007-4
Level 5 – HEN62006-5
Level 6 – HEN63017-6
£450 per module

Study dates and venue
Term 1 – Shrewsbury
Dates: TBC

Assessment
Portfolio of evidence and viva voce.

Contact
Module Leader: Mike Newbury
t: 01743 261136 xt: 3846
e: m.j.newbury@staffs.ac.uk

Special entry requirements
None

Credits
15 level 4, 5 or 6 credits.

Enabling Learning in Nursing Practice
(NMC PRACTICE TEACHER)

Who is this module for?
This module aims to facilitate you to become a practice teacher for nursing and specialist community public nursing students, enabling practice learning for students on NMC approved programmes within health and social care settings.

What you will achieve
At the end of the programme you will have achieved NMC competence and outcomes to enable you to be annotated as a Practice Teacher on the local mentors register.

Module detail
The module focuses on the following themes:

• the facilitation of professional and interprofessional learning in practice
• the assessment of practice, including accountability for sign off of practice proficiency
• enhancing the practice learning environment
• evaluating and enhancing quality in teaching and assessment practice
• reflection upon and evaluating role and responsibilities in the practice of enabling learning in nursing and specialist community public health nursing

As well as 5 full taught days and 1 tutorial day, this module also incorporates 25 days (150 hours) practice of teaching, facilitating and assessing learning in practice environments.

Module title/code/cost
Enabling Learning in Nursing Practice
Level 6 – HEN63006-6
Level 7 – HEM58151-7
Enhancing peri-operative Care
Level 6 – HEN63081-6
£450

Study dates and venue
Term 3 and 1 Stafford Wednesday (6 Full Days)

Assessment
3000 word reflective essay and profile of evidence.

Contact
Module Leader: Debbie Chittenden
t: 01785 353743
e: d.chittenden@staffs.ac.uk
Term 1, 2 and 3

Special entry requirements
Professional qualification and post qualification experience must accord with NMC requirements. Must have recognized mentor qualifications and be currently live on a local mentors register. Must have opportunity to undertake the appropriate practice based learning activities. You must identify a supervisor who is a practice teacher / teacher (NMC stage 3 or 4) to supervise your teaching practice. Useful to have ‘sign off’ experience, but not essential. Entry subject to discussion with module leader.

Credits
15 level 6 (degree) or 7 (Masters) credits.
Health Promotion

Who is this module for?
This is a core module for students on the specialist community public health nursing and specialist practice programmes. It can also be undertaken by all healthcare professionals as an individual module. It is useful if you are looking at developing your health promotion practice either in an acute or community setting.

What you will achieve
This module is designed to equip you with the necessary skills to undertake systematic planning applied to health promotion in a range of settings. It will enable you to understand and determine how to deliver effective health improvement strategies applied to your specific area of practice.

Module detail
This module includes: health and social care policy; common problems in implementation; current health promotion theory and its application in health and social care professions; models of health promotion; ethical issues affecting health promotion interventions; strategies for supporting changes of health behaviour in one-to-one and group settings; planning and evaluating health promotion initiatives. It will be delivered as taught sessions and supported via a web-based method.

Module title/code/cost
Health Promotion: Project Planning
Level 6 – HEN63047-6
Level 7 – HEM 58194-7
£450

Study dates and venue
Term 1, 2 and 3 day Stafford

Assessment
Development of a health promotion plan (3000 words).

Contact
Module Leader: Ruth Fretz
t: 01785 353681
e: ruth.fretz@staffs.ac.uk

Special entry requirements
Access to the clinical practice environment.

Credits
15 level 6 or level 7 credits.

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Health and Wellbeing for the Pre-school Child – A Public Health Approach

Who is this module for?
Staff Nurses / nursery Nurses currently working in Health visiting Teams or with pre-school children.

What you will achieve
The aim of this module is to enable you to work more effectively within a team providing services for pre-school children and their families. This includes staff nurses working in a health visiting team and links across to the learning outlined within your competency framework.

Module detail
On this module you will analyse and apply knowledge and understanding to the following key areas:
- Child development – including: psychological theories, developmental domains (intellectual, language social – emotional, physical).
- Childhood illness – including: childhood infectious diseases, immunisation, minor ailments.
- Maternal and infant mental health including: antenatal support, postnatal support, postnatal depression.
- Parenting including: parenting styles, attachment, supporting parents, involving fathers, increasing community capacity to support parents.

Module Title/Code/Cost
Health and Wellbeing for the Pre-school Child – A Public Health Approach
£450
Level 6 – HEN63149-6
Level 7 – HEM58224-7

Study dates and venue
Term 2
Tuesdays every other week 9.30 – 4.00pm

Contact
Module Leader: Ruth Fretz
t: 01785 353681
e: ruth.fretz@staffs.ac.uk

Special entry requirements
Currently working with pre-school children and their families.

Credits
15 level 6 or level 7 credits.
Role of the Health Care Assistant in the Community

Who is this module for?
Developed with local health care employers and the Working in Partnership Programme (www.wipp.nhs.uk), this module supports the development of healthcare assistants (HCAs) in general practice but is equally applicable to health and social care workers in other primary and community care settings.

What you will achieve
This module will give you fundamental knowledge and understanding of the most practical elements of healthcare, including practical ideas, hints and tips to support your practice as a HCA. You will also be able to practice your skills whilst doing particular tasks within the workplace with your mentor/assessor.

Module detail
This module will provide an overview of the role of the Health Care Assistant, Quality and Outcomes Framework and other government initiatives. It will enhance your clinical skills in venepuncture, blood pressure and health promotion, and provide underpinning knowledge and skills to support and meet the needs of the developing workforce.

The module is the first part of the Health Care Assistance Award and the other module in the award is Caring for People with Long-Term Conditions.

Module title/code/cost
The Role of the Health Care Assistant in the Community
HEN60001-3
£450

Study dates and venue
Term 1 – Stafford
Tuesday 9.30 – 4.30 7 full days
Term 1 5 days Oct – Dec – alternate weeks
Term 2 Jan and Feb, 2 days (one each month)

Contact
Module Leader: Kairen Roche
t: 01785 353658
e: kairen.roche@staffs.ac.uk

Special entry requirements
To undertake this module you must be employed in a health or social care related role as you will need the support of your employer. You will also need a mentor/assessor to support you back in the workplace who must be identified before you start the course. This needs to be a registered healthcare professional, usually a nurse who holds a professional registration with a governing body such as the NMC. There is a handbook for the mentor/assessors which explain their role in more detail.

Credits
15 level 3 credits

Health care assistants: Continuing Professional Development for Health Care Assistants - Delivering Care in the Community University Certificate

Who is this module for?
The aim of the award is to equip you with the relevant knowledge and skills in order to perform the HCA role in primary or community care settings in a safe and patient-focused manner. In addition this award will encourage self-awareness, and an increased understanding of your own accountability, legal responsibilities and the need to work within set guidelines and protocols. It will also encourage you to foster a sense of enquiry and introduce the skills of reflective practice.

What will you achieve?
Please see each module guide

Module Detail
The Award comprises of two core modules: The Role of the Health Care Assistant in the Community and Caring for People with Long Term Conditions. The first module provides the fundamental knowledge and skills pertinent to the HCA role in primary or community care settings in a safe and patient-focused way. It will provide practical ideas, hints and tips to support your practice. You will also be able to demonstrate your practical skills whilst doing particular tasks within the workplace with your mentor/assessor.

The second module will provide an overview of the patho-physiology and impact of the most common long term conditions identified either through the Quality and Outcomes Framework or other government initiatives. It will enhance your clinical skills in monitoring long term conditions and there will be a strong emphasis on disease prevention and the promotion of self care within these patient groups.

Study Dates and Venue
Please see individual module guides

Contact
Award Leader: Kairen Roche
t: 01785 353658
e: kairen.roche@staffs.ac.uk

Special Entry Requirements
To undertake this module you must be employed in a health or social care related role as you will need the support of your employer. You will also need a mentor/assessor to support you in your workplace who must be identified before you start the course. This needs to be a registered healthcare professional usually a nurse who holds a professional registration with a governing body such as the NMC. There is a handbook for the mentor assessor which explains their role in more detail.
Heart Failure

Who is this module for?
This module is designed for nurses from a broad range of hospital or community settings who work with people suffering from heart failure.

What you will achieve
This module explores the management of people with heart failure and some of the issues around their care.

Module detail
Content includes:
- Pathophysiology of heart failure
- Pharmaceutical management of heart failure
- Lifestyle changes to improve the management of heart failure
- Recognition and care of people with acute exacerbations of heart failure
- Palliative care and support of people with heart failure

This module has no formal practice requirement but the assessment requires the exploration of an aspect of a specific patient’s care in relation to the current evidence.

Module title/code/cost
Managing Heart Failure
Level 6 – HEN63058-6
Level 7 - HEMS8222-7
£450 per module

Study dates and venue
Term 2 – Stafford, Thursday from 1.00pm until 5.00pm for 12 weeks.

Contact
Module Leader: Chris Keighley
t: 01743 261136
e: c.j.keighley@staffs.ac.uk

Infection Control

Who is this module for?
Motivated health and social care professionals who want to develop their expertise in infection prevention and control.

What you will achieve
You will obtain a broad understanding of the principles of infection prevention and control with reference to the most recent government legislation, initiatives and tools. In addition you will gain an insight into the workings of many other organizations that protect the population from infections, such as the care quality commission and the Health Protection Agency.

Module detail
The module explores various infections and their prevention and management. Students are taught the fundamental principles of infection prevention and control including risk factors and modes of transmission both on an individual patient and a population-wide basis. Teaching and learning take place through key lectures (delivered by experts in the practice field), as well as group activities, case studies and scenarios, tutorials and directed and undirected study.

Module title/code/cost
Developments in Infection Control
Level 5 – HEN62083-5
Infection Prevention and Control
Level 6 – HEN63077-6
£450

Study dates and venue
Term 1 - Stafford, Thursday 9.30am – 5.00pm for six alternate weeks
or
Term 3 - Telford, Thursday 9.30am – 5.00pm for six alternate weeks

Assessment
Level 5 - 2000 word essay
Level 6 - 3000 word literature review.

Contact
Module Leader: Judy Carr
t: 01785 3537667
e: Judy.Carr@nhs.net

Credits
15 level 6 or 7 credits
**Leg Ulcer**

**Who is this module for?**
Any qualified nurse or registered health and social care practitioner whose sphere of practice involves caring for patients with leg ulceration.

**What you will achieve**
The Leg Ulcer Management module is a clinically focused module which aims to provide healthcare professionals the opportunity to develop knowledge, skills and understanding so that they may critically apply the principles of leg ulcer management within their own sphere of practice.

**Module detail**
The module provides a thorough examination of key issues In relation to leg ulcer management and includes the following content:
- Aetiology, assessment and diagnosis of leg ulcers.
- The management of leg ulcers according to aetiology.
- Achieving a holistic approach to leg ulcer management and patient care.
- A multi-disciplinary approach to leg ulcer management and patient care.
- The use of research and evidence to inform practice and initiate change.

**Module title/code/cost**
Leg Ulcer Management
HEN63064-6
£450

**Study dates and venue**
Term 1 - Telford, Weds 1.00am – 4.00pm for 12 weeks.

**Assessment**
To be confirmed.

**Contact**
Module Leader: Andrea Wright
t: 01743 261136
e: a.wright@staffs.ac.uk

**Special entry requirements**
All qualified nurses who are registered on a professional register maintained by the Nursing and Midwifery Council (NMC), or other registered health and social care professionals with an appropriate professional registration, working where leg ulcer management is a key feature.

**Credits**
15 level 6 credits.
**Liberating Life Choices**

**Who is this module for?**
Any health and social care professional who currently works with people with learning disabilities and wants to develop their knowledge and skills around inclusive practice.

**What you will achieve**
This module will help you develop an awareness of the rights of people with learning disabilities and the knowledge, confidence and skills to apply inclusive practice.

**Module detail**
This module will increase your knowledge of the rights, legislation and policy issues for people with learning disabilities as well as providing awareness on where to get appropriate help. It will provide skills and awareness in addressing issues of sexuality as well as addressing personal values and attitudes which have the potential to impact on work areas.

**Module title/code/cost**
Liberating Life Choices: Promoting the Positive Sexuality of People with Learning Disabilities
HEN61002-4
Price on application to fpa.

**Study dates and venue**
Various dates and venues (delivered and managed by fpa).

**Contact**
fpa Training Dept
t: 020 7608 5277

**Special entry requirements**
Working with people with learning disabilities.

**Credits**
15 level 4 credits
On successful completion of this module you will be awarded a Certificate of Credit in Liberating Life Choices: Promoting the Positive Sexuality of People with Learning Disabilities.

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**Long-Term Conditions**

**Who is this module for?**
Registered healthcare practitioners (in Primary or Secondary Care) involved in the care of patients with one or more long-term conditions.

**What you will achieve**
This module enables you to develop knowledge and understanding of the broad concepts associated with management of long-term conditions.

**Module detail**
The module raises awareness of and offers insight into the management of long-term conditions. This is achieved by looking at the social, political and professional arenas that affect the management and services relating to long-term condition management.

It also examines specific disease areas and the relating clinical management of these conditions.

**Module title/code/cost**
Introduction to Long-Term Conditions - HEN63091-6
£450

**Study dates and venue**
Term 1 – Stafford, Thursdays 1.00 – 5.00pm for 10 weeks

**Assessment**
3000 word literature review.

**Contact**
Module Leader: Kairen Roche
t: 01785 353677
e: kairen.roche@staffs.ac.uk

**Special entry requirements**
Access to a client group with long-term conditions.

**Credits**
15 Level 6 credits
Loss, Grief and Bereavement

This module may be studied at level 6 (degree) and level 7 (postgraduate)

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development, and whose work brings them into contact with those experiencing loss.

What you will achieve
This module aims to consider how health care professionals and others involved with those who have experienced loss respond to the situation. Drawing upon established and contemporary literature in the field, the module will offer a forum to explore and debate some of the challenges faced by those experiencing loss and people involved with their care.

Module detail
• Theories and definitions of loss, grief and bereavement
• Sociocultural construction of loss and grief e.g. ceremony and ritual, art and literature
• the nature of loss and grief throughout the lifespan, ways in which gender can influence loss and grief, organisational practices and institutional agendas
• The nature of roles and relationships with regard to loss, grief and bereavement, both professional and personal
• Communication and interpersonal skills
• Ethical and legal issues
• Service provision

Module title/code/cost
Loss, Grief and Bereavement
Level 6 - HEN63045-6
Level 7 - HEM58210-7
£450

Study dates and venue
Term 2 - Stafford
Fridays 9.00am – 1.00pm for 5 full days with some e-learning via Blackboard.

Assessment
Level 6 - Assignment 2,500 words
Level 7 - Assignment 3,500 words

Contact
Module Leader: Lisa Beeston
t: 01785 353839
e: l.beeston@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 or 7 credits

Lymphoedema Modules

Introduction to Lymphoedema

Who is this module for?
Any healthcare professional who wishes to gain credits for their planned professional development.

What you will achieve
If you wish to accredit the work you undertake within lymphoedema and acknowledge the development of clinical skills, this module is for you.

Module detail
This module will provide healthcare professionals with the opportunity to reflect upon and focus upon developing their skills and evidence based knowledge of lymphoedema.

A personal portfolio will allow an opportunity to recognise and reflect upon your experience of working with a Lymphoedema Practitioner within a purpose-built nurse-led clinic.

Module title/code/cost
Introduction to Lymphoedema: Practical Skills - HEN61066-4
Introduction to Lymphoedema: Clinical Skills - HEN63121-6
£450

Study dates and venue 2013
St. Giles Hospice, Education Department, Whittington, Lichfield
10 September 2013
17 September 2013
24 September 2013
1 October 2013
8 October 2013
15 October 2013
Clinical placements (1 day) to be arranged.
All 9.00am - 4.30pm

Contact
Module Leader: Theresa Barker
St. Giles Hospice
Fisher wick Road
Whittington
Lichfield WS14 9LH
t: 01543 434533/434532
e: education@st-giles-hospice.org.uk

Special entry requirements
All candidates need to have access to patients with lymphoedema and be registered with their professional body.

Credits
15 level 4 and 6 credits.
Lymphoedema

Who is this module for?
Any healthcare professional who wishes to gain credits for their planned professional development.

What you will achieve
If you wish to accredit the work you undertake within lymphoedema and acknowledge the development of clinical skills, this module is for you.

Module detail
This module will provide healthcare professionals with the opportunity to reflect upon and focus upon developing their skills and evidence based knowledge of different patient groups within the lymphoedema population.

A personal portfolio will allow an opportunity to recognise and reflect upon your experience of working with a Lymphoedema Practitioner within a purpose-built nurse-led clinic. Activities within the module will allow professionals to explore the pathology of lymphoedema disorder, practice and health promotion/education to be explored.

Module title/code/cost
The Management of People with Mild and Uncomplicated Oedema and Oedema Associated with Advanced Malignancy
Level 5 – HEN62045-5
Level 6 – HEN63075-6
Cost: £950 per module.

Study dates and venue 2013/14
St. Giles Hospice, Education Department, Whittington, Lichfield
Dates for 2013/14 are:
10 September
17 September
24 September
1 October
8 October
15 October
22 October
26 November
3 December
2014
14 January
21 January
28 January
4 February
4 March

Contact
Module Leader: Theresa Barker
St. Giles Hospice
Fisherwick Road, Whittington, Lichfield WS14 9LH
t: 01543 434533
e: education@st-giles-hospice.org.uk

Special entry requirements
All candidates need to have access to patients with lymphoedema and be registered with their professional body.

Credits
30 level 5 or 6 credits.

Lymphoedema - Manual Lymphatic Drainage and Multilayer Lymphoedema Bandaging

Who is this module for?
Any healthcare professional who wishes to gain credits for their planned professional development.

What you will achieve
If you wish to accredit the work you undertake within lymphoedema and acknowledge the development of clinical skills, this module is for you.

Module detail
This module will provide healthcare professionals with the opportunity to reflect upon and focus upon developing their skills of Manual Lymphatic Drainage (MLD) and Multilayer Lymphoedema Bandaging (MLLB). A class based practical assessment of MLD and MLLB skills will be undertaken during the course. This must be passed before submitting summative assignment and completing the course. A reflective essay demonstrating analysis of personal learning during the course will be undertaken. This will be based upon a reflective diary completed during the course.

Module title/code/cost
Casley Smith Method of Manual Lymphatic Drainage and Multilayer Lymphoedema Bandaging
HEN63122-6
Cost – contact St. Giles Hospice

Study dates and venue
Delivered and managed by St. Giles Hospice, Education Department, Whittington, Lichfield.
Casley Smith - This course is provided in three parts:
Part 1 13, 14, 15, 16 May 2013
Part 2 10, 11, 12 June 2013
Part 3 8, 9, 10 July 2013
All 9.00am – 4.30pm

Contact
Education Dept.
St. Giles Hospice
Fisherwick Road
Whittington
Lichfield WS14 9LH
t: 01543 434533
e: education@st-giles-hospice.org.uk

Special entry requirements
All candidates need to have access to patients with lymphoedema and be registered with their professional body. Key worker level, for example the management of mild and uncomplicated and oedema associated with advancing disease (Staffordshire University/St. Giles Hospice) Vodder trained MLD therapists (successfully completed parts 1/2/3) and Vodder trained MLD therapists may be eligible to apply for some of the course.

Credits
15 level 6 credits.
On successful completion of this module you will be awarded a Certificate of Credit: Casley Smith Method of Manual Lymphatic Drainage and Multilayer Lymphoedema Bandaging.
### Major Incident

**Who is this module for?**
Any professional working in a service (e.g. Police, Fire, Ambulance) whose sphere of practice would involve responding to major incidents.

**What you will achieve?**
You will gain a theoretical knowledge and understanding that underpins the principles of providing a systematic approach to the assessment, planning and management of major incidents. This will enable the enhancement of your skills and knowledge to adopt a systematic approach when dealing with major incident to be able to work as part of a multi-professional team.

**Module detail**
This module focuses on communication, major incident planning, command systems, organisational command and structures, operational command, triage systems, mass casualty management and treatment, scene management, political, professional and economic issues, stress management and debriefing, and chemical, biological, radiological and nuclear (CBRN) incidents.

**Module title/code/cost**
Introduction to Major Incident Medical Management
HEN63095-6
£700

**Study dates and venue**
Term 3 – Stafford
3.5 days taught attendance 9.00am – 4.00pm (dates to be confirmed).

**Assignment**
3,500 assignment

**Contact**
Module Leader: Kevin Armstrong.
t: 01785 353698
e: k.armstrong@staffs.ac.uk

**Special entry requirements**
None

**Credits**
30 level 6 credits.

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### Medication Management

**Who is this module for?**
Any practitioner, carer or service user who is involved in the administration of medication.

**What you will achieve**
Improved practice in the management of medication and an ability to support others in their developing knowledge and practice in medication management.

**Module detail**
This module provides practitioners, service users and carers with breadth and depth in understanding medication management. Issues related to concordance, including contextual issues, effects and side effects, costs and myths are all explored in an attempt to increase understanding.

It will be necessary to focus on your own role in medication management within the context you practice and to be willing to review this critically.

**Module title/code/cost**
Medication Management
Level 5 – HEN62009-5
Level 6 – HEN63093-6
£450 per module

**Study dates and venue**
Term 3 - Stafford, Tuesday 9.30am – 12.30pm for 12 weeks.

**Assessment**
Level 5 – Essay 2500 words
Level 6 – Essay 3000 words

**Contact**
Module Leader: Sue Chambers
t: 01785 353696
e: s.e.chambers@staffs.ac.uk

**Special entry requirements**
None

**Credits**
15 level 5 and 6 credits.
Mental Health Assessment

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development and wants to expand their knowledge and skills base in mental health assessment.

What you will achieve
The focus of the module is comprehensive and expert mental health assessment. Forming collaborative and equal partnerships with people in order to work therapeutically and negotiate care is fundamental to mental health practice and an important part of the module. It will be necessary to consider the barriers and aids to good mental health assessment with due regard to the opinions and needs of service users and carers. You will be able to use a range of mental health assessment methods and tools appropriately within your practice area. You will gain appreciation of the primacy of the service user and the importance of context in the assessment process, and develop your clinical decision making and problem-solving skills.

Module detail
This module is taught to Diploma, Degree and Masters level students together. The course content is the same, but the assessment is appropriate to your level of study. The course content includes comprehensive mental health assessment using different models and tools, guided by evidence. Multi-professional, multi-agency working and service-user collaboration are key, and you will be expected to consider your personal and professional philosophy, ethics and legal understanding. The physical health needs of mental health clients and health promotion are also considered as important elements of mental health assessment.

Module Title/Code/Cost
Mental Health Assessment of Clients
Level 5 - HEN62005-5
Level 6 - HEN63072-6
Level 7 - SHM58042-7
£450 per module

Study dates and venue
Term 1- Stafford
Thursday 9.30 - 12 noon for 12 weeks

Assessment
Level 5 - 2,500 word essay
Level 6 and 7 - 3000 word essay

Contact
Module Leader: Claire Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Mental Health Interventions

Who is this module for?
Any person who wants to develop their understanding of mental health interventions that are commonly used in mental health services.

What will you achieve?
You will develop the ability to explain the common treatments used in mental health services and to discuss their evidences base.

Module Detail
Students will have an overview of a range of evidence based interventions including medication, cognitive behavioural therapy, family interventions, systems theory, ECT, brief solution focused therapy and developing life skills in both individual and group treatment settings.

Module title/code/cost
Mental Health Interventions
HEN62075-5
£450 per module

Study dates and venue
One full day followed by 6 Tuesday mornings starting May 2013 and September 2014

Assessment
The assignment requires you to analyse a recorded conversation between yourself and another person explaining their treatment options. The conversation can be practice based or simulated for the purpose of the assignment.

Contact
Module leader: John Westhead
t: 01743 261136
e: j.westhead@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 credits

UG
Undergraduate Modules and Short Courses
Mentorship

Who is this module for?
Any healthcare professional who wishes to undertake a formal mentor preparation course. The module, at level 5 or level 6 fulfils the NMC (2008) requirements for mentor preparation. ODPs must undertake the level 6 (formerly level 3) course.

What you will achieve
The course will enable you to act as a positive role model, offer support, facilitate learning, assess clinical competence and be able to fulfil the role of a mentor within clinical practice.

Module detail
This course focuses upon the role of the clinical practitioner within a practice setting supporting learners in their professional development and explores the varied aspects of the mentorship role. The course includes both university attendance and computer and work-based activities which must be verified in order to meet the requirements of the regulatory bodies.

Assessment is by a viva voce based on a profile of evidence which must be produced at the viva. Students are expected to complete work-based and computer activities.

Please contact the module lead the term prior to you commencing the module in order to develop your module proposal.

Module title/code/cost
The Role of the Mentor within Health Care Settings - Level 5 HEN62064-5
Mentorship within Health Care Settings - Level 6 HEN63051-6
£450

Study dates and venue
A 12 week module with 6 x half day taught sessions that are supported by self directed and work based learning activities
The module runs several times each term on differing sites please contact Faculty of Health Sciences reception at Blackheath Lane, Stafford to confirm day/date/site.

Assessment
Viva voce

Contact
Module Leader: Ruth Todd
t: 01785 353662
e: r.m.todd@staffs.ac.uk

Special entry requirements
Must have completed 12 months experience within a practice setting since registration.

Credits
15 level 5 or 6 credits

Minor Injuries

Who is this module for?
Any qualified healthcare professional whose sphere of practice encompasses working in an extended/expanded role to assess and manage patients with minor injuries within Primary Care, Emergency and Urgent care setting.

What you will achieve
The student will gain a professional, legal and clinical knowledge and skills base that underpins assessment and management of minor injuries. This will serve as a foundation for healthcare professionals to work towards extending/expanding their practice to work independently within this sphere of practice.

Module detail
This module focuses on relevant in-depth anatomy and physiology, problem solving and clinical reasoning strategies which underpin the decision making/diagnostic reasoning process. This will allow appropriate treatment regimes, care pathways and health education/promotion by drawing on the principles of evidence-based practice, to be effective. A key feature of this clinically focused module is that it enables for the student to work alongside expert clinicians within the clinical areas of Primary Care, Emergency and Urgent care. This will enable you to carry out a wide range of core, transferable skills.

Module title/code/cost
The Principles of Assessment and Management of Patients with Minor Injuries HEN63123-6
£450

Study dates and venue
Term 3 - Stafford
Wednesday 9.00am – 4.00pm for 12 weeks followed by clinical practice.

Assessment
Viva Voce examination.
Clinical Proficiency Document.

Contact
Module Leader: Jacqui Mason
t: 01785 881010
e: jacqui.mason@staffs.ac.uk

Special entry requirements
Professional healthcare registration.

Credits
15 level 6 credits
Negotiated Learning

Who is this module for?
Anyone who is working or who aspires to work in health and social care and who has undertaken an Introduction to Study Skills and Negotiated Learning for Certificate Level Study or Introduction to Negotiated Learning for Diploma or Degree Level Study and has planned a bespoke programme of learning.

What you will achieve
Detailed learning in an area of health and social care which you have identified and negotiated.

Module detail
This module follows on from the Introduction to Negotiated Learning for Certificate/Diploma/Degree level Study.

You will explore an area of health and social care, identify how you will achieve your learning and demonstrate your learning in a manner that has been negotiated with your Negotiated Learning Advisor. You will develop skills that will contribute to your personal and professional development and to your lifelong learning ability.

Module title/code/cost
Negotiated Learning
Level 4
HEN61024-4 (15 credits), HEN61025-4 (30 credits)
HEN61026-4 (45 credits),

Level 5
HEN62020-5 (15 credits), HEN62021-5 (30 credits)
HEN62022-5 (45 credits),

Level 6
HEN63024-6 (15 credits), HEN63025-6 (30 credits)
HEN63026-6 (45 credits).

Cost - 15 credits - £420; 30 credits - £600;
45 credits - £820.

Study dates and venue
Term 1, 2 and 3 by negotiation.

Assessment
To be negotiated.

Contact
Module Leader: Caroline Rowe
t: 01785 353739
e: c.j.rowe@staffs.ac.uk

Special entry requirements
Any level 4, 5 or 6.

Neonate

Who is this module for?
Practising midwives with at least one year's post-registration experience and who wish to provide holistic care to mothers and babies.

What you will achieve
You will acquire the knowledge and skills required to enhance care for mother and baby by carrying out competent holistic examinations of neonates. This includes detecting treatable but pre-clinical congenital problems in the early neonatal period.

Module detail
This module provides the diagnostic skills for examining the neonate. It is designed to assist you in adopting a systematic approach to the physical assessment of the neonate. You are expected to enhance your practical skills in the clinical area. This will develop your confidence and competence in the art of physical examination of the neonate.

Module title/code/cost
TBC

Study dates and venue
Term 1 – Shrewsbury - Tuesdays 9.00am – 4.00pm for five weeks.
Term 2 – Shrewsbury - one day attendance, date tbc.
£820

Assessment
Reflective essay (3000 words) and 35 clinical examinations of the neonate.

Contact
Module Leader: Susan Jackson
t: 01785 353790
e: s.jackson@staffs.ac.uk

Special entry requirements
Practising midwives with at least one year’s post-registration experience.

Credits
30 level 5 credits.
Orthopaedic Nursing

Who is this module for?
Registered Nurses with six months’ experience in orthopaedics/trauma and with some knowledge of the normal and abnormal function of the muscular-skeletal system. An awareness of the research process and the importance of evidence-based practice are essential.

What you will achieve
Specialist knowledge and core skills required for the management and delivery of nursing interventions to patients with a variety of orthopaedic and traumatic conditions within an intra and multidisciplinary team approach to care, in a range of settings.

Module detail
This module consists of theory and practice extending over two terms. The module will be delivered in a blended format, including 5 full days attendance and 1 tutorial day, online learning tasks, and clinical practice in the workplace. An extensive range of educational resources is available at RfAH. You will be required to demonstrate analytical skills so your level of accountability, decision-making and change management is reflected in the quality of clinical expertise and excellence exhibited.

Module title/code/cost
Orthopaedic Nursing
HEN63067-6
£700

Study dates and venue
Term 1 - Dates to be confirmed.
Robert Jones and Agnes Hunt Orthopaedic Hospital, Oswestry.

Assessment
Portfolio which includes a critically reflective case study. Evidence of clinical practice.

Contact
Module Tutor: Jayne Edwards
t: 01785 353766
e: JayneA.Edwards@rjah.nhs.net

Special entry requirements
Registered Nurse. Candidates should have relevant clinical experience in the care of patients with orthopaedic dysfunction or trauma in specialist, non-specialist and/or community setting of at least one year, and have Level 6 academic ability. Candidates will be required to attend an interview prior to acceptance on the course. Overseas applicants will be accepted providing they meet the requirements of the NMC, Home Office and the University’s requirements for international students.

Credits
30 level 6 credits.

Pain Management

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development, and whose work involves caring for people who may experience pain.

What you will achieve
The module is designed to provide an overview of the complex nature of pain and strategies for pain management. It has a multidisciplinary input, and focuses on different types of pain.

Module detail
• Complex nature of pain
• Pain definitions and types of pain
• Pain management strategies
• Ethical issues in pain management
• Multidisciplinary roles and interventions
• Evidence based practice
• Use of clinical exemplars to explore issues in pain management

On completion of the module you should be able to demonstrate a detailed understanding of the complex nature of pain, and be able to apply this to your own area of practice.

Module title/code/cost
Management of Pain
HEN63061-6
£450

Study dates and venue
Term 1 - Stafford, Friday 9.00am - 1.00pm for 10 weeks

Assessment
Assignment (2500 words) focusing on an issue or incident from your own practice.

Contact
Module Leader: Lisa Beeston
t: 01785 353839
e: l.beeston@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 credits.
Peri-operative Care

Who is this module for?
Any registered professional currently working in a peri-operative environment wishing to gain credits for their planned professional development. This module is core for the BSc(Hons) Perioperative Care

What will you achieve?
You will be able to accredit your planned professional development. This can be in any area of practice, including skills development, management, education support or research, so long as it is part of your practice role.

Module details
This module provides peri-operative practitioners and nurses with an opportunity to develop their clinical practice and to enhance their knowledge and skills through the development of a portfolio of evidence. The student will, in negotiation with their clinical manager, prepare a personal Professional Development Plan from which they can develop personal learning outcomes, action plans and learning contracts. An identified clinical facilitator will support the development of clinical practice, and academic support will be through tutorials and Blackboard Virtual Learning Environment.

Assessment is via the presentation of a range of agreed evidence from the portfolio.

Module title/code/cost
Enhancing Peri-operative Care
HEN63081-6
£700

Dates and venue
Introduction session – This module will next run starting in January 2013 and will cover two terms.

Subsequent tutorials will be negotiated and may be in the student’s own practice area if there are sufficient numbers.

Contact
Module Leader: Lorraine Carline
t: 01785 353766 or 07813 093079
e: c.l.carline@staffs.ac.uk

Special entry requirements
Students must be a Registered Operating Department Practitioner or Nurse currently employed in a peri-operative or allied environment.

Credits
30 level 6 credits.

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Physical Health in Mental Health Care

Who is this module for?
This module will be helpful to anyone working in health and social care. It is particularly helpful to those working specifically with people with mental health problems. Service users and carers may also find this module beneficial.

What you will achieve?
This module is an option in many of the mental health awards we offer. The module can be studied at level 4, 5 or 6 as part of an award or as a stand alone module. You will gain a greater understanding of the main physical health issues facing people with mental health problems.

Module detail
At the end of this module you will be able to identify the physical health needs of individuals with mental health problems. Time will be spent learning to communicate health promotion strategies to facilitate physical wellbeing. You are also encouraged to reflect on your role, and environment, in supporting the physical wellbeing of people with mental health problems.

Module title/code/cost
Physical Health in Mental Health Care
Level 4 - HEN61008-4
Level 5 - HEN62007-5
Level 6 - HEN63018-6
£450

Study dates and venue
Term 2 – Stafford, Thurs 1.00pm- 4.00pm for 12 weeks.

Assessment
Written Profile focused on the learning outcomes

Contact
Sheri Rhodes-Martin
t: 01743 261136
e: s.g.rhodes-martin@staffs.ac.uk

Special entry requirements
None

Credits
15 credits at level 4, 5 or 6.
Planning and Managing Change

Who is this module for?
This module is open to anyone who has an interest in developing their personal and professional development as a change agent within their field of professional practice.

What you will achieve
The ability to develop a change proposal in your area of clinical practice that will benefit your own professional development and be beneficial to your organization and the population it serves.

Module detail
The module has been specifically developed to allow students from differing backgrounds to examine current research, trends, policies and the development of enhanced knowledge and understanding of issues related to change management. The following outcomes will be achieved:

• Apply change management theory to practice
• Demonstrate appropriate solutions to an identified change proposal
• Evaluate the differing approaches to change management

Module title/code/cost
Planning and Managing Change
HEN63055-6
£450

Study dates and venue
Term 3 – Stafford, Thursdays 9.30am – 12.30pm for 12 weeks.

Assessment
Assignment (3000 words).

Contact
Module Leader: TBC
Module Teacher: Theresa Barker
t: 01543 434533/434532
e: education@st-giles-hospice.org.uk

Practice Nursing

Who is this module for?
All registered nurses, who are new to general practice nursing or are thinking about a change of career to general practice nursing.

What you will achieve
A basic understanding of the key areas relevant to general practice nursing and through the competency framework, participation in some of the clinical skills required in the role.

Module detail
This module is designed to give you a brief overview of the roles and responsibilities as a practice nurse. The module content is based on the latest available information and evidence at the time of delivery and will include an overview of:

• Health policy and political agenda
• Long term conditions, diabetes, asthma
• Clinical skills, ear irrigation, screening and health promotion, travel health.

You will not gain competence in running clinics or cervical cytology as part of this module.

Module title/code/cost
Introduction to Practice Nursing
Level 5
HEN62041-5 (taught) - £450
HEN62060-5 (distance learning) - £350
Level 6
HEN63133-6 (taught) - £450
HEN63134-6 (distance learning) - £350

Study dates and venue
Term 1 – Stafford or Term 2 – Shrewsbury.

7 taught days, over 12 weeks – varied for each module delivery. The alternative open learning course with flexibility of start is also available, contact module leader for further information.

Assessment
Level 5 - 2000 word assignment and completion of an assessed competency booklet
Level 6 - 3000 word assignment and completion of an assessed competency booklet

Contact
Module Leader: Sharon Graham
t: 01743 261000  xt: 3142  e: s.r.graham@staffs.ac.uk

Special entry requirements
In order to access this module you must have a general practice placement (either in an employed or voluntary status) arranged by you before commencing the course for a minimum of 30 hours for the duration of the module. You will also need a general practice nurse mentor, who ideally holds either a recorded (with the NMC) Specialist Practice General Practice nursing qualification or a teaching or a mentorship qualification.

Credits
15 level 5 or 6 credits
Preceptorship and Continuing Professional Development

Who is this module for?
This module accredits your Trust / PCT new registrant programme. All new registrants to health and allied health professions are expected to engage in a 1 year preceptorship programme. This module culminates in an assessment that gives you academic credit for learning undertaken during your preceptorship.

What you will achieve
From the moment you register as a healthcare professional you are considered to be an autonomous and accountable practitioner, and the initial period after registration is a time when you will consolidate pre-qualifying learning. The aim of this competency based foundation year preceptorship programme is to support you to make the transition from student to ‘professional’, building confidence and further developing your competence to practice. This module will facilitate your development as a healthcare professional, as well as constituting post-registration education which is essential to your continuing professional development. Your learning will be predominantly work-based, and will include mandatory training, in-service sessions and bespoke learning activities developed by your Trust / PCT. In addition, you will also engage in self-directed learning, for example: searching the Internet for the latest information on a particular condition, treatment or professional issue, reading professional journals and reflecting on incidents from practice. You will also engage in study and research to support your personal action plan, and learning that fulfils the need to consistently work towards improving patient care.

Module detail
This module provides practitioners with the opportunity to demonstrate professional development and enhancement of their professional practice through a work-based learning approach. It is a vehicle by which individual practitioners can evidence completion of their preceptorship and demonstrate how they are developing as competent, accountable and autonomous professionals.

This module allows practitioners to demonstrate how they have enhanced their learning and improved their professional practice. This may be through: participation in work-based professional development programmes, developing patient/client care, mentoring more junior staff or students, peer observation, clinical supervision and critical reflection. Learning is supported by an allocated preceptor.

Attendance is mandatory at teaching sessions held by your employer, and workshops facilitated by the module leader.

Taught module dates/venue arranged subject to adequate number of applications. Open learning module is available to commence at anytime in negotiation with module leader.

Module title/code/cost
Preceptorship And Continuing Professional Development: Work Based Learning
HEN63119-6
£320

Study dates and venue
Study over one calendar year from starting with your employer. Dates of workshops / tutorials to be arranged.

Assessment
A portfolio of evidence of role and skill development, and an action plan for future continuing professional development. Portfolio includes at least one piece of fully referenced critical reflective writing (maximum 3000 words) related to at least one of the KSF competencies that reflects on your practice development.

Contact
Module Leader: Sue Bowers
t: 01785 353743
e: S.J.Bowers@staffs.ac.uk

Special entry requirements
Module workshops and dates arranged bespoke to requirements of Trust / PCT.

Credits
30 level 6 (degree) credits
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development: Preceptorship.
Prescribing Modules
Independent and Supplementary Nurse Prescribing

Who is this module for?
Any first level Registered Nurse or Midwife who has proved, through their application to their local Prescribing Lead that they will be able to improve patient care in their area of work by becoming either or both an Independent and Supplementary Nurse Prescriber.

Applicants should have:
• Diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrate competence)
• Support from a recognized employing organization in writing with access to a designated recognized/ appropriate prescriber (medical practitioner) who will provide the student with facilitation, support, opportunities to develop and assess prescribing competence in practice

What you will achieve
A recordable dual qualification as an Independent/ Supplementary Prescriber.

Module detail
This module has been updated and validated to take into account the new standards set by the NMC on the proficiency for a “Licence as a Prescriber” (NMC 2006). In light of this the module's indicative content, learning outcomes and methods of assessment adhere to these standards. It will provide you with both a broad knowledge base and skills surrounding nurse prescribing. This will include professional, legal and clinical issues in line with both current evidence based practice and guidelines.

Module title/code/cost
Independent and Supplementary Nurse Prescribing
HEN63052-6
£990 per module.

Study dates and venue
3 cohorts (Sept, Jan and May) scheduled for academic 2012/13. Either two days per week for 12 weeks Weds/Thurs or as week blocks. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

Assessment
• Objective Structured Clinical Examination
• Unseen examination (one hour MCQ and short answer)
• Numeracy examination
• Portfolio (6000 words)
• Completion of 78 hours clinical learning with a medical mentor.

Contact
Module Leader: Sarah Woolley
t: 01785 881003 e: s.a.woolley@staffs.ac.uk

Special entry requirements
• Have diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrate competence)
• Have support from a recognized employing organization in writing with access to a designated recognized / appropriate prescriber (medical practitioner) who will provide the students with facilitation, support, opportunities to develop and assess prescribing competence in practice

Credits
30 level 6 credits.

Prescribing For Allied Health Professionals

Who is this module for?
Any chiropodist, podiatrist, physiotherapist or radiographer whose name is held on the Health Professions Council Register, who has proved, through their application to their local Prescribing Lead, that they will be able to improve patient care in their area of work by becoming a Supplementary Nurse Prescriber.

Applicants must have three years post-registration clinical experience and must have been working in the clinical area and field they wish to prescribe for at least a year (for part-timers three years equivalent).

What you will achieve
A qualification as a Supplementary Prescriber which is registered with the Health and Care Professions Council (HCPC)

Module detail
This module is run in conjunction with the Independent/ Supplementary Nurse Prescribing module. This module will provide you with both a broad knowledge base and skills surrounding supplementary prescribing. This will include professional, legal and clinical issues in line with both current evidence-based practice and guidelines.

Module title/code/cost
Supplementary Prescribing for Allied Health Professionals
HEN63082-6
£990 per module.

Study dates and venue
Three cohorts (Sept, Jan and May) scheduled for academic 2012/13. Either two days per week for 12 weeks Weds/Thurs or as week blocks. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

Assessment
• Objective Structured Clinical Examination
• Unseen examination (one hour MCQ and short answer)
• Numeracy examination
• Portfolio (6000 words)
• Completion of 78 hours clinical learning with a medical mentor

Contact
Module Leader: Sarah Woolley
t: 01785 881003 e: s.a.woolley@staffs.ac.uk

Special entry requirements
• Have diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrate competence)
• Have support from a recognized employing organization in writing with access to a designated recognized / appropriate prescriber (medical practitioner) who will provide the students with facilitation, support, opportunities to develop and assess prescribing competence in practice

Credits
30 level 6 credits.
Nurse Prescribing Community Practitioner Qualification - V150

Who is this module for?
Community staff nurses with at least two years experience in the community setting. Health and Care Professions Council (HCPC)

What you will achieve?
Successful students will be registered with the NMC as Community Practitioner Nurse Prescriber (V150).

Module detail
The module has been designed using NMC guidelines and builds on the faculty’s expertise in this area. The module encompasses:

- Clinical pharmacology, including the effects of age and co-morbidity
- Consultation, history-taking, diagnosis, decision-making and therapy, including referral
- Influences on, and the psychology of, prescribing.
- Prescribing in a team context and the sharing of information
- Evidence based practice and clinical governance in relation to nurse prescribing
- Legal, policy and ethical aspects of prescribing
- Professional accountability and responsibility
- Prescribing in the public health context.

The programme includes both university arranged contact time and supervised practice with a prescribing mentor, which must be completed prior to submission date for the module. This course requires full attendance; so if any dates coincide with annual leave please select an alternative cohort.

Module title/code/cost
Community Practitioner Nurse Prescribing (V150)
HEN 63028-6
£700

Study dates and venue
Term 1 - Commencing Thurs 26 Sept 2013 for 10 consecutive weeks, 9.00am-5.00pm
or
Term 2 - Commencing Thurs 16 Jan 2014 for 10 consecutive weeks, 9.00am-5.00pm

Assessment
- A clinical case study (2000 word assignment)
- Written examinations (A numeracy exam and a MCQ and short answer paper)
- An OSCE
- Completion of period of clinical prescribing preparation (10 days/65 hours)
- Completion of competency framework, signed off by practice mentor

Contact
Module Leader: Mark Lovatt
t: 01785 353722
e: m.j.lovatt@staffs.ac.uk

Special entry requirements
Applicants for the course must:
- Be registered with the NMC on parts 1, 2 or 3 of the register
- Have appropriate experience in the area they intend to practice and prescribe. This would normally be a minimum of two years.
- Produce evidence of capability to study at level six.
- Have support from a recognized employing organization in writing with access to an appropriate prescribing mentor* who will provide the student with facilitation, support and will assess their ability to prescribe in practice
- The employer must undertake an appraisal of an individual nurse’s suitability to prescribe before application to undertake the course. For example the employer should be able to confirm that there is a clinical need within the applicant’s role, that they are competent to undertake a clinical assessment and diagnose and that they demonstrate appropriate numeracy skills
- Employers must also have the necessary infrastructure in place to enable the individual to prescribe once qualified to do so

* In this instance the prescribing mentor should be a practising community nurse prescriber who has agreed to provide supervision for the duration of the programme.

Credits
15 level 6 credits.
Principles and Practice of Palliative Care

Who is this module for?
The module is for all nurses, midwives and health visitors on the professional register of the NMC and for all allied health professionals from any work situation in the hospital, hospice or community.

What you will achieve
This module will help you develop your knowledge, skills and behaviour towards end of life care in your workplace. It will focus on a strong evidence base and utilise a practical holistic approach.

Module detail
The module sets out to examine the nature of end of life care from a holistic perspective and encompasses the core areas of concern in palliative care today.

Psychosocial Issues: Study in this area is designed to explore and analyse sociological issues related to dying, ethical and legal developments and to explore the assessment and management of family care issues.

Managing Pain and Distressing Symptoms: Study in this area will broaden an understanding and application of pain and symptom assessment and management in a palliative context.

Developing Communication Skills: Study in this area is designed to enhance the development of skills, knowledge and confidence in the handling of sensitive terminal care situations.

Module title/code/cost
The Principles and Practice of Palliative Care Level 5 – HEN62002-5 Level 6 – HEN63014-6
£450 per module

Study dates and venue
St. Giles Hospice, Lichfield
Friday 10 January 2014
Friday 17 January 2014
Friday 24 January 2014
Friday 31 January 2014
Friday 7 February 2014
Friday 14 February 2014
Friday 21 February 2014
Friday 28 February 2014
All sessions 9.00am-4.30pm

Assessment
Level 5 - 3000 word essay, Level 6 - 3500 word essay

Contact
Module Leader: Theresa Barker
Head of Education, St. Giles Hospice, Fisherwick Road, Whittington, Lichfield WS14 9LH
t: 01543 434533 e: education@st-giles-hospice.org.uk

Special entry requirements
None

Credits
15 level 5 or 6 credits.

Principles of Physical Assessment

Who is this module for?
This module is for health professionals who wish to gain and expand knowledge and skills in physical examination and serves to develop skills in advanced health assessment.

What you will achieve
In conjunction with a Clinical Preceptor, you will be able to apply knowledge and skills in a focused physical examination of clients. You will develop your decision-making skills and be able to interpret findings from your examination process together with being able to record your findings in a clear, concise manner.

Module detail
This module provides health practitioners with the opportunity to demonstrate the development and enhancement of their knowledge and skills through a range of activities, clinical scenarios, MCQs and practice in examination techniques in the skills laboratory. It includes presentation of a case to the clinical Preceptor, MCQ examination of Anatomy and Physiology. A log of clinical hours and experience will be recorded by the student.

Module Title/Code/Cost
Principles of Physical Assessment
Level 6 - HEN63054-6
£820

Study dates and venue
Term 1 or Term 2 or Term 3 – Stafford,
Thursdays 1.30pm – 4.30pm

Assessment
Assessment of this module is through a multiple choice question paper and a clinical log.

Contact
Module Leader: Barry Wardle
e: b.s.wardle@staffs.ac.uk
t: 01785 3533727

Special entry requirements
You will require a preceptor to support you through this module. This should be a GP or hospital consultant/registrar/staff grade or ANP (who has been assessed as competent in physical examination. You will also need the support of your line manager. Minimum of three years in current working practice.

Credits
15 level 6 credits.
Research Level 6 - Appraising the Clinical Evidence

Who is this module for?
This module is open to any healthcare professionals. It is offered over a number of sites depending on demand.

This module is a core module for all of the Life Long Learning, continuing professional development, undergraduate awards including BSc (Hons) Nursing Studies, BSc (Hons) Clinical Practice, BSc (Hons) Peri-Operative Care, BSc (Hons) Complementary Therapy and the BSc (Hons) Specialist Practice awards, BSc (Hons) Paramedic Science.

What you will achieve
The module is designed to introduce you to the skills required for the critical evaluation of the research-based evidence, useful for your practice development. This includes literature searching, reading critically, critical thinking and the construction of well balanced written critique of the evidence-base.

Module detail
Attendance is three sessions, supplemented by directed self study and the assessment involves a critique of a research article relevant to the student's sphere of practice.

Module title/code/cost
Appraising the Clinical Evidence Base for Practice Development - Distance Learning
HEN63049-6
£450

Study dates and venue
The availability of this module on any site will be dependent on demand but is planned to run as follows:
Term 1 - Stafford and Shrewsbury. Dates tbc
Term 2 and 3 - site will depend on demand. Dates tbc

Assessment
2,500 word assignment.

Contact
Lorraine Carline
t: 01785 353727
e: c.l.carline@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 credits.

Return to Practice Programme

Who is this module for?
For nurses and health visitors whose registration has lapsed or those whose re-registration is due shortly but do not meet the NMC’s PREP requirements (NMC, 2008)

What will you achieve?
On completion you will be able to re-register with the Nursing and Midwifery Council (NMC) providing that you have met the NMC standard outcomes and passed both theory and practice elements of the module.

Module detail
Through a combination of theory and clinical practice hours the module will provide the opportunity to ‘update’ and ‘rediscover’ your nursing/caring skills.

Learning and teaching will take place through key lectures, group work, discussion, tutorials and directed/independent study. It is a requirement that you develop and maintain a professional portfolio during the module.

Assessment
Assignment plus clinical practice assessment. A pass grade at both theory and practice must be achieved before being eligible to re-register with the NMC.

Module title/code/cost
Return to Practice
HEN62014-5
£820

Study dates and venue
Term 1 Stafford Health Visiting Tuesdays 1.00pm - 4.00pm alternate weeks for 12 weeks or
Term 2 – Shrewsbury, Thursday 10.00am – 3.00pm for 12 weeks.

Contact
Module Leader: Michael Hill
t: 01785 353735
e: m.c.hill@staffs.ac.uk

Special entry requirements
• Resident in Staffordshire and Shropshire. Nurses whose registration has lapsed or those whose re-registration is due shortly but do not meet the NMC’s PREP requirements
• Enhanced Criminal Records Bureau (CRB) and Occupational Health clearance before commencing clinical practice
• Declaration of health and good character

Credits
15 level 5 credits.
Sex and Relationship Education

Who is this module for?
Any health and social care professional who wishes to gain credits for their professional development in Delivering Sex and Relationship Education to young people.

What you will achieve
The purpose of this module is to develop your knowledge, understanding and facilitation skills in Sex and Relationship Education work with young people. This covers issues associated with sexual health and how to practically run sessions in this subject area, either with groups or one-to-one, taking into account the legal and policy frameworks.

Module detail
You will receive theoretical background in a course manual at the start of the module, which will then be put into practice throughout the contact hours of training. There are sections of it you will fill in throughout the training and sections you will take away for your use in your own study hours.

Learning will come from the application of work in a real setting and reflection on its outcome. You will also receive feedback from experienced tutors and your peers.

Module title/code/cost
Delivering Sex and Relationship Education with Confidence
Level 5 - HEN62000-5
Level 6 - HEN63000-6
Price on application to fpa.

Study dates and venue
Various dates and venues (delivered and managed by fpa).

Contact
fpa Training Dept
t: 020 7608 5277

Special entry requirements
The entry requirements for this course are that you have completed Sexual Health Starts Here (fpa Introductory course) or be able to prove that you have met the learning outcomes in other training/experiences. Participants must be working directly with young people (in any setting) and therefore able to complete the practical work.

Credits
30 level 5 or 6 credits
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development: Delivering Sex and Relationship Education with Confidence.

Sex and Relationship Work (Learning Disabilities)

Who is this module for?
Any health and social care professional who wishes to gain credits for their professional development in Delivering Sex and Relationship work for People with Learning Disabilities.

What you will achieve
The purpose of this module is to develop your knowledge, understanding and facilitation skills in Sex and Relationship Work when working with people with learning disabilities. The majority of work will focus on issues associated with sexual health and how to practically run sessions in this subject area, either with groups or one-to-one.

Module detail
You will receive theoretical background in a course manual at the start of the module, which will then be put into practice throughout the contact hours of training. There are sections of it you will fill in throughout the training and sections you will take away for your use in your own study hours.

Learning will come from the application of work in a real setting and reflection on its outcome. You will also receive feedback from experienced tutors and your peers.

Module title/code/cost
Delivering Sex and Relationship Work for People with Learning Disabilities: Practical Approaches
Level 5 - HEN62048-5
Level 6 - HEN63087-6
Price on application to fpa.

Study dates and venue
Various dates and venues (delivered and managed by fpa)

Contact
fpa Training Dept
t: 020 7608 5277

Special entry requirements
The entry requirements for this course are that you have completed ‘Liberating/Supporting Life Choices’ (fpa Introductory course) or be able to prove that you have met the learning outcomes in other training/experiences. Participants must be working directly with people with learning disabilities (in any setting) and therefore able to complete the practical work.

Credits
30 Level 5 or 6 credits
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development: Delivering Sex and Relationship Work for People with Learning Disabilities: Practical Approaches Facilitators Training.
Sexual Health Advising Skills

Who is this Award for?
Any health and social care professional who wishes to gain credits for their professional development in Sexual Health Advising.

What you will achieve
This award will help you develop knowledge and understanding of the theory and practice of sexual health advising through a programme of self-directed study.

Award detail
You will examine various issues associated with sexual health advising including: sexually acquired infections; the historical background of the public health role of the sexual health adviser; current and future development of the sexual health adviser’s role; legal, professional and ethical framework of sexual health advising; different communication models; development of skills and practice; specific cultural and gender issues; and personal values and judgements and their impact upon practice.

Module title/code/cost
Sexual Health Advising – Widening the Remit
Level 5 – HEN62062-5, Level 6 – HEN63074-6
Level 7 – SHM58144-7
£870 per module

Study dates and venue
Sat and Sun in January, Sat in March and Sat in May
Stafford – 4 Study days delivered over 3 weekends.

Contact
Award Leader:
Marg Bannerman or Caroline Rowe
t: 01785 353852
e: marg.bannerman@staffs.ac.uk or c.j.rowe@staffs.ac.uk

Special entry requirements
Working in an area where the provision of sexual health is part of your professional role.

Credits
30 level 5, 6 or 7 credits
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development in Sexual Health Advising Skills.

Sexual Health for Youth Workers

Who is this module for?
Any health and social care professional who wishes to gain credits for their professional development in the core competencies in sexual health when working with young people.

What you will achieve
This seven day module will help you develop your knowledge and understanding of the core competencies in Sexual Health for Youth Workers. The National Youth Association and fpa have developed these competencies which cover all the skills, information and values base youth workers need to be able to run safe, informed and practical group work sessions with young people.

Module detail
The 7 days are divided into three modules and one assessment day.

Module 1 focuses on the self and explores sexuality, values and attitudes, sexual development and personal boundaries
Module 2 covers theory and includes sex and the law, learning styles, group development, contraception and sexually acquired infections
Module 3 focuses on practice and explores workshop facilitation including the planning, delivery and evaluation of sessions

The assessment day provides opportunities for participants to come back and present findings of their work.

Module title/code/cost
Core Competencies in Sexual Health for Youth Workers
Level 5 - HEN62003-5
Level 6 - HEN63001-6
Price on application to fpa.

Study dates and venue
Various dates and venues (delivered and managed by fpa).

Contact
fpa Training Dept
t: 020 7608 5277

Special entry requirements
Working with young people.

Credits
30 level 5 or 6 credits
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development: Core Competencies in Sexual Health for Youth Workers.
Sexual Health Starts Here

Who is this module for?
Any health and social care professional who wishes to gain credits for their professional development in working with young people on issues to do with sexual health.

What you will achieve
This module will increase your awareness, confidence and skills to work more effectively on issues concerning sexual health with Young People.

This course can be taken in conjunction with ‘Delivering Sex and Relationship Education with Confidence’.

Module detail
This module provides a basic introduction to sexual health work with young people providing sexual health information, practising basic skills and exploring values and attitudes.

Issues examined will include safer sex practices, contraception and sexually acquired infections. The law will be reviewed with respect to young people and sexual health. Personal values and attitudes will be explored and effective ways of communicating sexual health will also be reviewed.

Module title/code/cost
Sexual Health Starts Here
HEN61003-4
Price on application to fpa.

Study dates and venue
Various dates and venues (delivered and managed by fpa).

Contact
fpa Training Dept
t: 020 7608 5277

Special entry requirements
Working with or has responsibility for young people.

Credits
15 level 4 credits
On successful completion of this module you will be awarded a Certificate of Credit in Sexual Health Starts Here.

Sex and Relationship Education in the Classroom

Who is this module for?
This course is for teachers, schools nurses and other professionals involved in teaching sex and relationships education (SRE) in secondary schools.

What you will achieve
The purpose of this module is to develop your knowledge, understanding and skills in how to deliver sex and relationships education in your school. The course covers how to plan, deliver and evaluate SRE programmes within the context of personal, social, health and economic (PSHE) education.

Module detail
You will receive theoretical background in the nature and scope of SRE within the context of PSHE education, including knowledge about the current legal, policy and guidance frameworks for SRE. You will understand the experiential learning process and how this applies to SRE, as well as gaining awareness and understanding of the value of reflective practice. You will also increase your knowledge and skills in dealing with sensitive and controversial issues within the classroom.

Learning will come from the application of work in a real setting and reflection on its outcome. You will plan, deliver and evaluate an SRE programme in your school. You will also receive feedback from experienced tutors and your peers.

Module title/code/cost
Delivering SRE In the Classroom
Level 5 - HEN62080-5
Level 6 - HEN63106-6
Price on application to FPA

Study dates and venue
Various dates and venues (delivered and managed by FPA).

Contact
FPA Training Dept
t: 020 7608 5277

Special entry requirements
You need to be a teacher, school nurse, or other professional involved in teaching SRE in secondary schools.

Credits
30 level 5 or 6 credits.
On successful completion of the module you will be awarded a Certificate of Continuous Professional Development - Delivering Sex and Relationship Education in the Classroom.
Skills for Higher Education

Who is this module for?
Anyone wishing to gain access to further study and learning opportunities at University. It is particularly useful for unqualified health and social care staff who want to develop their study skills.

What you will achieve
This is a stand-alone module as well as a core (compulsory) module on the majority of our Foundation Degree awards.

Module detail
- Research: What is it and why it is important?
- Library and information services
- Writing skills: The difference between essays and reports. Harvard referencing
- Presentation skills: Practicalities of preparing and giving presentations
- Reflection as a learning process
- Becoming a critical thinker

Module title/code/cost
Skills for Higher Education
Level 3 – HEN60000-3, Level 4 – HEN61000-4
£450 per module

Study dates and venue
Skills for Higher Education will run at Stafford and possibly colleges and other faculty sites at dates spread through term 1, generally starting in early September and finishing in December, and at other times during the year if there is demand.

Assessment
Portfolio of evidence.

Contact
Module Leader: Liz Boslem
t: 01785 353577
e: e.i. boslem@staffs.ac.uk

Special entry requirements
None

Credits
15 level 3 or 4 credits.

Stroke

Module 1: Stroke School
Module 2: Stroke Rehabilitation

Who are these modules for?
Any health and social care practitioner with an interest in enhancing their knowledge and skill in relation to the acute care and management of Stroke.

What you will achieve
The modules are student centered and therefore designed to promote inclusion of all interested health and social care professionals across the diverse range of disciplines involved in stroke care. Emphasis is on the development of the role and skills of the practitioner, at all levels, through exploration and critical reflection upon the core principles of Stroke care and management.

Module detail
In order to meet the needs of health and social care practitioners, delivery has been designed to offer core lectures and student-led learning in the form of practical participation in a variety of practice settings. The module will offer the practitioner an opportunity to interrogate and evaluate all areas of Stokes care and rehabilitation. These modules are accredited by the UK Forum for Stroke Training UKFST

Module title/code/cost
Stroke School
Level 4 - HEN61055-4, Level 5 - HEN62079-5
Level 6 - HEN63104-6
£450 per module

Stroke Rehabilitation
Level 4 - HEN61056-4, Level 5 - HEN62082-5
Level 6 - HEN63110-6
£450 per module

Study dates and venue
These modules will run by arrangement with the Heart and Stroke Networks within the region.
Contact office for further details.

Assessment
The assignment for both modules is an essay.
Level 4 – 2000 words, Level 5 – 2500 words
Level 6 – Essay 3000 words
In addition, both modules at all levels are required to complete a competency framework document.

Contact
Module Leader: Sue Chambers
t: 01785 353696  e: s.e.chambers@staffs.ac.uk

Special entry requirements
None

Credits
Each module - 30 credits at level 4, 5 or 6.
Symptom Management in Advanced Disease

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development and whose work involves caring for people who may experience symptom distress with advanced or life limiting conditions.

What will you achieve?
You will be able to demonstrate a comprehensive understanding of the assessment, planning, implementation and evaluation of interventions for symptoms experienced by patients in your own area of practice. You will also be able to examine the strengths and weaknesses of current care provision, and develops insights into care delivery to meet the needs of those you care for.

Module Detail
Symptom relief is regarded as one of the key aspects of care concerned with improving quality of life for patients and their carers. This module enables you to develop the skills and knowledge associated with managing a range of symptoms such as pain, breathlessness, vomiting, fatigue and other symptoms associated with cardiac, respiratory and neurological diseases, cancer and long term conditions such as cognitive impairment and/or dementia.

Content includes:
• Principles of symptom assessment
• The issue of symptom distress
• Dealing with multiple symptoms
• The concept of intractable symptoms
• Evidence based symptom management
• Ethical and legal considerations when managing symptoms
• Decision making in clinical situations
• Care provision

It will focus on the holistic assessment, planning, implementation and evaluation of care for patients in the students’ area of practice or experience. Because of the complex and multifaceted nature of symptom management, best practice relating to psychological, emotional, social and spiritual issues of care will be incorporated into the above, and into discussion of support strategies that can be used with patients, clients and carers.

Module title/code/cost
Symptom Management in Advanced Disease
Level 6 HEN63094-6 Level 7 HEM58167-7
£420 per module

Study dates and venue
Term 3-4, full study days – usually two days together, and two separate days, one at Stafford and one at St. Giles Hospice, Lichfield.

Assessment
Level 6 Poster presentation with seminar presentation as oral defence.
Level 7 Poster presentation with seminar presentation as oral defence and assignment 2,500 words

Contact
Module leader: Lisa Beeston
t: 01785 353839
e: l.beeston@staffs.ac.uk

Special entry requirements
Must be working with such patients/clients or within an environment where symptoms are managed as part of the role.

Credits
15 level 6 or 7 credits.
Tissue Viability

Who is this module for?
Any healthcare practitioner with an interest in tissue viability who wishes to gain credits for their personal/professional development.

What you will achieve
The content examines the contemporary evidence base and aims to build upon your existing knowledge in relation to tissue viability. This will enable you to become a key resource in your clinical area.

Module detail
This module explores the theories underpinning tissue viability and integrates this evidence appropriately into your clinical setting.

Course content includes:
- The anatomy and physiology of wounds
- Wound assessment and wound bed preparation
- Pain management and dressing choice
- Exploring wound diagnosis
- Effective care planning
- Judging research efficacy and applicability

This module has a clinical focus and is directly linked to practice. It is designed to develop and build your clinical confidence, enhancing your impact and influence on service delivery.

Module title/code/cost
Tissue Viability – HEN63057-6
£420

Study dates and venue
Term 2 – Stafford, Tues 1.00pm – 5.00pm for 12 weeks. May run in Term 3 subject to demand.

Assessment
A 2,500 word case study relating to a patient/client from practice.

Contact
Module Leader: Mark Lovatt
t: 01785 353722
e: m.j.lovatt@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 credits.

Training the Trainers in Sexual Health

Who is this module for?
This course is for anyone who currently trains professionals in sexual health.

What you will achieve
The purpose of this module is to develop your knowledge, understanding and skills in how to train other professionals. The course covers how to design, deliver and evaluate sexual health training. It does not cover sexual health knowledge as it is assumed that you will already have this. You will develop or enhance your existing facilitation skills within a safe environment.

Module detail
You will receive theoretical background in how to design, deliver and evaluate training, including how to create a safe, welcoming learning environment, learning cycles and learning styles, the context for sexual health training, and group dynamics.

Learning will come from the application of work in a real setting and reflection on its outcome. You will design, deliver and evaluate a piece of training to use in your workplace. You will also receive feedback from experienced tutors and your peers.

Module title/code/cost
Training the Trainers in Sexual Health
Level 5 - HEN62081-5
Level 6 - HEN63107-6
Price on application to FPA

Study dates and venue
Various dates and venues (delivered and managed by FPA).

Contact
FPA Training Dept
t: 020 7608 5277

Special entry requirements
The entry requirements for this course are that you already have up-to-date sexual health knowledge and that you are working in an environment where it will possible to deliver sexual health training to other professionals.

Credits
30 level 5 or 6 credits.
Understanding Mental Health

Who is this module for?
This module is for anyone who wishes to develop and enhance their knowledge about mental health. Completing the module will provide you with a good basic understanding of the key elements that make up good mental health and can also adversely affect mental health, and lead to serious mental ill-health.

What you will achieve
You will achieve a greater understanding of the factors that can influence mental health throughout the life span, in particular considering psychological, sociological, biological and contextual influences. You will be expected to consider your own mental health as well as that of service users and carers as you progress through the module.

Module detail
The module is studied and assessed at academic level 4. The module is available to a wide audience as it is a ‘stand alone’ module which means some people may undertake this module on its own and not as part of an award. The module is also part of the following two awards:

- University Certificate in Mental Health (as an option module)
- Foundation Degree Science Mental Health (as a core module)

Module Title/Code/Cost
Understanding Mental Health
HEN 61052-4
£450

Study dates and venue
Venue - Princess Royal Hospital, Telford
Term 1 - Commencing Tuesday 24th September for 8 weeks, 9.30am-12.30pm

Assessment
2000 word essay

Contact
Module Leader: Claire Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
It is not essential to have any prior experience or qualifications related to working in mental health, but knowledge you bring with you (both personal and professional) will be invaluable in enhancing your learning and that of other students.

Credits
15 Level 4 credits.

Values and Psychosocial Interventions

Who is this module for?
This module will be helpful to anyone working in the mental health field and especially those who come into contact with service users, families and carers.

What you will achieve
The module explores psychosocial interventions and explores different approaches to support service users, families and carers.

Successful completion of the module carries 15 credits at level 4, 5 or 6 which can be used towards one of the many awards in mental health.

Module detail
The module is interactive in nature and focuses upon acquiring skills to deliver psychosocial interventions. The content includes: the evidence base underpinning psychosocial interventions; cognitive behaviour therapy; family work; recovery; values-based intervention and cultural considerations in delivering care. The module also explores implementing change to develop psychosocial interventions and values-based practice.

Module title/code/cost
Values and Psychosocial Interventions
Level 4 – HEN61016-4
Level 5 – HEN62012-5
Level 6 – HEN63021-6
£450 per module.

Study dates and venue
Term 3 – Telford
One week block 3-7 June 2013 from 9.30 – 4.30
To next run in term 3 of academic year 2014-2015

Assessment
Level 4 - Viva Voce Examination
Level 5 and Level 6 - Essay

Contact
Module Leader: Alison Hay
t: 01743 261136
e: a.l.hay@staffs.ac.uk

Special entry requirements
Prior study at the level below you are intending to study for this module is recommended. If in doubt contact Alison Hay.

Credits
15 at level 4, 5 or 6.
Work Based Learning – Providing the Evidence

Who is this module for?
Any health and social care practitioner who wishes to gain credits for evaluating the effectiveness of their planned professional development which has also helped change others practice.

What you will achieve
If you wish to accredit your developing practice and have recently implemented enhanced knowledge and skills as part of yours and others professional development, then this module is for you.

Module detail
This module provides health and social care practitioners with the opportunity to evaluate the effectiveness of Implementing their enhanced knowledge and skills.

There are plans to deliver this module via a web-based method and tutorial support will be offered via email.

Module title/code /cost
Work Based Learning: Providing the Evidence
Level 4 - HEN61018-4
Level 5 - HEN62063-5
Level 6 - HEN63079-6
£350 per module.

Study dates and venue
Term 1 – Stafford. Tutorials negotiated to suit student need.
Term 2 and Term 3 – venue and delivery subject to demand.

Assessment
Portfolio of evidence.

Contact
Module Leader: Ruth Todd
t: 01785 353662
e: r.m.todd@staffs.ac.uk

Special entry requirements
None

Credits
15 level 4, 5 or 6 credits.

Work Based Learning for Continuing Professional Development

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development.

What you will achieve
If you wish to accredit your own developing professional practice and have recently engaged in a planned learning activity as part of your individual professional development, then this module is for you.

Module detail
This module provides health and social care practitioners with the opportunity to demonstrate the development and enhancement of their individual knowledge and skills through a range of evidence presented in a portfolio. It recognizes that practitioners implement their personal development plans in a variety of ways, from attending formal courses, conferences, study days and workshops (which may be offered in-house or by external providers), to personal reading, reflection and clinical supervision, for example.

Assessment is through a portfolio of evidence supporting personal role and skill development to improve client care. There are plans to deliver this module via a web-based method and tutorial support will be offered via email.

Module title/code /cost
Work Based Learning for Continuing Professional Development
Level 5 – HEN62051-5
Level 6 – HEN63070-6
£350 per module.

Study dates and venue
Term 1 – Stafford. Tutorials negotiated to suit student needs.
Term 2 and Term 3 – venue and times subject to demand.

Assessment
Portfolio of evidence.

Contact
Module Leader: Ruth Todd
t: 01785 353662
e: r.m.todd@staffs.ac.uk

Special entry requirements
None

Credits
15 level 5 or 6 credits.
Working Together to Safeguard and Protect Children

Who is this module for?
Professionals in health or social care who wish to further develop their knowledge in safeguarding and protecting children in order to enhance their professional practice.

What you will achieve
If you wish to accredit your practice within the area of safeguarding and protecting children or have identified this as an area for further knowledge development then this module is for you.

Module detail
The module is designed to raise awareness of the processes within safeguarding and protecting children so that your professional contribution to this area of work will be enhanced. The module examines the categories of child abuse and neglect, the history and social construction of child abuse and the research, inquiries and legislative frameworks which underpin safeguarding and protecting children. The recognition, prevention and practical processes of responding to child abuse and neglect will also be explored along with the roles and responsibilities of multi-agency professionals who work collaboratively to safeguard and protect children.

Module title/code/cost
Working Together to Safeguard and Protect Children
Level 6 - HEN63102-6
Level 7 - HEM58149-7
£450 per module.

Study dates and venue
Commencing in Term 1 or Term 2 at Stafford on Tuesday for 8 consecutive weeks from 9.30am until 4.30pm

Contact
Module Leader: Leisa Meigh
t: 01785 881006
e: l.j.meigh@staffs.ac.uk

Special entry requirements
Professional in health or social care working with children, young people and their families or carers. Exposure to safeguarding and protecting children processes in own area of practice desirable. Evidence of or ability to study at level 6 is required for Level 7 version of this module.

Credits
15 level 6 or 7 credits.
### Postgraduate

#### Awards

#### Modules and Short Courses

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(Easter Hols – Good Fri 29 March, Easter Mon 31 April)

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MSc/PgD/PgC Advanced Clinical Practice

Award overview
These awards provide the opportunity for advanced scholarship and comprise theoretical and practice-based learning.

The clinical focus of the course is a direct result of a need to equip students with a higher level of knowledge and skills necessary to meet the changing demands of healthcare and is relevant for professionals who are aspiring to the role of advanced practitioner in one of the following clinical pathways: Acute Care, Primary Care or Mental Health.

Practice-based learning is assisted by linking the student with a clinical preceptor who guides and facilitates the development of advancing practice skills in the context of the student's specialist area of practice. This is particularly relevant for the development of the portfolio of evidence and the skills required in Principles of Physical Assessment and Prescribing.

Who is it for?
You will need to be a registered healthcare professional and have a minimum of five years experience as a qualified healthcare professional, three years of which is recent experience in the speciality in which you intend to practice as an advanced practitioner.

Award length
Maximum five years.
Modules can also be studied on an individual basis.

Entrance requirements
Applicants will normally have the written support of their manager who will support the student to achieve protected time for clinical and classroom-based learning; they should also provide written confirmation of an identified clinical preceptor. Recruitment to the award will be by interview.

Award structure
Core modules
- Research Methods and Methodologies
- Principles of Physical Assessment or Mental Health Assessment of Clients
- Risk, Decision Making and Uncertainty
- Leadership role in Quality, Innovation and Change or Clinical Diagnostics
- Clinical Practice Role Expansion
- Clinical diagnostics
- Clinical Decision Making
- Masters Dissertation/Project Based Change (60 Credits)

Option module(s)
30 Masters credits can be selected from within the postgraduate scheme or Supplementary Nurse Prescribing and Supplementary Prescribing For AHPs.

Contact
Award Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk

MSc/PgD/PgC Advanced Forensic Practice

MSc/PgD/PgC Advanced Forensic Practice (Custody)

Award overview
This award is an award designed by Health Professionals for those who work in the field of forensic medicine. This long awaited innovation is the first forensic qualification, professionally badged by the United Kingdom Association of Forensic Nurses (UKAFN), providing recognition in this specialist field.

This course is a collaboration between the Faculties of Health, Science and the Law School and utilises our combined unique resources of a full size court room for assessments by qualified legal experts in providing oral evidence in court, along with a fully refurbished Crime Scene House, complete with CCTV and an observation room, where you will be assessed by forensic experts and experienced ex-police officers. The award is aimed at all nurses and healthcare professionals working in a custody, or sexual offences role. The course will be competency assessed and has been developed with consideration to the Department of Health core elements of Advanced Practice. (DH, 2010)

This award will underpin the legal, forensic and clinical knowledge to ensure practitioners work in an evidenced based manner and will fulfil the requirements to be a competent witness in court. The course will embrace the principles set by the FFLM, UKAFN, NPIA, along with other regulatory and professional bodies.

For those practitioners following the custodial pathway, the content will include PACE, Safer Detention and Handling, along with the Road Traffic Law.

For those following the sexual assault pathway, this will include competency in assessing victims of sexual assault, aftercare needs and understanding the evidence base related to sexual assault.

Who is it for?
The award is open to Health Professionals (nurses or paramedics) who work in either Custody Arenas; examining alleged offenders and/or Sexual Assault arenas, examining alleged victims of sexual assault.

Award length
The PgC is one year normally commencing in January of each year. Students then have 2 years to complete a Postgraduate Diploma and a further 2 years to complete the Masters Stage. However, it is possible to complete in less time.

Contact
Award Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk
MSc/PgD/PgC Ageing, Mental Health and Dementia

Award overview
The aim of these distance learning awards is to enable you to develop multi-disciplinary, multi-agency expertise in working with older people who have mental health problems. Through a process of critical enquiry you will be encouraged to review accepted values and belief systems and to promote person-centred practice with older people. You will explore a range of current theoretical, conceptual and evidenced-based gerontological perspectives and through this develop knowledge and skills that will enhance your impact and influence upon service delivery.

Who is it for?
This is a programme for all professionals, carers or managers involved with older people with mental health problems. We welcome applications from carers, nurses, doctors, social workers, care home staff, housing staff and police officers and staff from statutory, independent and voluntary sectors.

Award length
Maximum five years. Modules can also be studied on an individual basis.

Entrance requirements
Applicants should hold an honours degree from a UK University, or any other equivalent qualification. They must also have either IELTS minimum score 6.0 or equivalent if English is not their first language. Alternatively if they do not hold a degree, they should have significant appropriate experience and be able to provide evidence of ability to undertake the course successfully and benefit from it. They are expected to have regular contact with older people with mental health problems and should be employed within the healthcare or welfare sectors or caring for older people with mental health problems.

Award structure
Core modules
- The Ageing Brain: Common Mental Disorders in Later Life
- The Ageing Body: Physical Illness in Later Life
- The Ageing Person: Identity, Risk and Dignity
- Dementia Care: Diagnosis, Intervention and the Individual
- Mastering Person Centred Care for Older People with Mental Illness
- Psychotherapeutic Interventions with Older People: Applying Theory to Practice
- Research Methods and Methodologies
- In our Shoes: Learning from the Experiences of Users and Carers in Mental Health Services for Older People
- Masters Dissertation (60 Credits)

Contact
Award Leader: Donna Doherty
t: 01785 353670
e: d.doherty@staffs.ac.uk
PgC/PgD/MSc in Health Care Practice (Ageing)

PgC/PgD/MSc in Health Care Practice (Contraception and Sexual Health)

PgC/PgD/MSc in Health Care Practice (Mental Health)

PgC/PgD/MSc in Health Care Practice (Nursing)

Award Overview
This award has been specifically designed to provide you with the opportunity to build your own award pathway from the inclusion of a number of core and option modules relevant to your area of healthcare practice. Currently four pathways are available:

- Ageing
- Contraception and sexual health
- Mental health
- Nursing

The overall structure of the award is of a shared, interdisciplinary ‘core’ made up of modules that build your research and other professional skills; and a ‘pathway’ made up of discipline-specific modules that resource and shape your chosen area of specialist health care practice.

This part time award allows you the opportunity to organise your pathway to suit your personal and professional needs. You will be supported by the relevant pathway leader to plan your award to fit in with your professional commitments and interest by inclusion of the following:

- Interdisciplinary core of contemporary modules
- Shared learning
- Application of theory to practice
- Maximise accreditation of prior learning
- Undertake up 30 to credits of level 6 modules (within the postgraduate diploma)
- Pathway leader to help you plan the content and sequence of your award

Who is it for?
These awards are aimed at professionals working in health and welfare sectors.

Award length
Minimum 3 years, maximum 6 years. Modules can also be studied on an individual basis

Entry requirements
Applicants should hold an honours degree from a UK University, or any other equivalent qualification. They must also have a minimum score of 7.0 in IELTS (International English Language Testing System or equivalent, if English is not their first language. Alternatively if an applicant does not have an honours degree he/she may still be admitted if they have significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. Applicants should be employed in the health or welfare sector.

Postgraduate Awards

English Language Testing System or equivalent, if English is not their first language. Alternatively if an applicant does not have an honours degree he/she may still be admitted if they have significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. Applicants should be employed in the health or welfare sector.

Award structure
Core modules

Postgraduate Certificate
- Critical Appraisal Skills and Research Awareness,
- Developing Reflexivity in Health Care Practice
- 30 credits of option modules.

Note the contraception and sexual health route will comprise the core modules and the 30 credit sexual theory module.

Postgraduate Diploma
Completion of the postgraduate certificate and:
- Leadership Role in Quality, Innovation and Change;
- Research Methods & Methodologies;
- 30 credits of option pathway modules.

Note: the contraception and sexual health route will comprise the core modules and the 30 credit sexual health application to clinical practice module.

Masters
Completion of postgraduate diploma and:
- Masters Dissertation OR Project Based Change.
The title of the Award depends on the pathway route selected

Option modules
Students may select from a number of 30 credit modules that are available from the Faculty of Health Sciences. Students are required to discuss the choice of option modules with their pathway leader to ensure that they meet requirements.

Contact
Award Leader: Julie Hadley
Tel: 01785 353652
Email: j.a.hadley@staffs.ac.uk

Contact
Lifelong Learning
MA/PgD/PgC Health Management and Policy

Award overview
These distance learning programmes aim to develop a theoretical underpinning to health management and health policy. The programmes support the critical analysis, evaluation and reflection of contemporary issues in health systems and services through the analysis of case studies and practical application of theory to pertinent work-based issues.

The awards will be delivered by distance learning involving access to materials and staff online which will enable you to engage with your studies at a time and location convenient for you. The dissertation will enable you to consider a key management and/or policy issue primarily through desk-based research, although where possible, empirical study will be fully supported.

Who is it for?
This distance learning programme is designed for graduates currently working in health and social care management and for individuals interested in developing their careers in the health sector.

The programme is suitable for UK-based students and international students

Award length
Maximum five years. Modules can also be studied on an individual basis.

Entrance requirements
Applicants will normally have a first degree from a UK Higher Education Institution or equivalent; or have significant experience as a health or social care professional, or hold a managerial position or be about to enter such a position.

Award structure
Core modules
- Critical Appraisal Skills and Research Awareness
- Critical Appraisal and Research Awareness
- Health Systems and Services
- Health Policy: Process and Practice
- Issues in Health Service Organisation and Management
- Leadership in Health Services
- Research Methods and Methodologies
- Masters Dissertation (60 credits) or Project Based Change (60 Credits)
- Comparative Healthcare Organisation and Policy
- Research Methods and Methodologies
- Masters Dissertation (60 Credits) or Project Based Change (60 Credits)

Option Modules
Comparative Healthcare Organisation and Policy
Contemporary Issues in Healthcare
Any available 15 credit level 7 module from within the faculty's portfolio

Contact
Award Leader: Jackie Fitzgerald
t: 01785 353766
e: healthyoptions@staffs.ac.uk

MSc/PgD/PgC in Health and Social Care by Negotiated Learning

Award overview
These awards offer a degree of flexibility which will allow students to tailor their learning to reflect current health and social care issues and the demands of their work-based and professional learning. Students will be able to negotiate a bespoke programme of learning which includes bringing together previous learning as well as current and anticipated learning which results in a personalised programme of study, encompassing work-based learning and providing excellent opportunities for professional development and lifelong learning.

Students will be able to negotiate their award title.

Who is it for?
These innovative awards are designed for anyone who works in health and social care, and who wishes to negotiate the details of their study programme.

Award length
Minimum 2 years, maximum five years.

Entrance requirements
Applicants should be able to demonstrate that they have studied at degree level or equivalent to a UK honours degree. Alternatively if they do not hold a degree, they should have significant appropriate experience and be able to provide evidence of ability to undertake the course successfully and benefit from it.

Award structure
Core modules
- Introduction to Negotiated Learning
- Negotiated Learning
- Dissertation/Work-Based Project

Option module(s)
Students may select from the Faculty of Health and wider University portfolio.

Contact
Award Leader: Margaret Bannerman
t: 01785 353852
e: m.a.bannerman@staffs.ac.uk
MPH/PgD/PgC Health Informatics

Award overview
Health Informatics is the multidisciplinary scientific field concerned with the acquisition, storage, retrieval, communication, and optimal use of health information for problem solving and decision-making. Health Informatics has as its driving goals the improvement of health and healthcare, and the advancement of the biomedical and health sciences. The Health Informatics course will enable participants to enhance their professional skills with applications of emergent technologies in the health workplace. The course focuses on the principles governing the management of health information and health knowledge, and considers these principles in relation to the roles of patients and of the different professions involved in delivering healthcare (clinical, technical and managerial).

Who is it for?
Public health information analysts, or anyone wishing to work in public health information, including those aiming for defined registration as public health information specialists.

Award length
2 - 5 years part-time

Entrance requirements
Applicants will normally possess an honours degree (2:1 or above), awarded by a United Kingdom university or equivalent, and have a minimum of one year’s professional experience working in a public health role in a community or government setting, or similar. If you hold a professional qualification, Accreditation of Prior Achievement (APA) will be considered. If English is not your first language, you will need to demonstrate:
• A minimum score of 7.0 on IELTS, as administered by the British Council in most countries, OR
• A minimum score of 600 in TOEFL or 250 in the computer-based test, OR
• Cambridge Proficiency Grade B.
We will also require two references, a copy of your current Curriculum Vitae (CV) and evidence of existing Higher Educational qualifications.

Award structure
Through comprehensive core modules, we enable students to develop further academic and transferable skills.
Modules studied include:
• Principles of Epidemiology
• Research Methods and Data Analysis
• Health Informatics and Use of Health Data
• Routine Data Sources and Data Manipulation
• Public Health Principles and Practice
• Masters Research Project

Contact
Award Leader: Antony Stewart
t: 01785 353692
e: antony.stewart@staffs.ac.uk

Master of Public Health (Distance Learning)

Award overview
The MPH is an internationally recognised qualification in public health. Public health practice draws on a wide range of academic disciplines and skills. The course is designed to expand the knowledge and skills required for practice in the fields of public and community health, providing broad-based training in the core functions and disciplines of public health. The curriculum is based around the syllabus for the Part A examinations of the Faculty of Public Health and includes aspects of all 10 competencies for public health practice.

Who is it for?
Anyone aspiring to practice public health in the UK or overseas. Applicants may currently be working in the NHS or other healthcare organisations, in fields such as medicine, nursing, management, clinical governance, research, health promotion or professions related to medicine.

Award length
2 - 5 years part-time

Entrance requirements
Applicants will normally possess an honours degree (2:1 or above), awarded by a United Kingdom university or equivalent, and have a minimum of one year’s professional experience working in a public health role in a community or government setting, or similar. If you hold a professional qualification, Accreditation of Prior Achievement (APA) will be considered. If English is not your first language, you will need to demonstrate:
• A minimum score of 7.0 on IELTS, as administered by the British Council in most countries, OR
• A minimum score of 600 in TOEFL or 250 in the computer-based test, OR
• Cambridge Proficiency Grade B.
We will also require two references, a copy of your current Curriculum Vitae (CV) and evidence of existing Higher Educational qualifications.

Award structure
Through comprehensive core modules, we enable students to develop further academic and transferable skills.
Modules studied include:
• Principles of Epidemiology
• Research Methods and Data Analysis
• Disease Causation, Prevention and Control
• Working and Engaging with Communities
• Public Health Principles and Practice
• Masters Research Project

Contact
Award Leader: Antony Stewart
t: 01785 353692
e: antony.stewart@staffs.ac.uk
MSc/PgD/PgC Medical Education

Award overview
These awards explore the issues around education in health and social care settings from teaching and assessment to professional issues which influence learning within the workplace. They draw upon personal experience of teaching and learning and the various assessments encourage a critical appraisal of your own teaching and learning practice through essay, case study, portfolio and direct observation of your teaching. As well as the final dissertation, there is scope within the award for you to carry out one independent study in any area relating to teaching and learning that is of particular interest or relevance to you.

The award adheres to the belief that education is value-based and part of the course philosophy is for participants to explore their own understanding and beliefs around teaching practice.

Who is it for?
These awards are aimed at those who facilitate the learning of others in the healthcare setting. You will be a professional from any health or social care background (i.e. doctor, nurse, physiotherapist, podiatrist, occupational therapist, complementary therapist, etc). It is preferred that you be involved with teaching at some level, but this may be formal or informal.

Award length
Maximum five years.

Entrance requirements
First degree or higher professional qualification in health or social care. Entry may also be possible for suitably experientially qualified students, by interview.

Award structure
Core modules
Postgraduate Certificate
• Introduction to Educational Theory (15 credits)
• Approaches to Teaching and Learning in Healthcare (15 credits)
• Observation and Reflection on Healthcare Teaching (15 credits)
• Assessment and Appraisal in Healthcare Education (15 credits)

Postgraduate Diploma
Completion of the postgraduate certificate and
• The Culture of Education in Healthcare (15 credits)
• Contemporary Issues in Healthcare Education (15 credits)
• Research Methods and Methodologies (15 credits)
• Negotiated Module (15 credits)

Masters
Masters Dissertation OR Work Based Project (60 Credits)

Contact
Award Leader: Jo Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

MSc Physical Activity and Public Health

Award overview
Physical activity has been described as the ‘best buy’ in public health. The increasing realisation of the importance of promoting higher levels of physical activity, coupled with Governments agendas to reduce the proportion of sedentary and obese children and adults, requires a coordinated public health approach.

To help meet this requirement, Staffordshire University led the way by developing the MSc Physical Activity and Public Health which was the first academic programme of its kind in the UK to be offered by online distance learning.

The award covers the main areas of public health, such as the principles that underpin practice and epidemiology. It focuses on research methods and analysis of both quantitative and qualitative inquiry (often used as evidence in health improvement), physical activity specific modules relating to disease prevention and critiquing interventions, and strategies around working with and engaging communities. Finally, there is an independent research project of your choice, with a specialist focus on physical activity.

Who is it for?
This award builds on undergraduate study in the area of exercise and health by broadening knowledge of key concepts in public health practice and developing a more independent approach to learning. Using experiential knowledge to enhance postgraduate-level academic study, you will become a more informed, efficient and effective professional.

Award length
2 - 5 years part-time

Entrance requirements
Applicants will normally possess an honours degree (2:1 or above), awarded by a United Kingdom university or equivalent, and have a minimum of one year’s working professional experience, gained in a community or government setting, or similar. If you hold a professional qualification, Accreditation of Prior Achievement (APA) will be considered. If English is not your first language, you will need to demonstrate:
• A minimum score of 7.0 on IELTS, as administered by the British Council in most countries, OR
• A minimum score of 600 in TOEFL or 250 in the computer-based test
or
• Cambridge Proficiency Grade B.

We will also require two references, a copy of your current Curriculum Vitae (CV) and evidence of existing Higher Educational qualifications.

Award structure
Through comprehensive core modules, we enable students to develop further academic and transferable skills. Modules studied include:
• Principles of Epidemiology
• Research Methods and Data Analysis
• Physical Activity for Health and Disease Prevention
MSc/PgD/PgC Practitioner with a Special Interest in Mental Health

Award overview
These award pathways have been developed following consultation with Primary Care Mental Health and Education, The Department of Health, Voluntary Organisations and The Royal College of General Practitioners.

This unique postgraduate programme has been designed for all practitioners working within a special interest in mental health arena, who may work on a sessional basis in a clinical, managerial, leadership and/or educational capacity within a primary care setting with people experiencing emotional and mental health difficulties.

Who is it for?
This programme is designed to help practitioners understand and develop the extended knowledge and skills they will require to provide services beyond the scope of their generalist roles (NHS, 2009), and will promote your skills and practitioner mastery in your therapeutic work with people with mental health and emotional wellbeing problems. You will be a specialist practitioner providing leadership with an enthusiasm for emotional and mental wellbeing, rather than just treatment of mental illness.

You will be expected to work in a self aware, reflective and collaborative manner to reduce the limiting effects of mental ill health, and the consequent frequent marginalisation of people who experience mental illness.

Award length
Maximum time allowed for completion of Masters Award is 5 years. Modules may be studied individually.

Entrance requirements
Recruitment to the award will be on the basis that you would normally;

- Have an Honours degree (2:1) or above from a UK University, or any other equivalent qualification.

- If you do not have an Honours degree you may still be admitted providing you have significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. Applicants without an honours degree must provide evidence of their ability to study at master’s level. A professional portfolio of achievements is a useful tool for this purpose. You may be invited to an interview to determine suitability for entrance to the Award/s

- Be employed within the healthcare or welfare sectors

- Those whose first language is not English need to demonstrate:
  - a minimum score of 7.0 in IELTS (International English Language Testing System) as administered by the British Council in most countries
  - a minimum score of 600 in TOEFL (Test of English as a Foreign Language)
  - 250 in the computer-based test.
  - Cambridge Proficiency Grade B.

Contact
Award Leader: Antony Stewart
t: 01785 353692
e: antony.stewart@staffs.ac.uk

continued overleaf
Award structure
You will enrol on the postgraduate certificate and if successful progress on to the postgraduate diploma and finally the Masters dissertation or project based change modules to complete your award.

Core Modules
PgC: 4x15 credit
• Critical appraisal skills and research awareness.
• Facts, Beliefs and Values
• Leading and Enabling Service Development in Human Services
• Therapies, Interventions and Treatments

PgD: 4x15 credit
• Service Redesign
• Mental Health Legislation and Ethics-Consent and Capacity.
• Common Mental Disorders: Recognition, Assessment and Management
• Research methods and methodologies.

MSc: 1x60 credit
• Project Based Change.
OR
• Masters Dissertation

Contact
Award Leader: Claire Evans
t: 01785 353766
e: healthyoptions@staffs.ac.uk

MSc/PgD in Specialist Community Public Health Nursing - Health Visiting and School Nursing

Award overview
The Specialist Community Public Health Nursing programme has two annotated routes in Health Visiting and School Nursing. The post graduate diploma course meets the NMC (2004) Standards of Proficiency for Public Health Nurses, required for registration on part 3 of the NMC register. The aim of the awards is to provide and support opportunities that enable students to develop specialist knowledge and skills, demonstrating they have appropriate attitudes to carry out the specialist professional role required by a Health Visitor or School Nurse.

The programme modules mean that students will be exposed to a range of opportunities and recent developments in their chosen route. It also enables interprofessional learning, in particular with post qualifying social workers.

Practice based learning is supported by a Practice Teacher identified by the sponsoring Trust who works in collaboration with the academic team and has a key role in facilitating practice opportunities, providing support, supervision and guidance in practice to ensure the award outcomes for practice are met.

Who is it for?
Registered Nurses.

Award length
One year full-time (52 weeks).
Two years part-time (104 weeks).

The Specialist Community Public Health Award is registered on the Nursing and Midwifery Council Professional Register.

Entrance requirements
Applicants will normally possess an honours degree of class (2:1) or above (awarded by a United Kingdom University) or equivalent, be on part 1 or 2 of the NMC professional register, have sponsorship or a secondement from an NHS Trust.

Award structure and core modules
The award has a flexible structure, comprising 50 percent theory and 50 percent practice; both components are equally weighted for assessment purposes. There is a strong focus throughout the awards to ensure the integration of theory and practice.

There are a range of core and option modules selected to meet NMC (2004) requirements and to reflect contemporary practice. The V100 Nurse Prescribing module is an optional component of the award.

Contact
Award Leader: Ruth Fretz
t: 01785 353681
e: r.m.fretz@staffs.ac.uk
Doctorate in Professional Studies

Award overview
This professional doctorate offers a programme of advanced study and research, specifically designed to develop the research capacity of health and social care professionals. It makes use of your prior and present professional experience while giving you new tools and skills to enhance your professional life.

The structure of the award is designed to give you substantial, structured support as you return to study and while you are developing your own research ideas, through a range of taught modules and through the opportunity to share experience with other students. This provides a firm base for your research project and the writing of your thesis.

Who is it for?
A professional doctorate is designed for those who remain committed to their career, but who wish to bring to it the skills of research, analysis and reflection that are best learnt in a university environment.

The programme is designed to use the experience and questions that you bring from your professional life, and to support you in thinking about them. This means that by the end of your studies you should have produced a substantial piece of original research and contributed something unique to the knowledge-base of your profession.

Award length
4 to 6 years part-time

Entrance requirements
- A Masters degree from a recognised university in a relevant subject.
- Significant relevant professional experience in your chosen field
- IELTS score 7 or above
- You will be asked to write a supportive statement of 1500 words summarising the research you would like to undertake and you will be invited to interview. You will be interviewed by two members of staff and will be counselled on the appropriateness of the course for the particular stage of professional development.

Award structure
The first two years of the award comprise taught modules that introduce you to a range of skills and approaches to research. In the second year study becomes more individual as you concentrate on developing your research proposal; years three and four are wholly taken up with your own research, with the one-to-one support and guidance of your supervisor.

Core modules
Year 1
Introduction to Doctoral research – critical self appraisal (15 Credits)
Critical Organisational Theory (15 Credits)
Philosophies of social science research: implications for methodology (30 Credits)

Year 2
Project Identification and Development (30 Credits)
Thesis Proposal (30 Credits)
Clinical Diagnostics

Who is this module for?
This is a core module for students on the Advanced Clinical Practice Award programme. It can also be undertaken by all healthcare professionals as an individual module. It is useful if you are looking to develop your skills in relation to common diagnostic tools available to the clinician.

What will you achieve?
In conjunction with a clinical preceptor, you will be able to apply knowledge and skills in a focussed assessment of a range of common diagnostic tests. You will develop your decision making and be able to identify normal and abnormal findings from your assessment of diagnostic results, together with being able to report and document your findings in a clear and concise manner.

Module detail
The module provides health practitioners from a range of disciplines with the opportunity to demonstrate the development and enhancement of their knowledge and skills through a range of activities, clinical scenarios, and practice in the assessment of clinical diagnostic tests. It includes an assessed clinical presentation of a range of diagnostic tests in relation to a patient scenario, including the application of pathophysiology. An examination which tests a range of knowledge around diagnostic tests and the identification of normal and abnormal findings within patient scenarios. A log of clinical hours and experience will be recorded by the student.

Module Title:
Clinical Diagnostics—15 level 7 credits

Study Dates and Venue
12 weeks in term 1 on a Wednesday 9.30am-12.30pm
At Stafford

Module Title/Code/Cost
Clinical diagnostics—15 level 7 credits
HEM 58232-7
£700 per module

Contact
Module Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk

Special Entry Requirements
You will require a preceptor to support you through this module. This should be a GP or Hospital Consultant/Registrar or Staff garde or Advanced Practitioner who has bee assessed as competent in Clinical diagnostics. You will also need the support of your line manager. Minimum of three years of current working practice

Approaches to Teaching and Learning in Healthcare Education

Who is this module for?
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

What you will achieve
You will gain 15 Level 7 credits through a critical exploration of the process of planning, delivering and evaluating your teaching within the workplace.

Module detail
All health and social care practitioners have a responsibility to educate learners in the work place; often this is informal and ad hoc with little thought to the processes that are involved or how these processes could be enhanced. This module explores each step of the teaching process in relation to theory, looking at constructive alignment, learning outcomes, lesson planning, various teaching methods/techniques and student evaluation of the teaching that you deliver.

Module Title/Code/Cost
HEM58205-7 Approaches to Teaching and Learning in Healthcare Education
£450

Study dates and venue
Two study days in Term 2 at Blackheath Lane, Stafford.

Assessment
A critical analysis of the processes involved when planning teaching.

Contact
Module Leader: Joanne Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

Special entry requirements
Active involvement in workplace teaching is preferred.

Credits
15 level 7 credits.
Assessment and Appraisal in Healthcare Education

Who is this module for?
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

What you will achieve
You will achieve 15 Level 7 credits through deeper consideration of the ways in which assessment and appraisal are delivered, monitored and evaluated in the workplace.

Module detail
Within this module you will explore and critically analyse differing assessment methods which are utilised when assessing learners within the workplace. Issues around poor performance of learners will be considered and reflection upon the potential conflicting roles that a workplace educator holds, such as teacher and assessor, will be examined.

Module Title/Code/Cost
Assessment and Appraisal in Healthcare Education
SHM58054-7
£450

Study dates and venue
Two study days
Term 3 at Blackheath Lane, Stafford
May 2013

Assessment
An essay exploring how either assessment or appraisal is applied in your own educational practice.

Contact
Module Leader: Joanne Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

Special entry requirements
Active involvement in workplace teaching is preferred.

Credits
15 level 7 credits.

Contraception and Sexual Health (CaSH)

Module 1: Sexual Health – Theory

Who is this module for?
Nurses, Midwives and Health Visitors together with other key health and social care professionals delivering sex and relationship education to young people or within contraception and sexual health services.

What you will achieve
If you want to work within Sexual Health Services as a Contraception and Sexual Health (CASH) Nurse or within other sexual Health Services such as Clinic in a Box or within Primary Care, then this module is for you as it makes up the first part of the CASH course.

Module detail
This module can be taken as a stand alone module or in conjunction with Sexual Health – Application to Clinical Practice module to make up the CASH Course.

This module will focus on the theory relating to sexual health, methods of contraception, issues relating to fertility and communication as well as an exploration of topics including sexuality, sexually transmitted diseases, safer sex, sexual history taking, behaviour change and the sexual health care of young people.

Module Title/Code/Cost
Sexual Health – Theory
Level 6 – HEN63031-6
Level 7 – Code HEM58227-7
£450 per module

Study dates and venue
Term 1 - Royal Shrewsbury Hospital, Monday
9.30am - 4.30pm for 8 weeks
or
Term 2 - Stafford, Thursday 9.30am - 4.30pm

Assessment
An essay exploring how either assessment or appraisal is applied in your own educational practice.

Contact
Module Leader: Caroline Rowe
t: 01785 353739
e: c.j.rowe@staffs.ac.uk
Module Tutor: Susan Jackson
t: 01785 353698
e: s.jackson@staffs.ac.uk

Special entry requirements
NMC registration

Credits
30 level 6 or 7 credits.

continued overleaf
Module 2: Sexual Health - Application to Clinical Practice

Who is this module for?
Nurses, Midwives and Health Visitors.

What you will achieve
If you want to work within Sexual Health Services as a Contraception and Sexual Health (CASH) Nurse or within other sexual health services such as Clinic in a Box or primary care, then this module is for you as it makes up the second part of the CASH course.

Module detail
This module will focus on the application of sexual health theory in clinical practice by a combination of class-based teaching (12 weeks) and supervised, assessed clinical practice. During this module, you will undertake 48 hours of supervised, assessed clinical practice – 36 hours within a Contraception Service and 12 hours within a Genito-Urinary Medicine Service - organised by local Trusts in conjunction with the Module Leader/tutor. Prior to going out on placement you will require CRB clearance.

Prior to undertaking this module you must have completed the Sexual Health – Theory module at the appropriate level. Both modules make up the CASH Course. This module continues form module 1 with an exploration of topics which include management of sexually transmitted Infections, contraception, sexual assault, termination of pregnancy, psychosexual issues and the law and ethics as it relates to sexual health.

Module title/code/cost
Sexual Health – Application to Clinical Practice
Level 6 - HEN63032-6
Level 7 – Code HEM58228-7
£450 per module plus placement fee of approx £400 (paid directly to placement area).

Study dates and venue
Term 1 - TBC
Term 2 - Royal Shewsbury Hospital Monday 9.30am - 4.00pm
7 Study Days over 12 week period
or
Term 3 - Stafford, Thursday 9.30am - 4.00pm 7 study days over 12 week period

Contact
Module Leader: Caroline Rowe
t: 01785 353739
e: c.j.rowe@staffs.ac.uk
Module Tutor: Susan Jackson
t: 01785 353698
e: s.jackson@staffs.ac.uk

Special entry requirements
NMC registration and successful completion of Sexual Health Theory module.

Credits
30 level 6 or level 7 credits.

Clinical Practice Role Expansion

Who is this module for?
This module facilitates role expansion of professionals working in Acute Care, Mental Health and Primary Care settings who are aspiring to the role of advanced practitioner.

What you will achieve
You will develop an individualised learning pathway, supervised in practice by your Preceptor. Clinical goals will be negotiated and action plans developed that will lead to the production of a clinical portfolio of evidence supporting clinical practice role expansion.

Module detail
This module is essentially a skills-based learning module. This is supported by theoretical sessions in term one using a blended learning approach, with a mixture of taught and e-learning sessions plus discussion forum group work. Supervised clinical practice by your preceptor will promote an individualised pathway. Clinical goals are negotiated and action plans formulated to achieve success. The Goal action planning process utilises critical reflection as a basis for identifying contextual knowledge and practice-based learning needs.

Summative assessment will be the production of the clinical portfolio of evidence in conjunction with NMC standards for the development of the role of Advanced Practitioner for future Registration.

Module Title/Code/Cost
Clinical Practice Role Expansion
SHMS8103-7
£900

Study dates and venue
Thursdays Term 1, 1.30pm - 4:30pm
Continues in term 2/3
Total of 5 days for student seminars and tutorials.

Assessment
Clinical portfolio of evidence.

Contact
Module Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk

Special entry requirements
Registered health care professional.
Possession of an honours degree or equivalent.
Minimum of 5 years experience as a qualified health professional, 3 years of which is recent experience in the intended speciality for Advanced practice.

Written support of Manager with protected study time.
Written confirmation of an identified clinical preceptor and senior clinical lead (mentor).

Credits
30 level 7 credits.
Common Mental Disorders: Recognition, Assessment and Management

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice.

What you will achieve
This module will enhance your understanding of some of the Common Mental Disorders, enabling you to develop and refine your assessment and diagnostic skills, as well as exploring a range of evidence based care management approaches.

Module detail
The module content will examine specific mental health conditions such as anxiety, depression, psychosis and bipolar disorder and the application of diagnostic criteria to such conditions. It will also cover issues such as co-morbidity, medically unexplained symptoms, existing theories concerning the biomedical and social basis of mental ill health, current policy and legislation, and contemporary treatment and interventions.

You will be asked to consider concepts of those who are ‘difficult to treat’ or ‘treatment-resistant’, the impact of culture and ethnicity in presentations of physical and psychological conditions, relevant risk issues, including risk to self and others and your role and contribution to all the above.

Module Title/Code
Common Mental Disorders: Recognition, Assessment and Management.
HEM58155-7
£450

Study dates and venues
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health. The next planned delivery date will be May 2015.
Three consecutive day teaching block at Blackheath Lane site, Stafford.

Assessment
3,000 word Health History Report.

Contact
Module Leader: C.A Evans
t: 01785 353671 e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.

Comparative Healthcare Organisation and Policy

Who is this module for?
Any health and social care practitioner or manager who is interested in lesson drawing and understanding other healthcare systems.

What you will achieve
This module will equip you to critically understand how other states are responding to the problems of contemporary healthcare management.

Module detail
This module will help you explore the alternatives that are available for the management and delivery of health and social care. By exploring different health services across a range of cultures, organisations and funding arrangements it is possible to open up a range of perspectives on increasingly common problems associated with the rise of Globalisation. It is also believed that lessons can be drawn from the experience of different students from different organisations and cultural backgrounds.

Module Title/Code/Cost
Comparative Healthcare Organisation and Policy
HEM58195-7 (Distance Learning)
£450

Study dates and venue
Term 2 commencing September 2013
Distance Learning via Blackboard

Assessment
PowerPoint Presentation (40 per cent)
Essay (60 per cent)

Contact
Module Leader: Prof Mike Dent
t: 01785 353684
e: mike.dent@staffs.ac.uk

Special entry requirements
None

Credits
15 level 7 credits.
Contemporary Issues in Health Care

Who is this module for?
The module is aimed at the health and social care practitioner who wishes to gain credits in their planned award by examining an up-to-date issue within their professional remit. Prospective students may also use the module to improve their study skills.

What you will achieve
You will achieve 15 Level 7 credits and have the opportunity to access a forum in which to discuss up-to-date issues in healthcare relating to personal professional background, that of others accessing the module and issues relating to the wider scope of the practice of healthcare.

Module detail
It is anticipated that the module will facilitate opportunity to examine fundamental challenges and opportunities related to healthcare. In addition, the module is structured around the study skills necessary to achieving success in postgraduate studies in this and other modules in the postgraduate framework.

Module Title/Code/Cost
Contemporary Issues in Health Care
HEMS8183-7
£450

Study dates and venue
This module is undertaken by Distance Learning.
Term 2 commencing January 2014.
Distance Learning via Blackboard

Assessment
3,500 word assignment

Contact
Module Leader: Howard Russell
t: 01785 353688
e: h.a.russell@staffs.ac.uk

Special entry requirements
Prospective students should normally be employed in the health and care setting, or other related service.

Credits
15 level 7 credits.

Contemporary Issues in Healthcare Education

Who is this module for?
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

What you will achieve
You will gain 15 Level 7 credits through a critical exploration of contemporary issues in health and educational guidance.

Module detail
All health and social care practitioners have a responsibility to keep up-to-date with current developments in health and educational guidance. This module aims to explore issues that are current to practitioners and the impact that these issues may have on the education of learners in the workplace. Diversity issues, such as age, gender, culture, disability, will be considered and there will be scope to explore issues relating to individual professions led by student group.

Module Title/Code/Cost
Contemporary Issues in Healthcare Education
HEMS58183-7
£450

Study dates and venue
Two study days at Blackheath Lane, Stafford, Term 2

Assessment
A critical exploration of an issue pertinent to the workplace setting through case study analysis.

Contact
Module Leader: Joanne Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

Special entry requirements
Active involvement in workplace teaching is preferred.

Credits
15 level 7 credits.
Critical Appraisal Skills and Research Awareness

What you will achieve
You will achieve 15 Level 7 credits and have opportunity to analyse with peers and course tutors issues related to the nature of research, critical appraisal skills and research methods.

Module detail
This module provides students with the opportunity to explore the research process and engage in a critical appraisal of research articles linked to their main area of study. You will be introduced to a range of key issues associated with research, including how to critically appraise qualitative and quantitative research methods using appropriate published checklists, literature searching in order to identify appropriate literature; methods of analysing and interpreting data; and evidence-based practice issues surrounding the application of research into practice.

Module Title/Code/Cost
Critical Appraisal Skills and Research Awareness
SHMS8001-7 Taught
HEMS8182-7 Distance Learning
£450

Study dates and venue
Taught course - two study days at Blackheath Lane, Stafford, Term 1
Distance learning course available - Term 1, 2 & 3

Assessment
Written critique 100 per cent

Contact
Module Leader: Julie Hadley
t: 01785 353652
e: j.a.hadley@staffs.ac.uk

Special entry requirements
None

Credits
15 level 7 credits.

Dementia Care: Diagnosis, Intervention and the Individual

Who is this module for?
Anyone engaged in working with older people.

What you will achieve
The module content will focus on the social and political drivers within health and social care that have developed and informed dementia care.

Module detail
The focus of the module is based upon assessment, diagnosis, treatment and interventions within dementia care across clinical settings and includes the study of: historical perspectives, theories and models of dementia assessment, care and treatment; policy and practice; listening to and working with service users with dementia and their carer/s through partnership and collaboration.

Module Title/Code/Cost
Dementia Care: Diagnosis, Intervention and the Individual (Distance Learning)
HEMS8199-7
£450

Assessment
Presentation of a case study 30 percent
Written assignment of 3000 words 70 percent.

Study dates and venue
Distance Learning in Term 2 (January)

Contact
Module Leader: Donna Doherty
t: 01785 353670
e: d.doherty@staffs.ac.uk

Credits
15 level 7 credits.
Enabling Learning in Nursing Practice (NMC PRACTICE TEACHER)

Who is this module for?
This module aims to facilitate you to become a practice teacher for nursing and specialist community public nursing students, enabling practice learning for students on NMC approved programmes within health and social care settings.

What you will achieve
At the end of the programme you will have achieved NMC competence and outcomes to enable you to be annotated as a Practice Teacher on the local mentors’ register.

Module detail
The module focuses on the following themes:
- The facilitation of professional and interprofessional learning in practice
- The assessment of practice, including accountability for sign off of practice proficiency
- Enhancing the practice learning environment
- Evaluating and enhancing quality in teaching and assessment practice
- Reflection upon and evaluating role and responsibilities in the practice of enabling learning in nursing and specialist community public health nursing

As well as 5 full taught days and 1 tutorial day, this module also incorporates 25 days (150 hours) practice of teaching, facilitating and assessing learning in practice environments.

Module title/code/cost
Enabling Learning in Nursing Practice
Level 6 – HEN63006-6, Level 7 - HEM58151-7
£450

Study dates and venue
TBC

Assessment
3000 word reflective essay and profile of evidence.

Contact
Module Leader: Ruth Fretz
t: 01785 353681
e: healthyoptions@staffs.ac.uk

Special entry requirements
Professional qualification and post qualification experience must accord with NMC requirements. Must have recognised mentor qualifications and be currently live on a local mentors’ register. Must have opportunity to undertake the appropriate practice based learning activities. You must identify a supervisor who is a practice teacher / teacher (NMC stage 3 or 4) to supervise your teaching practice. Useful to have ‘sign off’ experience, but not essential. Entry subject to discussion with module leader.

Credits
15 level 6 (degree) or 7 (Masters) credits.

Ethics and Mental Health Legislation

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice

What you will achieve
This module intends to enhance your ability to critically analyse and evaluate complex ethical issues and those raised by a legislative framework that underpin the care and management of people with emotional, mental health needs and wellbeing issues.

Module detail
This module will explore historical and contemporary understanding, philosophies, principles and perspectives underpinning Mental Health Legislation and Human Rights, such as consent and capacity and values-based practice. Ethical frameworks, the role of ethics in shaping clinical practice, service redesign and the interaction between values, beliefs and ethical frameworks will also be explored together with the ethical understanding of the key stages of psychopathology, classification, diagnosis and aetiology.

Module Title/Code
Ethics and Mental Health Legislation. SHM58153-7
£450

Study dates and venues
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health. The next planned delivery date is likely to be Oct 2015. The module will be delivered in a two day teaching block at Blackheath Lane, Stafford

Assessment
3,000 word written assignment - exploring the legislative and ethical considerations of a critical incident in practice.

Contact
Module Leader: C.A.Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.
## Issues in Health Service Organisation and Management

**Who is this module for?**
This module is for graduates and individuals working in health and social care who wish to develop their understanding of factors that influence healthcare organisations and their management of health services.

**What will you achieve?**
This module will equip you to critically assess and understand the structure and organisation of health services including governance arrangements and regulation.

**Module detail**
The module introduces a range of management and organisational theory and perspectives as they are applied to health services across public, private and third sector organisations in high, middle and low-income countries.

**Module Title/Code**
Issues in Health Service Organisation and Management
HSSAP58237-7 (Distance Learning)
£450

**Study Dates and Venues**
Distance Learning Term 2.
On-site University attendance is not required

**Assessment**
An essay of 3500 words

**Contact**
Module Leader: Jackie Fitzgerald
t: 01743 261136
e: j.fitzgerald@staffs.ac.uk

**Special entry requirements**
None

**Credits**
15 level 7 credits

## Health Policy: Processes and Practice

**Who is this module for?**
This module is for graduates and individuals working in health and social care who are interested in how policy is created and implemented.

**What will you achieve?**
This module will equip you to critically assess and understand policy development and implementation.

**Module detail**
The module introduces students to the health policy process and its analysis. Its focus is the exploration and analysis of factors influencing policy development and implementation. The module draws upon a range of theoretical approaches and introduces a range of frameworks to undertake policy analysis. The principles and analytic frameworks can be applied to a range of issues in high, middle and low-income countries.

**Module Title / Code**
Health Policy: Processes and Practice
HEM58235-7 (Distance Learning)
£450

**Study Dates and Venues**
Distance Learning Term 2.
On-site University attendance is not required

**Assessment**
An essay of 3500 words

**Contact**
Module Leader: Jackie Fitzgerald
t: 01743 261136
e: j.fitzgerald@staffs.ac.uk

**Special entry requirements**
None

**Credits**
15 level 7 credits
Health and Wellbeing for the Pre-school Child – A Public Health Approach

Who is this module for?
Staff Nurses / nursery Nurses currently working in Health visiting Teams or with pre-school children.

What you will achieve
The aim of this module is to enable you to work more effectively within a team providing services for pre-school children and their families. This includes staff nurses working in a health visiting team and links across to the learning outlined within your competency framework.

Module detail
On this module you will analyse and apply knowledge and understanding to the following key areas:
- Child development – including: psychological theories, developmental domains (intellectual, language social – emotional, physical).
- Childhood illness – including: childhood infectious diseases, immunisation, minor ailments.
- Maternal and infant mental health including: antenatal support, post natal support, post- natal depression.
- Parenting including: parenting styles, attachment, supporting parents, involving fathers, increasing community capacity to support parents.

Module Title/Code/Cost
Health and Wellbeing for the Pre-school Child – A Public Health Approach
£420
Level 6 HEN63149-6
Level 7 HEMS58224-7

Study dates and venue
Term 2
Tuesdays every other week 9.30 – 4.00pm

Contact
Module Leader : Ruth Fretz
t: 01785 353681
e: ruth.fretz@staffs.ac.uk

Special entry requirements
Currently working with pre-school children and their families.

Credits
15 level 6 or 7 credits

Health Promotion

Who is this module for?
This is a core module for students on the specialist community public health nursing and specialist practice programmes. It can also be undertaken by all healthcare professionals as an individual module. It is useful if you are looking at developing your health promotion practice either in an acute or community setting.

What you will achieve
This module is designed to equip you with the necessary skills to undertake systematic planning applied to health promotion in a range of settings. It will enable you to understand and determine how to deliver effective health improvement strategies applied to your specific area of practice.

Module detail
This module includes: health and social care policy; common problems in implementation; current health promotion theory and its application in health and social care professions; models of health promotion; ethical issues affecting health promotion interventions; strategies for supporting changes of health behaviour in one-to-one and group settings; planning and evaluating health promotion initiatives. It will be delivered as taught sessions and supported via a web-based method.

Module title/code/cost
Health Promotion: Project Planning
HEN63047-6
HEM 58194-7
£420

Study dates and venue
Term 1, 2 and 3
Dates TBC Stafford

Assessment
Development of a health promotion plan (3000 words).

Contact
Module Leader : Ruth Fretz
t: 01785 353681
e: ruth.fretz@staffs.ac.uk

Special entry requirements
Access to the clinical practice environment.

Credits
15 level 6 or level 7 credits.
Independent and Supplementary Nurse Prescribing

Who is this module for?
Any first level Registered Nurse or Midwife who has proved, through their application that they will be able to improve patient care in their area of work by becoming either or both an Independent and Supplementary Nurse Prescriber.

Applicants should have:
- Diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrating competency.)
- Support from a recognised employing organisation in writing with access to a designated recognised/ appropriate prescriber (medical practitioner) who will provide the student with facilitation, support, opportunities to develop and assess prescribing competence in practice.

What you will achieve
A recordable dual qualification as an Independent/ Supplementary Prescriber.

Module detail
This module has been updated and validated to take into account the new standards set by the NMC on the proficiency for a “Licence as a Prescriber” (NMC 2006). In light of this the module’s indicative content, learning outcomes and methods of assessment adhere to these standards.

This module will provide you with both a broad knowledge base and skills surrounding nurse prescribing. This will include professional, legal and clinical issues in line with both current evidence based practice and guidelines.

Module title/code/cost
Independent and Supplementary Nurse Prescribing
HEM58192-7
£990 per module.

Study dates and venue
3 cohorts (Sept, Jan and May) scheduled for academic 2013/14. Either 2 days per week for 12 weeks (Weds /Thurs) or as week block. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

Assessment
- Objective Structured Clinical Examination
- Unseen examination (1.5 hour MCQ and short answer)
- Numeracy examination
- Portfolio (6000 words)
- Completion of 78 hours clinical learning with a medical mentor.
- Presentation - 20 minutes

Contact
Module Leader: Sarah Woolley
t: 01785 881003 e: s.a.woolley@staffs.ac.uk

Special entry requirements
Ability to study at Level 7, with 3 years’ post registration clinical experience. One year preceding application the student must have been working in the clinical area and field they wish to prescribe (for part-timers 3 years equivalent).

Credits
30 level 7 credits

In Our Shoes: Learning from the Experiences of Users and Carers in Older Peoples Mental Health

Who is this module for?
This is an exciting module which has been designed by service users and carers and can be taken as a stand-alone module by any health and social care practitioner working with older people and mental health. It aims to get students to examine and reflect on their relationships with the people using their services. Students will be required to get back to the basics of their day to day relationships with the people they work with.

What you will achieve
This module will develop your knowledge and understanding of the perspectives of service users and carers on older people’s mental health services and refocus health and social care professionals’ perspectives on service provision.

Module detail
The purpose of this module is to equip students with knowledge, understanding, and skills to work differently with users and carers. The role of service users and carers in service delivery will be examined and the nature of therapeutic relationships explored.

Module Title/Code/Cost
In Our Shoes: Learning From the Experiences of Users and Carers in Older Peoples Mental Health
HEM58156-7
£420

Study dates and venue
Distance Learning Term 2

Assessment
- 3500 word assignment

Contact
Module Leader: Susan Benbow
or contact Award Leader Donna Doherty
t: 01785 3533670
e: d.doherty@staffs.ac.uk

Special entry requirements
Contact with service users and carers is essential.

Credits
15 level 7 credits
Introduction to Educational Theory

Who is this module for?
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

What you will achieve
You will achieve 15 Level 7 credits through an exploration of educational theory and how it applies in the workplace setting.

Module detail
This module acts as an introduction to the theories around teaching and learning, including learning styles, motivation of learners and adult learning theory. The module provides a good grounding for further teaching and learning modules. It encourages a critical, reflective approach to your own teaching and learning practice.

Module Title/Code/Cost
Introduction to Educational Theory  
SHM58053-7  
£450

Study dates and venue
Two study days each approximately one month apart, commencing Term 1 at Blackheath Lane, Stafford.

Assessment
A reflective essay exploring your own learning journey in relation to the underpinning educational theory.

Contact
Module Leader: Joanne Carruthers  
t: 01785 353689  
e:j.carruthers@staffs.ac.uk

Special entry requirements
Active involvement in workplace teaching is preferred.

Credits
15 level 7 credits.

Introduction to Negotiating Learning

Who is this module for?
Health and Social care professionals looking for a flexible award where they can decide on what they learn and how they are assessed, and choose their own award title.

What you will achieve
This is the first of two core modules in the Masters by Negotiated Learning. In this module you will develop the learning agreement that underpins the rest of your award.

Module detail
The Masters by Negotiated Learning is a very flexible award. It particularly interests students looking for a method of creating an award that meets their personal learning needs. It allows you to bring in previous learning and even create your own modules.

Module Title/Code/Cost
Negotiating Your Learning Contract - Health and Social Care Negotiated Masters  
HEM58927-7  
£450

Study dates and venue
Four Study Days  
Term 1 Sept 2012  
Nov 2012  
Term 2 Jan 2013  
March 2014

Additional study times organised with your supervisor.

Contact
Module Leader: Margaret Bannerman  
t: 01785 353852  
e: m.a.bannerman@staffs.ac.uk

Special entry requirements
You will be a professional working in a health or social care field. This module is taken as part of the Masters by Negotiated Learning.

Credits
15 level 7 credits.
Leadership Role in Quality, Innovation and Change

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development.

What you will achieve
This module will develop your knowledge of leadership and quality issues within health and social care and subsequent application of theory to your area of practice.

Module detail
This module aims to provide health and social care practitioners working in a leadership role to work collaboratively in leading and implementing change to meet clinical governance and other key quality agenda issues.

The module will help you to develop the ability to demonstrate critical awareness of strategic and operational health policies and critically analyse their impact on the quality of client care.

Module Title/Code/Cost
Leadership Role in Quality, Innovation and Change - SHMS8100-7
£450

Study dates and venue
Term 1 – Stafford
Mondays 9.00am-12.00pm x 12 weeks

Assessment
20 minute Presentation (50 percent)
2,500 word reflective account (50 percent)

Contact
Module Leader: Kay Norman
t: 01785 353730
e: kay.norman@staffs.ac.uk

Special entry requirements
Professional registration in a health/social care discipline.

Credits
15 level 7 credits.

Leading and Enabling Service Development in Human Services

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice.

What you will achieve
This module will develop your skills of critical analysis and evaluation in relation to personal leadership styles and the impact of leadership behaviours upon a contemporary work based setting.

Module detail
This module will focus on leadership theories in the context of human services. From this perspective, you will be encouraged to critically examine your qualities, behaviours and role/s, to develop skills of reflection and reflexivity, and to analyse critical incidents to better understand how these might contribute to the workplace culture, service development and care provision.

Module Title/Code
Leading and Enabling Service Development in Human Services - HEMS8150-7
£450

Study dates and venues
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health.

The next planned delivery date will be May 2014

The module will be delivered in a two day taught block at Blackheath Lane, Stafford

Assessment
3,500 word reflective essay.

Contact
Module Leader: C.A.Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.
Loss, Grief and Bereavement

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development, and whose work brings them into contact with those experiencing loss.

What you will achieve
This module aims to consider how health and social care professionals and others involved with those who have experienced loss respond to the situation. Drawing upon established and contemporary literature in the field, the module will offer a forum to explore and debate some of the challenges faced by those experiencing loss and people involved with their care.

Module detail
• Theories and definitions of loss, grief and bereavement
• Sociocultural construction of loss and grief e.g. ceremony and ritual, art and literature
• The nature of loss and grief throughout the lifespan, ways in which gender can influence loss and grief, organisational practices and institutional agendas
• The nature of roles and relationships with regard to loss, grief and bereavement, both professional and personal
• Communication and interpersonal skills
• Ethical and legal issues
• Service provision

Module title/code/cost
Loss, Grief and Bereavement
Level 6 - HEN63045-6
Level 7 - HEMS8210-7
£450

Study dates and venue
Term 2 - Stafford
Fridays 9.00am – 4.00pm for 5 full days with some e-learning via Blackboard.

Assessment
Level 6 Assignment 2,500 words
Level 7 - Assignment 3,500 words

Contact
Module Leader: Lisa Beeston
t: 01785 353839
e: l.beeston@staffs.ac.uk

Special entry requirements
None

Credits
15 level 6 or 7 credits

Mastering Person Centred Care for Older People

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development and wants to expand their knowledge and skills in person centred care and assessment.

What you will achieve
You will be able to use a range of person centred assessment methods and tools appropriately within your clinical area. You will gain appreciation of the person centred care in the assessment process, and develop your clinical skills in applying person centeredness in practice.

Module detail
The module will explore a range of underpinning principles, models and frameworks, and consideration of how they might be applied to practice with older people in health and social care settings. The module will include actively listening to and reflecting upon service user, carer and family experiences, critically appraising Government Policy and considering its impact on assessment and care planning, evaluating the use of standardised assessment tools, and other relevant evidence.

Module Title/Code/Cost
Mastering Person Centred Care
HEMS8160-7
£450

Study dates and venue
Distance learning Term 1

Assessment
Weblog contributions 20 percent
3000 word essay 80 percent

Contact
Module Leader: Susan Benbow
Contact Award Leader Donna Doherty
t: 01785 353670
e: d.doherty@staffs.ac.uk

Special entry requirements
Students will need to be working with or have access to the client group to be able complete the assessment.

Credits
15 level 7 credits.
Mental Health Assessment

Who is this module for?
Any health and social care practitioner who wishes to gain credits for their planned professional development and wants to expand their knowledge and skills base in mental health assessment.

What you will achieve
The focus of the module is comprehensive and expert mental health assessment. Forming collaborative and equal partnerships with people in order to work therapeutically and negotiate care is fundamental to mental health practice and an important part of the module. It will be necessary to consider the barriers and aids to good mental health assessment with due regard to the opinions and needs of service users and carers. You will be able to use a range of mental health assessment methods and tools appropriately within your practice area. You will gain appreciation of the primacy of the service user and the importance of context in the assessment process, and develop your clinical decision making and problem-solving skills.

Module detail
This module involves undertaking and successfully completing a dissertation from design through to post implementation evaluation. This can be undertaken via either a desk based or an empirical approach.

Module Title/Code/Cost
SHM58131-7 (Taught)
HEM58185-7 (Distance Learning)
£1,800

Study dates and venue
Term 2 19 April 2013
Individual supervision is provided throughout Terms 1, 2 and 3.

Assessment
15000 - 20000 word dissertation.

Contact
Module Leader: Peter Kevern
t: 01785 353762
e: p.kevern@staffs.ac.uk

Special entry requirements
E.g. Achievement of Postgraduate Diploma (120 credits) in relevant award.

Credits
60 level 7 credits.

Masters Dissertation

Who is this module for?
Any student who has successfully completed a postgraduate diploma (120 credits)

What you will achieve
Successful completion of this module will complete your Masters journey and lead to the attainment of your Masters award.

Module detail
This module involves undertaking and successfully completing a dissertation from design through to post implementation evaluation. This can be undertaken via either a desk based or an empirical approach.

Module Title/Code/Cost
SHM58042-7 (Taught)
HEM62005-5 (Distance Learning)
£450 per module

Study dates and venue
Term 1- Blackheath Lane, Thursday mornings
Assessment
3000 word essay.

Contact
Module Leader: Claire Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
E.g. Achievement of Postgraduate Diploma (120 credits) in relevant award.

Credits
15 level 5, 6 or 7 credits.
Negotiated Modules

Who is this module for?
Health and social care professionals who wish to create their own programme of learning in which they decide what they learn and how they will be assessed.

What you will achieve
Off-the-shelf modules do not meet the learning needs of all students in all circumstances. This module provides students with the opportunity to develop their own programme of learning and to address particular needs that are not addressed in other modules.

Module detail
The purpose of this module is to develop your knowledge and understanding of independent learning in an area of relevance to your own personal and professional development through a programme of self-developed and directed study. As such, it will also address learning outcomes related to that area of development.

Negotiated modules are modules you create yourself. You will determine what coursework and assessment you will carry out in this module in conjunction with your supervisor.

Students need to contact module lead the term prior to commencing the module in order to develop their module proposal.

Module Title/Codes/Cost
Negotiated Modules
HEM58928-7, HEM58929-7, HEM58930-7, HEM58931-7, HEM58932-7, HEM58933-7, HEM58934-7, HEM58935-7
£450 for 15 Credits
£900 for 30 Credits
£1,350 for 45 Credits

Study dates and venue
Flexible, dependent upon the choices you make when you design your module.

Contact
Module Leader: Caroline Rowe
t: 01785 353739
e: c.j.rowe@staffs.ac.uk

Special entry requirements
These modules can only be taken as part of an award that includes them within the award pathway.

Credits
15, 30 or 45 level 7 credits.

Neuro-Linguistic Programming - Theories, Models and Practice

Who is this module for?
Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

What you will achieve
This module will develop and enhance the communication approach between practitioner and patient, who is experiencing mental health problems/illness, thereby further enhancing diagnostic skills and understanding of the patients mental health needs.

Module detail
Neuro-Linguistic programming is a recognised and alternative approach to building a therapeutic relationship within a professional setting. The modular content will build upon and develop your understanding of communication approaches, models and theories whilst working with clients with emotional and mental health problems.

Module Title/Code/Cost
Neuro-Linguistic Programming - Theories, Models and Practice
HEM58926-7
£450

Study dates and venue
Two day residential course. Dates and venue tbc.

Assessment
This module is assessed by a 3,000 word critically reflective essay.

Contact
Module Leader: tbc
t: 01785 353766
e: healthyoptions@staffs.ac.uk

Special entry requirements
None

Credits
15 level 7 credits.
Observation and Reflection on Healthcare Teaching

Who is this module for?
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

What you will achieve
You will gain 15 Level 7 credits through critical reflection upon your own teaching practice.

Module detail
This module has been designed to enable students to undertake an in-depth analysis of teaching practice by utilizing the process of critical reflection. You will consider yourself as a role model, appraise your own teaching style through self and peer observation and you will identify professional development needs in relation to teaching in the workplace. Use of video observation will be discussed.

Module Title/Code/Cost
Observation and Reflection on Work-based Teaching
HEM58207-7
£450

Study dates and venue
Two study days in Term 2 at Blackheath Lane, Stafford.

Assessment
A critical evaluation of your own teaching competencies based upon a profile of evidence which includes a video critique of yourself as a teacher, peer observation, student evaluation, and diary accounts of your teaching.

Contact
Module Leader: Joanne Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

Special entry requirements
Active involvement in workplace teaching is preferred.

Credits
15 level 7 credits.

Practitioner with a Special Interest in Mental Health- Facts, Beliefs and Values

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice.

What you will achieve
This module is designed to raise your awareness and understanding of some of the core principles underpinning mental health practice. The module content is intended to challenge your thinking, enhance your understanding and develop your professional practice in order that you can contribute to the highest quality service provision for users of mental health services, and those who support them.

Module detail
The module will focus on the role of the PwSI MH. Subjects covered will include historical development of mental health and illness concepts and definitions, philosophies and principles underpinning practice and the influence of language on behaviours and practice.

You will also be asked to consider your views on a range of issues including mind-body dualism, social inclusion, stigma and anti discriminatory practice and hope through recovery.

Module Title/Code/Cost
Practitioner with a Special Interest in Mental Health - Facts, Beliefs and Values.
HEM58157-7
£450

Study dates and venue
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health. The next planned delivery date will be January 2014. The module is delivered in a two day taught block, at Blackheath Lane, Stafford.

Assessment
A critical evaluation of your own teaching competencies based upon a profile of evidence which includes a video critique of yourself as a teacher; peer observation, student evaluation, and diary accounts of your teaching.

Contact
Module Leader: C.A. Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.
Principles of Physical Assessment

Who is this module for?
This module is for health professionals who wish to gain and expand knowledge and skills in physical examination and serves to develop skills in advanced health assessment.

What you will achieve
In conjunction with a Clinical Preceptor, you will be able to apply knowledge and skills in a focused physical examination of clients. You will develop your decision-making skills and be able to interpret findings from your examination process together with being able to record your findings in a clear, concise manner.

Module detail
This module provides health practitioners with the opportunity to demonstrate the development and enhancement of their knowledge and skills through a range of activities, clinical scenarios, MCQs and practice in examination techniques in the skills laboratory. It includes presentation of a case to the clinical Preceptor (taught module only). Assessments test and allow the student to demonstrate application and utilisation of knowledge and skills in the physical examination of a selected patient. A log of clinical hours and experience will be recorded by the student and the production of a short portfolio of evidence.

Module Title/Code/Cost
Principles of Physical Assessment SHM58039-7
or
Distance Learning HSNM58236-7 - £820

Study dates and venue
Thursdays 9.30am - 12.30pm x 12 weeks
Term 1, Term 2
Stafford
12 weeks attendance at university skills laboratory following by clinical practice in the following term.

Assessment
A multiple choice question paper.
2000 word case study.
Case presentation to preceptor.

Contact
Module Leader: Barry Wardle
t: 01785 353727
e: b.s.wardle@staffs.ac.uk

Special entry requirements
You must be a registered practitioner. You will require a preceptor to support you through this module. This should be a GP or hospital consultant/registrar/staff grade or ANP (who has been assessed as competent in physical examination). You will also need the support of your line manager. Minimum of three years current working practice.

Credits
15 level 7 credits.

Leadership in Health Services

Who is this module for?
This module is for graduates and individuals working in health and social care who wish to understand the contribution of leadership to organisations

What will you achieve?
This module will equip you to critically assess and understand leadership from an organisational perspective.

Module detail
The aim of this module is to develop knowledge and understanding of the diverse ways in which leadership is understood to contribute to healthcare organisations- development and management during transition, transformation and change often in turbulent and highly politicised environments. This module explores leadership beyond individual practice to identify how leadership is linked to decision-making in organisations, health systems and beyond.

Module Title / Code
Leadership in Health Services
HEMS8234-7 (Distance Learning)
£450

Study Dates and Venues
Distance Learning Term 1.
On-site University attendance is not required

Assessment
An essay of 3500 words

Contact
Module Leader: Jackie Fitzgerald
t: 01743 261136
e: j.fitzgerald@staffs.ac.uk

Special entry requirements
None.

Credits
15 level 7 credits.
Project Based Change

Who is this module for?
Any health or social care practitioner working in the public, private and or third sector.

What you will achieve
This module has been designed to enable you to develop your skills in project management and practice/service development. You will explore the implications of change and its effects on your organization in relation to a specific change in which you are involved.

Module detail
In this module, the topic will be related to your workplace and you will explore the implications of change in your organisation and your role in implementing this change and improving the service delivered. As part of this, you may carry out primary or secondary data collection and analysis, audit or literature review.

Module Title/Code/Cost
Project Based Change
HEM58924-7 Taught
HEM58188-7 Distance Learning
£1,800

Study dates and venue
Module is launched in Term 1 19th October 2013 and Term 2 19 April 2014. Individual supervision is provided throughout Terms 1, 2 and 3. Blackheath Lane, Stafford
Distance Learning Module also available in Term 1 and Term 2.

Assessment
15,000 word dissertation

Contact
Caroline Rowe
t: 01785 353739
e: c.j.rowe@staffs.ac.uk

Special entry requirements
This can be taken as an alternative to the dissertation on a number of awards (see specific award handbooks for details).

Credits
60 level 7 credits.

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Psychotherapeutic Interventions with Older People: Application and Practice

Who is this module for?
Anyone engaged in working with older people.

What you will achieve
In light of contemporary models of wellbeing you will critically evaluate the appropriateness of the therapeutic interventions applied to a person in the context of their individual needs and circumstances.

Module detail
The focus of the module is based firmly upon the experience of older people living with mental health problems and how psychotherapeutic interventions can ameliorate adverse effects on the person’s wellbeing. You will have an opportunity to explore a range of psychotherapeutic interventions that may be utilised as a discrete part of a wider care plan or as a single intervention strategy. Our shared philosophy for the module will be underpinned by the principles of person-centred care and the newly emerging ethos of relationship-centred care.

Module Title/Code/Cost
Psychotherapeutic Interventions with Older People: Application and Practice (Distance Learning) HEM58519-7
£450

Study dates and venue
Distance Learning Term 1.

Assessment
Written assignment length 3000 words.

Contact
Module Leader: Professor George Tadros
Contact via Donna Doherty, Award Leader
t: 01785 353670
e: d.doherty@staffs.ac.uk

Credits
15 level 7 credits
Research Methods and Methodologies

Who is this module for?
The module is a core module within all MSc awards within the Faculty of Health.

What you will achieve
You will achieve 15 Level 7 credits and have opportunity to discuss issues related to research methods with course tutors and peers.

Module detail
This module aims to provide you with an opportunity to expand your knowledge, application and analysis of methodological issues associated with research within a range of situations. It is anticipated that the module will facilitate opportunity to examine fundamental issues related to the vast range of research methods which are applied within the context of examining issues within the portfolio Masters level awards offered by the Faculty of Health.

Students will have the opportunity to access the module via a blended learning approach combining face to face and web-based methodology or as a distance learning module. Tutorial support is offered by e-mail.

Module Title/Code/Cost
Research Methods and Methodologies
HEM58176-7
HEM58186-7 - Distance Learning
£450

Study dates and venue
Term 3
9.30am - 4.30 pm - 2 days May 2013 Blackheath Lane, Stafford
It is also available as a Distance Learning module in Term 3 commencing 29 April 2013

Assessment
3000 word assignment.

Contact
Award Leader: Dr Peter Kevern
t: 01785 353762
e: p.kevern@staffs.ac.uk

Special entry requirements
Registered on a Masters award in which the module features as core. It is not available as an individual module.

Credits
15 level 7 credits

Risk, Decision Making and Uncertainty

Who is this module for?
Any health and social care professionals who wish to gain a greater appreciation of the concepts and application of risk decision making and uncertainty in contemporary environments.

What you will achieve
Successful completion of this module will lead to the achievement of 15 level 7 credits which can be utilised as part of your specific award pathway. You will be expected to provide a written reflexive account focusing upon a significant workplace issue or event.

Module detail
The module encourages you to explore the nature, reality and implications of decision making against competing theories, demonstrating reflexivity and critical argument. Legal, ethical, management and professional issues are considered together with, change theories.

Module Title/Code/Cost
Risk, Decision Making and Uncertainty
HEM58211-7
£450

Study dates and venue
Term 2
Wednesday - 1.00pm - 4.00pm x 12 weeks Stafford

Assessment
3000 word assignment.

Contact
Module Leader: Jacqui Mason
t: 01785 881010
e: jacqui.mason@staffs.ac.uk

Special entry requirements
None

Credits
15 level 7 credits
Service Redesign: Principles of Change Management, effective Commissioning and Organisational Development

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice.

What you will achieve
This module will develop your skills of critical analysis and encourage you to identify and evaluate the contextual factors influencing the commissioning of mental health and well being services.

Module detail
This module intends to equip you with the relevant knowledge, leadership skills and attitudes to enable you to challenge professional boundaries, to confidently and competently negotiate change, thereby actively contributing towards advancing ethical clinical practice, service redesign and research within primary care mental health services.

Module Title/Code
Service Redesign: Principles of Change Management, Effective Commissioning and Organisational Development SHM58154-7 £450

Study dates and venues
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health. The next planned delivery date will be January 2015. The module is delivered in a two day taught block at Blackheath Lane Stafford.

Assessment
3,000 word comparative study, together with a 20 minute presentation.

Contact
Module Leader: C.A.Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.

Sexual Health Advising Skills

Who is this module for?
Any health and social care professional who wishes to gain credits for their professional development in Sexual Health Advising.

What you will achieve
This module will help you develop knowledge and understanding of the theory and practice of sexual health advising through a programme of self directed study.

Module detail
This module will examine issues associated with sexual health advising practice including an overview of sexually acquired infections, the historical background of the public health role of the sexual health adviser, and incorporate the modules and practice of partner notification and health promoting practice. Both community and hospital based practice will be examined. The module will also examine the current and future development of the sexual health advisers’ role, the legal and professional framework of sexual health advising, including historical development and examination of current legislation and professional and ethical guidelines affecting practice. It will explore different communication models, development of skills and practice of such with the individual presenting to a sexual health adviser, specific cultural and gender issues, and personal values and judgements and impact upon practice.

Module Title/Code/Cost
Sexual Health Advising Widening the Remit
Level 5 HEN62062-5
Level 6 HEN63074-6
Level 7 SHMS8144-7 £870

Study dates and venue
Sat and Sun - January 2013
Sat - March 2013
Sat - May 2013.
Stafford 4 Study days delivered over 3 weekends.

Contact
Module Leader: Marg Bannerman or Caroline Rowe
t: 01785 353852
e: marg.bannerman@staffs.ac.uk or c.j.rowe@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
30 level 5, 6 or 7 credits.
Spirituality, Ethics and Valuing the Person

Who is this module for?
Any health and social care practitioner who wishes to explore the practice of ethics from a spiritual/religious perspective.

What you will achieve
You will learn to recognise plurality and complexity of spiritual and ethical world views and to assess their implications for practice.

Module detail
The module will enable the student to work towards developing an understanding of beings, human beings and persons and the ethical, spiritual and practical implications of such definitions in the context of health care.

Module Title/Code/Cost
Spirituality, Ethics and Valuing the Person
SHMS8128-7
£450

Study dates and venue
4 full study days undertaken in 2 blocks commencing Term 2 Stafford.

Assessment
3,000 word essay focussing on ethics and spirituality in relation to a health and health care provision.

Contact
Module Leader: Derek Beeston
t: 01785 353685
e: d.beeston@staffs.ac.uk

Health Systems and Services

Who is this module for?
This module is for graduates and individuals working in health and social care who wish to develop their understanding of the structural and relational components of which health systems and services are comprised.

What will you achieve?
This module will equip you to critically assess and understand how national health systems and the complex arrangement of subsystems are constructed and influenced. This includes the inputs, processes and outputs involved.

Module detail
This module introduces health services as located within wider health systems. The module draws upon a range of theories and models to consider the main building blocks of health systems and processes that are in place including. The module incorporates a global perspective and is relevant to health systems in high, middle and low-income countries.

Module Title / Code
Health Systems and Services
HEMS8233-7 (Distance Learning)
£450

Study Dates and Venues
Distance Learning Term 1.
On-site University attendance is not required

Assessment
An on-line presentation and an essay of 2500 words

Contact
Module Leader: Jackie Fitzgerald
t: 01743 261136
e: j.fitzgerald@staffs.ac.uk

Special entry requirements
None

Credits
15 level 7 credits.
The Ageing Body: Physical Illness in Later Life

Who is this module for?
Anyone engaged in working with older people.

What you will achieve
The key themes of this module will be introduced via a series of online presentations and key publications representing key themes. These themes will include topics such as key endocrine, neurological, cardiovascular, musculoskeletal, genitourinary, pain management and end of life care, sensory problems and sexual health conditions. Nutrition, health promotion in later life and treatment in a variety of care environments will also form part of key indicative content.

Module detail
The focus of the module is based upon key physical health issues and conditions that can occur in later life. You will have an opportunity to explore a range of topics and key research papers related to those conditions within the module.

Module Title/Code/Cost
The Ageing Body: Identity, Physical Illness in Later Life (Distance Learning) HEMS8202-7 £450

Assessment
Online Discussion Contribution 20 percent.
Written assignment 80 percent.

Study dates and venue
Distance Learning
Term 2 commencing Jan 2013

Contact
Module Leader: Professor Paul Kingston
t: 01785 353742
e: e.stanway@staffs.ac.uk

Credits
15 level 7 credits.

The Ageing Brain: Common Mental Disorders in Later Life

Who is this module for?
Anyone engaged in working with older people.

What you will achieve
This module will examine key topics such as Dementia, Depression, Delirium, paranoid disorders, substance misuse and related issues, suicide and their impact in later life and enable increased knowledge and understanding of those key topics.

Module detail
The focus of the module is based upon key mental health conditions that can occur later in life or have existed throughout a person's life. You will have an opportunity to explore a range of conditions and key research papers related to those conditions including symptoms and management.

Module Title/Code/Cost
The Ageing Brain: Common Mental Disorders in Later Life HEMS8196-7 £450

Assessment
Electronic portfolio and précis of a key paper 100 percent.

Study dates and venue
Distance Learning
Term 1 commencing Sept 2012

Contact
Module Leader: Professor George Tadros
Contact via Elaine Stanway
t: 01785 353742
e: e.stanway@staffs.ac.uk

Credits
15 level 7 credits.
**The Ageing Person: Identity, Risk and Dignity**

**Who is this module for?**
Anyone engaged in working with older people.

**What you will achieve**
This module will examine key topics such as the Demographics of Ageing in the 21st Century, key Sociological Theories of Ageing, Post Modern perspectives on ageing, growing Older in the 21st Century; Ageing through History, Ageing Identity and Ageing and the End of Life.

**Module detail**
The focus of the module is based upon key sociological and post-modern theories on later life. You will have an opportunity to explore a range of theories and key research papers related to those theories and concepts introduced within the module.

**Module Title/Code/Cost**
The Ageing Person: Identity, Risk and Dignity
HEM58200-7
£450

**Assessment**
3500 Word written assignment (100 percent).

**Study dates and venue**
Distance Learning
Term 1 commencing Sept 2012

**Contact**
Module Leader: Derek Beeston
t: 01785 353742
e: d.beeston@staffs.ac.uk

**Credits**
15 level 7 credits.

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**The Culture of Education in Healthcare**

**Who is this module for?**
This module is for any health or social care practitioner who has educational responsibilities within the workplace.

**What you will achieve**
You will achieve 15 Level 7 credits by gaining a broader understanding of the knowledge, skills and attitudes required to create and support an effective educational environment in your own workplace setting.

**Module detail**
Perhaps the single most important responsibility a healthcare teacher has is to create and maintain an educational climate that is conducive to learning. This module focuses on how we do that from both the individual and organisational perspective; you will explore the physical, emotional and intellectual factors which influence the educational culture of the workplace environment.

**Module Title/Code/Cost**
The Culture of Education in Healthcare
HEM58204-7
£450

**Study dates and venue**
Two study days, each approximately one month apart, Term 1 commencing Sept 2013 at Blackheath Lane, Stafford.

**Assessment**
An essay and poster presentation demonstrating how one aspect of a learning culture has been promoted within the workplace.

**Contact**
Module Leader: Joanne Carruthers
t: 01785 353689
e: j.carruthers@staffs.ac.uk

**Special entry requirements**
Active involvement in workplace teaching is preferred.

**Credits**
15 level 7 credits.
Therapies, Interventions and Treatments

Who is this module for?
Professionals working within the mental health arena. You may be from a nursing, managerial, medical or commissioning background, and will be committed to service improvement and best practice.

What you will achieve
This module promotes your development of critical appraisal and evaluation skills, to enhance your exploration of evidence-based theories and principles underpinning psychological and therapeutic interventions, within a given consultation with a patient.

Module detail
This modular content will enable you to explore a range of theories and principles underpinning therapeutic and psychological interventions applicable to patients within a Primary Care setting, inclusive of consultation models and approaches, motivational interviewing, problem based, solution focused therapies and Human Givens.

Module Title/Code/Cost
Therapies, Interventions and Treatments
SHMS8152-7
£450

Study dates and venues
This module is one of the core modules within the MSc Practitioner with a Special Interest in Mental Health. The next planned delivery date will be Oct 2014. The module is delivered in a two day taught block at Blackheath Lane, Stafford.

Assessment
3,000 word reflective essay.

Contact
Module Leader: C.A.Evans
t: 01785 353671
e: c.a.evans@staffs.ac.uk

Special entry requirements
In order that you are able to draw upon suitable experience to complete the module assessment, you will ideally be involved in the management/delivery/evaluation of mental health services from a primary, secondary or third sector care perspective. However, other experience may be considered and it is advisable that you contact the module leader to discuss your suitability prior to applying for the module.

Credits
15 level 7 credits.

Working Together to Safeguard and Protect Children

Who is this module for?
Professionals in health or social care who wish to further develop their knowledge in safeguarding and protecting children in order to enhance their professional practice.

What you will achieve
If you wish to accredit your practice within the area of safeguarding and protecting children or have identified this as an area for further knowledge development then this module is for you.

Module detail
The module is designed to raise awareness of the processes within safeguarding and protecting children so that your professional contribution to this area of work will be enhanced. The module examines the categories of child abuse and neglect, the history and social construction of child abuse and the research, inquiries and legislative frameworks which underpin safeguarding and protecting children. The recognition, prevention and practical processes of responding to child abuse and neglect will also be explored along with the roles and responsibilities of multi-agency professionals who work collaboratively to safeguard and protect children.

Module title/code/cost
Working Together to Safeguard and Protect Children
Level 6 - HEN63102-6
Level 7 - HEMS8149-7
£450

Study dates and venue
Commencing in Term 1 or Term 2 at Stafford on Tuesday for 8 consecutive weeks from 9.30am - 4.30pm

Contact
Module Leader: Leisa Meigh
t: 01785 881006
e: l.j.meigh@staffs.ac.uk

Special entry requirements
Professional in health or social care working with children, young people and their families or carers. Exposure to safeguarding and protecting children processes in own area of practice desirable. Evidence of or ability to study at level 6 is required for Level 7 version of this module

Credits
15 level 6 or 7 credits.
Clinical Biomechanics Scheme

Aims of the Clinical Biomechanics Scheme

- To demonstrate the relationship between theoretical components of pathology, clinical features, techniques and technologies combined with clinical application of that knowledge.
- To enhance understanding of the key concepts through action and analysis.
- To embed theory and concepts taught into a clinical framework of practical application.
- To encourage independent enquiry/research in the field of Clinical Biomechanics, musculoskeletal diagnosis and patient management.
- To engender an ethos of evaluation/reflection on practice which informs future judgements and actions.
- To build from the students, a community of musculoskeletal clinical practitioner/researchers.

This list of awards within the Clinical Biomechanics Scheme include:

- MSc Clinical Biomechanics
- MSc Clinical Podiatric Biomechanics
- PgC Footwear in Diagnosis
- PgC Musculoskeletal Diagnosis
- PgC Clinical Biomechanics in Orthotic Therapy
- PgC Clinical Biomechanics and Pain Management in the Lower limb
- PgC Clinical Biomechanics and Diabetes
Clinical Biomechanics Scheme

Clinical practice in areas such as podiatry, orthotic therapy and physiotherapy in recent times has required the practitioners to focus more intensely on the exploration of the evidence underpinning their role. There has been, in many fields, increasing specialisation and a need to develop skills required to undertake advanced clinical practice.

In this respect patients seek advice earlier from perceived specialists and should be able to expect a high level of expertise from their selected practitioner. Practitioners are seeking postgraduate awards that will provide them with this level of advanced clinical skills and a qualification that they can use as evidence of this expertise. In order to effectively treat musculoskeletal problems it is necessary to be able to perform a skilled diagnosis using up-to-date practices, and a knowledge of underlying pathologies, along with methodologies to aid the process of reaching a diagnosis. This combination is extremely important as an advanced clinical skill. Specialist clinical teams in this field drawn from a variety of clinical professions are increasingly being built and the practitioner with skills and the means to seek out advancement in practice as a transferable skill, will be in demand. The rationale behind these awards stem from the requirement of evidence based practice in the area of Allied Health Professions. Furthermore the developments of awards and modules are informed by requirements identified by the professional groups and current research.

The distinctive element of this scheme of awards at Staffordshire University is the focus on the clinical relationship between general clinical biomechanical problems, theory and practice. A further distinction is the method of delivery based on blocks of study with attendance over weekends allowing health professionals in private practice to attend and drawing students from a national rather than regional base. The teaching team is also derived with a compliment of people having a significant clinical practice in the field.

The MSc I attained from Staffordshire University has enhanced the way I approach any patient with biomechanical pathologies. As a result of the course, I have become much more able to diagnose podiatric musculoskeletal conditions by considering so much more than what I had learnt at graduate level. This included the importance of understanding the mechanism of injury, the mechanical properties of human tissue as well as an enhanced understanding of podiatric paradigms and their application. The course has improved my understanding of the gait cycle, gait analysis and its application in both a clinical setting and its use in research. The service I am able to offer patients now encompasses better diagnostic skills, better understanding of the aims of the devices I prescribe and has improved my ability to cascade my knowledge to other podiatrists through training and service development.

Neville Parker
MSK Podiatrist. Pennine Acute Hospitals NHS Trust
Although all the awards within the Clinical Biomechanics Scheme have common aims, each has distinctive requirements and offers varied opportunities for the practitioners taking up this program. There are seven PgC awards with named pathways leading to two PgD/MSc awards which are titled Clinical Podiatric Biomechanics and Clinical Biomechanics. At PgC level, the students are expected to complete the core module(s) designated for a named award. For progressing on to PgD/MSc they are can choose from the range of modules available to them.

PgC Musculo Skeletal Diagnosis
This award focuses on musculo skeletal diagnostic processes for clinical practitioners who treat biomechanically based problems in their clinical practice. This award, will provide the student with an insight into Diagnostic Imaging (according to current regulations this module will give them a I(R)MER certificate allowing the students to prescribe and read x-ray images).

PgC Clinical Biomechanics in Orthotic Therapy
This award focuses on orthotists who specialise in lower limb orthotics and gait analysis. In order to effectively treat a patient using orthotic intervention, it is necessary to understand the mechanics behind the condition that they are treating. This requires a good knowledge of the principles of clinical biomechanics, the role of orthoses and their relationship to pathomechanics. The British Association of Prosthetists and Orthotists have identified the need for extended PG provision and this is reflected in the nature of this course.

PgC/PgD/MSc Clinical Podiatric Biomechanics
This award is focused on musculo skeletal podiatrists who are interested in understanding biomechanical interventions in their practice. This award, whilst giving them an insight into the patho-mechanics of various aetiologies, introduces them to various clinical paradigms and current thinking in evidence based medicine.

PgC/PgD/MSc Clinical Biomechanics
This award is focused on all other musculo skeletal practitioners (for example: physiotherapists, orthotists, Chiropractors) who normally provide biomechanical based interventions in their clinical practice. This award, as in the previous gives, student an insight into the patho-mechanics of musculo skeletal problems and introduces them to current thinking in the area of biomechanical therapeutic interventions.

Distinctiveness of each Award

“Embarking on the MSc in Clinical Podiatric Biomechanics not only changed how I work but gave me confidence in many aspects of my life. I am now much more analytical in my work, enabling me to provide evidence based practice and gain quality outcomes for my patients. On completion of the MSc I have been a source of expertise within the field of podiatric biomechanics within Orthopaedics and Rheumatology as well as physiotherapy and podiatry.”

Heidi Burn
Team Lead Podiatrist
Walsall Healthcare Trust
**Applied Diagnostic Imaging**

**Who is this module for?**
Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

**What you will achieve**
This module will enable you to gain an understanding of imaging and ionising radiation. Study of this module will take into account all current regulations (IR(ME)R 2000) and you will receive an attendance certificate.

**Module detail**
The practice of modern health care relies heavily on diagnostic imaging modalities for confirmation of the findings of critical examination. This module will investigate the diagnostic capability of X-rays and how these have been enhanced by the introduction and continued development of Computer Tomography (CT) scanners, now capable of highly complex three-dimensional re-construction. In addition the student will study alternative imaging modalities that the diagnostician or therapist needs to consider when evaluating the best course of action for a patient. Nuclear medicine offers an alternative that provides physiological information rather than pure anatomy, while ultrasound and Magnetic Resonance Imaging (MRI) provides modalities that do not employ ionising radiation. In exploring these imaging modalities the practitioner will not only understand what information these will provide for a diagnosis but what is the best way to attain that information. An (IR(ME)R certificate is awarded on completion of this module.

**Module Code/Cost**
HES94039-M - £650

**Study dates and venue**
This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over two non consecutive weekends.

**Contact**
Richard DeCann
e: admin@imecs.freeserve.co.uk

**Booking Enquiries**
t: 01782 294400

**Special Entry Requirements**
Registration with the HPC or equivalent.

**Credits**
15 M level 7 credits

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**Musculoskeletal Diagnostic Process**

**Who is this module for?**
Healthcare practitioners (normally with a degree or other acceptable qualification) dealing with musculoskeletal problems.

**What you will achieve**
This module facilitates the development of diagnostic skills for practitioners working with a musculoskeletal case load. You will get an understanding of the imaging modalities, gait analysis equipment with the potential use of electromyographs, force/pressure measurements, kinematics, energy expenditure tests, serology and biochemical investigations. There is also focus on examining the evidence underpinning practice, examining current research and identifying where this information is available and how it can enhance clinical practice.

**Module detail**
This module explores various aspects of the pathological changes identified as inflammatory or degenerative in nature, acute or chronic, trauma or disease. Reflection on the diagnostic process as a complex skill involving a series of activities needed to identify the many musculoskeletal conditions that might be encountered. This module has been designed to enable students to undertake an in depth analysis of practice. Through the analysis of case histories using critical reflection it will become possible for the student to influence clinical practice whilst developing his or her skill as a critical thinker.

**Module Code/Cost**
HES94033-M - £900

**Study dates and venue**
This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

**Contact**
Helen Branthwaite
e: h.r.branthwaite@staffs.ac.uk

**Booking Enquiries**
t: 01782 294400

**Special Entry Requirements**
Registration with the HPC or equivalent.

**Credits**
30 M level 7 credits
Origins and Principles of Podiatric Biomechanics / Origins and Principles of Biomechanics

Who is this module for?
Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

What you will achieve
This module gives you a basic understanding of clinical and applied biomechanics and facilitates the development of knowledge and skills to apply theoretical perspectives of biomechanics in a clinical environment.

Module detail
The overall aim of this module is to relate how the laws of basic mechanics interact with the functional anatomy of humans, and understand the origin and mechanisms of normal and abnormal gait that relate to pathology. Success in this module will depend on the demonstration of a sound knowledge of the fundamental principles of the structure and function of the human body. The candidate will be expected to analyse the origins of musculoskeletal and physiological problems that have an impact on human movement. This will involve contrasting normal development with abnormal development related to pathology and evaluate the methods of patient assessment used to collect data that will be used in the clinical setting. There will be a necessity for participants to examine all the physiological, pathological and environmental factors that impact on the structure and function of all human movement.

Module Code/Cost
HES94031-M / HES94032-M - £900

Study dates and venue
This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

Contact
Andrew Horwood
e: a.m.horwood@staffs.ac.uk
or
Robert Longworth
e: r.longworth@staffs.ac.uk

Booking Enquiries
t: 01782 294400

Special Entry Requirements
Registration with the HPC or equivalent.

Credits
30 M level 7 credits

Therapies Using Biomechanical Principles

Who is this module for?
Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

What you will achieve
This task based module will enable you to explore the treatment modalities based on various clinical biomechanics principles.

Module detail
In this module you will focus on the forms of biomechanical analysis used by the podiatrist treating patients seeking help with a problem of a biomechanical nature. The student will examine what each form of analysis provides and how this aids the understanding of a biomechanical therapy. The therapies considered, range from advice, exercise, various provision of orthoses, from chair-side to casted devices. The module is structured to investigate and emphasise the key processes underpinning the selection of therapies in the clinical use of biomechanical principles.

Module Code/Cost
HES74027-M - £900

Study dates and venue
This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

Contact
Helen Branthwaite or Nachi Chockalingam
e: h.r.branthwaite@staffs.ac.uk
e: n.chockalingam@staffs.ac.uk

Booking Enquiries
t: 01782 294400

Special Entry Requirements
Registration with the HPC or equivalent.

Credits
30 M level 7 credits
Tissue Stress

Who is this module for?
Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

What you will achieve
This module will introduce the theoretical basis for tissue loading which might result in an injury or a pathological condition.

Module detail
Overall aim of this module is to provide the student with the engineering perspective and tools used to assess the differing characteristics of a variety of tissue types and how they respond to stresses imposed on them. The student will start to draw links between clinical practice and other disciplines such as bioengineering and orthopaedics, and be able to evaluate the effectiveness and usefulness, in a clinical setting, of equipment used for force and stress measurement.

Module Code/Cost
HES94026-M - £450

Study dates and venue
This module is delivered twice every year and will run for three days (1 + 2 days) over two non consecutive weekends. The second weekend will take place at Beaconsfield (Stafford) campus of the University. Part of the assessment will take place in the second weekend.

Contact
Nachi Chockalingam
e: n.chockalingam@staffs.ac.uk

Booking Enquiries
t: 01782 294400

Special Entry Requirements
Registration with the HPC or equivalent.

Credits
15 M level 7 credits

Clinical Biomechanics in Sports and Recreation

Who is this module for?
Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

What you will achieve
This module will enable you to explore the treatment modalities based on the basic sports science principles.

Module detail
Students will be provided with an understanding of the role of sports science in the management and prevention of sports injuries related to their practice. At completion they will have acquired a sound knowledge of sports science and be able to demonstrate the ability to evaluate contemporary research in the context of injury management and prevention of re-injury. This will involve reflection on the outcomes of sports specific clinical treatment regimes and the application of the knowledge gained to the clinical situation.

Module Code/Cost
HES94040-M - £450

Study dates and venue
This module is delivered at the Leek Road (Stoke) campus twice every year and will run for three days over two non consecutive weekends.

Contact
Dave Dunning or Nachi Chockalingam
e: d.n.dunning@staffs.ac.uk
e: n.chockalingam@staffs.ac.uk

Booking Enquiries
t: 01782 294400

Special Entry Requirements
Registration with the HPC or equivalent.

Credits
15 M level 7 credits
Critical Appraisal Skills and Research Awareness

Who is this module for?
Any health and social care practitioner who is engaged in practice and is undertaking a Masters award level 7 within the Faculty of Health.

What you will achieve
You will have the opportunity to analyse with peers and course tutors issues related to the nature of research, critical appraisal skills and research methods.

Module detail
This module provides students with the opportunity to explore the research process and engage in a critical appraisal of research articles linked to their main area of study. You will be introduced to a range of key issues associated with research, including the quantitative/qualitative methods debate, the nature of research ethics, and the dissemination of research findings with particular emphasis on poster presentations. The aim of the module is to ensure that students are at home with studying at Masters level 7.

Module Code/Cost
Critical Appraisal Skills and Research Awareness
SHM58001-M
£450

Study dates and venue
The module will be delivered on a block basis over 2 weekends at various times in the year depending on the award studied. The module is delivered at Leek Road, Stoke.

Assessment
2500 word written critique 50%
Poster presentation 50%

Contact
Nachi Chokalingam
e: n.chokalingam@staffs.ac.uk
Booking Enquiries: 01782 294400

Credits
15 M level 7 credits
This Directory describes the courses offered by Staffordshire University

The University reserves the right to alter or cancel courses or to amend any other information without prior notice. There is no guarantee that courses for which approval is being sought will be offered at the anticipated date of commencement. This Directory does not constitute the course regulations.

Should you become a student of Staffordshire University, you will receive further documents describing the teaching, examination, assessment and other educational services offered by the University.

Staffordshire University undertakes to take all reasonable steps to provide educational services in the manner set out in this Directory and in those further documents. Should industrial action or other circumstances beyond the control of the University interfere with its ability to provide such services, the University undertakes to use all reasonable steps to minimise the resultant disruption to educational services.

The University does not undertake any absolute obligation whatsoever to provide educational services in the manner specified in this Directory or in any other document, nor does it undertake any other obligation in respect of the provision of educational services which is more onerous than the obligations set out herein.

Should you become a student at Staffordshire University, this notice shall be a term of and contract between you and Staffordshire University. Any offer of a place made to you by the University is made on the basis that in accepting such an offer you signify your consent to the incorporation of this notice as a term of any such contract.

If you wish to look at the University’s regulations prior to commencement of your course, please write to the Academic Registrar and Director of Student Experience for a copy or visit the University’s website: www.staffs.ac.uk

Cancellation

The Faculty of Health Sciences at Staffordshire University reserves the right to cancel any module/course/programme or to change its venue or time. Every effort will be made to notify all applicants as soon as the decision is made. This will normally be within 14 days of the module/course/programme commencement. Where any fees have been paid a full refund will be offered in the event of cancellation.

In the case of an individual being unable to attend a module/course/programme for which they have enrolled the Faculty of Health Sciences must be informed immediately. Due to pressure for places on courses and the problem created when a student fails to attend as enrolled or gives inadequate notice of non attendance the Faculty of Health reserves the right to charge the fee for the module.