



## **Continuing Professional Development Prospectus for Health Care Professionals**

Academic Year

**2012-2013**

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BSc Health Studies

BSc (Hons) Health Studies

Graduate Certificate/Diploma: Professional Studies

BSc (Hons) Emergency Care

Graduate Certificate/Diploma Emergency Care

Dip HE Health Studies

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# **BSc (Hons) Health Studies Prospectus 2012-2013**

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## **Programme Co-ordinators**

**BSc (Hons) Health Studies**  
**BSc (Hons) Health Studies (HEFCE)**  
**Graduate Certificate/Diploma: Professional Studies**  
**Dip HE Health Studies**  
**Faculty APEL Co-ordinator**

Annie Watts  
Scheme Co-ordinator and Programme Leader  
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Associate Professor in Emergency Care  
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### **Nurse Independent/Supplementary Prescribing**

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University of Plymouth  
Drake Circus  
Plymouth, PL4 8AA

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### **Foundations in General Practice Nurse**

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### **Mentorship**

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# BSc (Hons) Health Studies Prospectus 2012-2013

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## Contents

Programme Co-ordinators .....	2
Welcome and Introduction .....	4
Direct Purchase .....	5
Programmes and Awards Available .....	8
<b>BSc (Hons) Health Studies</b> .....	8
<b>BSc (Hons) Emergency Care &amp; Graduate Diploma in Emergency Care</b> .....	10
<b>BSc (Hons) Paramedic Practitioner (Community Emergency Health)</b> .....	11
Academic Partnership Scheme .....	12
Application Process for Students Accessing CPD .....	13
Module Delivery 2012-2013 .....	16
<b>BSc (Hons) Health Studies</b> .....	17
Development of Evidence-Based Practice Knowledge and Skills .....	17
Engaging in Evidence Based Practice and Clinical Effectiveness (Compulsory Core) .....	18
Work Based Learning (WBL) (Core Option) .....	19
Mentorship (Core Option) .....	20
Mentorship Accreditation for Prior (Experiential) Learning AP(E)L .....	21
Mentorship AP(E)L via Distance Learning .....	22
Confirming Proficiency in Professional Practice Accreditation for Prior (Experiential) Learning AP(E)L (Core Option) .....	23
Nurse Independent/Supplementary Prescribing (Contracted) .....	24
Supplementary Prescribing (Contracted) .....	25
Nurse Independent/Supplementary Prescribing – Postgrad .....	26
Supplementary Prescribing .....	28
Prescribing from the Community Practitioners Formulary for Nurses and Midwives .....	29
The Child with Minor Health Problems in Primary Care .....	30
Foundations in Health Assessment and Clinical Examination 1 .....	31
Foundations in Health Assessment and Clinical Examination 2 .....	32
Diabetes Mellitus .....	33
Foundations of General Practice Nursing .....	34
<b>BSc (Hons) Emergency Care or BSc (Hons) Health Studies</b> .....	36
Foundations of Emergency Care (Core module) .....	36
Clinical Practice Development in Emergency Care .....	37
Developing expertise in clinical examination .....	38
Mental Health Assessment in the Acute Setting .....	39
Emergency Care for Children .....	40
Clinical Leadership in Emergency Care .....	41
<b>BSc (Hons) Paramedic Practitioner (Community Emergency Health)</b> .....	42
Applied Pharmacology and Medicines Management .....	42
Refining Clinical Techniques for Practitioners .....	43
CEH302 .....	43
Advanced Professional Issues .....	44
On Demand Modules .....	45
<b>Module Description</b> .....	45
Specialist Care of Older People .....	45
Contemporary Issues for Healthcare Professionals (Core Option) .....	45
*Examination of the Newborn, Theory and Practice .....	45
Leg Ulcer Management .....	45
Tissue Viability .....	45
Capable Professional Practice in Work with People with a Diagnosis .....	45
of Personality Disorder .....	45
The Practice of Contraception and Reproductive Sexual Health .....	45
Clinical Decision Making in Emergency Situations .....	45
Consultation Skills .....	45
Working with People who have experienced sexual abuse or other early trauma .....	45
Safeguarding Children .....	45

# BSc (Hons) Health Studies Prospectus 2012-2013

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## Welcome and Introduction

Welcome to the 2012/2013 edition of the Continuing Professional Development (CPD) Prospectus. The prospectus offers a range of programmes and modules to choose from for your personal, professional and academic development.

Undertaking a CPD programme/module is a major investment in your future that can significantly enhance the quality of your professional and personal life. It is important that you use this time to maximum advantage so that your learning experiences are rich, varied and positive. You should anticipate that in addition to allocated study days/time you will need to allow ten to twelve hours a week for self-directed study, reading and assignment preparation. You might also need to visit other clinical environments in order to meet module/programme learning outcomes.

Your learning is greatly facilitated if you update and enhance your study skills before you start your programme of study. A number of Trusts/healthcare employers offer short study skills courses. It is strongly recommended that you undertake some relevant reading and familiarise yourself with word processing and the internet before you start your course. This is especially important if you have not undertaken recent study.

Please take time to read the information provided in this prospectus before applying to undertake your programme/module of study. In addition to the BSc Health Studies students who already have an appropriate degree can gain a Graduate Certificate/Diploma: Professional Studies. There are some graduate certificate/diploma named awards.

The prospectus shows those modules and programmes that are being delivered for sale by the Faculty of Health, Education and Society. A continuously updated 'on-line' version of the prospectus is located at: [www.plymouth.ac.uk/faculties/Faculty of Health, Education and Society/CPD](http://www.plymouth.ac.uk/faculties/Faculty%20of%20Health,%20Education%20and%20Society/CPD). E-mail queries about these programmes and modules can be sent to [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk) or you can call us on 01752 586726.

All modules and programmes are regularly revised to link with current NHS policies and the requirements of key stakeholders. You need to be aware when choosing your module(s) that codes, titles, academic levels and assessments may have been altered to reflect these changes. In the event of such changes influencing your planned programme of study, transitional arrangements are in place to ensure that students are not disadvantaged.

Teaching activities are timetabled around three phases/terms (see page 13). Satellite delivery, webcast, video conferencing and conference style delivery may be used for selected modules.

On behalf of the Faculty of Health, Education and Society we would like to wish you a successful outcome and hope that you enjoy your studies.

Annie Watts  
**Scheme Co-ordinator/Programme Lead**

# BSc (Hons) Health Studies Prospectus 2012-2013

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## Direct Purchase

The selecting and funding of modules now operates by:

- . Direct purchase by individuals, professional groups and institutions

There are limited contracted modules available. Where this is the case it is indicated at the top of the relevant module page.

## Direct Purchase

Individual students may apply to undertake individual modules or complete Health Studies Programmes/Graduate Certificates/Diplomas. Initial enquiries regarding obtaining a self-funded place on a programme or module should be made to the CPD Administrators (contact 01752 586726) or by email to [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk).

Places may be directly purchased on modules. The CPD Administrators keeps a database of interest and logs programme/module enquiries. Contact 01752 586726 or email [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk).

## Faculty Contacts:

Administrative Links		
<b>Plymouth</b>		
CPD Office	01752 586726	cpdhes@plymouth.ac.uk
James Wadham	Senior Programme Administrator	
Jane Campbell-Baigrie	Programme Administrator (AP(E)L)	
Thirza Haycocks	Administrative Assistant	
Tim Evernden	Administrative Assistant	
Oliver Laity	01752 586728	Marketing & Admissions Manager
CPD Site Contacts		
<b>Cornwall</b>		
Nicky Clemens/Michelle Moore	01872 256400	
<b>Taunton (inc Barnstaple and Exeter)</b>		
Gill Day/Susie Carter	01823 366910	

# BSc (Hons) Health Studies Prospectus 2012-2013

## Level Descriptors

Please note that the University is now using new level descriptors:

Level Descriptor		Level
Certificate level (formerly level 1)	now	Level 4
Diploma level (formerly level 2)	now	Level 5
Degree level (formerly level 3)	now	Level 6
Masters level (formerly level 5)	now	Level 7

Within the Health Studies Modular Scheme a number of distinct academic awards are potentially available (see front cover). They include:

Qualification	Credits	Breakdown of Credits
Diplomas in Higher Education	240	120 at Level 4* 120 at Level 5
Honours Degrees	360	120 at Level 4* 120 at Level 5 120 at Level 6*
Ordinary Degrees (non-honours)	320	120 at Level 4* 120 at Level 5 80 at Level 6
Graduate Certificate Professional Studies	120	60 at Level 6*
Graduate Diploma Professional Studies	120	120 at Level 6* (includes 60 Certificate credits)

\*If you are a registered health care professional you are exempt from completing Level 4 credits.

The following descriptions apply to current programmes. If you have studied with us previously and undertaken modules/programmes which have now changed - DON'T WORRY – transitional arrangements are in place and your credit(s) will automatically be transferred in place of the new module(s). YOU WON'T HAVE TO DO THEM AGAIN! Please contact Programme Lead for further information.

If you wish to undertake Diploma level study prior to accessing a degree, please see the Diploma programme framework below.

## Diploma of Higher Education (Health Studies)

This programme comprises one twenty credit CORE modules which are COMPULSORY:

Code	Title	Credits
HEAB248	Development of Evidenced- Based Practice Knowledge and Skills	20

Further optional modules of your choice, from within the approved scheme structure, are then required to make up to 120 Level 5 credits. This will award you a full Diploma and entry to degree level studies.

\*Students entering these programmes have up to eight years to complete their Award.

## Enhanced Access to Degree Level Study

If you do not wish to receive the award Diploma of Higher Education, recent changes will now permit enhanced access to degree level studies.

To enter level 6 studies students' need either the award of Diploma OR 120 Level 5 credits which include a research component. The distinct difference between a Diploma and 120 Level 5 credits is:

- A Diploma has 1 CORE modules (20 credits) and optional modules (up to 100 credits)
- 120 Level 5 credits have been achieved on a less structured basis (including Evidence Based Practice) where a much greater level of flexibility has been allowed and usually includes a large proportion of modules that have been AP(E)L'd. The award of Diploma in this instance has not been conferred.

# BSc (Hons) Health Studies Prospectus 2012-2013

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If you have not yet started studying for a Diploma you will have the opportunity of accessing Degree level studies upon:

- completion of a study skills course
- completion of the **Development of Evidenced- Based Practice Knowledge and Skills module** (HEAB248)
- submission of a comprehensive CV (your CV will contribute towards evidencing your level 5 credits) (See Bullet point below on Submitting a Comprehensive CV)

\* Alternatively this could be an equable research module completed under another scheme (including other academic institutions).

## Submitting a Comprehensive CV

The Faculty of Health, Education and Society has produced a leaflet to assist you with the preparation of your CV. The information in this leaflet guides you through the stages of submitting a comprehensive CV to demonstrate that you have constructively used your professional experience to promote your learning. The evidence you provide in your CV will be mapped against the required University learning outcomes to ensure that you have demonstrated your achievement of the necessary competencies. To obtain a copy of this leaflet please contact the APEL Administrator on 01752 586951 or email [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk). It can also be accessed and downloaded via the Faculty of Health, Education and Society website on [www.plymouth.ac.uk/faculties/Faculty of Health, Education and Society/CPD](http://www.plymouth.ac.uk/faculties/Faculty%20of%20Health,%20Education%20and%20Society/CPD). ALL completed CVs and application forms for enhanced access should be returned to the AP(E)L Administrator (see page 5). This is correctly described as 'Enhanced Access Route'.

## Entry to Degree Level Study

Applicants must be educated to Diploma level (equivalent to 120 level four and 120 level five credits). These credits may have been achieved through taught programmes, AP(E)L or through the enhanced access to level 6 (see page 6). The evidence of education offered needs to include an understanding of evidence based practice/research methodology and the ability to study at level 6 (appropriate study skills).

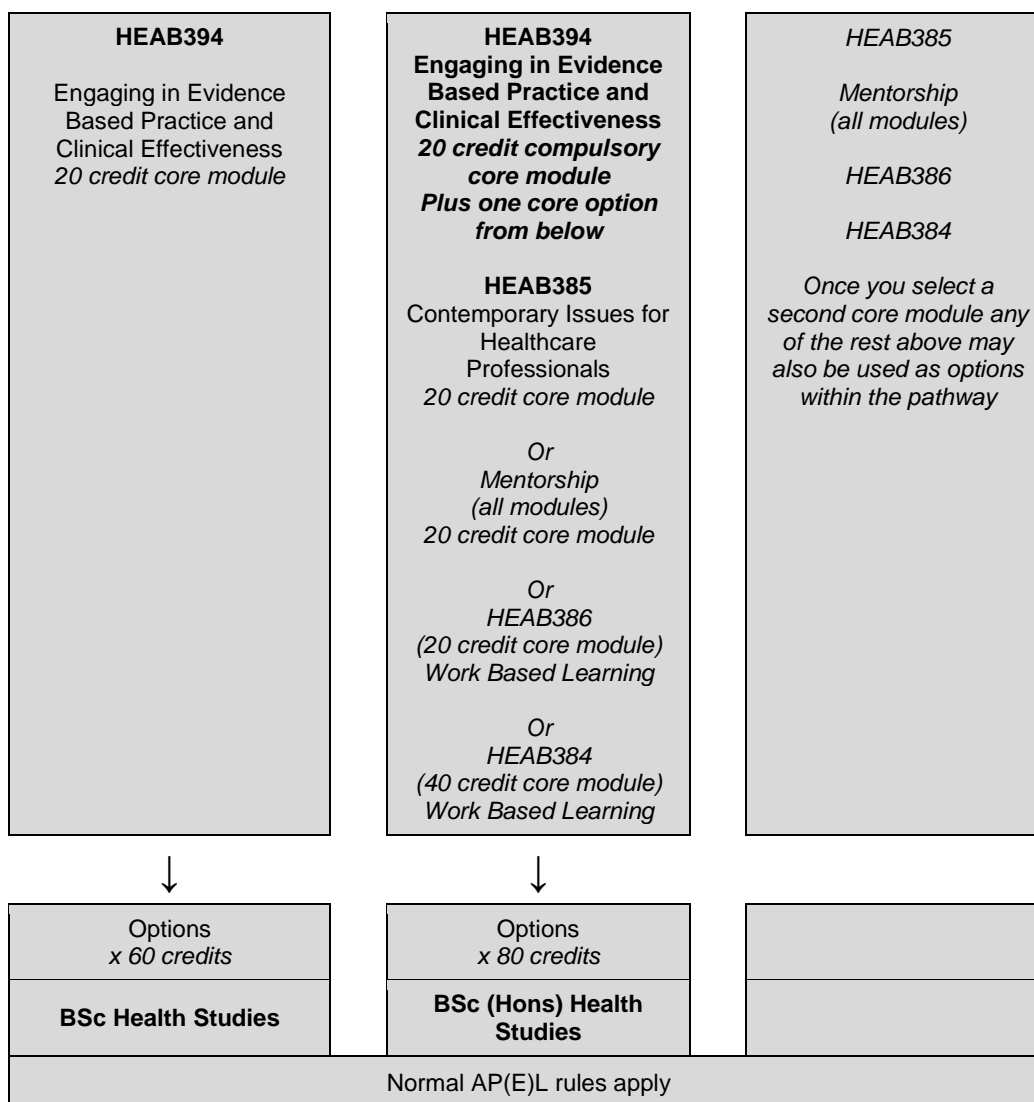
# BSc (Hons) Health Studies Prospectus 2012-2013

## Programmes and Awards Available

### BSc (Hons) Health Studies

#### Entry Requirements

Diploma in Higher Education or equivalent or evidence of 120 level 5 credits. Students entering these programmes, from 2007, have up to five years to complete their award.

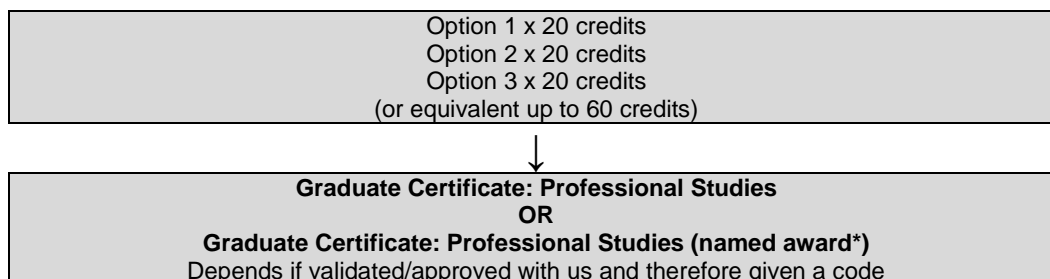


# BSc (Hons) Health Studies Prospectus 2012-2013

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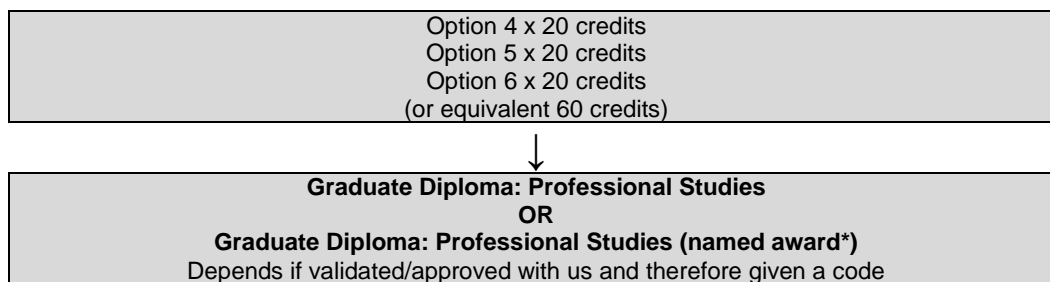
## Graduate Certificate: Professional Studies & Graduate Certificate: Professional Studies (named award)

Entry requirements: applicants must hold an Honours Degree in a related subject or equivalent.



## Graduate Diploma: Professional Studies & Graduate Diploma: Professional Studies (named award)

Entry requirements: applicants must hold an Honours Degree in a related subject or equivalent, PLUS Graduate Certificate in health related subject or 60 degree level credits in health related subject.



Information on how to access this programme is outlined on page 6. Pages outline details of module delivery for the 2012/2013 academic year.

# BSc (Hons) Health Studies Prospectus 2012-2013

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## BSc (Hons) Emergency Care & Graduate Diploma in Emergency Care

This innovative programme has been designed to work across professional boundaries to meet both the current and future needs of experienced paramedics, nurses and other practitioners who are involved in the care of emergency patients.

The term 'emergency care' is defined as "the delivery of care to people with undiagnosed problems that they or others have defined as an emergency". The practitioner working in an emergency care environment has a crucial role to play in undertaking rapid patient assessment and making decisions about when and how to treat the patient.

This programme is inter-professional and is designed for practitioners with experience in emergency care and who meet the relevant academic pre-requisites. Students have previously attended from a diverse range of emergency care settings that include emergency departments, ambulance service, minor injury units, military, surgical and medical admissions units. It is designed to develop the student into a competent and adaptive emergency care practitioner who has skills that are transferable across emergency care settings.

Students will undertake 120 credits at level 6. Modules studied must include at least the two core modules listed below. However, students would also be encouraged to speak to the programme leader to discuss APEL and other opportunities. Modules will be delivered on a part time basis through a series attended plus some additional self-directed study time. Some distance learning has also been introduced to the programme. Students may also access some individual modules on a "stand alone" basis

### Core Modules

Code	Title	Credits
HEAB394	Engaging in Evidence Based Practice and Clinical Practice	20
HEAC364	Foundations in Emergency Care	20

### Optional Modules

Code	Title	Credits
HEAC361	Emergency Care for Children	20
HEAC365	Mental Health Assessment in the Acute Setting	20
HEAC359	Principles and practice of clinical investigations in healthcare	20
HEAC360	Clinical Leadership in Emergency Care	20
HEAC363	Developing expertise in clinical examination	20
HEAC362	Clinical Practice Development in Emergency Care	40
HEAC366	Innovation and Enterprise in Emergency Care	20
HEAC367	Leading Innovation and Enterprise in Emergency Care	20

On successful completion of the programme, participants will be awarded a BSc (Hons) Emergency Care.

### Entry to the BSc (Hons) Emergency Care Programme

Applicants for this programme must possess 120 credits at level 5 or be able to demonstrate the achievement of level 5 outcomes through APEL.

Those wishing to undertake this programme must have a clear commitment to meeting the programme or module requirements because of the need to:

- register for the correct award

In addition to the above, students are strongly advised to undertake a study skills and computing course. Students can complete the programme over one year full time (fully supported by their employer) or take up to five years on a part-time basis. Students with a health related classified degree of 2:2 and above can access the programme to work towards a Graduate Diploma Award.

### Entry to the BSc (Hons) Graduate Certificate/Diploma Award of the Emergency Care Programme

The same entry criterion as above applies in terms of clinical practice experience and professional registration. The applicant also requires evidence of a good honours degree (i.e. a 2:2 classification and above) in a health or health related subject. This might include a Bachelor of Science in biological health, psychology, midwifery, and critical care nursing or health studies.

# BSc (Hons) Health Studies Prospectus 2012-2013

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The student will follow the same route and assessment strategy through the undergraduate modules of BSc (Hons) in Emergency Care and on successfully completing 120 level 6 credits (6 modules) will gain the award of Graduate Diploma in Emergency Care.

## Entry from intercalated students (IC) to the BSc (Hons) Emergency Care Programme

This programme accepts intercalated students provided that the individual:

- Successfully concludes their 4th year of medical school
- Has a supporting statement or communication from their medical school that the student is able to undertake an intercalated degree.
- The student successfully gets through the emergency programme interview. This is required because of the need to place students in emergency departments and these placement places are limited.
- The medical school can confirm the student has undergone an occupational health assessment and enhanced criminal records bureau check. These last items the student normally does as part of the Medical school admissions process and on arrival to our programme needs to confirm there is no change

## BSc (Hons) Paramedic Practitioner (Community Emergency Health)

There are three modules in the Paramedic Practitioner course which would be suitable for health care professions who are registered Paramedics or registered nurses. The individuals would be taught alongside the third year cohort of Paramedic students.

Nurses would not be awarded the Paramedic Practitioner qualification due to the restrictions on the registration therefore the Award would be either a BSc (Hons) Community Emergency Health or a Graduate Certificate Community Emergency Health.

It is important that you work in the relevant area of Emergency care to meet the requirements of the modules and also have the practitioner support.

Module Code	Module Title	Academic Credits	Academic Level
CEH 301	Applied pharmacology and medicines management	20 credits	Level 6
CEH 302	Refining Clinical Techniques for practitioners	40 credits	Level 6
CEH 305	Advanced Professional issues	10 credits	Level 6

**Entry to BSc (Hons) Paramedic Practitioner** Applicants for these modules must

- Possess 120 credits at level 5 or be able to demonstrate the achievement of level 5 outcomes through APEL (including research)
- Has current registration with either the Health Professions Council or Nursing and Midwifery Council

## Entry to the BSc (Hons) Graduate Certificate/Diploma Award of the Paramedic Practitioner Community Emergency Health

The same entry criterion as above applies in terms of clinical practice experience and professional registration. The applicant also requires evidence of a good honours degree (i.e. a 2:2 classification and above) in a health or health related subject. This might include a Bachelor of Science in biological health, psychology, midwifery, and critical care nursing or health studies.

The student will follow the same route and assessment strategy through the third year of the undergraduate modules of BSc (Hons) Paramedic Practitioner (Community Emergency Health) and on successfully completing 120 level 6 credits (6 modules) will gain the award of Graduate Diploma in Community Emergency Health.

**IMPORTANT:** CEH 302 does require an opportunity to be observed undertaking a range of clinical examination skills in clinical practice by a mentor. Therefore it is very important the student has access to the clinical practice placement such as an Emergency Department or is currently working as practitioner.

## Academic Partnership Scheme

The Plymouth University operates a Faculty-based Academic Partnership scheme through which partners are approved to deliver specific, University accredited clinical modules. Through this Academic Partnership scheme healthcare providers offer a wide range of locally delivered, professional development opportunities that are studied by a broad range of healthcare professionals, FdSc Healthcare Practice graduates and other healthcare workers. All Healthcare Partnership modules are 'optional' modules within the BSc (Hons) Health Studies Programme and operate within the rules and regulations of that programme.

New modules in clinically specialist areas are periodically developed in response to emerging workforce need and are delivered throughout the year by partners to match their local workforce demand. A list of currently approved Healthcare Partnership modules together with contact details can be downloaded from: <http://www.plymouth.ac.uk/pages/view.asp?page=33625>. Students should contact the Healthcare Partners directly (preferably via e-mail) for current information about potential delivery dates, fees and more specific information about the modules they are interested in.

A particular success of the partnership scheme has been the development of a peer network of training and education staff in service providers throughout the peninsula. This network has created a community of like-minded people who have been committed to provide locally accessible courses to support service development and professional learning opportunities. This experience and feedback is used to inform the policies and guidelines complied with by academic partners in the form of an operational partnership handbook known by the academic year of publication, from September this will be 'Partnerships 2012'.

Academic partners now constitute significant providers of continuing professional development education that complements the courses offered by the Faculty of Health, Education and Society. This synergy has created a scheme that is responsive to local needs and emerging national developments.

## Benefits of Being an Academic Partner

Through the systematic and responsive approach to academic partnerships Plymouth University has accredited a number of modules for healthcare providers that support service delivery and opportunities for staff development. Experience to date demonstrates that the scheme offers a number of mutual benefits. These include:

- Enhanced relationships and communications between the University and healthcare providers.
- Supporting healthcare delivery – modules can be designed to match specific service developments.
- Cost effective education – modules can be specifically tailored to healthcare provider needs and delivered locally.
- Responsiveness and flexibility to identified development needs – modules can be designed, accredited and delivered in a comparatively short period of time to match changing healthcare needs.
- Enhanced skills, competence and underpinning knowledge base of staff.
- Improved access to locally delivered professional development opportunities for healthcare staff.
- Increased opportunities for accredited multi-professional education and training.
- Academic recognition for accredited modules.
- The potential for additional module developments through the partnership scheme.
- A system of quality control and assurance for locally delivered courses.
- Encouragement of developments in the module subject area.

## Application Process for Students Accessing CPD

### CPD Provision

If you would like to register for any of the modules within this Prospectus please complete the nomination form available online at <http://www.plymouth.ac.uk/pages/view.asp?page=33625>. Please fully complete this form and return by e-mail to: [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk) or by post to:

The CPD Team  
Faculty of Health, Education & Society  
Plymouth University  
4<sup>th</sup> Floor, Rolle Building  
Drake Circus  
Plymouth, Devon PL4 8AA

Please bear in mind the various deadline dates below.

### Mentorship Provision

The application process for all mentorship modules is currently being updated. The following link will take you to these particular details: <http://www.plymouth.ac.uk/pages/view.asp?page=33625> once available.

THIS MODULE HAS SOME CONTRACT MONIES ATTACHED TO IT SO APPLICATION WILL BE VIA YOUR TRUST EDUCATION MANAGER.

### Application Deadlines

#### **Phase 1 - Modules commencing between 7<sup>th</sup> September 2012 and 21<sup>st</sup> December 2012**

Applicants send forms back for processing by **1<sup>st</sup> August 2012**

University sends confirmation of module place with further details to nominees a minimum of 3 weeks prior to advertised start date.

#### **Phase 2 - Modules commencing between 7<sup>th</sup> January 2013 and 28<sup>th</sup> March 2013**

Applicants send forms back for processing by **19<sup>th</sup> November 2012**

University sends confirmation of module place with further details to nominees a minimum of 3 weeks prior to advertised start date.

#### **Phase 3 - Modules commencing between 2<sup>nd</sup> April 2013 and 15<sup>th</sup> July 2013**

Applicants send forms back for processing by **15<sup>th</sup> February 2013**

University sends confirmation of module place with further details to nominees a minimum of 3 weeks prior to advertised start date.

### Other Useful Information:

*A confirmation letter will be sent to students confirming:*

Place on module; Module dates, times and venue, and instructions for accessing University and module resources.

**Please note it is possible to submit an application after the deadline dates above, however, this may mean a delay in you receiving access to the university's resources.**

# BSc (Hons) Health Studies Prospectus 2012-2013

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## Module Costs

Module cost codes are attached to module descriptors within this prospectus and at [www.plymouth.ac.uk/faculties/Faculty of Health, Education and Society/CPD](http://www.plymouth.ac.uk/faculties/Faculty%20of%20Health,%20Education%20and%20Society/CPD). The prices attached to the codes can be found below. (Prices quoted may be subject to change).

Prices attached to the codes are as follows:

Fee Band	Module Type	Price
A	Day Conference/workshops/study days	Variable TBC
B	20 Credit module	£600
C	20 Credit Module(with more than 6 days and or practice exam for EG OSCE	£850
D	40 Credit Module	£850
E	(APEL) and Blended Learning Module	Variable
F	10 credits	£300
G	40 credits plus OSCE	£1100
H	40 Credits plus OSCE Masters level	£1400

\*

## Funding

There are nationally available training grants from funding bodies and research councils which can be applied for. A link to some of these institutions can be found below: <http://www.plymouth.ac.uk/pages/view.asp?page=33625>

## How to pay

We would prefer to be paid in full at any point prior to the first taught day of a module.

If you are not able to pay for the module in full you or your sponsor will be invoiced for the payment by Plymouth University. Please ensure any sponsor details are given on your nomination form.

For full details of acceptable payment methods please visit:

<http://www1.plymouth.ac.uk/money/tuitionfees/Pages/Tuition-fees-payment-terms-and-methods.aspx>

# BSc (Hons) Health Studies Prospectus 2012-2013

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## **Placements, Clinical Practice and Assessors**

As a general principle continuing education clinical programmes and modules are about outcomes being achieved rather than time being served. It is assumed that students will be working in a clinical environment where they can meet the practice learning outcomes.

Whether a student will need additional clinical placements outside their own workplace depends very much on individual circumstances. For example, a student on a care of the older person module who works in an area where older people are frequent clients should be able to achieve the outcomes in their own clinical area. Another student on the same module who has only occasional contact with older people will need to work for some time in an area which has greater numbers of older clients. It may be desirable for both programme members to visit areas dedicated to the specialist care of older people. This could either be planned as part of their study time or organised by individual programme members outside of formal study days. In addition to undertaking practical experience within an appropriate area, it is imperative that a subject specialist is available to act as a supervisor/assessor.

Students, (together with their seconding manager where relevant) are required to identify suitably qualified and experienced clinician(s) to provide supervision during their period of study.

## **Modules Delivered by Academic Partnerships**

Plymouth University operates an academic partnership scheme with education and training providers across the south-west. The Faculty of Health, Education and Society operates this scheme for academic partnerships with formally constituted health care providers. Through this partnership scheme, healthcare providers are able to develop and offer University approved modules that support local service delivery and enhance continuing professional development opportunities for their staff. The primary rationale of all partnership developments is to complement the Faculty's existing CPD provision. Once approved all partnership modules currently operate as part of the BSc (Hons) Health Studies Programme.

For information on modules available through the partnership agreements, please make contact with Partner Programme Managers. A list of current partnership modules can be accessed via the Faculty of Health, Education and Society website. Details are also published on the academic partnership module catalogue, available in most Trusts. For further information please contact 01752 586726 or email [cpdhes@plymouth.ac.uk](mailto:cpdhes@plymouth.ac.uk).

## Module Delivery 2012-2013

### Module Delivery for the Academic Year 2012-2013

The following modules are those that we are offering for purchase for the academic year 2012/13. In addition, some modules could be delivered subject to demand. All the modules presented will need to have adequate numbers for them to be viable. We would keep you informed of any changes but suggest you declare your interest by placing yourself on a waiting list with the CPD office. They are all presented by module code, giving summaries, aims and outcomes for each module.

Modules are presented in the following order:

- Health studies core compulsory;
- Core options,
- Other options
- Emergency care compulsory core
- Optional modules
- Modules that could be offered if sufficient interest (list of modules at end of Prospectus)

If you have any queries regarding **module content** please contact the module leader. For any other queries, for example non-attendance, please contact your module teacher. Details are available in your offer letter from our Admissions department. If there is no module teacher named please contact the module leader, (for site telephone numbers please see page 5). If you have any queries regarding the admissions process please contact the CPD Admissions Administrator on 01752 586726.

### Study Days/Workshops

Each year a series of study days & workshops are delivered in that will be of interest to individuals working in the Health and Social Care Sectors. These days, which will cover a range of professional and clinical issues and delivered in locations across the Peninsula, will be advertised via our email distribution lists, flyers to Trusts and other care providers and regularly updates on the University website. Please visit [www.plymouth.ac.uk/cpd](http://www.plymouth.ac.uk/cpd) (follow links for Health CPD) for the most up-to-date details.

Should you be interested in joining our mailing lists to receive details of these learning events automatically please email [HESevents@plymouth.ac.uk](mailto:HESevents@plymouth.ac.uk) providing your contact details and the professional areas and issues you are interested in.

As part of our responsive and partnership focussed approach we would also be delighted to hear from you should you have an idea for a study day or workshop that would be of interest to you and/or your organisation. Any suggestions should be emailed to [HESevents@plymouth.ac.uk](mailto:HESevents@plymouth.ac.uk)

# BSc (Hons) Health Studies Prospectus 2012-2013

## BSc (Hons) Health Studies

### Development of Evidence-Based Practice Knowledge and Skills

HEAB248

(replaces old HEAB230)

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	5	1 day	Jenny Morris	£300 No instalments	A range of Health Care Professionals	Coursework 100%

#### Summary

This module (or equivalent) is a requirement to Access level 6 studies. For information on access see page?

#### Module Overview

This module has been designed to enable students to provide the evidence of how they have developed key evidence-based practice knowledge skills within the workplace. Its foundation is based upon the premise that knowledge and understanding of key research designs is an essential pre-requisite of evidence-based professional practice. There is no 'teaching' as such on this module. A period of 16 weeks has been allocated for the work required and this starts with attendance at a one-day workshop and concludes with the date for submission of the assignment. Seminars for groups of up to or 10 students will take place at approximately eight weeks following the workshop on day 1.

#### Module Aims

The aim of the module is to help practitioners develop their knowledge and skills around evidence-based practice through developing the ability to search and critically appraise health related research representative of key research designs that have influenced health care. Through the process students will develop their understanding of how to evaluate research and apply the findings to practice. Students will develop a portfolio through which they will demonstrate their ability to: (i) identify a clinical or practice-based issues about which further research evidence would enhance patient care; (ii) develop an effective search strategy to identify and retrieve relevant research-based evidence; (iii) critically appraise different research studies demonstrating knowledge of research design and methods; (iv) examine the potential implications of the research reviewed for practice; (v) identify future learning needs to ensure continued development of the knowledge and skills developed.

#### Suggested Structure for Study

Good time management is crucial to the success of this module as the emphasis is on self-directed study and detailed guidance will be provided by the tutors on the first day.

#### Module leader:

Dr Jenny Morris, plus teacher: Dr Allegra Cattani

Module	Site	Taught Dates
HEAB248	Plymouth	Monday 25 <sup>th</sup> February 2013 – Workshop Monday 15 <sup>th</sup> & Tuesday 16 <sup>th</sup> April 2013 - Seminars
HEAB248	Truro	Friday 21 <sup>st</sup> September 2012 - Workshop Tuesday 13 <sup>th</sup> & Thursday 15 <sup>th</sup> November 2012 - Seminars

## Engaging in Evidence Based Practice and Clinical Effectiveness HEAB394 (Compulsory Core)

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	6 days	Jenny Morris	B	A range of Health Care Professionals	Coursework 100%

### Summary

The module is designed to reflect the process of evidence based practice: formulating clear questions about an area of practice; identifying the best evidence from the research-based literature; critically appraising the evidence and determining the applicability to practice.

### Aims

The module is designed to foster the development of evidence based health care practitioners. It helps students to develop the skills with which they can search, identify and appraise different types of research based evidence, and offers the practitioners an opportunity to focus on and examine an aspect of practice based on up to date evidence.

### Outcomes

1. Debate the concept of EBP.
2. Justify different sources and levels of evidence with which to answer practice-based questions using electronic databases and other sources.
3. Demonstrate the application of criteria against which evidence is evaluated.
4. Critically analyse evidence in the context of practice and clinical effectiveness.
5. Use problem-solving strategies to integrate research-based evidence into practice.

### Module Teachers:

Dr Jenny Morris, Sue Alexander, Dr Allegra Cattani and Tim Ley

Module	Site	Taught Dates
HEAB394	Plymouth (Allegra Cattani)	Monday 1 <sup>st</sup> , 15 <sup>th</sup> & 29 <sup>th</sup> October 2012 Monday 12 <sup>th</sup> & 26 <sup>th</sup> November 2012 Monday 10 <sup>th</sup> December 2012
HEAB394	Truro (Jenny Morris)	Thursday 17 <sup>th</sup> & 31 <sup>st</sup> January 2013 Thursday 14 <sup>th</sup> & 28 <sup>th</sup> February 2013 Thursday 14 <sup>th</sup> & 28 <sup>th</sup> March 2013
HEAB394	Plymouth (Sue Alexander)	Wednesday 30 <sup>th</sup> January 2013 Wednesday 13 <sup>th</sup> & 27 <sup>th</sup> February 2013 Wednesday 13 <sup>th</sup> & 27 <sup>th</sup> March 2013 Wednesday 10 <sup>th</sup> April 2013
HEAB394	Taunton (Tim Ley)	Wednesday 17 <sup>th</sup> April 2013 Wednesday 1 <sup>st</sup> , 15 <sup>th</sup> & 29 <sup>th</sup> May 2013 Wednesday 12 <sup>th</sup> & 26 <sup>th</sup> June 2013

## Work Based Learning (WBL) (Core Option)

**HEAB384**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	6		Annie Watts	D	A range of Health Care Professionals	Coursework 100%

## Work Based Learning (WBL) (Core Option)

**HEAB386**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6		Annie Watts	B	A range of Health Care Professionals	Coursework 100%

### Summary

WBL is also available at Masters Level and individuals interested in these should make enquiries independently to Jacky Griffith, Lecturer, Cornwall site.

Learner-Led WBL can provide learners with opportunities to relate conceptual frameworks and ideas that have been developed in their discipline based subjects to the practicalities of the working environment (Heath 1999). By using a self-directed approach, the learner is able to develop a range of transferable skills, which can be modified according to the context in which they are practised.

### Structure

At Diploma/Degree Level the WBL modules are based on a standard 6 day delivery mode. With the advent of the widening access to Level 6 study the take up of the Level 5 module is limited. Managers and Students should determine in advance which level of study they need. Students have up to one academic year or equivalent to complete this module. Students are able to access a **40 and 20 credit Work Based Modules (HEAB384 & HEAB386)** either as Team Work Based Learning or Individual Work Based Learning.

### Delivery

**Day 1** - Students attend a briefing session for the module and have the opportunity to meet their module teacher to discuss the requirements of the module and to seek any further advice and guidance that they might need.

**Days 2, 3, 4** - Attendance at the University is NOT required

**Day 5** - The expectation of students on this day is that they will deliver a seminar style presentation in which they will share with other students. They may invite anyone else to attend.

**There are 3 additional self-directed study days for the 40 credit module.**

NB The student spends very little time in the university and the time is for them to organise tutorial support with their teacher in the workplace as a preference or a mutually convenient location.

The module leads for level 6 Work Based Learning is Annie Watts, and the lead for level 5 Work Based Learning is Louise Winfield.

### Team Work Based Learning

There have been several examples of team WBL in action. These have been particularly rewarding due to their being multi-professional. There is considerable emphasis on inter-professional working. The benefits that have been derived from such activity are seen as part of continuous professional development.

- Led by a senior person who has the project idea
- They are not necessarily part of the team
- Team is in general multi-professional
- Team agree project and use a problem based learning focus to decide on task/subject allocation
- Have group tutorials with facilitator in the workplace
- Have individual tutorials
- Do own write up but need to include overview of team working
- Can be innovative in seminar presentation. For example: a conference day and invite a wider audience.

**These modules will run subject to demand. Once this is established you will be contacted regards a briefing session. These normally take place at the start of each Phase/Term.**

Module	Site	Taught Dates
HEAB384/HEAB386 – Phase 1	Plymouth	Tuesday 2 <sup>nd</sup> October 2012
HEAB384/HEAB386 – Phase 2		Monday 14 <sup>th</sup> January 2013
HEAB384/HEAB386 – Phase 3		Tuesday 9 <sup>th</sup> April 2013

# BSc (Hons) Health Studies Prospectus 2012-2013

## Mentorship (Core Option)

**MENT601  
or  
MENT701**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20 at degree or Masters level	6 or 7	4 days and 1 self-directed day	Adele Kane	B (both level 6 & 7)	All Health Care Professionals	Coursework 100%

### Summary

This inter-professional module is designed for inexperienced or recently qualified Health Care Professionals. It has been designed to prepare the course member for a role where they will play a key role in supporting learning and assessment and developing education in their workplace.

Course members will have the opportunity to engage in a number of different learning perspectives by participating in problem based learning in small groups, lead lectures and e-learning they will be enabled to analyse and synthesise mentorship concepts and ideas.

Theories of learning and teaching, facilitation of learning in clinical practice, fundamental principles of assessment in learning in clinical practice, student/mentor/clinical supervisor support systems, managing conflict, failing students. Further learning opportunities will arise from guided study, reflective practice and support from a mentor in their own work environment.

Five themes are drawn together and mapped within a Portfolio of evidence to demonstrate integration of the theory and practice of mentorship which can be applied to all health care professions within the context of their practice.

### Pre-requisites for the module

1. In order to construct the Portfolio and achieve the learning outcomes students will need to supervise, support and assess a 'learner' (i.e. student, trainee, new staff member someone with a learning need in your area of practice).

2. Students will need to identify a peer, colleague, manager who can act as their mentor and assessor. This person will facilitate the students learning; provide witness statements to support the portfolio evidence and sign off a summative competency statement.

\*Taught Days 4 taught days and 1 self-directed using blended learning material.

**Module Aims:** - To develop an advanced knowledge and critical awareness of mentorship in health care practice.

### Outcomes:

A mentor qualification recognised by the Nursing and Midwifery Council and Health Professions Council (Sign off Mentor – Midwives).

Once completed mentors can have their qualification recorded on their employers register and are eligible to undertake preparation for the role of 'sign off mentor' by following the 'sign off mentor' preparation pathway supported by the placement development team within their organisation.

**Suitable For:** All Health Care Professionals **Assessment:** Coursework 100%

**Credits:** 20 at Degree MENT601 or Masters Level MENT701.

Module	Site	Taught Dates
Phase 1 - MENT601/MENT701	Plymouth	Wednesday 17 <sup>th</sup> October 2012 Wednesday 14 <sup>th</sup> & 28 <sup>th</sup> November 2012 Wednesday 12 <sup>th</sup> December 2012
Phase 2 - MENT601/MENT701	Taunton	Thursday 14 <sup>th</sup> February 2013 Thursday 14 <sup>th</sup> & 28 <sup>th</sup> March 2013 Thursday 11 <sup>th</sup> April 2013
Phase 2 – MENT601/MENT701	Exeter TBC	Wednesday 6 <sup>th</sup> March 2013 Wednesday 3 <sup>rd</sup> & 17 <sup>th</sup> April 2013 Wednesday 1 <sup>st</sup> May 2013
Phase 3 - MENT601/MENT701	Cornwall	Wednesday 24 <sup>th</sup> April 2013 Wednesday 22 <sup>nd</sup> May 2013 Wednesday 5 <sup>th</sup> & 19 <sup>th</sup> June 2013

# BSc (Hons) Health Studies Prospectus 2012-2013

## Mentorship Accreditation for Prior (Experiential) Learning AP(E)L (Core Option)

**MENT602  
or  
MENT702**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6 or 7	½ Taught Day	Adele Kane	E	All Health Care Professionals	Coursework 100%

### Summary

This inter-professional module has been designed to prepare students to undertake the role of the mentor or 'sign off mentor' (nursing and Midwifery) having achieved a level of confidence and competence in their ability to assess the practice of others.

To accredit previous teaching, assessing or mentoring qualification or mentoring experience please see screening process and Tariff (appendix 1).

Once confirmed that student is eligible for APEL:

- Attend a ½ day workshop where course members will have the opportunity to engage in a number of different learning perspectives by participating in problem based learning in small groups, be enabled to analyse and synthesise contemporary mentorship concepts and ideas.
- Submit an assignment that critically reflects and evaluates the course member's performance as a mentor in workplace learning and assessing.

**Module Aims:** -To develop an advanced knowledge and critical awareness of mentorship in health care practice

### Outcomes:

A mentor qualification recognised by the Nursing and Midwifery Council and Health Professions Council.

If not already a sign off mentor, once completed a student is eligible to undertake preparation for the role of 'sign off mentor' by following the 'sign off mentor' preparation pathway supported by the placement development team within their organisation.

**Taught Days:** - ½ day workshop and mentor / educator update.

### Outcomes:

A mentor qualification recognised by the Nursing and Midwifery Council and Health Professions Council (Sign off Mentor – Midwives).

Once completed mentors can have their qualification recorded on their employers register and are eligible to undertake preparation for the role of 'sign off mentor' by following the 'sign off mentor' preparation pathway supported by the placement development team within their organisation.

**Suitable For:** All Health Care Professionals

**Assessment:** Coursework 100%

**Credits:** 20 at Degree MENT602 or Masters Level MENT702

### Teaching Team:

Adele Kane, Kim Pankhurst, Janet Thatcher, Annie Watts, Margaret Wade, Sue Twose, Kathy Smith, Claire Hornsby & Val Hyde

Module	Site	Taught Dates
MENT602 or MENT702	Exeter PMS	November 2012 - TBC
MENT602 or MENT702	Plymouth	December 2012 – TBC
MENT602 or MENT702	North Devon NHS Trust	January 2013 – TBC
MENT602 or MENT702	Plymouth	February 2013 – TBC
MENT602 or MENT702	West Heath House, Bodmin	Monday 25 <sup>th</sup> March 2013
MENT602 or MENT702	South Devon NHS Foundation Trust	March 2013 – TBC
MENT602 or MENT702	Plymouth	April 2013 – TBC
MENT602 or MENT702	Plymouth	May 2013 – TBC
MENT602 or MENT702	Exeter PMS	June 2013 - TBC

## Mentorship AP(E)L via Distance Learning (Core Option)

**MENT603  
or  
MENT703**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20 at degree or Masters Level	6 or 7		Adele Kane	E	All Health Care Professionals	Coursework 100%

### Summary

This course offers the opportunity to undertake a mentorship qualification via distance learning which enables you to study at a pace that suits your work/life balance or to study a course that may not be readily accessible due to geographic locality, timing of delivery or availability.

The course has a dedicated interactive web site offering comprehensive learning materials and information and you will be supported by a personal tutor.

It is important for you to be conversant and confident in IT skills and have access to a PC with internet to undertake the course and be an autonomous self-directed learner.

### Outcomes:

A mentor qualification recognised by the Nursing and Midwifery Council and Health Professions Council (Sign off Mentor – Midwives).

Once completed mentors can have their qualification recorded on their employers register and are eligible to undertake preparation for the role of 'sign off mentor' by following the 'sign off mentor' preparation pathway supported by the placement development team within their organisation.

**Suitable For:** All Health Care Professionals

**Assessment:** Coursework 100%

**Credits:** 20 at Degree MENT603 or Masters Level MENT703

### Tutors

Sue Twose and Adele Kane

Module	Site	Taught Dates
MENT603 or MENT703		Course commences Monday 3rd December 2012 or Wednesday 1 <sup>st</sup> May 2013

## Confirming Proficiency in Professional Practice Accreditation for Prior (Experiential) Learning AP(E)L (Core Option)

**MENT604  
or  
MENT704**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20 at degree or Masters level	6 or 7	Distance Delivery	Adele Kane	E	Nurses and Midwives	Coursework 100%

### Summary

This module has been designed to enable individuals having achieved a level of competence in their ability to assess the practice of others to advance their proficiency to meet the additional NMC criteria for 'sign off mentors'. Annotated sign off mentors can to accredit their 'sign off mentor portfolio' with an additional reflective assignment to gain 20 credits at degree level.

Attendance at Annual Sign off mentor workshop is also required.

**Suitable For:** Nurses and Midwives **Assessment:** Coursework 100%

**Credits:** 20 at Degree MENT604 or Masters level MENT704

## Nurse Independent/Supplementary Prescribing (Contracted)

HEAC326D

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	6	10 (plus additional requirements as below)	Penny Franklin	G	Nurses/Midwives	OSCE Exam 50% Practice 50%

### Module Aim

The aim of this Module is to establish the principles of prescribing to enable the professional development of nurses, midwives and or specialist community public health nurses as prescribers taking into account the wider influences of prescribing practice. To enable these practitioners to apply the principles of prescribing in order to prescribe safely, effectively and cost-effectively within the scope of their practice

### Module Descriptor

The Nurse Independent and Supplementary Prescribing short course will consist of 39 days over a six month period. The module delivery will be blended learning by means of a face to face taught component consisting of ten days over a six month period 16 self-directed days using a distance learning package. There will be an additional 12 days (equivalent to 78 hours) in practice supported by an Independent Prescriber (doctor). Successful completion of the module will enable nurses and midwives and or specialist community public health nurses to obtain the Nursing and Midwifery Council (NMC) recordable qualification of Nurse Independent and Supplementary Prescriber

### Professional body entry criteria

Students can also apply independently. In order to enter the module students will be required to meet the following professional body criteria (NMC, 2006)

**Nurses and midwives and or specialist community public health nurses wishing to access this short course must meet the following criteria:**

1. Be working as a registered nurse or midwife and or specialist community public health nurse
2. Have at least three years' experience as a practicing nurse or midwife and or specialist community public health nurse
3. Have been working in the clinical field in which they intend to prescribe for the year immediately preceding application to the programme. Part time workers must have practised for a sufficient period to be deemed competent by their employer.
4. Be deemed competent by their employer to undertake the programme.
5. Demonstrate evidence via (APEL) process of ability to study at minimum academic level six
6. Be assessed as competent to take a history, undertake a clinical assessment, and diagnose before being put forward;
7. Have sufficient knowledge to apply prescribing principles taught on the programme of preparation to their own field of practice;
8. Have the appropriate numeracy skills necessary within the context of prescribing
9. Have written confirmation from their employer of their support for the applicant to undertake the programme
10. Have written confirmation from the programme lead for selection onto the preparation of prescribers education programme
11. Have written confirmation from a designated medical practitioner who meets eligibility criteria for medical supervision of nurse prescribers (DH, 2004) and who has agreed to provide the required term of supervised practice

These criteria reflect the professional standard required by the NMC (2006).

**APL is not normally available for this module**

Module	Site	Taught Dates
HEAB326D	Plymouth	Thursday 27 <sup>th</sup> and Friday 28 <sup>th</sup> September 2012 Thursday 4 <sup>th</sup> and Friday 5 <sup>th</sup> October 2012 Thursday 11 <sup>th</sup> October 2012 Thursday 1 <sup>st</sup> November 2012 Thursday 6 <sup>th</sup> December 2012 Thursday 3 <sup>rd</sup> January 2013 Thursday 7 <sup>th</sup> February 2013 Wednesday 27 <sup>th</sup> February 2013
HEAB326D	Cornwall	Monday 17 <sup>th</sup> and Tuesday 18 <sup>th</sup> September 2012 Monday 24 <sup>th</sup> and Tuesday 25 <sup>th</sup> September 2012 Tuesday 9 <sup>th</sup> October 2012 Tuesday 6 <sup>th</sup> November 2012 Tuesday 11 <sup>th</sup> December 2012 Tuesday 8 <sup>th</sup> January 2013 Tuesday 12 <sup>th</sup> February 2013 Tuesday 5 <sup>th</sup> March 2013

## Supplementary Prescribing (Contracted)

HEAC327D

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	6	10 (plus additional requirements as below)	Penny Franklin	G	HPC registered physiotherapists, podiatrists and radiographers.	OSCE Exam 50% Practice 50%

### Module Aim

The aim of this Module is to establish the principles of prescribing to enable the professional development of designated allied health professionals, as prescribers. To enable these practitioners to apply the principles of prescribing in order to prescribe safely, effectively and cost-effectively within their scope of practice.

### Module Descriptor

The Supplementary Prescribing short course will consist of 39 days over a six month period. The module delivery will be blended learning by means of a face to face taught component consisting of ten days over a six month period 16 self-directed days using a distance learning package. There will be an additional 12 days (equivalent to 78 hours) in practice supported by an Independent Prescriber (doctor). Successful completion of the module will enable designated allied health professionals to obtain the Health Professions Council recordable qualification of Supplementary Prescriber

### Professional body entry criteria

Students can also apply independently. In order to enter the module students will be required to meet the following professional body criteria

### Allied Health Professionals wishing to access this module must meet the following criteria:

1. be working as a designated allied health professional;
2. be registered with the Health Professions Council in one designated allied health profession;
3. be professionally practising in an environment where there is an identified need for the individual to regularly undertake supplementary prescribing;
4. have at least 3 years relevant post-qualification experience;
5. have appropriate experience in the area of practice in which they will undertake prescribing;
6. demonstrate support from their employer/sponsor including confirmation that the applicant will have appropriate supervised practice in the clinical area in which they are expected to prescribe;
7. have a minimum of a 120 credits at diploma level in their professional field and demonstrate ability to access degree level studies;
8. have written confirmation that a Designated Medical Practitioner will provide the applicant with supervision, support and opportunities to develop competence in prescribing practice. The Designated Medical Practitioner must be a registered medical/dental practitioner who meets the Department of Health Criteria to supervise allied health professional prescribers have written confirmation from a designated medical practitioner who meets eligibility criteria for medical supervision of nurse prescribers (DH, 2004) and who has agreed to provide the required term of supervised practice

APL is not normally available for this module.

Module	Site	Taught Dates
HEAB327D	Plymouth	Thursday 27 <sup>th</sup> and Friday 28 <sup>th</sup> September 2012 Thursday 4 <sup>th</sup> and Friday 5 <sup>th</sup> October 2012 Thursday 11 <sup>th</sup> October 2012 Thursday 1 <sup>st</sup> November 2012 Thursday 6 <sup>th</sup> December 2012 Thursday 3 <sup>rd</sup> January 2013 Thursday 7 <sup>th</sup> February 2013 Wednesday 27 <sup>th</sup> February 2013
HEAB327D	Cornwall	Monday 17 <sup>th</sup> and Tuesday 18 <sup>th</sup> September 2012 Monday 24 <sup>th</sup> and Tuesday 25 <sup>th</sup> September 2012 Tuesday 9 <sup>th</sup> October 2012 Tuesday 6 <sup>th</sup> November 2012 Tuesday 11 <sup>th</sup> December 2012 Tuesday 8 <sup>th</sup> January 2013 Tuesday 12 <sup>th</sup> February 2013 Tuesday 5 <sup>th</sup> March 2013

## Nurse Independent/Supplementary Prescribing – Postgrad

HEA576D

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	7	10 (plus additional requirements as below)	Penny Franklin	H Self-funding only	A range of Health Care Professionals	OSCE Exam 50% Practice 50%

### Postgrad Option

#### Module Aim

To establish and continue to develop the theoretical, analytical and clinical principles of prescribing within a sound framework for history taking, diagnosis, problem solving, accountability and the development of an analytical evidenced based rationale for prescribing actions. To enable the on-going professional development of nurses, midwives and specialist community public health nurses, as prescribers taking into account the wider influences of prescribing practice. To enable these practitioners to apply the principles of prescribing in order to prescribe safely, effectively and cost-effectively within the scope of their practice.

#### Module Descriptor

The Nurse Independent and Supplementary Prescribing short course will consist of 39 days over a six month period. The module delivery will be blended learning by means of a face to face taught component consisting of ten days over a six month period 16 self-directed days using a distance learning package. There will be an additional 12 days (equivalent to 78 hours) in practice supported by an Independent Prescriber (doctor). Successful completion of the module will enable nurses and midwives and or specialist community public health nurses to obtain the Nursing and Midwifery Council (NMC) recordable qualification of Nurse Independent and Supplementary Prescriber.

#### Entry criteria

##### Professional body entry criteria

**The University and local trust staff work together throughout the recruitment and selection process.**

In order to enter the module students will be required to meet the following criteria:

Nurses and midwives and or specialist community public health nurses wishing to access this short course must meet the following criteria:

1. Be working as a registered nurse, midwife and/or specialist community public health nurse
2. Have at least three years' experience as a practicing nurse, midwife or specialist community public health nurse
3. Have been working in the clinical field in which they intend to prescribe for the year immediately preceding application to the programme. Part time workers must have practised for a sufficient period to be deemed competent by their employer.
4. Be deemed competent by their employer to undertake the programme.
5. Demonstrate evidence via (APEL) process of ability to study at Masters academic level seven
6. Be assessed as competent to take a history, undertake a clinical assessment, and diagnose before being put forward;
7. Have sufficient knowledge to apply prescribing principles taught on the programme of preparation to their own field of practice;
8. Have the appropriate numeracy skills necessary within the context of prescribing;
9. Have written confirmation from:-their employer of their support for the applicant to undertake the programme.
10. Have written confirmation from the programme lead for selection onto the preparation of prescribers education programme
11. Have written confirmation from a designated medical practitioner who meets eligibility criteria for medical supervision of nurse prescribers (DH, 2004) and who has agreed to provide the required term of supervised practice

These criteria reflect the professional standard required by the NMC (2006)

**APL is not normally available for this module**

**Please note the Masters level module is self-funding only**

Module	Site	Taught Dates
HEAB326D	Plymouth	Thursday 27 <sup>th</sup> and Friday 28 <sup>th</sup> September 2012 Thursday 4 <sup>th</sup> and Friday 5 <sup>th</sup> October 2012 Thursday 11 <sup>th</sup> October 2012 Thursday 1 <sup>st</sup> November 2012 Thursday 6 <sup>th</sup> December 2012 Thursday 3 <sup>rd</sup> January 2013 Thursday 7 <sup>th</sup> February 2013 Wednesday 27 <sup>th</sup> February 2013
Further dates continued on next page.		

## BSc (Hons) Health Studies Prospectus 2012-2013

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HEAB326D	Cornwall	Monday 17 <sup>th</sup> and Tuesday 18 <sup>th</sup> September 2012 Monday 24 <sup>th</sup> and Tuesday 25 <sup>th</sup> September 2012 Tuesday 9 <sup>th</sup> October 2012 Tuesday 6 <sup>th</sup> November 2012 Tuesday 11 <sup>th</sup> December 2012 Tuesday 8 <sup>th</sup> January 2013 Tuesday 12 <sup>th</sup> February 2013 Tuesday 5 <sup>th</sup> March 2013
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## Supplementary Prescribing HEA 577

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	7	10 (plus additional requirements as below)	Penny Franklin	H self-funding only	HPC registered physiotherapists, podiatrists and radiographers.	OSCE Exam 50% Practice 50%

### Module Aim

To establish and continue to develop the theoretical, analytical and clinical principles of prescribing within a sound framework for history taking, diagnosis, problem solving, accountability and the development of an analytical evidenced based rationale for prescribing actions. To enable the on-going professional development of designated allied health professionals, as prescribers taking into account the wider influences of prescribing practice. To enable these practitioners to apply the principles of prescribing in order to prescribe safely, effectively and cost-effectively within the scope of their practice

### Module Descriptor

The Supplementary Prescribing module will consist of 39 days over a six-month period. The short course will enable designated allied health professionals to develop existing professional skills with a specific focus on the pharmacology, and wider aspects relating to the psychology, ethics, legal aspects and governance issues of Non-Medical Prescribing. Successful completion of the short course will enable designated allied health professionals to obtain the Health Professional Council (HPC) recordable qualification of Supplementary Prescriber

### Professional body entry criteria

Students can also apply independently. In order to enter the module students will be required to meet the following professional body criteria

### Allied Health Professionals wishing to access this module must meet the following criteria:

#### Pre-requisite (s): Entry Requirements:

#### Allied Health Professionals wishing to access this module must meet the following criteria:

1. be working as a designated allied health professional;
2. be registered with the Health Professions Council in one designated allied health profession;
3. be professionally practising in an environment where there is an identified need for the individual to regularly undertake supplementary prescribing;
4. have at least 3 years relevant post-qualification experience;
5. have appropriate experience in the area of practice in which they will undertake prescribing;
6. demonstrate support from their employer/sponsor including confirmation that the applicant will have appropriate supervised practice in the clinical area in which they are expected to prescribe;
7. demonstrate evidence via (APEL) process of ability to study at Masters academic level seven
8. have written confirmation that a Designated Medical Practitioner will provide the applicant with supervision, support and opportunities to develop competence in prescribing practice. The Designated Medical Practitioner must be a registered medical/dental practitioner who meets the Department of Health Criteria to supervise allied health professional prescribers.

#### APL is not normally available for this module.

Module	Site	Taught Dates
HEA577 Phase 2 Plymouth	Plymouth	Thursday 27 <sup>th</sup> and Friday 28 <sup>th</sup> September 2012 Thursday 4 <sup>th</sup> and Friday 5 <sup>th</sup> October 2012 Thursday 11 <sup>th</sup> October 2012 Thursday 1 <sup>st</sup> November 2012 Thursday 6 <sup>th</sup> December 2012 Thursday 3 <sup>rd</sup> January 2013 Thursday 7 <sup>th</sup> February 2013 Wednesday 27 <sup>th</sup> February 2013
HEA577 Phase 2	Cornwall	Monday 17 <sup>th</sup> and Tuesday 18 <sup>th</sup> September 2012 Monday 24 <sup>th</sup> and Tuesday 25 <sup>th</sup> September 2012 Tuesday 9 <sup>th</sup> October 2012 Tuesday 6 <sup>th</sup> November 2012 Tuesday 11 <sup>th</sup> December 2012 Tuesday 8 <sup>th</sup> January 2013 Tuesday 12 <sup>th</sup> February 2013 Tuesday 5 <sup>th</sup> March 2013

## Prescribing from the Community Practitioners Formulary for Nurses and Midwives HEAC337

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	10 Taught days & 1 day Exam	Linda Duggan	D	Nurses and Midwives	Exam 50% Portfolio 50%

### Module Aim

The aim of this module is to prepare Registered Nurses and Midwives to prescribe from the Community Practitioner Formulary for Nurse Prescribers. Registrants will undertake ten taught days and no less than ten days supervised practice working with a designated mentor who currently prescribes from the Nurse Prescribers' Formulary for Community Practitioners. Upon successful completion of a Nursing and Midwifery Council (NMC) approved programme the registrant is eligible to be awarded the recordable qualification of Community Practitioner Nurse Prescriber (V150)

### Learning Outcomes:

1. prescribe safely, appropriately and cost-effectively within a framework of professional, legal and ethical accountability;
2. demonstrate knowledge of the basic principles of pharmacology including the effects of co-morbidity, poly-pharmacy, adverse drug reactions and prescribing for special groups;
3. assess and consult with service users and their carers to undertake a thorough holistic assessment, including medication history and current medication (including over the counter, alternative and complementary health therapies) to inform diagnosis and to make a prescribing decision, including record keeping;
4. critically appraise, use sources of information, evidence, advice and decision support systems in prescribing practice
5. critically evaluate the wider influences that can affect prescribing practice, and demonstrate understanding by managing their prescribing in an ethical way
6. demonstrate an understanding of the roles and relationships of others involved in prescribing, supplying and administering medicines and working as part of a wider team
7. reflect on and evaluate prescribing practice in the light of clinical experience, audit and clinical reflection
8. when working with children as part of their clinical practice, demonstrate that they can take an appropriate history, undertake a clinical assessment and make an appropriate diagnosis in their clinical area, having considered the legal, cognitive, emotional and physical differences between children and adults. (Those who do not routinely work with children must evidence in the portfolio that they recognise the differences between children and adults)

### Pre-requisites:

The University and local trust staff work together throughout the recruitment and selection process.

In order to enter the module students will be required to meet the following criteria:

- a) they must be a registered nurse or midwife and; they must intend to practice in an area of clinical need for which prescribing from the community practitioner formulary will improve patient/client care and service delivery;
- b) in order to undertake the programme, they must have practised for a sufficient period in the field in which they intend to practice and be deemed competent by their employer in this area. This will normally be a minimum of two years;
- c) they must provide evidence via the Accreditation of Prior and Experiential Learning (APEL) process of their ability to study at minimum academic level three (degree).

In addition they will need to have written confirmation from;

- their employer, of their support for them to undertake the preparation programme
- the module lead regarding their selection onto the preparation of prescribers education programme. This will be given to the student and their employer.
- a mentor who is a practising Community Practitioner Nurse Prescriber and; who has agreed to provide supervision for the duration of the programme and whose name appears on the mentor register.

These criteria reflect the professional standard required by the NMC (2007), Standard 1.

**APL is not normally available for this module**

### Module Structure

The module comprises of ten taught study days. In addition students must undertake a minimum of ten days (65 hours) supervised practice.

Module	Site	Taught Dates
HEAC337	Taunton	Tuesday 16 <sup>th</sup> , 23 <sup>rd</sup> & 30 <sup>th</sup> October 2012 Tuesday 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> & 27 <sup>th</sup> November 2012 Tuesday 4 <sup>th</sup> , 11 <sup>th</sup> & 18 <sup>th</sup> December 2012 Exam – Tuesday 29 <sup>th</sup> January 2013

## The Child with Minor Health Problems in Primary Care

HEAC384

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	6	Janet Kelsey	B	A range of Health Care Professionals	Coursework 100%

### Summary

This module responds to The Kennedy review 2010 aiming to facilitate the development of specific knowledge and skills in the holistic development and care of children and young people for those working in the primary care setting. One of its primary aims is to develop the skills of participants in managing care environments to meet the needs of this client group. Hence it will consider safe recognition of the sick child, management of minor illness and the developmental needs of the child underpinned by relevant ethical and legal issue

### Aims

- To develop the student's knowledge of human growth and development from birth to adolescence.
- To develop an ability to facilitate the management of care environments to meet the needs of children and their families

### Outcomes

At the end of a module the learner will be expected to be able to:

1. Act as an advocate to contribute to environments conducive to the health care of the child and family.
2. Recognise the sick child and prioritise their immediate care needs.
3. Function effectively as a member of the MDT recognising own limitations and the need for referral.
4. Identify and critically analyse professional, ethical and legal issues in relation to child care.

Module	Site	Taught Dates
HEAC384	Plymouth	Wednesday 4 <sup>th</sup> and Thursday 5 <sup>th</sup> December 2012 Thursday 13 <sup>th</sup> February 2013 Friday 14 <sup>th</sup> March 2013 Wednesday 30 <sup>th</sup> April 2013 Thursday 1 <sup>st</sup> May 2013

## Foundations in Health Assessment and Clinical Examination 1

HEAB373

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	10	Benny Goodman	D	A range of Health Care Professionals	Coursework 50% Examination 50%

### Summary

This module will facilitate practitioners to develop skills to undertake a comprehensive health assessment. Central to this module are History taking, clinical examination, differential diagnosis, documentation, development of treatment and management strategies.

### Aims

The aim is to develop a sound theory and practice framework for history taking, systematic and accurate clinical examination, clinical problem solving and decision making. In addition the student will develop clinical management plans for commonly presenting illness and injury.

### Outcomes

1. Take a history and consider the findings in relation to the patient's clinical presentation.
2. Demonstrate competence in undertaking a comprehensive health assessment and justify the findings in relation to relevant anatomy, physiology and pathophysiology.
3. Initiate and interpret patient/client investigations to determine a diagnosis and treatment option/s.
4. Formulate and implement a management plan that accurately meets patient/client needs.
5. Critically analyse evidence based literature clinical protocols.

Module	Site	Taught Dates
HEAB373 Phase 1 Plymouth	Plymouth (Benny Goodman)	Wednesday 26 <sup>th</sup> September 2012 Wednesday 3 <sup>rd</sup> , 10 <sup>th</sup> , 17 <sup>th</sup> , October 2012 Wednesday 7 <sup>th</sup> & 21 <sup>st</sup> November 2012 Wednesday 12 <sup>th</sup> December 2012
OSCE		TBC
Practice Days		Wednesday 24 <sup>th</sup> & 31 <sup>st</sup> October 2012

## Foundations in Health Assessment and Clinical Examination 2

HEAB374

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	10	Benny Goodman	B	A range of Health Care Professionals	Coursework 100%

### Summary

This module will facilitate practitioners to develop skills for further comprehensive health assessment. Additional examination skills will include the unwell paediatric patient with acute or chronic conditions.

### Aims

The aim is to continue to develop a sound theory and practice framework for history taking, systematic and accurate clinical examination. The student's portfolio of skills will encompass clinical management plans for commonly presenting injury and illness related to the ear, nose, throat, ophthalmic, endocrine related illness, dermatological disorders which may be acute or chronic.

### Outcomes

1. Take a history and consider the findings in relation to the patient's clinical presentation.
2. Demonstrate competence in undertaking a comprehensive health assessment and justify the findings in relation to relevant anatomy, physiology and pathophysiology.
3. Initiate and interpret patient/client investigations to implement a management plan that accurately identifies patient/client needs.
4. Negotiate the complex pathways that are required when integrating critical thought and ethical considerations relevant to management of patient/client need.
5. Critically consider their development, within their specialist areas through clinical examinations and on the moral and theoretical foundations professional practice.

Module	Site	Taught Dates
HEAB374 Phase 3 Plymouth	Plymouth (Benny Goodman)	Wednesday 24 <sup>th</sup> April 2013 Wednesday 1 <sup>st</sup> , 8 <sup>th</sup> & 29 <sup>th</sup> May 2013 Wednesday 5 <sup>th</sup> , 12 <sup>th</sup> & 19 <sup>th</sup> June 2013
Practice Days	Plymouth	TBC

## Diabetes Mellitus

HEAB396

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	8	Alexander Nesbitt	B	A range of Health Care Professionals	Coursework 100%

### Summary

A module for the Practitioner, Carer, or Person with Diabetes or related syndromes. Exploring core knowledge issues relating to Diabetes Mellitus. Based upon the new diabetes mellitus competencies.

### Aims

To increase the practitioner's capacity for evidence based enquiry in disease pathways relating to diabetes mellitus and insulin resistance.

### Outcomes

1. Demonstrate development of knowledge and Practice in Diabetes care (Diabetes Competency CA1).
2. Explore theories relating to insulin resistance and the development of diabetes, critically reflect upon the screening for and diagnosis of diabetes mellitus and its complications.
3. Critically appraise epidemiological data relating to diabetes and pre-diabetes syndromes. Explain the pathophysiology of insulin resistance, Type 1 diabetes, and other rarer forms of the disease process.
4. Discuss lifestyle changes individuals may need to make to improve health outcomes.

Module	Site	Taught Dates
HEAB396 Phase 3 Plymouth	Plymouth (Alex Nesbitt & Kevin Hambridge)	Monday 29 <sup>th</sup> April 2013 Monday 13 <sup>th</sup> & 20 <sup>th</sup> May 2013 Monday 3 <sup>rd</sup> & 17 <sup>th</sup> June 2013 Monday 1 <sup>st</sup> , 8 <sup>th</sup> & 22 <sup>nd</sup> July 2013

## Foundations of General Practice Nursing

HEAC378

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
60	6	18	Fiona Cook	See Below	Nurses	Coursework 100%

### Summary

An eighteen day academically accredited short course specifically designed for nurses new to working within the general practice setting. In January 2012 this module became the first nursing course to achieve the Royal College of General Practitioners accreditation hallmark of quality and is the only course of its type in the country.

### Course Aims

This course aims to prepare nurses to safely perform the core clinical competencies required to fulfil the role of general practice nurse as specified within the RCN General Practice Nursing Competencies Framework (Agenda for Change Band 5)..

### Assessed Learning Outcomes

At the end of the module students will be able to:

- Demonstrate knowledge, understanding and capability in practice to undertake core clinical competencies required to fulfil the role of a general practice nurse
- Discuss and analyse the developing role of the practice nurse within the Primary Care Multi-disciplinary team and the interface of general practice with the wider health community.
- Develop and evidence reflective practice recognising it's centrality to the provision of quality patient care.
- Access and critically analyse the evidence base used to support current practice
- Assess the cultural values, social and policy drivers which influence contemporary issues and explore approaches to managing change within the general practice environment.
- Identify and develop key consultation skills to facilitate communication and collaboration within the workplace.
- Critically analyse elements of professional accountability, legal and ethical requirements, research and evidence base practice applying this to the general practice setting.

### Indicative content

Key underpinning themes that are interwoven and highlighted as appropriate throughout the course include:

- Legal, ethical and professional issues
- Health and Safety
- Infection Control
- Quality Standards and Clinical Governance
- Self-Care
- The Expert Patient
- Team work and Leadership
- Organisational issues including change management and culture
- Reflective Practice

### Specific Units of Learning Include:

- Communication and Consultation skills, including the use of video analysis
- Health Promotion and Obesity Management including facilitating Behaviour Change
- Immunisation of Children and Adults
- Travel Health
- Ear Care
- Introduction to Contraception
- Mental Health
- Tissue Viability and Wound Management
- Introduction to long term conditions
- Diabetes
- Asthma and Chronic Obstructive Pulmonary Disease
- Cardio Vascular Disease and Stroke

### The General Practice Nurse Trainer

In addition to the specific taught units students are allocated 15 hours of one-to-one tutorial time with an experienced practice nurse educationalist. This usually takes place within the student's work place and be access immediately following appointment.

# BSc (Hons) Health Studies Prospectus 2012-2013

## Teaching & Learning Approaches

A variety of teaching methods are used to ensure the learning is enjoyable, challenging, stimulating and productive. The foundation of practice learning is laid in the one-to-one tutorial sessions. These are supported by taught clinical topics through a variety of means. These include problem based case studies through small and large group discussion, video recorded consultations to enhance communication, personal learning time to contribute to theoretical underpinning and reflective practice enhanced in one-to-one and small group tutorials and through the assignments. Throughout the course, the teaching and learning will foster a critical, analytical approach encouraging students to explore beyond the usual parameters of care delivery.

## Assessment

*Formative:* Some formative assessment of clinical practice will be undertaken by the trainer and other suitably qualified health professionals and colleagues. Feedback is also provided by the course tutors and peers during the taught sessions.

*Summative:* This is in two parts

*Part 1:* A structured portfolio to demonstrate evidence of learning achieved during the module, its application in the workplace and areas for the future learning and development. Between 7500 and 8000 words.

*Part 2:* Completion and verification of a practice competency document providing evidence of learning achieved during the module and assessment of safe practice in the workplace. All students are required to submit this document before receiving a certificate of successful participation in the course whether they are taking the accredited or non-accredited route.

## Accreditation

On successful completion of both the academic assignments students can acquire 60 credits at Degree Level or a Graduate Certificate in General Practice Nursing. Throughout the course academic support is provided by the Faculty Staff. Students are not required to have gained a Level 2 diploma before accessing the programme and although the academic pathway is not mandatory we strongly encourage students to pursue this option.

Module	Site	Taught Dates
HEAC378	Exeter (Fiona Cook)	Friday 7 <sup>th</sup> September 2012 = Introduction including Working in General Practice, Work Based Learning, Culture, Group Rules, Medico-legal issues. Friday 14 <sup>th</sup> September 2012 = Communication & Consultation Skills Friday 21 <sup>st</sup> September 2012 = Health Promotion, Behaviour Change & Obesity Management Friday 28 <sup>th</sup> September 2012 = Tissue Viability & Wound Management Friday 5 <sup>th</sup> October 2012 = Mental Health Friday 12 <sup>th</sup> October 2012 = Immunisation of Children & Adults – Day 1 Friday 19 <sup>th</sup> October 2012 = Immunisation of Children & Adults – Day 2 Tuesday 6 <sup>th</sup> November 2012 = Ear Care Study Day Friday 16 <sup>th</sup> November 2012 = Travel Health Friday 23 <sup>rd</sup> November 2012 = Managing Change & Tutorial Friday 30 <sup>th</sup> November 2012 = Video Analysis Friday 7 <sup>th</sup> December 2012 = COPD & Asthma Friday 11 <sup>th</sup> January 2013 = Introduction to Diabetes – Day 1 Friday 18 <sup>th</sup> January 2013 = Introduction to Diabetes – Day 2 Friday 25 <sup>th</sup> January 2013 = Introduction to CHD – Day 1 Friday 1 <sup>st</sup> February 2013 = Introduction to CHD – Day 2 Friday 8 <sup>th</sup> February 2013 = Introduction to Contraception

# BSc (Hons) Health Studies Prospectus 2012-2013

## BSc (Hons) Emergency Care or BSc (Hons) Health Studies

Foundations of Emergency Care (Core module)						HEAC364
Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	5	Pam Nelmes	B	A range of Health Care Professionals	Coursework 100%
<p><b>Summary</b></p> <p>This module will enable students to explore contemporary issues influencing delivery of emergency care. Concepts associated with clinical governance will underpin the module enabling exploration of quality patient care within a multi-professional context.</p> <p>* Plus 3 highly directed study days</p>						
<p><b>Aims</b></p> <p>The aim of this module is to equip students to participate in and or/lead quality improvements in emergency care.</p>						
<p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Critically evaluate contemporary and professional issues impacting on delivery of emergency care.</li> <li>2. Collaborate with primary and secondary care providers to promote patient-centred care pathways.</li> <li>3. Synthesise patient preference with clinical information/evidence and professional knowledge to inform delivery of high quality, patient focused care.</li> <li>4. Demonstrate creativity in problem-solving, generating solutions and new or enhanced ways of delivery care.</li> <li>5. Consistently manage risk to promote patient safety.</li> </ol>						
Module	Site	Taught Dates				
HEAC364	Plymouth	Tuesday 9 & 16 October 2012 Tuesday 6 & 20 November 2012 Tuesday 4 December 2012				

## Clinical Practice Development in Emergency Care

HEAC362

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	6	2	Annie Jenkin	C	A range of Health Care Professionals	Coursework 100%

### Summary

This is a short module whereby an opportunity is offered for individuals to increase their clinical practice acumen, proficiency and to record the evidence of achievement within a portfolio. It will identify a range of approaches and resources that will aid the identification of competencies to further clinical practice and compliment professional development.

### Aims

To allow the individual to promote their own direction of learning within the work place. With guidance, to construct a portfolio that reflects achievement of a range of competencies and facilitates professional development.

### Outcomes

1. Evidence their clinical practice development through a range of clinical competencies.
2. Critically analyse self-development through appraisal from others and through use of reflection.
3. Underpin theory through use of a contemporary evidence base and through application of relevant ethical and legal aspects.
4. Through use of a portfolio demonstrate achievement of making progress with personal development of professional, clinical, academic practice in relation to emergency care and to link this activity with the programme learning outcomes.

Module	Site	Taught Dates
HEAC362	Plymouth	Monday 7 <sup>th</sup> January 2013 Monday 25 <sup>th</sup> March 2013

## Developing expertise in clinical examination

**HEAC363**

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	2*	Annie Jenkin	B	A range of Health Care Professionals	Practice 100%

### Summary

This module is designed to enable healthcare professionals to critically examine and develop in an area of specialist clinical practice.

\* Plus highly directed study

### Aims

Enable the healthcare professional to demonstrate progression in their ability to prioritise, develop deeper understanding, technical expertise in the application of the patient/client physical assessment.

### Outcomes

1. Provide evidence of progressive technical expertise and fluency in clinical examination skills.
2. Undertake an analysis of clinical reasoning skills as applied to the patient /client assessment.
3. Critically review and evaluate the effectiveness of the healthcare professionals' role in emergency care provision.
4. Incorporate problem-solving strategies to ensure appropriate referral within the multi-professional team.

Module	Site	Taught Dates
HEAC363	Plymouth	Monday 14 <sup>th</sup> January 2013 Monday 18 <sup>th</sup> March 2013

## Mental Health Assessment in the Acute Setting

HEAC365

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	8	Sue Linsley	B	A range of Health Care Professionals	Video Assessment

### Summary

Knowledge of mental health legislation, national policies, and risk assessment are essential for safe patient management care. This module aims to increase knowledge and skills of practitioners working in acute care and emergency care settings and who work with patients experiencing mental health problems.

### Aims

Participants will be able to build on their existing knowledge and skills in mental health care, with a focus on the provision of services for people experiencing acute mental health problems who may present to acute care and emergency care settings for mental health emergency care.

### Outcomes

1. Apply teamwork and collaborative practice to effectively communicate patients' needs within the multi-disciplinary team.
2. Apply mental health assessment, risk management principles and tools to promote and support the provision of safe, effective and appropriate mental health emergency care.
3. Critically evaluate the development and current practice of risk assessment in mental health.
4. Critically analyse and competently apply contemporary mental health legislation and national policies.
5. Review a contemporary evidence base regarding clinical presentation of mental health problems.

Module	Site	Taught Dates
HEAC365	Plymouth	Wednesday 16 <sup>th</sup> January 2013 Wednesday 6 <sup>th</sup> , 13 <sup>th</sup> & 20 <sup>th</sup> February 2013 Wednesday 6 <sup>th</sup> , 13 <sup>th</sup> & 20 <sup>th</sup> March 2013 Wednesday 1 <sup>st</sup> & Thursday 2 <sup>nd</sup> May 2013

## Emergency Care for Children

HEAC361

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	6	Maggie Doman	B	Registered Nurses and other Health Care Professionals	Coursework 100%

### Summary

This module will enable practitioners to develop, use skills in the assessment and management of clinical practice when managing the acutely ill or injured child. It will enable a holistic approach towards the provision of care for the child or young adult and their family by increasing their knowledge and critical understanding of current research and practice.

### Aims

To develop the knowledge and skills of practitioners in relation to the delivery and management of emergency care for children and young people. To enable the student to analyse and evaluate the effects of trauma and emergency care on the child and family.

### Outcomes

1. Conduct an initial assessment, correctly interpret the red flag indicators and proactively respond when children and young people present with critical illness or injury.
2. Supervise, manage and evaluate clinical practice to ensure safe, effective and holistic research-based care is provided, with reference to relevant ethical and legal issues.
3. Support and empower young people and their families by recognising and applying own professional knowledge and skills, in collaboration with appropriate members of the multi-disciplinary team.
4. Contribute to practice developments and the creation of an environment conducive to high quality care for children and young people requiring emergency care.
5. Analyse and evaluate the effects and outcomes of trauma and emergency care on children, young people and their families.

Module	Site	Taught Dates
HEAC361	Plymouth	Thursday 17th January 2013 Thursday 7 <sup>th</sup> February 2013 Thursday 7 <sup>th</sup> March 2013 Thursday 11 <sup>th</sup> April 2013 (Skills) Thursday 25 <sup>th</sup> April 2013 Thursday 16 <sup>th</sup> & Friday 17 <sup>th</sup> May 2013

## Clinical Leadership in Emergency Care

HEAC360

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	10*	Peter Allum	D	A range of Health Care Professionals	Coursework 100%

### Summary

This module introduces key aspects of clinical leadership in emergency care with a particular focus on strategic clinical leadership, preparedness for leadership through personal development and teamwork.

\* Plus 3 highly directed study days

### Aims

To equip the student with the theoretical and practical application of leadership and management strategies in emergency care.

### Outcomes

1. Synthesise and evaluate the influence of leadership in clinical practice.
2. Use underpinning theories of leadership and management to investigate the influence of change management in healthcare provision.
3. Use a problem solving approach to enhance decision-making ability.
4. Critically analyse the impact of teamwork on culture and innovation.
5. Demonstrate a critical, reflective ability towards self-development as a leader.

Module	Site	Taught Dates
HEAC360	Plymouth	Week of 21 <sup>st</sup> 22 <sup>nd</sup> , 23 <sup>rd</sup> , 24 <sup>th</sup> & 25 <sup>th</sup> January 2013 Week of 18 <sup>th</sup> , 19 <sup>th</sup> , 20 <sup>th</sup> , 21 <sup>st</sup> & 22 <sup>nd</sup> February 2013

## BSc (Hons) Paramedic Practitioner (Community Emergency Health)

Applied Pharmacology and Medicines Management						CEH301
Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
20	6	10	Richard Steggall	C	A range of Health Care Professionals	100% coursework
<b>Summary</b> For students to relate applied pharmacology and medicines management in Paramedic clinical practice						
<b>Aims</b> To demonstrate the application of the principles of pharmacology and medicines management to Paramedic practice. To enable practitioners to critically appraise the principles of pharmacology and medicines management in order to support them to practice safely, be legally effectively and cost-effective within their scope of practice.						
<b>Outcomes</b> <ol style="list-style-type: none"> <li>1. Interpret, appropriate, effective, ethical, cost effective, multi-professional and legal practice relating to the supply, re-supply administration of drugs and safe record keeping, commensurate with evidence based practice</li> <li>2. Demonstrate appropriate assessment, history taking and consultation skills and relate how they are applied to identify different pharmacological and non-pharmacological approaches to health practice</li> <li>3. Critically analyse local and national guidelines and treatment pathways and relate these to evidence.</li> <li>4. Distinguish between the different categories and types of medications which are used to treat minor illness and injury and their pharmacology and relate the supply and administration of these to safe practice</li> <li>5. Apply knowledge of pharmacokinetics, pharmacodynamics and pharmacogenomics to examine these mechanisms in relation to the impact of adverse drug reactions and events to the unique health of the individuals and of individuals as part of special groups. And appraise non-pharmacological approaches to modifying disease and promoting health</li> <li>6. Demonstrate competency in those skills/attributes identified in the practice portfolio.</li> </ol>						
Module		Site	Taught Dates			
CEH 301 Phase 1 Plymouth		Plymouth PAHC	Monday 24 <sup>th</sup> & Tuesday 25 <sup>th</sup> September 2012 Wednesday 31 <sup>st</sup> October 2012 Thursday 1 <sup>st</sup> & Friday 2 <sup>nd</sup> November 2012 Monday 5 <sup>th</sup> & Tuesday 6 <sup>th</sup> November 2012 Wednesday 12 <sup>th</sup> & Thursday 13 <sup>th</sup> November 2012 Wednesday 2 <sup>nd</sup> January 2013 Assessment Due Date = Friday 15 <sup>th</sup> February 2013			

## Refining Clinical Techniques for Practitioners

CEH302

Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
40	6	16	Richard Steggall	D	A range of Health Care Professionals	100% coursework

### Summary

To develop the students' knowledge and clinical examination skills to capably manage the patient with a minor injury or illness

### Aims

To enable experience to be developed as a practitioner who is able to assess, diagnose, treat and discharge patients with minor injuries or illnesses within pre-arranged guidelines.

### Outcomes

1. Broadening competences in obtaining an accurate history, including past medical history and drug history from patients with commonly presenting illnesses and injury
2. Undertake a physical examination including inspection, palpation, auscultation, and to use basic examination tools
3. Use critical thinking and applied decision-making to aid patient diagnosis, management or initiate patient referral to appropriate alternative agencies
4. Employ a range of communication techniques for health promotion and education
5. Apply clinical judgement to assess and manage care
6. Demonstrate the ability to keep systematic accurate and legally sound documentation
7. Present a portfolio of evidence of clinical competence

Module	Site	Taught Dates
CEH 302 Phase 1 Plymouth	Plymouth - PAHC	Wednesday 19 <sup>th</sup> & Thursday 20 <sup>th</sup> September 2012 Wednesday 26 <sup>th</sup> & Thursday 27 <sup>th</sup> September 2012 Wednesday 7 <sup>th</sup> & Thursday 8 <sup>th</sup> November 2012 Wednesday 14 <sup>th</sup> & Thursday 15 <sup>th</sup> November 2012 Friday 4 <sup>th</sup> January 2013 Friday 8 <sup>th</sup> & Thursday 14 <sup>th</sup> February 2013 Thursday 25 <sup>th</sup> & Friday 26 <sup>th</sup> April 2013 Assessment Due Date = Friday 25 <sup>th</sup> May 2013

Advanced Professional Issues						CEH305
Credits	Level	Taught Days	Leader	Cost	Suitable for	Assessment
10	6	5	Martin Townsend	F	A range of Health Care Professionals	100% coursework
<p><b>Summary</b> This module allows students to study a range of issues affecting professional practice and to investigate one issue in detail</p> <p><b>Aims</b> To build upon professional issues that have been studied or experienced by the student. It considers how those issues can affect the health care professional's ability to undertake practice and facilitates the student in investigating how their own practice is affected by these issues.</p> <p><b>Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Engage with professional accountability and codes of conduct</li> <li>2. Analyse how professional issues impact upon professional health care practice</li> <li>3. Critically evaluate research literature to support a reasoned argument</li> <li>4. Demonstrate competency in those skills/attributes identified in the practice portfolio</li> </ol>						
Module	Site	Taught Dates				
CEH 305 Phase 2 Plymouth	Plymouth - PAHC	Monday 4 <sup>th</sup> , Tuesday 5 <sup>th</sup> , Wednesday 6 <sup>th</sup> & Thursday 7 <sup>th</sup> February 2013 Friday 8 <sup>th</sup> March 2013 Assessment date is on either Monday 22 <sup>nd</sup> , Tuesday 23 <sup>rd</sup> or Wednesday 24 <sup>th</sup> April 2013				

# BSc (Hons) Health Studies Prospectus 2012-2013

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## On Demand Modules

The modules listed below are not currently offered for the 12/13 academic year. However, if you are interested in undertaking one of these modules at some point in the future please email CPDHES@plymouth.ac.uk. Should there be sufficient interest in a module we may be able to run this on demand, and will be in touch with those who have notified us.

Module Description	Module Code
Specialist Care of Older People	HEAB376
Contemporary Issues for Healthcare Professionals (Core Option)	HEAB385
*Examination of the Newborn, Theory and Practice	HEAB389
Leg Ulcer Management	HEAB392
Tissue Viability	HEAB393
Capable Professional Practice in Work with People with a Diagnosis of Personality Disorder	HEAC307
The Practice of Contraception and Reproductive Sexual Health	HEAC310
Clinical Decision Making in Emergency Situations	HEAC314
Consultation Skills	HEAC323
Working with People who have experienced sexual abuse or other early trauma	HEAC377
Safeguarding Children	NURC301

\*The Examination of the Newborn, Theory and Practice module (HEAB389) is currently undergoing re-approval. It is proposed that both L6 and L7 routes as well as full taught and AP(E)L options will be available. Please contact Lee Wright, module leader, for further information: l2wright@plymouth.ac.uk or 01752-587587.