



STAFFORDSHIRE  
UNIVERSITY

Faculty of  
**Health**

# Lifelong Learning

For Health and Social Care

Course Directory 2012/2013







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

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**Jo Carruthers –**

Principal Lecturer, Undergraduate Scheme Lead

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**Lou Taylor –**

Principal Lecturer, Postgraduate Scheme Lead

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**Kim Sutton –**

Principal Lecturer, Foundation Degree Scheme Lead

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**Lee Pardy-McLaughlin –**

Principal Lecturer, Lifelong Learning Social Work

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**Tony Stewart –**

Professor of Public Health

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**Nachi Chockalingam –**

Professor of Clinical Biomechanics

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**Contact us:**

t: 01785 353766

e: [healthyoptions@staffs.ac.uk](mailto:healthyoptions@staffs.ac.uk)

**“** Working with employers helps make certain we remain innovative in developing professionals who are workplace ready, while our wide range of highly versatile learning programmes, flexible online and distance learning have been developed to make studying as convenient as possible. **”**

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**Linda Thompson**  
Faculty Director –  
Recruitment and Partnerships

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# About the Faculty of Health at Staffordshire University

**It would be difficult to find a more rewarding career area than health and social care and it would be hard to discover a better partner for your continuing professional development than Staffordshire University.**

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

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

The Faculty is split into four programme areas to support students with different learning requirements. These are: Lifelong Learning, Pre-Qualifying Health Professions, Sport and Exercise, Social Work and Advice Studies.

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

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

Several joint Professorial appointments and collaborative working relationships with a range of organisations also help support and develop our curriculum, teaching and research.





**Welcome** to the 2012/13 programme of Lifelong Learning opportunities available from the Faculty of Health at Staffordshire University.



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

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

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

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

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

As well as our links with local health and social care organisations, we also welcome students from much further afield, including overseas - many of whom benefit from our growing range of online distance learning opportunities.

# Lifelong Learning

with a flexible approach



**“** The MSc I undertook at Staffordshire University has really enhanced my way of thinking and improved my quality of life. As a result of the course, I have become much more critically aware and my analytical skills have evolved. I have also become an advanced reflective practitioner. The course has helped me to improve the service I lead through modernisation, evolving the team I work with and the support service teams that are needed for our clinical trials to run effectively. **”**

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**Marion Evans**

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

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# Studying with us

Choose to study with the Faculty of Health at Staffordshire University and you will benefit from being part of a vibrant community made up of both full-time, part-time and distance learners.

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

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

## Selecting your course

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

**“** I returned to study in order to further develop my skills and knowledge to enable career progression in the future. What concerned me about embarking on a programme of study again was balancing the demands of studying with raising a young family; and a lack of confidence in my academic ability.

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

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

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

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

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

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**Paula Guest**  
Specialist Practice -  
District Nursing

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# A flexible approach to Undergraduate study

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

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

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

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

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

Throughout your studies, you will be supported by your module leader and also your award leader (if you enrol on an award). Students report tutorial support as excellent, giving help and advice that facilitates progress through their study and achievement of their goals.



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

# Foundation Level Study

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

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

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

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

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

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



# Learning pathways

## for Undergraduate students

### Certificate level study

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

### Diploma level study

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

### Degree level study

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

### Negotiated Learning for greater flexibility

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

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

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

Students undertaking Negotiated Learning find that they experience a high level of personal growth that enhances their personal and professional development and reflects their specialist interests.

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

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

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

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# Confirm your credentials with flexible Postgraduate study

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

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

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

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

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

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

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



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## The Faculty of Health provides opportunities for research to MPhil and PhD level.

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### Research opportunities

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

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

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

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

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

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

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

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

The major aims of the research programme are to:

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

### Supervision

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

You'll need to come up with the ideas, take the initiative, immerse yourself in your own original research and present your conclusions from the body of research, if you are to attain the qualification you want.



# Student Testimonials

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## Gill Boast

BSc(Hons) Clinical Practice

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### Why did you consider returning to study?

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

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

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

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

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

### The relevance of the course to your practice area eg how did the course enhance your practice in your specialist clinical area?

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

### Support from tutor, library etc

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

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

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

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

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

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

Be prepared for a lot of hard work and effort in order to fulfil the requirements of the degree. It takes discipline and commitment to complete all the aspects but is so worthwhile and rewarding and will improve confidence and career prospects in the future.



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### **Annette Beeden**

Senior Practitioner, Fostering Services  
Stoke County Council

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#### **Why did you consider returning to study?**

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

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

My main concern was whether I would have the ability to give my best to both studying and my caseload.

#### **Support from tutor, library etc**

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

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

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

Undertaking this has enhanced my knowledge and skills and has allowed me to become a senior practitioner and will open up further career development opportunities.

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

I enjoyed having time to reflect on practice with peers and building supportive relationships with like minded people.

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### **Nageen Mustafa**

PhD

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#### **Why did you consider returning to study?**

I wanted to continue to learn, improve existing skills, expand upon existing knowledge and gain a formal qualification.

#### **What concerns did you have about recommencing your studies, if any?**

Would not be able to fulfil the requirements needed to complete a PhD such as; long hours and continuous dedication over three years.

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

It has enabled me to obtain work within a research centre, given me the skills to apply myself to a variety of projects and hopefully I will be able to continue to do so in the future.

#### **Which aspects of your study did you enjoy the most?**

Learning new skills and working with others at the centre.



# New Postgraduate study opportunities for 2012/13

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

**Natalie Kelly**  
Master of Public Health

## Masters Degree in Social Welfare, Policy and Advice Practice

The Faculty of Health is launching a unique, new award in the Autumn of 2012 subject to successful validation. This unique Masters degree is the first of its kind in the UK and builds upon the established success and reputation of the University as the leading provider of Advice related higher education awards. The award is being launched to build on our existing two 'advice' undergraduate degrees and is in direct response to an overwhelmingly positive survey of the advice sector. It is anticipated that the MA will be relevant and of interest to all those professionals working in 'human services', i.e. advice work, advocacy, social work and social care, nursing and healthcare, probation, community justice together with youth and community work.

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

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

For Further information, contact Mark Savage at the Faculty of Health on: [m.a.savage@staffs.ac.uk](mailto:m.a.savage@staffs.ac.uk) or 01782 295978

## MSc Professional Practice in Health Care Studies

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

**Ageing**  
**Mental Health**  
**Person-Centred Care**  
**Sexual Health**

Other pathways will be developed over the course of the year, and the new MSc is due to be launched in September 2012.



# How to apply for our courses

## Contact us:

t: 01785 353766

e: [healthyoptions@staffs.ac.uk](mailto:healthyoptions@staffs.ac.uk)

## To book a place on an undergraduate module/award:

- If you are a new student you will need to complete a Lifelong Learning (LLL) application form together with a signed module request form
- If you are a continuing student you will need to complete a signed module request form, detailing the modules you wish to study

## To book a place on a Masters module/award:

- If you are a new student you will need to send a completed postgraduate application form including two references to the Admissions Department at Staffordshire University
- If you are a continuing student you will need to complete a signed module request form, detailing the modules you wish to study

## Funding your studies

As many of the modules in this prospectus are linked to professional CPD and developed in conjunction with employers, they are sometimes funded by the employer. To learn more about funding opportunities, please speak to the individual responsible for training/education within your organisation.

If you are self-funding, the cost of study is based on the number of credits you are undertaking and various payment options are available including credit card and direct debit.

Contact the University Finance Department for more details  
on: 01785 353614. Or email: [finance@staffs.ac.uk](mailto:finance@staffs.ac.uk)

## Entry requirements

As you will see from the courses in this prospectus, our entry requirements vary according to the award and/or module you plan to study. If you wish to discuss the entry requirements for a particular course or module in greater detail, please speak to the award or module leader.

## Valuing your life experiences

As a Lifelong Learner, your life experiences may count as credit towards your chosen course. We take into account Accreditation of Prior Experiential Learning (APEL). You can use previous study or work, community or volunteer experience as credit to enable you to achieve qualifications in a shorter time.

By converting informal learning into certified learning, APEL provides cost effective routes to qualifications. It has potential significance for people who, through life and work experience, have gained knowledge, skills and analytical abilities that are comparable to those with a Higher Education award. If you feel APEL is appropriate to you, please discuss this opportunity with your award leader.

**“** I completed my Post Qualifying Social Work Award through Staffordshire University in 2010.

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

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

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

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

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**Kate Muir**  
Senior Social Worker –  
Children in Care Services  
Staffordshire County Council

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# Frequently asked questions

You are likely to have lots of questions about returning to study and planning your continuing professional development. In this section we have attempted to answer the questions most frequently asked by health and social care professionals when considering study. If you have questions that are not covered in this section, please contact: **e: [healthyoptions@staffs.ac.uk](mailto:healthyoptions@staffs.ac.uk)** or call **t: 01785 353766**

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**Q I have never studied at a university before and wonder if my written skills will be good enough?**

**A** Visit [www.staffs.ac.uk/uniservices/infoservices/library/](http://www.staffs.ac.uk/uniservices/infoservices/library/) and look at some of the activities that will help you with your writing.

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**Q I am not sure what award/module to apply for?**

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

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**Q I have undertaken some modules at another university, but I want to bring those credits into my award at Staffordshire University – how can I do that?**

**A** Visit [www.staffs.ac.uk/atoz/](http://www.staffs.ac.uk/atoz/) as this will link you to the Accreditation of Prior Learning (AP(E)L) student handbook for all the information you need to proceed with a claim.

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**Q I have completed some modules. How do I go about completing my Diploma/Degree/Masters award?**

**A** Contact the relevant award leader for an informal discussion or pathway plan.

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**Q Do I need a Degree to study a Masters award?**

**A** You should hold an honours degree of a UK University, or any other qualification deemed to be equivalent to a UK honours degree. Alternatively, if you do not hold a degree, you should have significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it.

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**Q If I am funding my own study when and how do I pay?**

**A** Payment will not be required until you have formally enrolled with the University and started your award/module. You will only need to pay for the number of credits you study in one academic year. Payment can be made by credit card, instalments or direct debit. For exact details you will need to contact the Finance Department.

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**Q What do I need to do if my employer is paying for my fees?**

**A** You will need to provide:  
A module request form signed by the authorised Trust signatory.  
and/or  
a letter from your employer confirming they will pay your fees and detailing where and to whom the invoice should be sent.

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**Q Do I need a reference?**

**A** Masters students need to complete and return two references with their application form. Refer to the postgraduate application form 'Notes for Guidance'

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

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**Q Do I need to enrol?**

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

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**Q What date do I start my module?**

**A** If you book on a module in advance, your start date will be detailed in your confirmation letter. Term dates for the academic year 2012/13 are detailed in this prospectus.

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**Q What if I am unable to attend a teaching session?**

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

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**Q Will I get a certificate at the end of my course?**

**A** You will receive a certificate if you are undertaking an award. If you are only studying an individual module(s) you will receive a student profile detailing your result(s).



**“** Thinking of Social Work PQ? Wow, for me this was a real roller coaster of emotions, balancing it with work and home life can be daunting. However for me it was worth every minute of pain. Not only did it enhance my knowledge and improve my quality of practice through becoming more analytical, reflective and critically aware, it also offered new opportunities for professional development, therefore escalating my career. **”**

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**Ken Moore**  
Senior Practitioner  
Children's Disability Service  
C&LL  
Stafford and S/Staffs

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# Helping you

get the most from  
your study

Take a part-time course with us and benefit from a whole range of services to help you balance home, work and study - and get the most from your learning.

## Student Guidance

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

If you have a query, or to make an appointment, please contact:

Andrea Alker or Amanda Holt  
Faculty Student Guidance Advisors for Health – covering Stafford, Shrewsbury, Stoke, Lichfield, Telford and Oswestry  
BL016 Blackheath Lane  
Beaconside  
Stafford  
ST18 0AD  
t: 01785 353795  
e: a.d.alker@staffs.ac.uk  
e: amanda.holt@staffs.ac.uk

We are also available via skype if it is difficult to visit us on campus.

## Student Enabling Centre

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

Our staff can give advice and information on accessibility and support issues. Students on part-time courses (ie lasts more than one year and does not take more than twice as long to complete as an equivalent full-time course), may be eligible to apply for Disabled Students' Allowances. Please contact your Local Authority for more detailed information.

## Dyslexia advice

Within the Faculty of Health we also have a dedicated Senior Lecturer for student support who will offer guidance to students requiring additional support or dyslexia advice.



### Learning facilities

Students with disabilities are able to access our learning facilities by using various technological and practical aids. All sites have good access and appropriate computer software. Our staff will be on hand to help you with your requirements.

### Counselling Service

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

### Childcare Service

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

### Multi-faith Chaplaincy

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

## Contacts

### Disability Advisory Service

t: 01782 294973

### Multi-faith Chaplaincy

t: 01782 294977 (Stoke)

t: 01785 353302 (Stafford)

[www.staffs.ac.uk/chaplaincy](http://www.staffs.ac.uk/chaplaincy)

### Learning Facilities

t: 01782 294369

e: [llrs@staffs.ac.uk](mailto:llrs@staffs.ac.uk)

[www.staffs.ac.uk/uniservices/infoservices/library/](http://www.staffs.ac.uk/uniservices/infoservices/library/)

### Counselling Service

t: 01782 294977 (Stoke)

t: 01785 353302 (Stafford)

### Childcare Service

t: 01782 294981

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# Undergraduate

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Term Dates for Academic Year  
**2012-13**

**Term**  
**1**

24 Sep 12  
1 Oct 12  
8 Oct 12  
15 Oct 12  
22 Oct 12  
29 Oct 12  
5 Nov 12  
12 Nov 12  
19 Nov 12  
26 Nov 12  
3 Dec 12  
10 Dec 12

**Term**  
**2**

7 Jan 13  
14 Jan 13  
21 Jan 13  
28 Jan 13  
4 Feb 13  
11 Feb 13  
18 Feb 13  
25 Feb 13  
4 Mar 13  
11 Mar 13  
18 Mar 13  
25 Mar 13

(Easter Hols – Good Fri 29 March, Easter Mon 31 March)

**Term**  
**3**

29 Apr 13  
7 May 13 (Tue) May Bank Holiday  
13 May 13  
20 May 13  
28 May 13 (Tues) Spring Bank Holiday  
3 Jun 13  
10 Jun 13  
17 Jun 13  
24 Jun 13  
1 Jul 13  
8 Jul 13  
15 Jul 13



# Undergraduate Study

**C** = Core      **O** = Specific Option

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Assessment of the Acutely Ill Adult	40		O		O		
Assessment of the Older Person in Health and Social Care	41		O	O			
Behavioural Family Therapy	41	O	O	O			
Cancer Care: Online	42	O					
Care of Children and Young People	42		O	O	O	O	
Caring Communication	43	O					
Caring for People with Long Term Conditions	44	O					
Cognitive Behavioural Therapy	46	O	O	O	O		O
Cognitive Behavioural Therapy Interventions - Application	46	O	O	O	O		O
Contraception and Sexual Health (CaSH)							
Module 1: Sexual Health – Theory	47		O	O			
Module 2: Sexual Health - Application to Clinical Practice	47		O	O			
COPD	48		O	O	O	O	
Counselling	48	O	O	O	O		O
Dementia Awareness	49	O	O	O	O		
Dementia Interventions	49	O	O	O	O		
Understanding Dementia	50	O	O	O	O		
Diabetes	50		O	O	O	O	
Enabling Learning in Nursing Practice (NMC PRACTICE TEACHER)	51		O		O	O	
Exploring Values	51	O	O	O			O
Health Promotion	52		O	O			
Health and Wellbeing for the Pre-school Child - a Public Health Approach	52		O	O			
Role of the Healthcare Assistant in the Community	53	O					
Heart Failure	53		O	O			
Infection Control	54		O	O	O		O
Intensive Care Practice	54		O				
Leadership	55		C	C	C	C	C
Leg Ulcer	55		O				
Liberating Life Choices	56	O					
Long-Term Conditions	56		O	O		O	
Loss, Grief and Bereavement	57		O	O			
Lymphoedema	57/58		O				
Major Incident	59		O	O		C	
Management of the Acutely Ill Adult	59		O	O	O		
Medication Management	60		O	O			
Mental Health Assessment	60		O	C/O			
Mental Health Interventions	61		O	O			
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Minor Injuries	62		O	O	O	O	
Negotiated Learning	62		O	O		O	O

# Undergraduate Study

**C** = Core      **O** = Specific Option

	Page	Introductory Courses/Band 1-4	BSc(Hons) Nursing Studies	BSc(Hons) Clinical Practice	BSc(Hons) Peri-Operative Care	BSc(Hons) Paramedic science	BSc(Hons) Complementary Therapies
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Orthopaedic Nursing	63		O	O	O		
Pain Management	64		O	O	O		O
Peri-operative Care	64		O		C		
Physical Health in Mental Health Care	65	O	O	O			
Planning and Managing Change	65		O	O	O		O
Practice Nursing	66						
Preceptorship and Continuing Professional Development	66		O	O			
Prescribing Modules	67						
Nurse Prescribing Community Practitioner Qualification - V150	68		O				
The Principles and Practice of Palliative Care	69		O	O			
Principles of Physical Assessment	70		O	C/O	O	C	
Research Level 6 - Appraising the Clinical Evidence	70		C	C	C	C	C
Return to Practice Programme	71						
Sex and Relationship Education	71	O					
Sex and Relationship Work (Learning Disabilities)	72	O					
Sexual Health Advising Skills	72		O	O			
Sexual Health for Youth Workers	73	O					
Sexual Health Starts Here	73	O					
Sex and Relationship Education in the classroom	74	O					
Skills for Higher Education	74	O					
Spinal Injury	75		O	O			
Stroke School	75	O	O	O			
Stroke Rehabilitation	75	O	O	O			
Tissue Viability	76		O	O	O		
Understanding Mental Health	77	O	O				
Values and Psychosocial Interventions	78	O	O	O			O
Work Based Learning – Providing the Evidence	78		O	O	O	O	O
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Working Together to Safeguard and Protect Children	79		O	O	O		

## FdSc Complementary Therapies in Clinical Practice

### Award Overview

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

Stoke-on-Trent College  
Newcastle College  
South Staffordshire College  
Shrewsbury College  
Burton College

### Award Length

The award is two years part-time.

### Entrance Requirements

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

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

### Award Structure

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

### Core Modules

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

### Award Leader

Angela Carryer  
e: a.j.carryer@staffs.ac.uk  
t: 01782 295997

## FdSc Healthcare Practice

### Award Overview

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

### Award Length

The award is two years plus two terms in length with one day attendance at University every other week and 15 hours protected learning time in the work place each week.

### Entrance Requirements

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

### Award Structure

The Award consists of 120 credits at level 4 in year 1 plus one term and 120 credits at level 5 commencing in the second term of year 2 and completing at the end of the second term in year 3. There are twelve modules.

### Core Modules

- Skills for Higher Education – HEN 61000-4
- Working in Healthcare – HEN61030-4
- Patient Journey – HEN61031-4
- The Biological Basis of Health – HEN61061-4
- Foundations of Care – HEN61033-4
- Caring Communication – HEN61012-4
- Competencies in Healthcare (1) – HEN61035-4
- The Role of Health Promotion in the Patient Journey – HEN62028-5
- Evidence Based Practice – HEN62029-5
- Improving Client Care – HEN62030-5
- Facilitating the Learning of Others – HEN62031-5
- Competencies in Healthcare (2) – HEN62032-5

### Award Leader

Dawn Suffolk  
e: d.suffolk@staffs.ac.uk  
t: 01785 353620



## FdSc Integrated Care Practice

### Award Overview

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

### Award Length

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

### Entrance Requirements

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

### Award Structure

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

### Core Modules

- Skills for Higher Education – HEN 61000-4
- The Biological Basis of Health – HEN61061-4
- Caring Communication - HEN61012-4
- Introduction to Integrated Care – HEN61062-4
- Introduction to Long Term Conditions for Assistant Practitioners - HEN61062-4
- Competencies in Health and Social Care (1) – HEN61063-4
- The Role of Health Promotion in the Patient Journey – HEN62028-5
- Evidence Based Practice – HEN62029-5
- Improving Client Care – HEN62030-5
- Competencies in Health and Social Care (2) – HEN62086-5

### Award Leader

Kairen Roche  
e: k.m.roche@staffs.ac.uk  
t: 01785 353658



## FdA Leadership and Management in Healthcare

### Award Overview

This new and innovative award, is designed for those who work in healthcare settings and who wish to develop their knowledge and skills, in leadership and management. There is a strong emphasis on work based learning and each of the modules have been designed to complement existing work based experience as well as newly acquired skills, gained throughout the programme. A variety of learning and teaching methods are also used to enhance the learning experience.

### Award Length

The award is two years plus two terms in length, with one day attendance at University or in a suitable learning environment in the work place.

### Entrance Requirements

To undertake this award you must be employed in a Health care setting and your previous knowledge, skills and qualifications will be taken into consideration on application. You will need the support of your employer who will work in partnership with the University in identifying suitable applicants. A Supervisor is also required to support you in the workplace and must be identified prior to the commencement of the award.

### Award Structure

The Award consists of 120 credits at level 4 in year 1 plus one term and 120 credits at level 5 commencing in the second term of year 2 and completing at the end of the second term in year 3. There are twelve modules.

### Core Modules

- Skills for Higher Education – HEN 61029-4
- Self and People Management – HEN61047-4
- Key Principles in Resource Management – HEN610501-4
- Organisational Drivers in the Healthcare sector – HEN61048-4
- Understanding Change and Innovation in Dynamic Healthcare Environments – HEN61049-4
- Information Management in the Healthcare Sector HEN61051-4
- Introduction to Project Management HEN62072-5
- Customer Service and Management in Healthcare HEN62074-5
- Contemporary Issues in Leadership and Management in Healthcare HEN62073-5
- Ethics in Healthcare Organisations HEN62065-5
- Leadership and Management in Healthcare – Work Based Project HEN62054-5
- Leading and Managing Change and Innovation in Healthcare HEN62066-5

### Award Leader

Janet Kelly  
e: j.e.kelly@staffs.ac.uk  
t: 01785 353733







## FdSc Mental Health

### Award Overview

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

### Award Length

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

### Entrance Requirements

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

### Award Structure

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

#### Core Modules

- Skills for Higher Education – HEN 61000-4
- Exploring Values – HEN61007-4
- Caring Communication – HEN61012-4
- Understanding Mental Health - HEN61052-4
- Developing Competencies in the provision of Mental Health Care – HEN61053-4
- An Introduction to Evaluating the Evidence for Practice – HEN62040-5
- Experiencing Mental Distress – HEN62010-5
- Mental Health Interventions – HEN62075-5
- Demonstrating Competencies in the provision of Mental health Care – HEN62076-5

### Option Modules

Include:

- Assessment of the Older Person - HEN62039-5
- Behavioural Family Therapy – HEN62004-5
- Child Protection - HEN620052-5
- Foundation Skills for Cognitive Behavioural Therapy – HEN62011-5
- Counselling – HEN62038-5
- Dementia Awareness – HEN26078-5
- Understanding Dementia – HEN62089-5
- Dementia Interventions – HEN62077-5
- Medication Management – HEN62009-5
- Mental Health Assessment – HEN62005-5
- Negotiated Learning – HEN62023-5
- Physical Health in Mental Health Care – HEN62007-5
- Sexual Health Advising – HEN62062-5
- Values and Psychosocial Interventions – HEN62012-5
- Work Based Learning- Providing the Evidence – HEN62063-5

### Award Leader

Alison Hay  
e: a.l.hay@staffs.ac.uk  
t: 01743 261136



## Fd Paramedic Science

### Award overview

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

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

Students will also be eligible to progress onto the 3rd year of some existing degree programmes. An Honours Degree is available for students wishing to develop their continuing professional development. An exit award in Out of Hospital Care as a step-off point will be awarded but this will not allow eligibility to apply for registration with the Health Professions Council.

### Who is it for?

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

### Award length

Full-time - 2 years

### Entrance requirements

May consist of either:

- (i) Two A level passes (160 UCAS points) and GCSE passes (or equivalent) at Grade C or above in English and Maths
- (ii) A QAA recognised Access to Higher Education Health or Nursing Course (Pass, Merit or Distinction)
- (iii) Intermediate GNVQ (6 units studied) plus 1 GCSE A-C
- (iv) BTEC National Certificate (MM) or BTEC National Diploma in a relevant subject
- (v) Degree or other Higher Education qualifications
- (vi) Staffordshire University Higher Education Certificate in HE
- (vii) Applicants whose first language is not English are normally required to have IELTS level 7 with no element below 6.5, TOEFL computer-based >250

### Award structure

1500 hours of theory

1500 hours of practice

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

### Core modules

- (i) Introduction to Information and Communication Skills
- (ii) Healthy Individuals and Communities
- (iii) Accountability and Professional Issues for Paramedics
- (iv) Foundation Skills for Paramedic Practice
- (v) Evidence Based Practice
- (vi) Pathophysiology in Paramedic Practice
- (vii) Pharmacology and Therapeutic Interventions for Out of Hospital Care
- (viii) Paramedic Practice and Role Development

### Contact

Award Leader: Jacqui Mason  
t: 01785 353766  
e: v.a.nxion@staffs.ac.uk

## Fd Professional Development in Paramedic Science

### Award overview

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

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

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

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

### Who is it for?

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

### Award length

Full-time - 32 weeks.

### Entrance requirements

- (i) Support of the employing Ambulance Trust or Defence Medical Service
- (ii) IHCD Technician qualification or equivalent
- (iii) Minimum of 1 year's practice as qualified technician or equivalent.

### Award structure

750 hours of theory.

750 hours of practice.

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

### Core modules

Skills for Higher Education – HEN61000-4

Pathophysiology for Paramedics – HEN62017-5

Professional Issues and Evidence Based Practice – HEN62019-5

Pharmacology and Therapeutic Interventions for Out of Hospital Care – HEN62016-5

Paramedic Practice and Role Development – HEN62018-5

### Contact

Award Leader: Martin Collins

t: 01785 353690

e: m.collins@staffs.ac.uk

## BSc(Hons) Clinical Practice

### Award overview

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

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

### Who is it for?

All qualified health care professionals.

### Award length

Maximum time allowed is 4 years from the start of your first module.

### Award structure

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

### Core modules

Appraising the Clinical Evidence Base for Practice Development HEN63049-6; Leadership HEN63003-6 and one of the following - Principles of Physical Assessment SHN63054-6 or Mental Health Assessment of Clients SHN63072-6.

All core modules are 15 credits each.

### Option modules

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

### Entrance requirements

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

### Contact

Award Leader: Sue Thornton

t: 01743 261136

e: s.j.thornton@staffs.ac.uk



## BSc(Hons) Complementary Therapies

### Award Overview

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

### Award Length

Part-time, 2 – 4 years

### Entrance Requirements

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

### Award Structure

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

### Core Modules

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

### Option Modules

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

### Contact

Award Leader: Angela Carryer  
e: a.j.carryer@staffs.ac.uk  
t: 01782 295997



## BSc(Hon) Health Studies (3 years)

UCAS code:L900

## BSc (Hon) Health Studies with Foundation Year (4 years)

UCAS Code: L510

### Award Overview

#### BSc Health Studies

This course is a new development for students with an interest in health, social care and health and social care related issues but who do not wish to enter a specific health or social care profession. It provides you with an understanding of key issues in health from a range of disciplines in a way which will be stimulating and challenging. The award can be studied full-time or part-time. The range of issues studied reflects the ways in which health is understood from a variety of perspectives and will take you from an initial introduction of 'What is Health?' through to engaging in an individual research project exploring an issue of your choice in greater depth.

You will develop your analytical and critical thinking skills along with your research skills through the study of the central issues in health and health/social care today. A unique feature of the course is the opportunity to undertake negotiated learning in an area of particular individual interest choosing from areas such as health behaviours and their effects, health promotion, child health, mental health, health of the older person and social care. You will also explore the relationship between health and social care, public health and the consequences of an ageing population and the problems associated with the funding of health services in a period of increasing demand and new technologies.

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

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

### Foundation Year

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

continued overleaf

Whatever your decision, the Foundation Year in Health Studies will provide you with a sound base for future study at Staffordshire University. The course is offered at the Tamworth campus of South Staffordshire College.

### Who is it for?

Students interested in health and social care issues with a view to developing a sound knowledge base in a number of social science disciplines.

### Award length

BSc Health Studies - 3 years full-time

BSc Health Studies with Foundation Year - 4 years full-time

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

### Entrance requirements

#### BSc Health Studies

Typical offer: 240 UCAS points

A levels: CCC

#### Foundation Year

Typical offer: 120 UCAS points

All applicants are individually assessed

### Award structure - BSc Health Studies

#### Year 1

- Communication, Information and Study Skills
- Health Policy and Politics
- Influence of Evidence and Values for Health
- Physical Activity, Exercise and Health
- Healthy Individuals and Communities
- Negotiated Learning

#### Year 2

- Community Health Profiling
- Social Policy and Social Problems
- Challenges to UK Sport and Leisure Policy
- Evidence Based Practice in Health and Social Care
- Negotiated Learning

#### Year 3

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

### Award structure – Foundation Year

Skills for Higher Education

Introduction to Health Policy

Measuring Health and Wellness

Communication Skills for Personal Development

Introduction to health Sciences

Health Choice and Lifespan

### Contact

BSc Health Studies - Award Leader: tbc

t: 01785 353675

Foundation Year - Award Leader: Jayne Evans

t: 01743 261136

e: j.l.evans@staffs.ac.uk



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

### Award overview

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

Students will be able to negotiate their award title.

### Who is it for?

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

### Award length

3 years full-time.

Up to 6 years part-time.

### Entrance requirements

5 GCSEs at Grade C or above or equivalent.

### Award structure and core modules

An Introduction to Study Skills and Negotiated Learning for Certificate Level

or

Introduction to Negotiated Learning at Diploma or Degree Level.

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

### Option modules

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

### Contact

Award Leader: Caroline Rowe

t: 01785 353739

e: c.j.rowe@staffs.ac.uk







## BSc(Hons) Nursing Studies

### Award overview

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

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

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

### Who is it for?

Nurses on any part of the professional register.

### Award length

Maximum time allowed is 4 years from the start of your first module.

### Entrance requirements

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

### Award structure

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

### Core modules

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

### Option modules

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

### Contact

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



## BSc(Hons) Paramedic Science

### Award overview

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

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

### Who is it for?

A Registered Paramedic currently on the Health Professions Council Register.

### Award length

Part-time, 2 - 4 years.

### Entrance requirements

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

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

### Award structure

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

### Core modules

- The Principles of Physical Assessment HEN 63054-6
  - Leadership HEN 63003-6
  - Appraising the Evidence Base for Practice HEN 63049-6
- Award Specific Module  
Introduction to Major Incident Medical Management  
HEN 63095-6

### Option Modules

You may choose modules from a list of options.

### Contact

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





## BSc(Hons) in Peri-Operative Care

### Award overview

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

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

### Who is it for?

Operating Department Practitioners and Registered Nurses.

### Award length

Maximum time allowed is 4 years from the start of your first module.

### Entrance requirements

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

### Award structure

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

### Core modules

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

### Option modules

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

### Contact

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



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

### Award overview

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

An experienced award leader organizes and monitors each award. The aim of the awards is to provide and support opportunities that enable students to develop in-depth specialist knowledge and skills about their particular chosen route, demonstrating they have appropriate attitudes to carry out the professional role required by a Specialist Practitioner.

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

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

### Who is it for?

Registered Nurses.

### Award length

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

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

### Entrance requirements

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

### Award structure and core modules

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

### Contact

Award Leaders:  
District Nursing - Mark Lovatt  
t: 01785 353722  
e: m.j.lovatt@staffs.ac.uk  
Community Mental Health - Donna Doherty  
t: 01785 353670  
e: d.doherty@staffs.ac.uk





## The BSc(Hons) Specialist Community Public Health Nursing - Health Visiting and School Nursing

### Award Overview

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

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

On successful completion you will be awarded a BSc (Hons) in Specialist Community Public Health Nursing (with your route annotated) and will be eligible to register with the NMC.

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

### Health Visiting

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

### School Nursing

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

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

The programme includes a range of core and route specific option modules which means you will be exposed to a range of opportunities enabling you to become a critical reflector; able to analyse and evaluate theory and practice from an evidence base; identify need; instigate, lead and manage change in complex and demanding situations. A variety of teaching and learning methods including web based learning are incorporated into the modules.

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

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

### Who is it for ?

Registered Nurses and Midwives.

### Award length

One Year full time (52 weeks)

Two Years part time( 104 weeks)

The Specialist Community Public Health nursing award is registered on the Nursing and Midwifery Council Professional Register.

### Entry Requirements

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

### Contact

Award Leader: Ruth Fretz

t: 01785 353681

e: ruth.fretz@staffs.ac.uk





## Certificate in Continuing Professional Development in Cognitive Behavioural Interventions

### Award overview

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

### Award length

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

### Entrance requirements

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

### Award structure and Core modules

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

### Contact

Award Leader: Paul Anthony  
t: 01785 353694  
e: p.anthony@staffs.ac.uk



## Certificate in Continuing Professional Development in Critical Care Practice

### Award overview

This award addresses the need for skilled and knowledgeable practitioners both in the intensive care and high dependency environments, enabling you to obtain a foundation of knowledge and skills as a practitioner in Critical care environments. Achievement of these attributes are linked to the modules of the award and are reflected in the following aims and learning outcomes.

The award seeks to engage and motivate the students by using a wide range of interactive learning opportunities and experiences within both academic and work settings, which maintains a student, service user and practice centred approach to learning using distributed learning technologies. To this end the award has in cooperation with Dr. Charles Gomersall (Chinese University Hospital, Hong Kong) developed a range a virtual learning materials via a virtual learning environment. Modules utilise the environment to provide not only electronic resources and communication for students but also to use a blended learning approach, to provide the student with a rich and varied learning environment. The assessment strategy is structured to reflect variety and innovation, with activities aiming to facilitate a "deep learning approach" and to increase motivation for learning by allowing selection of practice centred issues for detailed study. Thus students will be able to integrate theory into practice.

Students with disability/special needs are managed in accordance with the Disability Discrimination Act 2005 and complies with University and Faculty policies.

### Award Length

Variable (maximum of three years to complete).

### Entrance Requirements

Appropriate professional registration (NMC or equivalent). A minimum of 6 months post-registration experience in an adult critical care environment.

It will be the student's responsibility to identify an appropriately qualified and updated mentor who has three or more years experience in acute care and has completed a recognised professional course to prepare mentors.

### Award structure and Core modules

The Award is 45 credits at level 6 and is made up of one 30 credit module (Intensive Care Practice) and one 15 credit module (Principles of Physical Assessment).

### Contact

Award leader: Barry Wardle  
t: 01785 353722  
e: b.s.wardle@staffs.ac.uk





## Advanced University Diploma in Critical Care Practice

### Award overview

This award addresses the need for skilled and knowledgeable practitioners both in the intensive care and high dependency environments, enabling you to obtain a foundation of knowledge and skills as a practitioner in Critical care environments. Achievement of these attributes are linked to the modules of the award and are reflected in the following aims and learning outcomes.

The award seeks to engage and motivate the students by using a wide range of interactive learning opportunities and experiences within both academic and work settings, which maintains a student, service user and practice centred approach to learning using distributed learning technologies. To this end the award has in cooperation with Dr. Charles Gomersall (Chinese University Hospital, Hong Kong) developed a range a virtual learning materials via a virtual learning environment. Modules utilise the environment to provide not only electronic resources and communication for students but also to use a blended learning approach, to provide the student with a rich and varied learning environment. The assessment strategy is structured to reflect variety and innovation, with activities aiming to facilitate a "deep learning approach" and to increase motivation for learning by allowing selection of practice centred issues for detailed study. Thus students will be able to integrate theory into practice.

### Award Length

Variable (maximum of three years to complete).

### Entrance Requirements

Appropriate professional registration (NMC or equivalent). A minimum of 6 months post-registration experience in an adult critical care environment.

It will be the student's responsibility to identify an appropriately qualified and updated mentor who has three or more years experience in acute care and has completed a recognised professional course to prepare mentors.

### Award structure and Core modules

The Award is 60 credits at level 6 and is made up of one 30 credit module (Intensive Care Practice) and one 15 credit module (Principles of Physical Assessment). You then choose to complete one of the 2 x 15 credit modules (Management of Pain or Infection Control).

### Contact

Award leader: Barry Wardle  
t: 01785 353722  
e: b.s.wardle@staffs.ac.uk



## Certificate in Continuing Professional Development in Dementia

### Award overview

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

### Who is it for?

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

### Award length

Two years.

### Entrance requirements

The Certificate in Continuing Professional Development in Dementia is open to everyone. Those wishing to complete the University Diploma in Mental Health or the University Advanced Diploma in Mental Health need to produce evidence of study at the level below or evidence of the study skills necessary to succeed. This can be discussed during informal interview if you are unsure.

### Award structure

The award is 30 credits at level 4, 5 or 6. The award is made up of 2 x 15 credit modules.

### Option modules

You choose to complete 2 of the three 15 credit option modules

Dementia Awareness (level 4,5 or 6)  
Dementia Interventions (level 4,5 or 6)  
Understanding Dementia (level 4,5 or 6)

### Contact

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





## Certificate in Lifelong Learning: Developing Practical Skills for Working with Bereavement and Loss

### Award Overview

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

### Who is it for?

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

The National Institute for Health and Clinical Excellence (2004) advocates a three component approach to provision of bereavement support. The desired outcome from each component is the same, to enable the person who has been bereaved to make sense of their loss and to live their lives in as full and healthy way as possible for them. The guidance acknowledges that bereavement and grief are normal processes and the majority of people find their own way through their loss. Component 1 in the guidance relates to the provision of information to help people understand grief. Component 2 identifies a need for community / volunteer support with component 3 identifying the need for specialist counselling / mental health intervention. This course will meet your training needs to offer components 1 and 2 levels of intervention.

### Award Length

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

### Entrance Requirements

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

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

### Award Structure

The award consists of two 15 credit modules. Module 1 - Bereavement and Loss (HEN61064-4), delivered in Term 1 (Sept). Module 1 must be completed before undertaking module 2. Module 2 - Working with Families Experiencing Loss (HEN61065-4), delivered in Term 3 (May).

### Contact

Delivered and managed by St Giles Hospice, Education Department, Sutton Coldfield

Education Dept  
St Giles Hospice  
Fisherwick Road  
Whittington  
Lichfield WS14 9LH.

t: 01543 434533/434532  
e: education@st-giles-hospice.org.uk

## Advanced Diploma in Hypnosis and Stress Management

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

### Award overview

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

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

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

### Entrance requirements

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

### Award length

12 months.

### Award structure

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

### Core modules

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

### Award Leader

Angela Carryer  
t: 01782 295997  
e: a.j.carryer@staffs.ac.uk



## Advanced University Diploma - Primary Care - Mental Health

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

### Award overview

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

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

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

### Entrance requirements

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

### Award length

12 months.

### Award structure

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

Core modules

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

### Award Leader

TBC

t: 01785 353766



## University Certificate/Diploma/Advanced Diploma in Mental Health

### Award overview

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

One in four of the general population suffer with a mental health problem which means that the vast majority of us will either suffer a mental health problem at some time, know someone who does, support a family member with a mental health problem, or by virtue of our work, regularly come into contact with people experiencing mental distress (Goldberg and Huxley 1992). These awards will contribute in a positive way to increasing the social inclusion of service users and carers (DH 2006). The Government has given considerable attention to mental health services and focused policy (DH 1999; Lader and Cowen 2001).

### Who is it for?

These awards are useful to a wide variety of people including:

- Unqualified health and social care staff
- Benefits and welfare workers
- Adult and children's nurses
- Charity/voluntary sector workers
- Midwives
- Social workers
- Teachers
- Police officers
- Those working in supported housing schemes
- Service users and carers
- Youth workers
- Prison, probation and justice workers
- Emergency service workers
- NHS direct staff
- Primary Care

### Award length

This depends on the pace of study you want and the time you have available. Most people will complete the award in one to two years.

### Entrance requirements

The University Certificate in Mental Health award is open to anyone. Those wishing to complete the University Diploma in Mental Health or the Advanced University Diploma in Mental Health need to produce evidence of study at the level below or evidence of the study skills necessary to succeed. This can be discussed during informal interview if you are unsure.

### Award structure

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

### Core modules

The 15 credit core (mandatory) module is entitled 'Exploring Values'.

continued overleaf

### Option modules

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

Alcohol use: screening, assessment and referral (level 6)  
 Mental Health Assessment of Clients (level 5 and 6)  
 Behaviour Family Therapy (level 4, 5 and 6)  
 Working together to safeguard and protect Children (level 6)  
 Cognitive Behaviour Therapy – Foundation (level 4, 5 and 6)  
 Cognitive Behaviour Intervention – Application (level 4, 5 and 6)  
 Caring Communications (level 4)  
 Counselling (level 4, 5 and 6)  
 Dementia awareness (level 4, 5 and 6)  
 Dementia interventions (level 4, 5 and 6)  
 Understanding Dementia (level 4, 5 and 6)  
 Working With Support Networks of Problem Drinkers (level 6)  
 Medication Management (level 5 and 6)  
 Experiencing Mental Distress (level 4, 5 and 6)  
 Understanding Mental Health (level 4)  
 Mental Health Interventions (level 5)  
 Neuro-pharmacology (level 6)  
 Physical Health in Mental Health Care (level 4, 5 and 6)  
 Values and Psychosocial interventions (level 4, 5 and 6)  
 Work based learning: Providing the Evidence (level 4, 5 and 6)  
 Work based learning: for Continuing Professional Development (level 4, 5 and 6)

### Contact

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



## Assessment of the Acutely Ill Adult

### Who is this module for?

Health professionals working with patients requiring Level 4 and Level 5 care. This includes patients who are 'at risk' of deterioration, and those stepping down from a higher level of care.

### What you will achieve

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

### Module detail

This module promotes supervised clinical practice with an identified mentor to provide an individualised learning pathway.

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

### Module title/code/cost

Assessment of the Acutely Ill Adult  
 Level 6 – HEN63060-6  
 £675 per module

### Study dates and venue

Term 1 Telford  
 Friday 9.30am-12.30pm for 12 weeks, continues in Term 2 with clinical practice and tutorials.

### Assessment

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

### Contact

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

### Special entry requirements

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

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

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

### Credits

30 level 6 credits.





## Assessment of the Older Person in Health and Social Care

### Who is this module for?

Health and social care professionals who are currently working with older people

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Assessment of the Older Person in Health and Social Care  
Level 5 – HEN62039-5  
Level 6 – HEN63056-6  
£420 per module

### Study dates and venue

Term 3 – Stafford, Wednesdays 9.30 – 13.30 for 12 weeks.

### Assessment

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

### Contact

Module Leader: Sue Thornton  
t: 01743 261136  
e: s.j.thornton@staffs.ac.uk

### Special entry requirements

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

### Credits

15 level 5 or 6 credits.



## Behavioural Family Therapy

### Who is this module for?

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

### What you will achieve

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

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

### Module detail

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

### Module title/code/cost

Behavioural Family Therapy  
Level 4 – HEN61006-4  
Level 5 – HEN62004-5  
Level 6 – HEN63016-6  
£440 includes cost of Behaviour Family Therapy Manual.

### Study dates and venue

To next run in academic year 2013-14

### Assessment

Reflective essay.

### Contact

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

### Special entry requirements

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

### Credits

15 at level 4, 5 or 6





## Cancer Care: Online

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Cancer Care: Online  
HEN61001-4  
£52.50

### Study dates and venue

Terms 1, 2 and 3 – online access.  
Tutorials via email.

### Assessment

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

### Contact

Module Leader: Theresa Barker  
t: 01543 434533  
e: [education@st-giles-hospice.org.uk](mailto:education@st-giles-hospice.org.uk)

### Special entry requirements

None

### Credits

15 level 4 credits  
On successful completion of this module you will be awarded a Certificate of Credit: Cancer Care.



## Care of Children and Young People

### Who is this module for?

Non-children's qualified health care professionals working in non-designated children's care settings that may be accessed by children e.g. Accident and Emergency Depts. General Practice Surgeries, Day Surgery units, theatre/recovery units, Radiography Depts.

### What you will achieve

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

### Module detail

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

This module requires access to a computer.

### Module title/code/cost

An Introduction for Healthcare Professionals to the Care of Children and Young People  
HEN63033-6  
£775

### Study dates and venue

Term 1 – Stafford or Telford.  
Tuesday 1pm – 4pm for 12 weeks.  
Continued in Term 2.

### Assessment

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

### Contact

Module Leader: Karen Griffiths  
t: 01743 261136 ext 3851  
e: [K.A.Griffiths@staffs.ac.uk](mailto:K.A.Griffiths@staffs.ac.uk)

### Special entry requirements

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

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

### Credits

45 level 6 credits.







## Care of Children and Young People - Distance Learning

### Who is this module for?

Non-children's qualified health care professionals working in non-designated children's care settings that may be accessed by children eg: Accident and Emergency Departments, General Practice Surgeries, Day Surgery Units, theatre/recovery units.

### What will you achieve?

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

### Module Detail

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

### Module title/code/cost

Developing Awareness of the Care Needs of Children and Young People - Distance Learning.  
HEN63148-6  
£ tbc

### Study dates and venue

Distance Learning – flexible start in negotiation with the module tutor.

### Assessment

3,000 word assignment  
Asynchronous discussion forum

### Contact

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

### Special entry requirements

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

### Credits

30 level 6 credits



## Caring Communication

### Who is this module for?

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

### What you will achieve

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

### Module detail

At the end of this module you will be able to:

- Demonstrate knowledge and understanding of the principles of effective communication
- Describe the nature of the barriers to effective communication
- Discuss the impact of good communication on therapeutic relationships
- Promote effective communication and relationships with people who are troubled or distressed

### Module title/code/cost

Caring Communication  
HEN61012-4  
£420

### Study dates and venue

Term 2 - Stafford  
7 taught sessions on the following dates:  
24 Jan; 7, 21, 28 Feb; 6, 13, 20 Mar 2012 (9.30-12.30)  
Student presentations - 1 May 2012

### Assessment

Oral presentation.

### Contact

Module Leader: Angela Carryer  
t: 01782 295997 e: a.j.carryer@staffs.ac.uk

### Special entry requirements

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

### Credits

15 level 4 credits.





## Caring for People with Long Term Conditions

### Who is this module for?

Health care support workers working with people with long term conditions.

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Caring for People with Long Term Conditions  
HEN61004-4  
£420

### Study dates and venue

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

### Contact

Module Leader: Sharon Graham  
t: 01743 231136 e: s.r.graham@staffs.ac.uk

### Special entry requirements

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

### Credits

15 level 4 credits.







## Cognitive Behavioural Therapy

### Who is this module for?

Any health or social care practitioner who wishes to gain foundation knowledge and skills in the theory and practice of cognitive behavioural therapy (CBT).

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Foundation Skills in Cognitive Behavioural Therapy  
Level 4 – HEN61014-4  
Level 5 – HEN62011-5  
Level 6 – HEN63053-6  
£420

### Study dates and venue

Term 2 - Stafford, Thursday 1.00pm - 5.00pm for 12 weeks

### Contact

Module Leader: Paul Anthony  
t: 01785 353694 e: p.anthony@staffs.ac.uk

### Special entry requirements

None.

### Credits

15 level 4, 5 or 6 credits.



## Cognitive Behavioural Interventions - Application

### Who is this module for?

Any health or social care practitioner who has completed the Foundation Skills for Cognitive Behavioural Therapy module (or equivalent) and wishes to gain further knowledge in applying these skills in practice.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Application of Cognitive Behavioural Interventions  
Level 4 - HEN61036-4  
Level 5 - HEN62056-5  
Level 6 - HEN63109-6  
£420

### Study dates and venue

Term 3 - Shrewsbury, Thursday 9.30 - 4.30pm for 6 alternate weeks.

### Contact

Module Leader: Paul Anthony  
t: 01785 353694 e: p.anthony@staffs.ac.uk

### Special entry requirements

Completion of the 'Foundation Skills for Cognitive Behavioural Therapy' module (or equivalent).

### Credits

15 level 4,5 or 6 credits.







## Contraception and Sexual Health (CaSH)

### Module 1: Sexual Health – Theory

#### Who is this module for?

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

#### What you will achieve

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

#### Module detail

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

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

#### Module title/code/cost

Sexual Health – Theory  
Level 6 - HEN63031-6  
Level 7- Code TBC  
£420 per module

#### Study dates and venue

Term 1 - Telford, Monday 10am - 4pm for 8 weeks.  
or  
Term 2 - Stafford, Thursday 10am - 4pm for 8 weeks.

#### Contact

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

#### Special entry requirements

NMC registration

#### Credits

30 level 6 or 7 credits.



### Module 2: Sexual Health - Application to Clinical Practice

#### Who is this module for?

Nurses, Midwives and Health Visitors.

#### What you will achieve

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

#### Module detail

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

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

#### Module title/code/cost

Sexual Health – Application to Clinical Practice  
Level 6 - HEN63032-6  
Level 7- Code TBC  
£420 per module plus placement fee of approx £400 (paid directly to placement area).

#### Study dates and venue

Term 2 - Telford, Monday 10am – 5pm for 12 weeks plus clinical practice sessions.  
or  
Term 3 - Stafford, Thursday 10am – 5pm for 12 weeks plus clinical practice sessions.

#### Contact

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

#### Special entry requirements

NMC registration and successful completion of Sexual Health Theory module.

#### Credits

30 level 6 or 7 credits





## COPD

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

The module examines peak flow measurement, understanding of spirometry, correct inhaler techniques and self management issues for patients.

### Module title/code/cost

Care and Management of Respiratory Disorders (COPD)  
Level 6 - HEN63022-6  
Level 7 – HEM58166-7  
£420 per module

### Study dates and venue

Term 2 – Stafford or Stoke dependent on demand, Friday 9am-1pm for 12 weeks.

### Assessment

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

### Contact

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

### Special entry requirements

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

### Credits

15 level 6 or 7 credits.

## Counselling

### Who is this module for?

Any person who wishes to improve their use of basic counselling skills in a health care setting.

### What you will achieve

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

### Module detail

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

The level one module requires a reflective assignment; the level two module requires an analysis of the effectiveness of an example of your own communication, plus a reflective journal. The level three module requires a more in-depth analysis of an anonymised clinical session.

### Module title/code/cost

Level 4 – HEN61010-4 - The Fundamentals of Counselling  
Level 5 – HEN62038-5 – Basic Counselling Skills for Health Professionals  
Level 6 – HEN63090-6 – Counselling Skills for Health Professionals  
£420 per module

### Study dates and venue

Term 1 - Telford, Friday 9.30 – 1pm for 12 weeks.

### Assessment

Assignment.

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.



## Dementia Awareness

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Dementia Interventions  
Level 4 – HEN61011-4  
Level 5 – HEN62078-5  
Level 6 – HEN63101-6  
£420 per module

### Study dates and venue

Term 1 – Shrewsbury, Tuesdays 1.00am – 4pm for 12 weeks.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.



## Dementia Interventions

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Dementia Interventions  
Level 4 – HEN61054-4  
Level 5 – HEN62077-5  
Level 6 – HEN63100-6  
£420 per module

### Study dates and venue

Term 2 – Shrewsbury, Thursdays 1.00 – 5.00pm for 12 weeks.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.





## Understanding Dementia

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Understanding Dementia  
Level 4 – HEN 61067-4  
Level 5 – HEN 62089-5  
Level 6 – HEN 63127-6  
£420 per module

### Study dates and venue

Flexible hours over term 1, term 2 or term 3  
Tutorials to be arranged with module staff.

### Assessment

Portfolio of evidence

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.



## Diabetes

### Who is this module for?

Any healthcare practitioner, including; Nurses – all branches, Paramedics, Midwives, Social Workers, Doctors, Community Nurses wanting to increase their knowledge, skills and understanding of diabetes mellitus, and caring for diabetic clients in a clinical environment.

### What you will achieve

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

### Module detail

The course has a varied content: biology and path physiology of diabetes; care issues encountered in nursing practice, such as hypoglycaemia and hyperglycaemia; treatment options, including drugs, diet and exercise; and diabetic monitoring as a key part in overall diabetic management. A wide variety of long-term care issues of diabetes are covered, alongside areas of diabetes in a multicultural group, living with diabetes and the role of support groups.

### Module title/code/cost

Care and Management of People with Diabetes Mellitus  
Level 5 – HEN62044-5  
Level 6 – HEN63069-6  
£420

### Study dates and venue

Term 1 – Stafford, Thursday 1.00pm – 5.00pm for 12 weeks.  
or  
Term 2 – Shrewsbury, Thursday 1.00pm – 5.00pm for 12 weeks.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 5 or 6 credits.



## Enabling Learning in Nursing Practice (NMC PRACTICE TEACHER)

### Who is this module for?

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

### What you will achieve

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

### Module detail

The module focuses on the following themes:

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

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

### Module title/code/cost

Enabling Learning in Nursing Practice  
Level 6 – HEN63006-6  
Level 7 – HEM58151-7  
£420

### Study dates and venue

Term 1 and 2 – Stafford  
26th Sept, 3rd Oct, 7th Nov, 28th Nov 2012 9.30am-4pm  
6th Feb 2013 9.30am-4.30pm

Tutorials – 13th March 2012

### Assessment

3000 word reflective essay and profile of evidence.

### Contact

Module Leader: TBC  
t: 01785 353766

### Special entry requirements

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

### Credits

15 level 6 (degree) or 7 (Masters) credits.

## Exploring Values

### Who is this module for?

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

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

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Exploring Values  
Level 4 – HEN61007-4  
Level 5 – HEN62006-5  
Level 6 – HEN63017-6  
£420 per module

### Study dates and venue

Term 1 – Shrewsbury  
Attendance on the following dates:  
12 Oct (1.30pm – 4.30pm) and 26 Oct; 2, 23, 30 Nov and 7 Dec 2012 (9.30 - 4.30)

### Assessment

Portfolio of evidence and viva voce.

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.



## Health Promotion

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Health Promotion: Project Planning  
Level 6 HEN63047-6  
Level 7 HEM 58194-7  
£420

### Study dates and venue

Term 2 – Stafford, Monday 9.00am – 12.00noon for 12 weeks.

### Assessment

Development of a health promotion plan (3000 words).

### Contact

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

### Special entry requirements

Access to the clinical practice environment.

### Credits

15 level 6 or level 7 credits.



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

### Who is this module for?

Staff Nurses / nursery Nurses currently working in Health visiting Teams or with pre-school children.

### What you will achieve

The aim of this module is to enable you to work more effectively within a team providing services for pre-school children and their families. This includes staff nurses working in a health visiting team and links across to the learning outlined within your competency framework. Module detail On this module you will analyse and apply knowledge and understanding to the following key areas:

- Child development – including: psychological theories, developmental domains (intellectual, language social – emotional, physical).
- Childhood illness – including: childhood infectious diseases, immunisation, minor ailments.
- Maternal and infant mental health including: antenatal support, post natal support, post- natal depression.
- Parenting including: parenting styles, attachment, supporting parents, involving fathers, increasing community capacity to support parents.

### Module Title/Code/Cost

Health and Wellbeing for the Pre-school Child – A Public Health Approach  
£420  
Level 6 HEN63149-6  
Level 7 HEM58224-7

### Study dates and venue

Term 2  
Tuesdays every other week 9.30 – 4.00pm

### Contact

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

### Special entry requirements

Currently working with pre- school children and their families.

### Credits

15 level 6 or level 7 credits.







## Role of the Health Care Assistant in the Community

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

The Role of the Health Care Assistant in the Community  
HEN60001-3  
£420

### Study dates and venue

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

### Contact

Module Leader: Kairen Roche  
t: 01785 353658 e: [kairen.roche@staffs.ac.uk](mailto:kairen.roche@staffs.ac.uk)

### Special entry requirements

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

### Credits

15 level 3 credits



## Heart Failure

### Who is this module for?

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

### What you will achieve

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

### Module detail

Content includes:

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

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

### Module title/code/cost

Managing Heart Failure  
Level 6 – HEN63058-6  
Level 7 - HEM58222-7

£415 per module

### Study dates and venue

Term 2 – Stafford, Thursday from 1pm until 5pm for 12 weeks.

### Contact

Module Leader: Chris Keighley  
t: 01743 261136 e: [c.j.keighley@staffs.ac.uk](mailto:c.j.keighley@staffs.ac.uk)

### Special entry requirements

None

### Credits

15 level 6 or 7 credits





## Infection Control

### Who is this module for?

Motivated health and social care professionals who want to develop their expertise in infection prevention and control.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Developments in Infection Control  
Level 5 – HEN62083-5  
Infection Prevention and Control  
Level 6 – HEN63077-6  
£420

### Study dates and venue

Term 1 - Stafford, Thursday 9.30 – 5pm for 6 alternate weeks  
or  
Term 3 - Telford, Thursday 9.30 – 5pm for 6 alternate weeks

### Assessment

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

### Contact

Module Leader: Carrie Felgate  
t: 01543 412987  
e: carrie.felgate@southstaffspct.nhs.uk

### Special entry requirements

None

### Credits

15 level 5 or 6 credits.



## Intensive Care Practice

### Who is this module for?

This module is open to any registered healthcare practitioner who can arrange appropriate mentorship and supervision in an adult critical care environment.

### What you will achieve

The module develops skills in assessment and managing of critically ill individuals in an Intensive Care Environment. Successful completion of the module, coupled with Level 3 Physical Assessment or Masters level, may lead to the Certificate in Critical Care Practice. The module may also be used in conjunction with core modules of the Life Long Learning, Continuing Professional Development (CPD) and undergraduate awards including Advanced University Diploma, BSc (Hons) Nursing Practice, BSc (Hons) Clinical Practice.

### Module detail

Assessment is based upon the completion of clinical practice competencies through clinical assessment and the compilation of a portfolio of evidence. There is also a written examination of your knowledge of pathophysiology applied to a patient scenario. The module is offered over two 12-week terms running from September each year. It uses a combination of taught and online materials to facilitate clinical practice wherever possible. The availability will be dependent on demand.

### Module title/code/costs

Intensive Care Practice  
HEN63023-6  
£675

### Study dates and venue

Term 1 – Stafford  
Wednesday 1.30pm – 4.30pm for 12 weeks, continues in Term 2 with clinical practice and tutorials.

This module is offered at Stafford campus only due to its association with the Level 6 Physical Assessment Module (part of the Certificate in CPD in Critical Care Practice). Learning is through a Blended Learning method and therefore there is extensive online material and support through discussion forums. Availability of this module will be dependent upon demand.

### Contact

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

### Special entry requirements

Students must be able to access a suitable adult critical care environment and arrange suitable mentor and assessor supervision to successfully complete the clinical competencies required.

### Credits

30 level 6 credits.





## Leadership

### Who is this module for?

Healthcare practitioners who wish to develop their leadership knowledge and skills to improve their own practice and the healthcare team. This module is a core module on the Specialist Practice, Nursing Studies, Perioperative and Clinical Practice awards. It can also be studied as a stand alone.

### What you will achieve

Dynamic practitioners will develop a range of knowledge and skills in relation to effective leadership and its impact on delivering quality care as well as on the wider strategic plan in your organisation.

### Module detail

The module focuses on developing and evaluating knowledge and skills essential for effective leadership, reflecting contemporary leadership policy. You will have opportunities to explore, reflect and challenge the values of your own and others' leadership styles and attitudes. A variety of theories will be analysed and key themes associated with effective practice evaluated. The assessment includes 2 parts comprising of a seminar presentation which will identify a leadership challenge within your professional practice. The second part includes the completion of a reflective account of the leadership challenged you have identified in your presentation. The module also includes action learning sets which will give you an opportunity to problem solve collectively.

### Module title/code/cost

Leadership  
HEN63003-6  
£420

### Study dates and venue

Term 1 - Stafford, Monday 9.00am – 12.00pm for 12 weeks  
or  
Term 2 - Stafford, Monday 9.00am – 12.00pm for 12 weeks  
or  
Term 3 - Stafford, Monday 9.00am – 12.00pm for 12 weeks  
(if sufficient demand)

### Assessment

Seminar presentation and 2000 word reflective assignment.

### Contact

Module Leader: Janet Kelly  
t: 01785 353733 e: j.k.kelly@staffs.ac.uk

### Credits

15 level 6 credits.



## Leg Ulcer

### Who is this module for?

Any qualified nurse or registered health and social care practitioner whose sphere of practice involves caring for patients with leg ulceration.

### What you will achieve

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

### Module detail

The module provides a thorough examination of key issues in relation to leg ulcer management and includes the following content:

Aetiology, assessment and diagnosis of leg ulcers.  
The management of leg ulcers according to aetiology.  
Achieving a holistic approach to leg ulcer management and patient care.

A multi-disciplinary approach to leg ulcer management and patient care.

The use of research and evidence to inform practice and initiate change.

### Module title/code/cost

Leg Ulcer Management  
HEN63064-6  
£420

### Study dates and venue

Term 1 - Telford, Weds 1.00am – 4.00pm for 12 weeks.

### Assessment

To be confirmed.

### Contact

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

### Special entry requirements

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

### Credits

15 level 6 credits.





## Liberating Life Choices

### Who is this module for?

Any health and social care professional who currently works with people with learning disabilities and wants to develop their knowledge and skills around inclusive practice.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Liberating Life Choices: Promoting the Positive Sexuality of People with Learning Disabilities  
HEN61002-4  
Price on application to fpa.

### Study dates and venue

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

### Contact

fpa Training Dept  
t: 020 7608 5277

### Special entry requirements

Working with people with learning disabilities.

### Credits

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



## Long-Term Conditions

### Who is this module for?

Registered healthcare practitioners (in Primary or Secondary Care) involved in the care of patients with one or more long-term conditions.

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Introduction to Long-Term Conditions - HEN63091-6  
£420

### Study dates and venue

Term 1 – Stafford, Thursdays 1.00 – 5.00pm for 10 weeks

### Assessment

3000 word literature review.

### Contact

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

### Special entry requirements

Access to a client group with long-term conditions.

### Credits

15 Level 6 credits





## Loss, Grief and Bereavement

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

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Loss, Grief and Bereavement  
Level 6 - HEN63045-6  
Level 7 - HEM58210-7  
£420

### Study dates and venue

Term 2 - Stafford  
Fridays 9.00am – 4.00pm for 5 full days with some e-learning via Blackboard.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 or 7 credits



## Lymphoedema Modules

### Introduction to Lymphoedema

#### Who is this module for?

Any healthcare professional who wishes to gain credits for their planned professional development.

#### What you will achieve

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

#### Module detail

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

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

#### Module title/code/cost

Introduction to Lymphoedema: Practical Skills - HEN61066-4  
Introduction to Lymphoedema: Clinical Skills - HEN63121-6  
£420

#### Study dates and venue 2012

St Giles Hospice, Education Department, Sutton Coldfield  
9 January  
17 January  
24 January  
31 January  
7 February  
15 February  
28 February  
7 March  
All 9am – 16.30

#### Contact

Module Leader: Theresa Barker  
St Giles Hospice  
Fisher wick Road  
Whittington  
Lichfield WS14 9LH.

t: 01543 434533/434532

e: education@st-giles-hospice.org.uk

#### Special entry requirements

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

#### Credits

15 level 4 and 6 credits.







## Lymphoedema

### Who is this module for?

Any healthcare professional who wishes to gain credits for their planned professional development.

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

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

### Study dates and venue

St Giles Hospice, Education Department, Sutton Coldfield and Lymphoedema Clinic  
Times and dates to be confirmed

### Contact

Module Leader: Theresa Barker  
St Giles Hospice  
Fisherwick Road  
Whittington  
Lichfield WS14 9LH.

t: 01543 434533/434532

e: [education@st-giles-hospice.org.uk](mailto:education@st-giles-hospice.org.uk)

### Special entry requirements

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

### Credits

30 level 5 or 6 credits.



## Lymphoedema - Manual Lymphatic Drainage and Multilayer Lymphoedema Bandaging

### Who is this module for?

Any healthcare professional who wishes to gain credits for their planned professional development.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

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

### Study dates and venue

Delivered and managed by St Giles Hospice, Education Department, Sutton Coldfield  
Part 1 - 23, 24, 25, 26 April 2012  
Part 2 - 23, 24, 25, May 2012  
Part 3 - 20, 21, 22 June 2112  
All 9am – 16.30pm

### Contact

Education Dept  
St Giles Hospice  
Fisherwick Road  
Whittington  
Lichfield WS14 9LH

t: 01543 434533/434532

e: [education@st-giles-hospice.org.uk](mailto:education@st-giles-hospice.org.uk)

### Special entry requirements

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

### Credits

15 level 6 credits.

On successful completion of this module you will be awarded a Certificate of Credit: Casley Smith Method of Manual Lymphatic Drainage and Multilayer Lymphoedema Bandaging.





## Major Incident

### Who is this module for?

Any professional working in a service (e.g. Police, Fire, Ambulance) whose sphere of practice would involve responding to major incidents.

### What you will achieve?

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

### Module detail

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

### Module title/code/cost

Introduction to Major Incident Medical Management  
HEN63095-6  
£675

### Study dates and venue

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

### Assignment

3,500 assignment

### Contact

Module Leader: Martin Collins  
t: 01785 353690 e: M.Collins@staffs.ac.uk

### Special entry requirements

None

### Credits

30 level 6 credits.



## Management of the Acutely Ill Adult

### Who is this module for?

This module is for health professionals working with patients requiring Level 1 and Level 2 care.

### What you will achieve

This module develops management skills that underpin the care of "at risk" or deteriorating patients with the development of specific knowledge in pathophysiology and pharmacology relating to acute illness. It covers communication skills, work-based teaching and learning and the process of audit and evaluation. Clinical skills development is based on the care of patients requiring airway management, respiratory support, oxygenation, humidification, tracheal suction, tracheostomy care, non-invasive ventilation, fluid replacement therapy, nutrition and pain management.

### Module detail

This module promotes supervised clinical practice with an identified mentor to promote an individualised learning pathway. It also underpins the development of clinical skills and provides guidance towards the achievement of practice outcomes. It is anticipated that the majority of clinical learning will take place in your resident place of work. However, students are encouraged to negotiate the opportunity to work in an alternative environment.

### Module title/code/cost

Management of the Acutely Ill Adult  
Level 6 - HEN63059-6  
£420 per module.

### Study dates and venue

Term 1 – Telford  
Friday 1.30pm – 4.30pm for 12 weeks, continues in Term 2 with clinical practice and tutorials.  
Availability subject to demand.

### Assessment

Assessment is by a case study seminar presentation. This allows critical analysis of the management of a selected patient in response to changing dependency.

### Contact

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

### Special entry requirements

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

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

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

### Credits

15 level 6 credits.





## Medication Management

### Who is this module for?

Any practitioner, carer or service user who is involved in the administration of medication.

### What you will achieve

Improved practice in the management of medication and an ability to support others in their developing knowledge and practice in medication management.

### Module detail

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

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

### Module title/code/cost

Medication Management  
Level 5 – HEN62009-5  
Level 6 – HEN63093-6  
£420 per module

### Study dates and venue

Term 3 - Stafford, Tuesday 9.30am – 12.30pm for 12 weeks.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 5 and 6 credits.



## Mental Health Assessment

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module Title/Code/Cost

Mental Health Assessment of Clients  
Level 5 - HEN62005-5  
Level 6 - HEN63072-6  
Level 7 - SHM58042-7  
£420 per module

### Study dates and venue

Term 1- Stafford  
Thursday 9.30 - 12 noon for 12 weeks

### Assessment

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

### Contact

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

### Special entry requirements

It is anticipated that prospective students will normally be working in clinical practice or social care, or in a setting that provides contact with individuals with mental health problems, as you will be required to examine and analyse the philosophies underpinning the practice of mental health assessment within your practice area. However, all applications will be considered on an individual basis.

### Credits

15 Level 5, 6 or 7 credits.





## Mental Health Interventions

### Who is this module for?

Any person who wants to develop their understanding of mental health interventions that are commonly used in mental health services.

### What will you achieve?

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

### Module Detail

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

### Module title/code/cost

Mental Health Interventions  
HEN62075-5  
£ 420 per module

### Study dates and venue

One full day followed by 6 Tuesday mornings starting May 2013.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 credits



## Mentorship

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

The Role of the Mentor within Health Care Settings -  
Level 5 HEN62064-5  
Mentorship within Health Care Settings -  
Level 6 HEN63051-6  
£420

### Study dates and venue

Term 1  
Stafford, Tues 9.00am-12.00noon for 12 weeks;  
or Shrewsbury, Weds 9.00am-12.00noon for 12 weeks;  
or Telford, Thurs 9.00am-12.00noon for 12 weeks;  
OR  
Term 2  
Stafford, 9.00am-12.00noon for 12 weeks;  
or Shrewsbury, Weds 9.00am-12.00noon for 12 weeks;  
or Telford, Thurs 9.00am-12.00noon for 12 weeks;  
OR  
Term 3  
Stafford, Tues 9.00am-12.00noon for 12 weeks;  
or Telford, Thurs 9.00am-12.00noon for 12 weeks.

### Assessment

Viva voce

### Contact

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

### Special entry requirements

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

### Credits

15 level 5 or 6 credits





## Minor Injuries

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

The Principles of Assessment and Management of Patients with Minor Injuries  
HEN63123-6  
£420

### Study dates and venue

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

### Assessment

Viva Voce examination.  
Clinical Proficiency Document.

### Contact

Module Leader: Jacqui Mason  
t: 01785 881006  
e: jacqui.mason@staffs.ac.uk

### Special entry requirements

Professional healthcare registration.

### Credits

15 level 6 credits



## Negotiated Learning

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Negotiated Learning

#### Level 4

HEN61024-4 (15 credits), HEN61025-4 (30 credits)  
HEN61026-4 (45 credits),

#### Level 5

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

#### Level 6

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

Cost - 15 credits - £420; 30 credits - £600;  
45 credits - £780.

### Study dates and venue

Term 1, 2 and 3 by negotiation.

### Assessment

To be negotiated.

### Contact

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

### Credits

15, 30 or 45 credits at level 4, 5, or 6.







## Neonate

### Who is this module for?

Practising midwives with at least one year's post-registration experience and who wish to provide holistic care to mothers and babies.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Examination of the Neonate, HEN62057-5

### Study dates and venue

Term 1 – Shrewsbury - Tuesdays 9.00am – 4.00pm for five weeks.

Term 2 – Shrewsbury - one day attendance, date tbc.  
£775

### Assessment

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

### Contact

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

### Special entry requirements

Practising midwives with at least one year's post-registration experience.

### Credits

30 level 5 credits.



## Orthopaedic Nursing

### Who is this module for?

Registered Nurses with 6 months' experience in orthopaedics/trauma and with some knowledge of the normal and abnormal function of the muscular-skeletal system. An awareness of the research process and the importance of evidence-based practice are essential.

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Orthopaedic Nursing  
HEN63067-6  
£675

### Study dates and venue

Term 2 Dates to be confirmed.  
Robert Jones and Agnes Hunt Orthopaedic Hospital,  
Oswestry.

### Assessment

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

### Contact

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

### Special entry requirements

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

### Credits

30 level 6 credits.





## Pain Management

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Management of Pain  
HEN63061-6  
£420

### Study dates and venue

Term 1 - Stafford, Friday 9.00am - 1.00pm for 10 weeks

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 credits.



## Peri-operative Care

### Who is this module for?

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

### What will you achieve?

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

### Module details

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

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

### Module title/code/cost

Enhancing Peri-operative Care  
HEN63081-6  
£675

### Dates and venue

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

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

### Contact

Module Leader: Lorraine Carline  
t: 01785353766 or 07813 093079  
e: c.l.carline@staffs.ac.uk

### Special entry requirements

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

### Credits

30 level 6 credits.





## Physical Health in Mental Health Care

### Who is this module for?

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

### What you will achieve?

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

### Module detail

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

### Module title/code/cost

Physical Health in Mental Health Care  
Level 4 - HEN61008-4  
Level 5 - HEN62007-5  
Level 6 - HEN63018-6  
£420

### Study dates and venue

Term 2 – Telford, Thurs 1- 4pm for 12 weeks.

### Assessment

Information/Learning pack.

### Contact

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

### Special entry requirements

None

### Credits

15 credits at level 4, 5 or 6.



## Planning and Managing Change

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Planning and Managing Change  
HEN63055-6  
£420

### Study dates and venue

Term 3 – Stafford, Thursdays 9.30am – 12.30pm for 12 weeks.

### Assessment

Assignment (3000 words).

### Contact

Module Leader: Prof Mike Dent  
t: 01785 353684 e: mike.dent@staffs.ac.uk  
Module Teacher: Theresa Barker  
t: 01543 434533/434532  
e: education@st-giles-hospice.org.uk

### Special entry requirements

None

### Credits

30 level 6 credits.





## Practice Nursing

### Who is this module for?

All registered nurses, who are new to general practice nursing or are thinking about a change of career to general practice nursing.

### What you will achieve

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

### Module detail

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

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

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

### Module title/code/cost

Introduction to Practice Nursing  
Level 5

HEN62041-5 (taught) - £420

HEN62060-5 (distance learning) - £300

Level 6

HEN63133-6 (taught) - £420

HEN63134-6 (distance learning) - £300

### Study dates and venue

Term 1 – Stafford or Term 2 – Shrewsbury.

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

### Assessment

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

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

### Contact

Module Leader: Sharon Graham

t: 01743 231136 e: s.r.graham@staffs.ac.uk

### Special entry requirements

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

### Credits

15 level 5 or 6 credits



## Preceptorship and Continuing Professional Development

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

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

### Module title/code/cost

Preceptorship And Continuing Professional Development:  
Work Based Learning  
HEN63119-6  
£240

### Study dates and venue

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

**Assessment**

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

**Contact**

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

**Special entry requirements**

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

**Credits**

30 level 6 (degree) credits  
On successful completion of this module you will be awarded a Certificate of Continuing Professional Development: Preceptorship.



## Prescribing Modules

### Independent and Supplementary Nurse Prescribing

**Who is this module for?**

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

Applicants should have:

- diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrate competence)
- support from a recognised employing organisation in writing with access to a designated recognised/appropriate prescriber (medical practitioner) who will provide the student with facilitation, support, opportunities to develop and assess prescribing competence in practice

**What you will achieve**

A recordable dual qualification as an Independent/Supplementary Prescriber.

**Module detail**

This module has been updated and validated to take into account the new standards set by the NMC on the proficiency for a "Licence as a Prescriber" (NMC 2006). In light of this the module's indicative content, learning outcomes and methods of assessment adhere to these standards.

This module will provide you with both a broad knowledge base and skills surrounding nurse prescribing. This will include professional, legal and clinical issues in line with both current evidence based practice and guidelines.

**Module title/code/cost**

Independent and Supplementary Nurse Prescribing  
HEN63052-6 or HEM58192-7  
£990 per module.

**Study dates and venue**

3 cohorts (Sept, Jan and May) scheduled for academic 2012/13. Either 2 days per week for 12 weeks Thurs Fri or as week blocks. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

**Assessment**

- Objective Structured Clinical Examination
- Unseen examination (1 hour MCQ and short answer)
- Numeracy examination
- Portfolio (6000 words)
- Completion of 78 hours clinical learning with a medical mentor.

**Contact**

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

**Special entry requirements**

Ability to study at Level 6, with 3 years' post registration clinical experience. One year preceding application the student must have been working in the clinical area and field they wish to prescribe (for part-timers 3 years equivalent).

**Credits**

30 level 6 or 7 credits.







## Prescribing For Allied Health Professionals

### Who is this module for?

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

Applicants must have 3 years post-registration clinical experience and must have been working in the clinical area and field they wish to prescribe for at least a year (for part-timers 3 years equivalent).

### What you will achieve

A qualification as a Supplementary Prescriber which is registered with the Health Professions Council.

### Module detail

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

### Module title/code/cost

Supplementary Prescribing for Allied Health Professionals  
HEN63082-6  
Currently funded by NHS West Midlands Workforce Deanery  
£990 per module.

### Study dates and venue

3 cohorts (Sept, Jan and May) scheduled for academic 2012/13. Either 2 days per week for 12 weeks Thurs Fri or as week blocks. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

### Assessment

- (i) Objective Structured Clinical Examination
- (ii) Unseen examination (1 hour MCQ and short answer)
- (iii) Numeracy examination
- (iv) Portfolio (6000 words)
- (v) Completion of 78 hours clinical learning with a medical mentor

### Contact

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

### Special entry requirements

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

### Credits

30 level 6 credits.



## Nurse Prescribing Community Practitioner Qualification - V150

### Who is this module for?

Community staff nurses with at least two years experience in the community setting.

### What you will achieve?

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

### Module detail

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

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

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

### Module title/code/cost

Community Practitioner Nurse Prescribing (V150)  
HEN 63028-6  
£675

### Study dates and venue

Term 1 or Term 2 - Stafford, one day per week for 10 weeks.

### Assessment

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

### Contact

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



### Special entry requirements

Applicants for the course must:

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

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

### Credits

15 level 6 credits.



## Principles and Practice of Palliative Care

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

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

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

### Module title/code/cost

The Principles and Practice of Palliative Care  
Level 5 – HEN62002-5  
Level 6 – HEN63014-6  
£420 per module

### Study dates and venue

St Giles Hospice, Lichfield  
Dates to be confirmed

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 5 or 6 credits.





## Principles of Physical Assessment

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module Title/Code/Cost

Principles of Physical Assessment  
Level 6 - HEN63054-6  
£790

### Study dates and venue

Term 1 or Term 2 or Term 3 – Stafford,  
Thursdays 1.30pm – 4.30pm,

### Assessment

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

### Contact

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

### Special entry requirements

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

### Credits

15 level 6 credits.



## Research Level 6 - Appraising the Clinical Evidence

### Who is this module for?

This module is open to any healthcare professional and is core to the level 6 healthcare awards. The module is offered over a number of sites depending on demand. It is a blended learning module using minimal attendance and online support.

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

### What you will achieve

The module develops your skills in literature searching, appraisal and critical reading of research articles, as well as the construction of a balanced written critique of the relevance of the evidence found to practice.

### Module detail

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

### Module title/code/cost

Appraising the Clinical Evidence Base for Practice  
Development HEN63049-6  
£420

### Study dates and venue

The availability of this module on any site will be dependent on demand but is planned to run as follows:

Term 1 - Stafford and Shrewsbury. Dates tbc  
Term 2 and 3 - site will depend on demand. Dates tbc

### Assessment

2,500 word assignment.

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 credits.





## Return to Practice Programme

### Who is this module for?

For nurses whose registration has lapsed or those whose re-registration is due shortly but do not meet the NMC's PREP requirements (NMC, 2008).

### What will you achieve?

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

### Module detail

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

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

### Assessment

Assignment plus a minimum of 80 hours of clinical practice during the module.

A pass grade in both practice and theory must be achieved.

### Module title/code/cost

Return to Practice  
HEN62014-5  
£775

### Study dates and venue

Term 1 – Stafford, Tuesdays 10.00am – 3.00pm for 12 weeks, or  
Term 2 – Shrewsbury, Thursday 10.00am – 3.00pm for 12 weeks.

### Contact

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

### Special entry requirements

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

### Credits

15 level 5 credits.



## Sex and Relationship Education

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Delivering Sex and Relationship Education with Confidence  
Level 5 - HEN62000-5  
Level 6 - HEN63000-6  
Price on application to fpa.

### Study dates and venue

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

### Contact

fpa Training Dept  
t: 020 7608 5277

### Special entry requirements

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

### Credits

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





## Sex and Relationship Work (Learning Disabilities)

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

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

### Study dates and venue

Various dates and venues (delivered and managed by fpa)

### Contact

fpa Training Dept  
t: 020 7608 5277

### Special entry requirements

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

### Credits

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



## Sexual Health Advising Skills

### Who is this Award for?

Any health and social care professional who wishes to gain credits for their professional development in Sexual Health Advising.

### What you will achieve

This award will help you develop knowledge and understanding of the theory and practice of sexual health advising through a programme of self-directed study. This may be used as a module for the Specialist practice route for Sexual Health Adviser registration on Part 3 of the NMC Register.

### Award detail

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

### Module title/code/cost

Sexual Health Advising – Widening the Remit  
Level 5 – HEN62062-5, Level 6 – HEN63074-6  
Level 7 – SHM58144-7  
£830 per module

### Study dates and venue

Sat and Sun in October 2012, Sat in early December, 2012 and Sat in February 2013,  
Stafford – 4 Study days delivered over 3 weekends.

### Contact

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

### Special entry requirements

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

### Credits

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







## Sexual Health for Youth Workers

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

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

### Module title/code/cost

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

### Study dates and venue

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

### Contact

fpa Training Dept  
t: 020 7608 5277

### Special entry requirements

Working with young people.

### Credits

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



## Sexual Health Starts Here

### Who is this module for?

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

### What you will achieve

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

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

### Module detail

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

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

### Module title/code/cost

Sexual Health Starts Here  
HEN61003-4  
Price on application to fpa.

### Study dates and venue

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

### Contact

fpa Training Dept  
t: 020 7608 5277

### Special entry requirements

Working with or has responsibility for young people.

### Credits

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





## Sex and Relationship Education in the Classroom

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

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

### Module title/code/cost

Delivering SRE In the Classroom  
Level 5 - HEN62080-5  
Level 6 - HEN63106-6  
Price on application to FPA

### Study dates and venue

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

### Contact

FPA Training Dept  
t: 020 7608 5277

### Special entry requirements

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

### Credits

30 level 5 or 6 credits.

On successful completion of the module you will be awarded a Certificate of Continuous Professional Development - Delivering Sex and Relationship Education in the Classroom.



## Skills for Higher Education

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Skills for Higher Education  
Level 3 – HEN60000-3, Level 4 – HEN61000-4  
£420 per module

### Study dates and venue

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

### Assessment

Portfolio of evidence.

### Contact

Module Leader: Liz Boslem  
t: 01785 881007  
e: e.i. boslem@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 3 or 4 credits.





## Spinal Injury

### Who is this module for?

This module is designed to improve the core knowledge and skills of those already working in the field of Spinal Injury, and to equip staff in other clinical areas who have occasional contact in the primary care of these patients.

### What you will achieve

In this module you will cover areas including: the care of individuals with spinal injuries; problem solving approaches that result in safe practice; identifying personal learning needs in relation to the specialist knowledge and skill deficits that need to be addressed. You will also utilize a range of theories from a variety of perspectives within the care of people with spinal injuries and gain insight into abilities and limitations, providing strategies to address these needs.

### Module detail

The length of the module is 12 weeks. Clinical practice will be with an identified spinal injury team and will be divided into 12-day practice units which may be arranged, with a degree of flexibility, over a 10 week period (i.e. must be completed by Week 10).

### Module title/code/cost

Professional Nursing Practice in the Acute Care of a Person with Spinal Injury  
Level 5 - HEN62058-5  
Level 6 - HEN63068-6  
Cost: f tbc

### Study dates and venue

Dates and times tbc

### Assessment

Seminar presentation and portfolio.

### Contact

Module Tutor: tbc  
t: 01785 353766

### Special entry requirements

6 months qualification as a Registered Health Care Professional.

### Credits

30 level 5 or 6 credits.



## Stroke

### Module 1: Stroke School Module 2: Stroke Rehabilitation

### Who are these modules for?

Any health and social care practitioner with an interest in enhancing their knowledge and skill in relation to the acute care and management of Stroke.

### What you will achieve

The modules are student centered and therefore designed to promote inclusion of all interested health and social care professionals across the diverse range of disciplines involved in stroke care. Emphasis is on the development of the role and skills of the practitioner, at all levels, through exploration and critical reflection upon the core principles of Stroke care and management.

### Module detail

In order to meet the needs of health and social care practitioners, delivery has been designed to offer core lectures and student-led learning in the form of practical participation in a variety of practice settings. The module will offer the practitioner an opportunity to interrogate and evaluate all areas of Stoke care and rehabilitation. These modules are in the process of being accredited by the UK Forum for Stroke Training UKFST

### Module title/code/cost

Stroke School  
Level 4 - HEN61055-4, Level 5 - HEN62079-5  
Level 6 - HEN63104-6  
£420 per module

### Stroke Rehabilitation

Level 4 - HEN61056-4, Level 5 - HEN62082-5  
Level 6 - HEN63110-6  
£420 per module

### Study dates and venue

These modules will run by arrangement with the Heart and Stroke Networks within the region.  
Contact office for further details.

### Assessment

The assignment for both modules is an essay.  
Level 4 – 2000 words, Level 5 – 2500 words  
Level 6 – Essay 3000 words  
In addition, both modules at all levels are required to complete a competency framework document.

### Contact

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

### Special entry requirements

None

### Credits

Each module - 30 credits at level 4, 5 or 6.





## Symptom Management in Advanced Disease

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for their planned professional development and whose work involves caring for people who may experience symptom distress with advanced or life limiting conditions.

### What will you achieve?

You will be able to demonstrate a comprehensive understanding of the assessment, planning, implementation and evaluation of interventions for symptoms experienced by patients in your own area of practice. You will also be able to examine the strengths and weaknesses of current care provision, and develop insights into care delivery to meet the needs of those you care for.

### Module Detail

Symptom relief is regarded as one of the key aspects of care concerned with improving quality of life for patients and their carers. This module enables you to develop the skills and knowledge associated with managing a range of symptoms such as pain, breathlessness, vomiting, fatigue and other symptoms associated with cardiac, respiratory and neurological diseases, cancer and long term conditions such as cognitive impairment and/or dementia.

Content includes:

- Principles of symptom assessment
- The issue of symptom distress
- Dealing with multiple symptoms
- The concept of intractable symptoms
- Evidence based symptom management
- Ethical and legal considerations when managing symptoms
- Decision making in clinical situations
- Care provision

It will focus on the holistic assessment, planning, implementation and evaluation of care for patients in the students' area of practice or experience. Because of the complex and multifaceted nature of symptom management, best practice relating to psychological, emotional, social and spiritual issues of care will be incorporated into the above, and into discussion of support strategies that can be utilised with patients, clients and carers.

### Module title/code/cost

Symptom Management in Advanced Disease  
Level 6 HEN63094-6 Level 7 HEM58167-7  
£420 per module

### Study dates and venue

Term 3-4, full study days – usually two days together, and two separate days, one at Stafford and one at St Giles Hospice, Lichfield.

### Assessment

Level 6 Poster presentation with seminar presentation as oral defence.  
Level 7 Poster presentation with seminar presentation as oral defence and assignment 2,500 words

### Contact

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

### Special entry requirements

Must be working with such patients/clients or within an environment where symptoms are managed as part of the role.

### Credits

15 level 6 or 7 credits.



## Tissue Viability

### Who is this module for?

Any healthcare practitioner with an interest in tissue viability who wishes to gain credits for their personal/professional development.

### What you will achieve

The content examines the contemporary evidence base and aims to build upon your existing knowledge in relation to tissue viability. This will enable you to become a key resource in your clinical area.

### Module detail

This module explores the theories underpinning tissue viability and integrates this evidence appropriately into your clinical setting.

Course content includes:

- The anatomy and physiology of wounds
- Wound assessment and wound bed preparation
- Pain management and dressing choice
- Exploring wound diagnosis
- Effective care planning
- Judging research efficacy and applicability

This module has a clinical focus and is directly linked to practice. It is designed to develop and build your clinical confidence, enhancing your impact and influence on service delivery.

### Module title/code/cost

Tissue Viability – HEN63057-6  
£420

### Study dates and venue

Term 2 – Stafford, Tues 1.00pm – 5.00pm for 12 weeks.  
May run in Term 3 subject to demand.

### Assessment

A 2,500 word case study relating to a patient/client from practice.

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 credits.





## Training the Trainers in Sexual Health

### Who is this module for?

This course is for anyone who currently trains professionals in sexual health.

### What you will achieve

The purpose of this module is to develop your knowledge, understanding and skills in how to train other professionals. The course covers how to design, deliver and evaluate sexual health training. It does not cover sexual health knowledge as it is assumed that you will already have this. You will develop or enhance your existing facilitation skills within a safe environment.

### Module detail

You will receive theoretical background in how to design, deliver and evaluate training, including how to create a safe, welcoming learning environment, learning cycles and learning styles, the context for sexual health training, and group dynamics.

Learning will come from the application of work in a real setting and reflection on its outcome. You will design, deliver and evaluate a piece of training to use in your workplace. You will also receive feedback from experienced tutors and your peers.

### Module title/code/cost

Training the Trainers in Sexual Health  
Level 5 - HEN62081-5  
Level 6 - HEN63107-6  
Price on application to FPA

### Study dates and venue

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

### Contact

FPA Training Dept  
t: 020 7608 5277

### Special entry requirements

The entry requirements for this course are that you already have up-to-date sexual health knowledge and that you are working in an environment where it will be possible to deliver sexual health training to other professionals.

### Credits

30 level 5 or 6 credits.



## Understanding Mental Health

### Who is this module for?

This module is for anyone who wishes to develop and enhance their knowledge about mental health. Completing the module will provide you with a good basic understanding of the key elements that make up good mental health and can also adversely affect mental health, and lead to serious mental ill-health.

### What you will achieve

The focus of this module is on the factors that influence mental health through the life span. These factors can have a positive and negative impact on a person's mental health and can change according to context. The module will encourage you to consider the psychological, sociological, biological and contextual influences on mental health.

You will be expected to consider your own mental health as well as that of service users and carers in the process of gaining greater understanding.

It is not essential to have any prior experience or qualifications related to working in a mental health. It will obviously enhance your learning if you work in a setting where the skills taught on the module can be implemented in clinical practice.

The knowledge you bring with you to this module (both personal and clinical) will be invaluable in enhancing your and other student's understanding of mental health.

### Module detail

The module is studied and assessed at academic level 4. The module is available to a wide audience as it is a 'stand alone' module which means some people may undertake this module on its own and not as part of an award. The module is also part of the following two awards:

- University Certificate in Mental Health (as an option module)
- Foundation Degree Science Mental Health (as a core module)

The course content includes: the biological basis of mental health and mental health problems (including genetic predisposition); the psychological models of understanding mental health and mental health problems (role models, learning, thinking, developing belief systems); sociological models of understanding including family, environment, finance, employment, contextual issues; nature versus nurture, and healthy individuals and communities

### Module Title/Code/Cost

Understanding Mental Health  
HEN 61052-4  
£420

### Study dates and venue

Term 3 –Shrewsbury Thursday 1.30 – 4.00pm

### Assessment

2000 word essay

### Contact

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

### Special entry requirements

None

### Credits

15 Level 4 credits.







## Values and Psychosocial Interventions

### Who is this module for?

This module will be helpful to anyone working in the mental health field and especially those who come into contact with service users, families and carers.

### What you will achieve

The module explores psychosocial interventions and explores different approaches to support service users, families and carers.

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

### Module detail

The module is interactive in nature and focuses upon acquiring skills to deliver psychosocial interventions. The content includes: the evidence base underpinning psychosocial interventions; cognitive behaviour therapy; family work; recovery; values-based intervention and cultural considerations in delivering care. The module also explores implementing change to develop psychosocial interventions and values-based practice.

### Module title/code/cost

Values and Psychosocial Interventions  
Level 4 – HEN61016-4  
Level 5 – HEN62012-5  
Level 6 – HEN63021-6  
£420 per module.

### Study dates and venue

Term 3 – Telford  
One week block 3-7 June 2013 from 9.30 – 4.30

### Assessment

Essay

### Contact

Module Leader: Alison Hay  
t: 01743 261136  
e: a.l.hay@staffs.ac.uk

### Special entry requirements

Prior study at the level below you are intending to study for this module is recommended. If in doubt contact Alison Hay.

### Credits

15 at level 4, 5 or 6.



## Work Based Learning – Providing the Evidence

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for evaluating the effectiveness of their planned professional development which has also helped change others practice

### What you will achieve

If you wish to accredit your developing practice and have recently implemented enhanced knowledge and skills as part of yours and others professional development, then this module is for you.

### Module detail

This module provides health and social care practitioners with the opportunity to evaluate the effectiveness of Implementing their enhanced knowledge and skills.

There are plans to deliver this module via a web-based method and tutorial support will be offered via email.

### Module title/code /cost

Work Based Learning: Providing the Evidence  
Level 4 - HEN61018-4  
Level 5 - HEN62063-5  
Level 6 - HEN63079-6  
£300 per module.

### Study dates and venue

Term 1 – Stafford. Tutorials negotiated to suit student need.  
Term 2 and Term 3 – venue and delivery subject to demand.

### Assessment

Portfolio of evidence.

### Contact

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

### Special entry requirements

None

### Credits

15 level 4, 5 or 6 credits.





## Work Based Learning for Continuing Professional Development

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for their planned professional development.

### What you will achieve

If you wish to accredit your own developing professional practice and have recently engaged in a planned learning activity as part of your individual professional development, then this module is for you.

### Module detail

This module provides health and social care practitioners with the opportunity to demonstrate the development and enhancement of their individual knowledge and skills through a range of evidence presented in a portfolio. It recognises that practitioners implement their personal development plans in a variety of ways, from attending formal courses, conferences, study days and workshops (which may be offered in-house or by external providers), to personal reading, reflection and clinical supervision, for example.

Assessment is through a portfolio of evidence supporting personal role and skill development to improve client care. There are plans to deliver this module via a web-based method and tutorial support will be offered via email.

### Module title/code/cost

Work Based Learning for Continuing Professional Development  
Level 5 – HEN62051-5  
Level 6 – HEN63070-6  
£300 per module.

### Study dates and venue

Term 1 – Stafford. Tutorials negotiated to suit student needs.  
Term 2 and Term 3 – venue and times subject to demand.

### Assessment

Portfolio of evidence.

### Contact

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

### Special entry requirements

None

### Credits

15 level 5 or 6 credits.



## Working Together to Safeguard and Protect Children

### Who is this module for?

Professionals in health or social care who wish to further develop their knowledge in safeguarding and protecting children in order to enhance their professional practice.

### What you will achieve

If you wish to accredit your practice within the area of safeguarding and protecting children or have identified this as an area for further knowledge development then this module is for you.

### Module detail

The module is designed to raise awareness of the processes within safeguarding and protecting children so that your professional contribution to this area of work will be enhanced. The module examines the categories of child abuse and neglect, the history and social construction of child abuse and the research, inquiries and legislative frameworks which underpin safeguarding and protecting children. The recognition, prevention and practical processes of responding to child abuse and neglect will also be explored along with the roles and responsibilities of multi-agency professionals who work collaboratively to safeguard and protect children.

### Module title/code/cost

Working Together to Safeguard and Protect Children  
Level 6 - HEN63102-6  
Level 7 - HEM58149-7  
£420 per module.

### Study dates and venue

Term 1 and Term 2 – Stafford, 8 weeks.  
Subject to demand. Dates to be confirmed.

### Contact

Module Leader: Leisa Meigh  
t: 01785 881006 e: l.j.meigh@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 6 or 7 credits.



# Postgraduate

Awards

Modules and Short Courses

Term Dates for Academic Year  
**2012-13**

**Term**  
**1**

24 Sep 12  
1 Oct 12  
8 Oct 12  
15 Oct 12  
22 Oct 12  
29 Oct 12  
5 Nov 12  
12 Nov 12  
19 Nov 12  
26 Nov 12  
3 Dec 12  
10 Dec 12

**Term**  
**2**

7 Jan 13  
14 Jan 13  
21 Jan 13  
28 Jan 13  
4 Feb 13  
11 Feb 13  
18 Feb 13  
25 Feb 13  
4 Mar 13  
11 Mar 13  
18 Mar 13  
25 Mar 13

(Easter Hols – Good Fri 29 March, Easter Mon 31 March)

**Term**  
**3**

29 Apr 13  
7 May 13 (Tue) May Bank Holiday  
13 May 13  
20 May 13  
28 May 13 (Tues) Spring Bank Holiday  
3 Jun 13  
10 Jun 13  
17 Jun 13  
24 Jun 13  
1 Jul 13  
8 Jul 13  
15 Jul 13



## MSc/PgD/PgC Advanced Clinical Practice

### Award overview

These awards provide the opportunity for advanced scholarship and comprise theoretical and practice-based learning.

The clinical focus of the course is a direct result of a need to equip students with a higher level of knowledge and skills necessary to meet the changing demands of healthcare and is relevant for professionals who are aspiring to the role of advanced practitioner in one of the following clinical pathways: Acute Care, Primary Care or Mental Health.

Practice-based learning is assisted by linking the student with a clinical preceptor who guides and facilitates the development of advancing practice skills in the context of the student's specialist area of practice. This is particularly relevant for the development of the portfolio of evidence and the skills required in Principles of Physical Assessment and Prescribing.

### Who is it for?

You will need to be a registered healthcare professional and have a minimum of five years experience as a qualified health care professional, three years of which is recent experience in the speciality in which you intend to practice as an advanced practitioner.

### Award length

Minimum three years, maximum six years.  
Modules can also be studied on an individual basis.

### Entrance requirements

Applicants will normally have the written support of their manager who will support the student to achieve protected time for clinical and classroom-based learning; they should also provide written confirmation of an identified clinical preceptor. Recruitment to the award will be by interview.

### Award structure

#### Core modules

- Research Methods and Methodologies
- Principles of Physical Assessment or Mental Health Assessment of Clients
- Risk, Decision Making and Uncertainty
- Leadership role in Quality, Innovation and Change
- Clinical Practice Role Expansion
- Masters Dissertation/Project Based Change (60 Credits)

### Option module(s)

30 Masters credits can be selected from within the postgraduate scheme or Supplementary Nurse Prescribing and Supplementary Prescribing For AHPs.

### Contact

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



## MSc/PgD/PgC Advanced Forensic Practice (Custody)

## MSc/PgD/PgC Advanced Forensic Practice (Sexual Assault)

## MSc/PgD Advanced Forensic Practice (Custody and Sexual Assault)

### Award overview

This award is an award designed by Health Professionals for those who work in the field of forensic medicine. This long awaited innovation is the first forensic qualification, professionally badged by the United Kingdom Association of Forensic Nurses (UKAFN), providing recognition in this specialist field.

This course is a collaboration between the Faculties of Health, Science and the Law School and utilises our combined unique resources of a full size court room for assessments by qualified legal experts in providing oral evidence in court, along with a fully refurbished Crime Scene House, complete with CCTV and an observation room, where you will be assessed by forensic experts and experienced ex-police officers. The award is aimed at all nurses and healthcare professionals working in a custody, or sexual offences role. The course will be competency assessed and has been developed with consideration to the Department of Health core elements of Advanced Practice. (DH, 2010)

This award will underpin the legal, forensic and clinical knowledge to ensure practitioners work in an evidenced based manner and will fulfil the requirements to be a competent witness in court. The course will embrace the principles set by the FFLM, UKAFN, NPfA, along with other regulatory and professional bodies.

For those practitioners following the custodial pathway, the content will include PACE, Safer Detention and Handling, along with the Road Traffic Law.

For those following the sexual assault pathway, this will include competency in assessing victims of sexual assault, aftercare needs and understanding the evidence base related to sexual assault.

### Who is it for?

The award is open to Health Professionals (nurses or paramedics) who work in either Custody Arenas; examining alleged offenders and/or Sexual Assault arenas, examining alleged victims of sexual assault.

### Award length

The PgC is one year normally commencing in January of each year. Students then have 2 years to complete a Postgraduate Diploma and a further 2 years to complete the Masters Stage. However, it is possible to complete in less time.

continued overleaf

**Entrance requirements**

Prospective students will have a first degree or equivalent recent academic work at either Masters or Degree level and must be able to identify a Preceptor in their workplace who is able to assess their clinical competencies

**Award structure**

PgC (Title depends on which clinical competencies are undertaken; either Custody or Sexual Assault)  
Introduction to Forensic Practice Core 15 Credits at Level 7  
Clinical Competencies in Forensic Examination in either Custody or Sexual Assault Core 30 Credits Level 7  
Professional Legal Skills for Non- Lawyers Core 15 Credits at Level 7

PgD (Title depends on which clinical competencies were undertaken at PgC Stage; either Custody or Sexual Assault. However, it is also possible to obtain a dual title if the student undertakes the other clinical competency module as the 2 option modules)

Option module one 15 credits at Level 6 or 7  
Option module two 15 credits at Level 6 or 7  
Physical Assessment Core 15 Credits at Level 7  
Research Methods Pre-requisite for Dissertation\Project Based Change Module 15 Credits at Level 7

Masters  
Project Based Change 60 Credits at Level  
Or  
Research Dissertation

**Core modules**

PgC Introduction to Forensic Practice Core 15 Credits at Level 7  
Clinical Competencies in Forensic Examination in either Custody or Sexual Assault Core 30 Credits Level 7  
Professional Legal Skills for Non- Lawyers Core 15 Credits at Level 7  
PgD  
Physical Assessment Core 15 Credits at Level 7  
Research Methods Pre-requisite for Dissertation\Project Based Change Module 15 Credits at Level 7

**Contact**

Lifelong Learning Team 01785 353766  
Award Leader: Margaret Bannerman  
t: 01785 353852 Mob: 07766520323  
e: marg.bannerman@staffs.ac.uk



## MSc/PgD/PgC Ageing, Mental Health and Dementia

**Award overview**

The aim of these distance learning awards is to enable you to develop multi-disciplinary, multi-agency expertise in working with older people who have mental health problems. Through a process of critical enquiry you will be encouraged to review accepted values and belief systems and to promote person-centred practice with older people. You will explore a range of current theoretical, conceptual and evidenced-based gerontological perspectives and through this develop knowledge and skills that will enhance your impact and influence upon service delivery.

**Who is it for?**

This is a programme for all professionals, carers or managers involved with older people with mental health problems. We welcome applications from carers, nurses, doctors, social workers, care home staff, housing staff and police officers and staff from statutory, independent and voluntary sectors.

**Award length**

Minimum three years, maximum six years.  
Modules can also be studied on an individual basis.

**Entrance requirements**

Applicants should hold an honours degree from a UK University, or any other equivalent qualification. They must also have either IELTS minimum score 6.0 or equivalent if English is not their first language. Alternatively if they do not hold a degree, they should have significant appropriate experience and be able to provide evidence of ability to undertake the course successfully and benefit from it. They are expected to have regular contact with older people with mental health problems and should be employed within the healthcare or welfare sectors or caring for older people with mental health problems.

**Award structure**

Core modules

- The Ageing Brain: Common Mental Disorders in Later Life
- The Ageing Body: Physical Illness in Later Life
- The Ageing Person: Identity, Risk and Dignity
- Dementia Care: Diagnosis, Intervention and the Individual
- Mastering Person Centred Care for Older People with Mental Illness
- Psychotherapeutic Interventions with Older People: Applying Theory to Practice
- Research Methods and Methodologies
- In our Shoes: Learning from the Experiences of Users and Carers in Mental Health Services for Older People
- Masters Dissertation (60 Credits)

**Contact**

Award Leader: Donna Doherty  
t: 01785 353670  
e: d.doherty@staffs.ac.uk







## MA/PgD/PgC Health Management and Policy

### Award overview

These distance learning awards aim to utilise a practical skills approach which will both meet your needs as a practitioner and develop your analytical capacity to a high level. The issues will be approached in an accessible way for applicants in a range of health and social care settings through a flexible approach to assessment.

The awards will be delivered by distance learning involving access to materials and staff online which will enable you to engage with your studies at a time and location convenient for you. The dissertation will enable you to consider a key management and/or policy issue primarily through desk-based research, although where possible, empirical study will be fully supported.

### Who is it for?

These awards are aimed at providing health and social care managers and other health and social care professionals with a management role with an opportunity to develop key high level skills in the areas of management thinking and policy analysis.

### Award length

Minimum three years, maximum six years.  
Modules can also be studied on an individual basis.

### Entrance requirements

Applicants will normally have a first degree from a UK Higher Education Institution or equivalent; or have significant experience as a health or social care professional, or hold a managerial position or be about to enter such a position.

### Award structure

#### Core modules

- Critical Appraisal Skills and Research Awareness
- Governance and the Policy Process
- Systems Thinking in Health Management
- Strategic Resource Management
- Professional Leadership: Developing Self and Others
- Comparative Healthcare Organisation and Policy
- Research Methods and Methodologies
- Masters Dissertation (60 Credits) or Project Based Change (60 Credits)

### Contact

Award Leader: tbc  
t: 01785353766  
e: helathyoptions@staffs.ac.uk



## MSc/PgD/PgC in Health and Social Care by Negotiated Learning

### Award overview

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

Students will be able to negotiate their award title.

### Who is it for?

These innovative awards are designed for anyone who works in health and social care, and who wishes to negotiate the details of their study programme.

### Award length

Minimum three years, maximum six years. Modules can also be studied on an individual basis.

### Entrance requirements

Applicants should be able to demonstrate that they have studied at degree level or equivalent to a UK honours degree. Alternatively if they do not hold a degree, they should have significant appropriate experience and be able to provide evidence of ability to undertake the course successfully and benefit from it.

### Award structure

#### Core modules

- Introduction to Negotiated Learning
- Negotiated Learning
- Dissertation/Work-Based Project

#### Option module(s)

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

### Contact

Award Leader: Margaret Bannerman  
t: 01785 353852  
e: m.a.bannerman@staffs.ac.uk





## MSc/PgD/PgC Medical Education

### Award overview

These awards explore the issues around education in health and social care settings from teaching and assessment to professional issues which influence learning within the workplace. They draw upon personal experience of teaching and learning and the various assessments encourage a critical appraisal of your own teaching and learning practice through essay, case study, portfolio and direct observation of your teaching. As well as the final dissertation, there is scope within the award for you to carry out one independent study in any area relating to teaching and learning that is of particular interest or relevance to you.

The award adheres to the belief that education is value-based and part of the course philosophy is for participants to explore their own understanding and beliefs around teaching practice.

### Who is it for?

These awards are aimed at those who facilitate the learning of others in the healthcare setting. You will be a professional from any health or social care background (i.e. doctor, nurse, physiotherapist, podiatrist, occupational therapist, complementary therapist, etc). It is preferred that you be involved with teaching at some level, but this may be formal or informal.

### Award length

Minimum three years; maximum six years. Modules can also be studied on an individual basis.

### Entrance requirements

First degree or higher professional qualification in health or social care. Entry may also be possible for suitably experientially qualified students, by interview.

### Award structure

#### Core modules

#### Postgraduate Certificate

- Introduction to Educational Theory (15 credits)
- Approaches to Teaching and Learning in Healthcare (15 credits)
- Observation and Reflection on Healthcare Teaching (15 credits)
- Assessment and Appraisal in Healthcare Education (15 credits)

#### Postgraduate Diploma

Completion of the postgraduate certificate and

- The Culture of Education in Healthcare (15 credits)
- Contemporary Issues in Healthcare Education (15 credits)
- Research Methods and Methodologies (15 credits)
- Negotiated Module (15 credits)

#### Masters

Masters Dissertation OR Work Based Project (60 Credits)

### Contact

Award Leader: Jo Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk



## MSc/PgD/PgC Practitioner with a Special Interest in Mental Health

### Award overview

These award pathways have been developed following consultation with PRIMHE, The Department of Health, Voluntary Organisations and The Royal College of General Practitioners.

These awards are focused upon an individual's personal and professional development from a specialised mental health perspective, thereby offering an exciting opportunity to review, reconsider and re-establish a range of diagnostic skills and assessment strategies and promote an understanding and enthusiasm for brain-mind illnesses, emotional health, mental health well-being and treatment of mental illnesses.

### Who is it for?

These awards are primarily for practitioners working in health and social care arenas working with mental health clients.

### Award length

Minimum three years, maximum six years. Modules can also be studied on an individual basis.

### Entrance requirements

First degree or higher professional qualification in profession allied to mental health. Entry may also be possible for suitably experientially qualified students, by interview.

### Award structure

#### Core modules

- Critical Appraisal Skills and Research Awareness
- Leading and Enabling Service Development in Human Services
- Therapies, Interventions and Treatments
- Ethics and Mental Health Legislation
- Service Redesign: Principles of Change Management, Effective Commissioning and Organisational Developments
- Common Mental Disorders: Recognition, Assessment and Management
- Practitioner with a Special Interest in Mental Health- Facts, Beliefs and Values
- Neurolinguistic Programming
- Research Methods and Methodologies
- Dissertation (60 Credits)

### Contact

Award Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk



## MSc/PgD in Specialist Community Public Health Nursing - Health Visiting and School Nursing

### Award overview

The Specialist Community Public Health Nursing programme has two annotated routes in Health Visiting and School Nursing. The post graduate diploma course meets the NMC (2004) Standards of Proficiency for Public Health Nurses, required for registration on part 3 of the NMC register. The aim of the awards is to provide and support opportunities that enable students to develop specialist knowledge and skills, demonstrating they have appropriate attitudes to carry out the specialist professional role required by a Health Visitor or School Nurse.

The programme modules mean that students will be exposed to a range of opportunities and recent developments in their chosen route. It also enables interprofessional learning, in particular with post qualifying social workers.

Practice based learning is supported by a Practice Teacher identified by the sponsoring Trust who works in collaboration with the academic team and has a key role in facilitating practice opportunities, providing support, supervision and guidance in practice to ensure the award outcomes for practice are met.

### Who is it for?

Registered Nurses.

### Award length

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

The Specialist Community Public Health Award is registered on the Nursing and Midwifery Council Professional Register.

### Entrance requirements

Applicants will normally possess an honours degree of class (2:1) or above (awarded by a United Kingdom University) or equivalent, be on part 1 or 2 of the NMC professional register, have a minimum of two years post qualification experience and support from a seconding PCT.

### Award structure and core modules

The award has a flexible structure, comprising 50 percent theory and 50 percent practice; both components are equally weighted for assessment purposes. There is a strong focus throughout the awards to ensure the integration of theory and practice.

There are a range of core and option modules selected to meet NMC (2004) requirements and to reflect contemporary practice. The V100 Nurse Prescribing module is an optional component of the award.

### Contact

Award Leader: Ruth Fretz  
t: 01785 353681  
e: r.m.fretz@staffs.ac.uk

## MSc/PgD/PgC Professional Development in Psychiatry

### Award overview

The MSc Professional Development in Psychiatry award is aimed at middle grade Psychiatrists who are looking to further develop their clinical careers. There are three specific areas of focus in the award which are clinical leadership, personal and team educational development and research into practice. Students will study a range of modules, some are distance learning based using a virtual learning environment and some modules are attendance based, using 'face to face' teaching and discussions. The award has been developed in consultation with the Specialty and Associate Specialty Psychiatrists' Association (SASPA) and aims to prepare middle grade psychiatrists for future career progression.

### Who is it for?

The MSc Professional Development in Psychiatry award is for middle grade Psychiatrists who are looking to further develop their clinical careers.

### Award Length

Minimum three years, maximum six years.

### Entrance requirements

- Possess an honours degree of a UK University, or any other equivalent qualification.
- If an applicant does not have an honours degree he/she may still be admitted if he/she has significant appropriate experience and can provide evidence of ability to undertake the course successfully and benefit from it. Applicants not possessing an honours degree will be expected to provide evidence of their ability to study at master's level. A professional portfolio indicating achievements is a useful tool for this purpose.
- Be expected to have regular contact with patients/clients in need of psychiatric treatment/care.
- Be employed within the healthcare or welfare sector.
- Those whose first language is not English need to demonstrate a minimum of:
- A minimum score of 6.0 in IELTS (International English Language Testing System) as administered by the British Council in most countries
- A minimum score of 550 in TOEFL (Test of English as a Foreign Language) or 213 in the computer based test. [TOEFL results must include a minimum score of 4.5 for the TWE (Test of Written English)]
- Cambridge Proficiency Grade C

### Award Structure

Core modules

Leadership, Quality Innovation and Change 15 L7 credits  
Approaches to Teaching and Learning in Healthcare 15 L7 credits  
Critical Appraisal Skills and Research Awareness (Distance Learning) 15 L7 credits  
Professional Leadership Development, Self and Others (Distance Learning) 15 L7 credits  
Governance and the Policy Process (Distance Learning) 30 L7 credits  
Research Methods and Methodologies 15 L7 credits  
Dissertation or Project Based Change 60 L7 credits

### Option modules

Ethics and Mental Health Legislation 15 L7 credits  
Evidence Based Medicine 15 L7 credits

### Contact

Award Leader: Derek Beeston  
t: 01785 353742 e: d.beeston@staffs.ac.uk





## Doctorate in Professional Studies

### Award overview

This professional doctorate offers a programme of advanced study and research, specifically designed to develop the research capacity of health and social care professionals. It makes use of your prior and present professional experience while giving you new tools and skills to enhance your professional life.

The structure of the award is designed to give you substantial, structured support as you return to study and while you are developing your own research ideas, through a range of taught modules and through the opportunity to share experience with other students. This provides a firm base for your research project and the writing of your thesis.

### Who is it for?

A professional doctorate is designed for those who remain committed to their career, but who wish to bring to it the skills of research, analysis and reflection that are best learnt in a university environment. The programme is designed to use the experience and questions that you bring from your professional life, and to support you in thinking about them. This means that by the end of your studies you should have produced a substantial piece of original research and contributed something unique to the knowledge-base of your profession.

### Award length

4 to 6 years part-time

### Entrance requirements

- A Masters degree from a recognised university in a relevant subject.
- Significant relevant professional experience in your chosen field
- IELTS score 7 or above
- You will be asked to write a supportive statement of 1500 words summarising the research you would like to undertake and you will be invited to interview. You will be interviewed by two members of staff and will be counselled on the appropriateness of the course for the particular stage of professional development.

### Award structure

The first two years of the award comprise taught modules that introduce you to a range of skills and approaches to research. In the second year study becomes more individual as you concentrate on developing your research proposal; years three and four are wholly taken up with your own research, with the one-to-one support and guidance of your supervisor.

### Core modules

Year 1

Introduction to Doctoral research – critical self appraisal (15 Credits)

Critical Organisational Theory (15 Credits)

Philosophies of social science research: implications for methodology (30 Credits)

Year 2

Project Identification and Development (30 Credits)

Thesis Proposal (30 Credits)

Students may leave the programme at this point and complete a shorter dissertation or project-based change assignment for award of MRes in Health and Social Care

Year 3/4

Thesis (240 Credits)

### Fees and Bursaries

£1800 per year for first four years, £900 for each subsequent year

### Contact

Award Leader: Lou Taylor

t: 01785 353682

e: L.M.Taylor@staffs.ac.uk







## Approaches to Teaching and Learning in Healthcare Education

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will gain 15 Level 7 credits through a critical exploration of the process of planning, delivering and evaluating your teaching within the workplace.

### Module detail

All health and social care practitioners have a responsibility to educate learners in the work place; often this is informal and ad hoc with little thought to the processes that are involved or how these processes could be enhanced. This module explores each step of the teaching process in relation to theory, looking at constructive alignment, learning outcomes, lesson planning, various teaching methods/techniques and student evaluation of the teaching that you deliver.

### Module Title/Code/Cost

HEM58205-7 Approaches to Teaching and Learning in Healthcare Education  
£420

### Study dates and venue

Two study days in Term 2 at Blackheath Lane, Stafford.

### Assessment

A critical analysis of the processes involved when planning teaching.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level 7 credits.



## Assessment and Appraisal in Healthcare Education

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will achieve 15 Level 7 credits through deeper consideration of the ways in which assessment and appraisal are delivered, monitored and evaluated in the workplace.

### Module detail

Within this module you will explore and critically analyse differing assessment methods which are utilised when assessing learners within the workplace. Issues around poor performance of learners will be considered and reflection upon the potential conflicting roles that a workplace educator holds, such as teacher and assessor, will be examined.

### Module Title/Code/Cost

Assessment and Appraisal in Healthcare Education  
SHM58054-7  
£420

### Study dates and venue

Two study days, each approximately one month apart, in Term 3 commencing May 2012 at Blackheath Lane, Stafford.

### Assessment

An essay exploring how either assessment or appraisal is applied in your own educational practice.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level credits.





## Contraception and Sexual Health (CaSH)

### Module 1: Sexual Health – Theory

#### Who is this module for?

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

#### What you will achieve

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

#### Module detail

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

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

#### Module title/code/cost

Sexual Health - Theory  
Level 6 – HEN63031-6  
Level 7 – Code HEM58227-7  
£420 per module

#### Study dates and venue

Term 1 - Telford, Monday 10am - 4pm for 8 weeks.  
or  
Term 2 - Stafford, Thursday 10am - 4pm for 8 weeks.

#### Contact

Module Leader: Caroline Rowe  
t: 01785 353739 e: c.j.rowe@staffs.ac.uk  
Module Tutor: Susan Jackson  
t: 01785 353698 e: s.jackson@staffs.ac.uk

#### Special entry requirements

NMC registration

#### Credits

30 level 6 or 7 credits.



### Module 2: Sexual Health - Application to Clinical Practice

#### Who is this module for?

Nurses, Midwives and Health Visitors.

#### What you will achieve

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

#### Module detail

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

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

#### Module title/code/cost

Sexual Health – Application to Clinical Practice  
Level 6 - HEN63032-6  
Level 7 – Code HEM58228-7  
£420 per module plus placement fee of approx £400 (paid directly to placement area).

#### Study dates and venue

Term 2 - Telford, Monday 10am – 5pm for 12 weeks plus clinical practice sessions.  
or  
Term 3 - Stafford, Thursday 10am – 5pm for 12 weeks plus clinical practice sessions.

#### Contact

Module Leader: Caroline Rowe  
t: 01785 353739 e: c.j.rowe@staffs.ac.uk  
Module Tutor: Susan Jackson  
t: 01785 353698 e: s.jackson@staffs.ac.uk

#### Special entry requirements

NMC registration and successful completion of Sexual Health Theory module.

#### Credits

30 level 6 or level 7 credits.





## Clinical Practice Role Expansion

### Who is this module for?

This module facilitates role expansion of professionals working in Acute Care, Mental Health and Primary Care settings who are aspiring to the role of advanced practitioner.

### What you will achieve

You will develop an individualised learning pathway, supervised in practice by your Preceptor. Clinical goals will be negotiated and action plans developed that will lead to the production of a clinical portfolio of evidence supporting clinical practice role expansion.

### Module detail

This module is essentially a skills-based learning module. This is supported by theoretical sessions in term one using a blended learning approach, with a mixture of taught and e-learning sessions plus discussion forum group work. Supervised clinical practice by your preceptor will promote an individualised pathway. Clinical goals are negotiated and action plans formulated to achieve success. The Goal action planning process utilises critical reflection as a basis for identifying contextual knowledge and practice-based learning needs.

Summative assessment will be the production of the clinical portfolio of evidence in conjunction with NMC standards for the development of the role of Advanced Practitioner for future Registration.

### Module Title/Code/Cost

Clinical Practice Role Expansion  
SHM58103-7  
£840

### Study dates and venue

Thursdays Term 1, 1.30pm - 4:30pm  
Continues in term 2/3  
Total of 5 days for student seminars and tutorials.

### Assessment

Clinical portfolio of evidence.

### Contact

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

### Special entry requirements

Registered health care professional.  
Possession of an honours degree or equivalent.  
Minimum of 5 years experience as a qualified health professional, 3 years of which is recent experience in the intended speciality for Advanced practice.

Written support of Manager with protected study time.  
Written confirmation of an identified clinical preceptor and senior clinical lead (mentor).

### Credits

30 level 7 credits.



## Common Mental Disorders: Recognition, Assessment and Management

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module will develop and enhance a systematic understanding, assessment and diagnostic skills whilst working with people with specific mental health disorders. It will also enhance the ability to develop a range of recovery-based care management strategies within a multi-disciplinary team approach.

### Module detail

This modular content will examine a range of mental health conditions, together with the recognition and application of diagnostic criteria and identification of co-morbidity features. Assessment and management for medically unexplained symptoms will also be explored, inclusive of vulnerable, self-harming, difficult to treat, treatment-resistant and risk management strategies. The biomedical and social models basis of severe and enduring mental illness will also be included.

### Module Title/Code

Common Mental Disorders: Recognition, Assessment and Management.  
HEM58155-7  
£420

### Study dates and venues

Three day residential course. Dates and venue tbc.  
Assessment  
3,000 word Health History Report.

### Contact

Module Leader: TBC  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.



## Comparative Healthcare Organisation and Policy

### Who is this module for?

Any health and social care practitioner or manager who is interested in lesson drawing and understanding other healthcare systems.

### What you will achieve

This module will equip you to critically understand how other states are responding to the problems of contemporary healthcare management.

### Module detail

This module will help you explore the alternatives that are available for the management and delivery of health and social care. By exploring different health services across a range of cultures, organisations and funding arrangements it is possible to open up a range of perspectives on increasingly common problems associated with the rise of Globalisation. It is also believed that lessons can be drawn from the experience of different students from different organisations and cultural backgrounds.

### Module Title/Code/Cost

Comparative Healthcare Organisation and Policy  
HEM58195-7 (Distance Learning)  
£420

### Study dates and venue

Term 2 commencing January 2012 Distance Learning via Blackboard

### Assessment

PowerPoint Presentation (40 per cent)  
Essay (60 per cent)

### Contact

Module Leader: Prof Mike Dent  
t: 01785 353684  
e: mike.dent@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.

## Contemporary Issues in Health Care

### Who is this module for?

The module is aimed at the health and social care practitioner who wishes to gain credits in their planned award by examining an up-to-date issue within their professional remit. Prospective students may also use the module to improve their study skills.

### What you will achieve

You will achieve 15 Level 7 credits and have the opportunity to access a forum in which to discuss up-to-date issues in healthcare relating to personal professional background, that of others accessing the module and issues relating to the wider scope of the practice of healthcare.

### Module detail

It is anticipated that the module will facilitate opportunity to examine fundamental challenges and opportunities related to healthcare. In addition, the module is structured around the study skills necessary to achieving success in postgraduate studies in this and other modules in the postgraduate framework.

### Module Title/Code/Cost

Contemporary Issues in Health Care  
HEM58183-7  
£420

### Study dates and venue

This module is undertaken by Distance Learning.

### Assessment

3,500 word assignment

### Contact

Module Leader: Howard Russell  
t: 01785 353688  
e: h.a.russell@staffs.ac.uk

### Special entry requirements

Prospective students should normally be employed in the health and care setting, or other related service.

### Credits

15 level 7 credits.



## Contemporary Issues in Healthcare Education

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will gain 15 Level 7 credits through a critical exploration of contemporary issues in health and educational guidance.

### Module detail

All health and social care practitioners have a responsibility to keep up-to-date with current developments in health and educational guidance. This module aims to explore issues that are current to practitioners and the impact that these issues may have on the education of learners in the workplace. Diversity issues, such as age, gender, culture, disability, will be considered and there will be scope to explore issues relating to individual professions led by student group.

### Module Title/Code/Cost

Contemporary Issues in Healthcare Education  
£420

### Study dates and venue

Two study days at Blackheath Lane, Stafford, Term 2

### Assessment

A critical exploration of an issue pertinent to the workplace setting through case study analysis.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk  
t: 01785 353689

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level 7 credits.



## Critical Appraisal Skills and Research Awareness

### What you will achieve

You will achieve 15 Level 7 credits and have opportunity to analyse with peers and course tutors issues related to the nature of research, critical appraisal skills and research methods.

### Module detail

This module provides students with the opportunity to explore the research process and engage in a critical appraisal of research articles linked to their main area of study. You will be introduced to a range of key issues associated with research, including the quantitative/qualitative methods debate, the nature of research ethics, and the dissemination of research findings with particular emphasis on poster presentations. The aim of the module is to ensure that students are at home with studying at Masters level.

### Module Title/Code/Cost

Critical Appraisal Skills and Research Awareness  
SHM58001-7 Taught  
HEM58182-7 Distance Learning  
£420

### Study dates and venue

Term 1 – Stafford  
Mon 1st and Tues 2nd October 2012 10.00 a.m. to 4.00 p.m.  
Also available as a distance learning module commencing 24th Sept 2012

### Term 2

Distance learning commencing 7th Jan 2013

### Term 3

Distance learning commencing 29th Apr 2013

### Assessment

Written critique 100 per cent

### Contact

Module Leader: Julie Hadley  
t: 01785 353652  
e: j.a.hadley@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.





## Dementia Care: Diagnosis, Intervention and the Individual

### Who is this module for?

Anyone engaged in working with older people.

### What you will achieve

The module content will focus on the social and political drivers within health and social care that have developed and informed dementia care.

### Module detail

The focus of the module is based upon assessment, diagnosis, treatment and interventions within dementia care across clinical settings and includes the study of: historical perspectives, theories and models of dementia assessment, care and treatment; policy and practice; listening to and working with service users with dementia and their carer/s through partnership and collaboration.

### Module Title/Code/Cost

Dementia Care: Diagnosis, Intervention and the Individual (Distance Learning)  
HEM58199-7  
£420

### Assessment

Presentation of a case study 30percent  
Written assignment of 3000 words 70percent.

### Study dates and venue

Distance Learning in Term 2 commencing Jan 2012

### Contact

Module Leader: Donna Doherty  
t: 01785 353670  
e: d.doherty@staffs.ac.uk

### Credits

15 level 7 credits.



## Enabling Learning in Nursing Practice (NMC PRACTICE TEACHER)

### Who is this module for?

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

### What you will achieve

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

### Module detail

The module focuses on the following themes:

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

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

### Module title/code/cost

Enabling Learning in Nursing Practice  
Level 6 – HEN63006-6, Level 7 - HEM58151-7  
£420

### Study dates and venue

Term 1 and 2 – Stafford  
26th Sept, 3rd Oct, 7th Nov, 28th Nov, 6th Feb 2012 9.30-4pm

Tutorials – 13th March 2012

### Assessment

3000 word reflective essay and profile of evidence.

### Contact

Module Leader: Ruth Fretz  
t: 01785 353681  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

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

### Credits

15 level 6 (degree) or 7 (Masters) credits.







## Ethics and Mental Health Legislation

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module intends to enhance an ability to critically analyse and evaluate complex ethical issues and those raised by a legislative framework that underpin the care and management of people with emotional, mental health needs and wellbeing issues.

### Module detail

This module will explore historical and contemporary understanding, philosophies, principles and perspectives underpinning Mental Health Legislation and Human Rights, such as consent and capacity and values-based practice. Ethical frameworks, the role of ethics in shaping clinical practice, service redesign and the interaction between values, beliefs and ethical frameworks will also be explored together with the ethical understanding of the key stages of psychopathology, classification, diagnosis and aetiology.

### Module Title/Code

Ethics and Mental Health Legislation.  
SHM58153-7  
£420

### Study dates and venues

Two day residential course. Dates and venue tbc.

### Assessment

3,000 word written assignment - exploring the legislative and ethical considerations of a critical incident in practice.

### Contact

Module Leader: TBC  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.



## Governance and the Policy Process

### Who is this module for?

Any health and social care practitioner who is interested in issues of governance and how health and social care policy is created.

### What you will achieve

This module will equip you to critically assess and understand policy development and implementation.

### Module detail

The module is central to an understanding of concepts of governance and how the policy process works. It centres on the concept of Governance as a key issue for study and for the organisation and delivery of public services, including health. The module explores how this concept has been developed and its influence on thinking about the policy process as it affects health and social care services. The concept provides the overarching philosophy of the award from which other modules can be viewed.

### Module Title/Code/Cost

Governance and the Policy Process  
HEM58192-7 (Distance Learning)  
£840

### Study dates and venue

Distance Learning Term 2 commencing Term 1 continuing into Term 2

### Assessment

Case study (50 percent)  
Reflective Essay (50 percent)

### Contact

Module Leader: TBC  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

30 level 7 credits.



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

### Who is this module for?

Staff Nurses / nursery Nurses currently working in Health visiting Teams or with pre-school children.

### What you will achieve

The aim of this module is to enable you to work more effectively within a team providing services for pre-school children and their families. This includes staff nurses working in a health visiting team and links across to the learning outlined within your competency framework. Module detail On this module you will analyse and apply knowledge and understanding to the following key areas:

- Child development – including: psychological theories, developmental domains (intellectual, language social – emotional, physical).
- Childhood illness – including: childhood infectious diseases, immunisation, minor ailments.
- Maternal and infant mental health including: antenatal support, post natal support, post- natal depression.
- Parenting including: parenting styles, attachment, supporting parents, involving fathers, increasing community capacity to support parents.

### Module Title/Code/Cost

Health and Wellbeing for the Pre-school Child – A Public Health Approach  
£420  
Level 6 HEN63149-6  
Level 7 HEM58224-7

### Study dates and venue

Term 2  
Tuesdays every other week 9.30 – 4.00pm

### Contact

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

### Special entry requirements

Currently working with pre- school children and their families.

### Credits

15 level 6 or 7 credits

## Health Promotion

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Health Promotion: Project Planning  
HEN63047-6  
HEM 58194-7  
£420

### Study dates and venue

Term 2 – Stafford, Monday 9.00am – 12.00noon for 12 weeks.

### Assessment

Development of a health promotion plan (3000 words).

### Contact

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

### Special entry requirements

Access to the clinical practice environment.

### Credits

15 level 6 or level 7 credits.



## Independent and Supplementary Nurse Prescribing

### Who is this module for?

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

Applicants should have:

- diagnostic and physical assessment skills (either through completion of health assessment module or have evidence to demonstrate competence)
- support from a recognised employing organisation in writing with access to a designated recognised/appropriate prescriber (medical practitioner) who will provide the student with facilitation, support, opportunities to develop and assess prescribing competence in practice

### What you will achieve

A recordable dual qualification as an Independent/Supplementary Prescriber.

### Module detail

This module has been updated and validated to take into account the new standards set by the NMC on the proficiency for a "Licence as a Prescriber" (NMC 2006). In light of this the module's indicative content, learning outcomes and methods of assessment adhere to these standards.

This module will provide you with both a broad knowledge base and skills surrounding nurse prescribing. This will include professional, legal and clinical issues in line with both current evidence based practice and guidelines.

### Module title/code/cost

Independent and Supplementary Nurse Prescribing  
HEM58192-7  
£925 per module.

### Study dates and venue

3 cohorts (Sept, Jan and May) scheduled for academic 2011/12.  
Either 2 days per week for 12 weeks (Thurs/Fri) or as week block. Further details and exact dates available with application pack. Contact Faculty Office for details 01785 353766.

### Assessment

- Objective Structured Clinical Examination
- Unseen examination (1 hour MCQ and short answer)
- Numeracy examination
- Portfolio (6000 words)
- Completion of 78 hours clinical learning with a medical mentor.

### Contact

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

### Special entry requirements

Ability to study at Level 7, with 3 years' post registration clinical experience. One year preceding application the student must have been working in the clinical area and field they wish to prescribe (for part-timers 3 years equivalent).

### Credits

30 level 7 credits



## In Our Shoes: Learning from the Experiences of Users and Carers in Older Peoples Mental Health

### Who is this module for?

This is an exciting module which has been designed by service users and carers and can be taken as a stand-alone module by any health and social care practitioner working with older people and mental health. It aims to get students to examine and reflect on their relationships with the people using their services. Students will be required to get back to the basics of their day to day relationships with the people they work with.

### What you will achieve

This module will develop your knowledge and understanding of the perspectives of service users and carers on older people's mental health services and refocus health and social care professionals' perspectives on service provision.

### Module detail

The purpose of this module is to equip students with knowledge, understanding, and skills to work differently with users and carers. The role of service users and carers in service delivery will be examined and the nature of therapeutic relationships explored.

### Module Title/Code/Cost

In Our Shoes: Learning From the Experiences of Users and Carers in Older Peoples Mental Health  
HEM58156-7  
£420

### Study dates and venue

Distance Learning Term 2 commencing Jan 2013.

### Assessment

3500 word assignment

### Contact

Module Leader: Susan Benbow  
e: via e.stanway@staffs.ac.uk  
or contact Award Leader Donna Doherty  
t: 01785 3533670 e: d.doherty@staffs.ac.uk

### Special entry requirements

Contact with service users and carers is essential.

### Credits

15 level 7 credits.





## Introduction to Educational Theory

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will achieve 15 Level 7 credits through an exploration of educational theory and how it applies in the workplace setting.

### Module detail

This module acts as an introduction to the theories around teaching and learning, including learning styles, motivation of learners and adult learning theory. The module provides a good grounding for further teaching and learning modules. It encourages a critical, reflective approach to your own teaching and learning practice.

### Module Title/Code/Cost

Introduction to Educational Theory  
SHM58053-7  
£420

### Study dates and venue

Two study days each approximately one month apart, commencing Term 1 at Blackheath Lane, Stafford.

### Assessment

A reflective essay exploring your own learning journey in relation to the underpinning educational theory.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level 7 credits.



## Introduction to Negotiating Learning

### Who is this module for?

Health and Social care professionals looking for a flexible award where they can decide on what they learn and how they are assessed, and choose their own award title.

### What you will achieve

This is the first of two core modules in the Masters by Negotiated Learning. In this module you will develop the learning agreement that underpins the rest of your award.

### Module detail

The Masters by Negotiated Learning is a very flexible award. It particularly interests students looking for a method of creating an award that meets their personal learning needs. It allows you to bring in previous learning and even create your own modules.

### Module Title/Code/Cost

Negotiating Your Learning Contract - Health and Social Care Negotiated Masters  
HEM58927-7  
£TBC

### Study dates and venue

Four Study Days  
Term 1 Sept 2012  
Nov 2012  
Term 2 Jan 2013  
March 2013

Additional study times organised with your supervisor.

### Contact

Module Leader: Margaret Bannerman  
t: 01785 353852  
e: m.a.bannerman@staffs.ac.uk

### Special entry requirements

You will be a professional working in a health or social care field. This module is taken as part of the Masters by Negotiated Learning.

### Credits

15 level 7 credits.





## Leadership Role in Quality, Innovation and Change

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for their planned professional development.

### What you will achieve

This module will develop your knowledge of leadership and quality issues within health and social care and subsequent application of theory to your area of practice.

### Module detail

This module aims to provide health and social care practitioners working in a leadership role to work collaboratively in leading and implementing change to meet clinical governance and other key quality agenda issues.

The module will help you to develop the ability to demonstrate critical awareness of strategic and operational health policies and critically analyse their impact on the quality of client care.

### Module Title/Code/Cost

Leadership Role in Quality, Innovation and Change - SHM58100-7  
£420

### Study dates and venue

Term 1 – Stafford  
Mondays 9am-12pm x 12 weeks

### Assessment

20 minute Presentation (50percent)  
2,500 word reflective account (50percent)

### Contact

Module Leader: Kay Norman  
t: 01785 353730  
e: kay.norman@staffs.ac.uk

### Special entry requirements

Professional registration in a health/social care discipline.

### Credits

15 level 7 credits.



## Leading and Enabling Service Development in Human Services

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module will develop your skills of critical analysis and evaluation of personal leadership styles and the impact of leadership behaviours upon a contemporary work based setting.

### Module detail

This modular content will enable you to focus on leadership theories and the use of an assessment toolkit, in order to assess leadership qualities, roles and behaviours. You will further be encouraged to develop skills of reflection and reflexivity, analyse critical incidents in order to judge, defend and develop effective leadership roles and behaviours within contemporary work-based settings and ultimately service development and care provision.

### Module Title/Code

Leading and Enabling Service Development in Human Services  
HEM58150-7  
£420

### Study dates and venues

Two day residential course. Dates and venue tbc.

### Assessment

3,500 word reflective essay.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.





## Loss, Grief and Bereavement

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module title/code/cost

Loss, Grief and Bereavement  
Level 6 - HEN63045-6  
Level 7 - HEM58210-7  
£420

### Study dates and venue

Term 2 - Stafford  
Fridays 9.00am – 4.00pm for 5 full days with some e-learning via Blackboard.

### Assessment

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

### Contact

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

### Special entry requirements

None

### Credits

15 level 6 or 7 credits



## Mastering Person Centred Care for Older People

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for their planned professional development and wants to expand their knowledge and skills in person centred care and assessment.

### What you will achieve

You will be able to use a range of person centred assessment methods and tools appropriately within your clinical area. You will gain appreciation of the person centred care in the assessment process, and develop your clinical skills in applying person centeredness in practice.

### Module detail

The module will explore a range of underpinning principles, models and frameworks, and consideration of how they might be applied to practice with older people in health and social care settings. The module will include actively listening to and reflecting upon service user, carer and family experiences, critically appraising Government Policy and considering its impact on assessment and care planning, evaluating the use of standardised assessment tools, and other relevant evidence.

### Module Title/Code/Cost

Mastering Person Centred Care  
HEM58160-7  
£420

### Study dates and venue

Distance learning Term 1 commencing Sept 2012.

### Assessment

Weblog contributions 20 percent  
3000 word essay 80 percent

### Contact

Module Leader: Susan Benbow  
e: via e.stanway@staffs.ac.uk  
or contact Award Leader Donna Doherty  
t: 01785 353670  
e: d.doherty@staffs.ac.uk

### Special entry requirements

Students will need to be working with or have access to the client group to be able complete the assessment.

### Credits

15 level 7 credits.







## Masters Dissertation

### Who is this module for?

Any student who has successfully completed a postgraduate diploma (120 credits)

### What you will achieve

Successful completion of this module will complete your Masters journey and lead to the attainment of your Masters award.

### Module detail

This module involves undertaking and successfully completing a dissertation from design through to post implementation evaluation. This can be undertaken via either a desk based or an empirical approach.

### Module Title/Code/Cost

SHM58131-7 (Taught)  
HEM58185-7 (Distance Learning)  
£1680

### Study dates and venue

Module is launched in Term 1 19 October 2012 and Term 2 19 April 2013. Individual supervision is provided throughout Terms 1, 2 and 3.

### Assessment

15000 - 20000 word dissertation.

### Contact

Module Leader: Peter Kevern  
t: 01785 353762  
e: p.kevern@staffs.ac.uk

### Special entry requirements

E.g. Achievement of Postgraduate Diploma (120 credits) in relevant award.

### Credits

60 level 7 credits.



## Mental Health Assessment

### Who is this module for?

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

### What you will achieve

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

### Module detail

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

### Module Title/Code/Cost

Mental Health Assessment of Clients  
Level 7 SHM58042-7  
Level 6 HEN63072-6  
Level 5 HEN62005-5  
£420 per module

### Study dates and venue

Term 1- Blackheath Lane, Thursday mornings  
Assessment  
3000 word essay.

### Contact

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

### Special entry requirements

It is anticipated that prospective students will normally be working in clinical practice or social care, or in a setting that provides contact with individuals with mental health problems, as you will be required to examine and analyse the philosophies underpinning the practice of mental health assessment within your practice area. However, all applications will be considered on an individual basis.

### Credits

15 level 5, 6 or 7 credits.





## Negotiated Modules

### Who is this module for?

Health and social care professionals who wish to create their own programme of learning in which they decide what they learn and how they will be assessed.

### What you will achieve

Off-the-shelf modules do not meet the learning needs of all students in all circumstances. This module provides students with the opportunity to develop their own programme of learning and to address particular needs that are not addressed in other modules.

### Module detail

The purpose of this module is to develop your knowledge and understanding of independent learning in an area of relevance to your own personal and professional development through a programme of self-developed and directed study. As such, it will also address learning outcomes related to that area of development.

Negotiated modules are modules you create yourself. You will determine what coursework and assessment you will carry out in this module in conjunction with your supervisor.

### Module Title/Codes/Cost

Negotiated Modules  
HEM58928-7, HEM58929-7, HEM58930-7, HEM58931-7,  
HEM58932-7, HEM58933-7, HEM58934-7, HEM58935-7  
£420 for 15 Credits  
£840 for 30 Credits  
£1680 for 45 Credits

### Study dates and venue

Flexible, dependent upon the choices you make when you design your module.

### Contact

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

### Special entry requirements

These modules can only be taken as part of an award that includes them within the award pathway.

### Credits

15, 30 or 45 level 7 credits.



## Neuro-Linguistic Programming - Theories, Models and Practice

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module will develop and enhance the communication approach between practitioner and patient, who is experiencing mental health problems/illness, thereby further enhancing diagnostic skills and understanding of the patients mental health needs.

### Module detail

Neuro-Linguistic programming is a recognised and alternative approach to building a therapeutic relationship within a professional setting. The modular content will build upon and develop your understanding of communication approaches, models and theories whilst working with clients with emotional and mental health problems.

### Module Title/Code/Cost

Neuro-Linguistic Programming - Theories, Models and Practice  
HEM58926-7  
£420

### Study dates and venues

Two day residential course. Dates and venue tbc.

### Assessment

This module is assessed by a 3,000 word critically reflective essay.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.





## Observation and Reflection on Healthcare Teaching

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will gain 15 Level 7 credits through critical reflection upon your own teaching practice.

### Module detail

This module has been designed to enable students to undertake an in-depth analysis of teaching practice by utilizing the process of critical reflection. You will consider yourself as a role model, appraise your own teaching style through self and peer observation and you will identify professional development needs in relation to teaching in the workplace. Use of video observation will be discussed.

### Module Title/Code/Cost

Observation and Reflection on Work-based Teaching  
HEM58207-7  
£420

### Study dates and venue

Two study days in Term 2 at Blackheath Lane, Stafford.

### Assessment

A critical evaluation of your own teaching competencies based upon a profile of evidence which includes a video critique of yourself as a teacher; peer observation, student evaluation, and diary accounts of your teaching.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level 7 credits.



## Practitioner with a Special Interest in Mental Health- Facts, Beliefs and Values

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module will raise your awareness and understanding of mental health and intends to challenge and enhance your professional practice whilst working with and caring for people with emotional and mental health needs.

### Module detail

This modular content will emphasise your personal and professional role, inviting you to explore and critically reflect on your core principles of practice from the perspective of contemporary mental health and practice. The concept of community mental health care, within the context of philosophical and political thinking, will also be explored, together with a range of theories and models that underpin mental health practice within the parameters of assessment, diagnosis, planning, implementation and evaluation of care. You will also be able to critically analyse and further explore your value and belief structure, through the examination of your role and skills and develop a unique critical approach toward your professional practice and application of care within your mental health arena of practice.

### Module Title/Code/Cost

Practitioner with a Special Interest in Mental Health - Facts, Beliefs and Values.  
HEM58157-7  
£420

### Study dates and venues

Two day residential course - dates and venue to be confirmed.

### Assessment

3500 word case study.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.





## Principles of Physical Assessment

### Who is this module for?

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

### What you will achieve

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

### Module detail

This module provides health practitioners with the opportunity to demonstrate the development and enhancement of their knowledge and skills through a range of activities, clinical scenarios, MCQs and practice in examination techniques in the skills laboratory. It includes presentation of a case to the clinical Preceptor, MCQ examination of Anatomy and Physiology, an assessment process and a 2,000 word essay to demonstrate application and utilisation of knowledge and skills in the physical examination of a selected patient. A log of clinical hours and experience will be recorded by the student.

### Module Title/Code/Cost

Principles of Physical Assessment  
SHM58039-7  
£790

### Study dates and venue

Thursdays 9.30am - 12.30pm x 12 weeks  
Term 1, Term 2  
Stafford  
2 weeks attendance at university skills laboratory following by clinical practice in the following term.

### Assessment

A multiple choice question paper.  
2000 word case study.  
Case presentation to preceptor.

### Contact

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

### Special entry requirements

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

### Credits

15 level 7 credits.



## Professional Leadership: Developing Self and Others

### Who is this module for?

Any health and social care practitioner who wishes to gain credits for their planned professional development.

### What you will achieve

The opportunity to study within a multi-professional context, exploring and critically reflecting on your leadership style and qualities and the impact this will have on your own practice and significant others you work with.

### Module detail

Leadership theories will be examined alongside opportunities to analyse and evaluate your own leadership style through utilisation of a range of leadership tools. This will facilitate critical reflection, critical discussion, analysis and appraisal of self, leading to action planning and self development activities.

Your leadership style will be critically analysed and the impact this has in relationship to self management, team dynamics and team building. The development of a Reflective assignment will enable you to demonstrate your achievements within your leadership role.

### Module Title/Code/Cost

Professional Leadership: Developing Self and Others  
HEM58184-7 Distance Learning  
£420

### Study dates and venue

Distance Learning Term 1 commencing 24 September 2012.

### Assessment

3500 word Reflective assignment

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Booking enquiries

t: 01785 353766  
e: health@staffs.ac.uk

### Special entry requirements

None.

### Credits

15 level 7 credits.





## Project Based Change

### Who is this module for?

Any health or social care practitioner working in the public, private and or third sector.

### What you will achieve

This module has been designed to enable you to develop your skills in project management and practice/service development. You will explore the implementation of change and its effects on your organization in relation to a specific change in which you are involved.

### Module detail

In this module, the topic will be related to your workplace and you will explore the implications of change in your organisation and your role in implementing this change and improving the service delivered. As part of this, you may carry out primary or secondary data collection and analysis, audit or literature review.

### Module Title/Code/Cost

Project Based Change  
HEM58924-7 Taught  
HEM58188-7 Distance Learning  
£1680

### Study dates and venue

Module is launched in Term 1 19th October 2012 and Term 2 19 April 2013. Individual supervision is provided throughout Terms 1, 2 and 3.  
Blackheath Lane, Stafford  
Distance Learning Module also available in Term 1 and Term 2.

### Assessment

15,000 word dissertation

### Contact

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

### Special entry requirements

This can be taken as an alternative to the dissertation on a number of awards (see specific award handbooks for details).

### Credits

60 level 7 credits.



## Psychotherapeutic Interventions with Older People: Application and Practice

### Who is this module for?

Anyone engaged in working with older people.

### What you will achieve

In light of contemporary models of wellbeing you will critically evaluate the appropriateness of the therapeutic interventions applied to a person in the context of their individual needs and circumstances.

### Module detail

The focus of the module is based firmly upon the experience of older people living with mental health problems and how psychotherapeutic interventions can ameliorate adverse effects on the person's wellbeing. You will have an opportunity to explore a range of psychotherapeutic interventions that may be utilised as a discrete part of a wider care plan or as a single intervention strategy. Our shared philosophy for the module will be underpinned by the principles of person-centred care and the newly emerging ethos of relationship-centred care.

### Module Title/Code/Cost

Psychotherapeutic Interventions with Older People: Application and Practice (Distance Learning) HEM58519-7 £420

### Study dates and venue

Distance Learning Term 1 commencing Sept 2012.

### Assessment

Written assignment length 3000 words.

### Contact

Module Leader: Professor George Tadros  
Contact via Donna Doherty, Award Leader  
t: 01785 353670  
e: d.doherty@staffs.ac.uk

### Credits

15 level 7 credits





## Research Methods and Methodologies

### Who is this module for?

The module is a core module within all MSc awards within the Faculty of Health.

### What you will achieve

You will achieve 15 Level 7 credits and have opportunity to discuss issues related to research methods with course tutors and peers.

### Module detail

This module aims to provide you with an opportunity to expand your knowledge, application and analysis of methodological issues associated with research within a range of situations. It is anticipated that the module will facilitate opportunity to examine fundamental issues related to the vast range of research methods which are applied within the context of examining issues within the portfolio Masters level awards offered by the Faculty of Health.

Students will have the opportunity to access the module via a blended learning approach combining face to face and web-based methodology or as a distance learning module. Tutorial support is offered by e-mail.

### Module Title/Code/Cost

Research Methods and Methodologies  
HEM58176-7  
HEM58186-7 - Distance Learning  
£420

### Study dates and venue

Term 1  
Available as Distance Learning module commencing 24th September 2012  
Term 2  
9.30am - 4.30 pm x 2 days January 2013 Blackheath Lane, Stafford  
It is also available as a Distance Learning module in Term 2 commencing 7 January 2013  
Term 3  
9.30am - 4.30 pm - 2 days May 2013 Blackheath Lane, Stafford  
It is also available as a Distance Learning module in Term 3 commencing 29 April 2013

### Assessment

3000 word assignment.

### Contact

Award Leader: Dr Peter Kevern  
t: 01785 353762  
e: p.kevern@staffs.ac.uk

### Special entry requirements

Registered on a Masters award in which the module features as core. It is not available as an individual module.

### Credits

15 level 7 credits



## Risk, Decision Making and Uncertainty

### Who is this module for?

Any health and social care professionals who wish to gain a greater appreciation of the concepts and application of risk decision making and uncertainty in contemporary environments.

### What you will achieve

Successful completion of this module will lead to the achievement of 15 level 7 credits which can be utilised as part of your specific award pathway. You will be expected to provide a written reflexive account focusing upon a significant work place issue or event.

### Module detail

The module encourages you to explore the nature, reality and implications of decision making against competing theories, demonstrating reflexivity and critical argument. Legal, ethical, management and professional issues are considered together with, change theories.

### Module Title/Code/Cost

Risk, Decision Making and Uncertainty  
HEM58211-7  
£420

### Study dates and venue

Term 2  
Wednesday - 1pm - 4pm x 12 weeks  
Stafford

### Assessment

3000 word assignment.

### Contact

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

### Special entry requirements

None

### Credits

15 level 7 credits.







## Service Redesign: Principles of Change Management, effective Commissioning and Organisational Development

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module will develop critical analysis and evaluation of contextual factors influencing the commissioning of services to promote emotional, mental health needs and wellbeing issues within a mental health arena.

### Module detail

This modular content will promote relationships with other professionals in the promotion of assessment, diagnosis, support and care of people with mental health needs and wellbeing. This is achieved through the exploration of wellbeing and optimal management of mental illness to a wider professional audience. It includes audit of practice, exploration of measurable outcomes, collaborative working, social inclusion and anti-discriminatory practice, thereby working with a Whole Systems Approach to enhance and ensure patient care/recovery, service planning and provision and the provision of effective mental health promotion.

### Module Title/Code

Service Redesign: Principles of Change Management, Effective Commissioning and Organisational Development  
SHM58154-7  
£420

### Study dates and venues

Two day residential course. Dates and venue tbc.

### Assessment

3,000 word comparative study, together with a 20 minute viva presentation.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.



## Sexual Health Advising Skills

### Who is this module for?

Any health and social care professional who wishes to gain credits for their professional development in Sexual Health Advising.

### What you will achieve

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

### Module detail

This module will examine issues associated with sexual health advising practice including an overview of sexually acquired infections, the historical background of the public health role of the sexual health adviser, and incorporate the modules and practice of partner notification and health promoting practice. Both community and hospital based practice will be examined. The module will also examine the current and future development of the sexual health advisers' role, the legal and professional framework of sexual health advising, including historical development and examination of current legislation and professional and ethical guidelines affecting practice. It will explore different communication models, development of skills and practice of such with the individual presenting to a sexual health adviser, specific cultural and gender issues, and personal values and judgements and impact upon practice.

### Module Title/Code/Cost

Sexual Health Advising Widening the Remit  
Level 5 HEN62062-5  
Level 6 HEN63074-6  
Level 7 SHM58144-7  
£830

### Study dates and venue

Sat and Sun in October 2012, Sat in early December 2012 and Sat in February 2013.  
Stafford 4 Study days delivered over 3 weekends.

### Contact

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

### Special entry requirements

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

### Credits

30 level 5, 6 or 7 credits.



## Spirituality, Ethics and Valuing the Person

### Who is this module for?

Any health and social care practitioner who wishes to explore the practice of ethics from a spiritual/ religious perspective.

### What you will achieve

You will learn to recognise plurality and complexity of spiritual and ethical world views and to assess their implications for practice.

### Module detail

The module will enable the student to work towards developing an understanding of beings, human beings and persons and the ethical, spiritual and practical implications of such definitions in the context of health care.

### Module Title/Code/Cost

Spirituality, Ethics and Valuing the Person  
SHM58128-7  
£420

### Study dates and venue

4 full study days undertaken in 2 blocks commencing Term 2 Stafford.

### Assessment

3,000 word essay focussing on ethics and spirituality in relation to a health and health care provision.

### Contact

Module Leader: Derek Beeston  
t: 01785 353685  
e: d.beeston@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.

## Strategic Resource Management

### Who is this module for?

Any health and social care practitioner who is interested in issues of strategic management in health and social care.

### What you will achieve

This module will equip you to critically understand issues around strategic management of health and social care, making use of tools for improving strategic thinking.

### Module detail

A core issue facing all managers and policy analysts is the role of resource management in the delivery of health and social care services. As demand for health and social care is seen as infinite while resources are finite the need to think from a strategic perspective becomes increasingly important. The module does not require a familiarity with accounting or economics but will explore a variety of debates and issues surrounding funding of health services from different models. The Balanced Scorecard will be one example of resource management that will be explored critically in the module.

### Module Title/Code/Cost

Strategic Resource Management  
HEM58178-7 (Distance Learning)  
£420

### Study dates and venue

Distance Learning via Blackboard  
Term 2 commencing Jan 2012.

### Assessment

Completion of Balanced Scorecard and Critical Reflection (100 percent).

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.



## Systems Thinking in Health Management

### Who is this module for?

Any health and social care practitioner who is interested in the application of systems thinking to problem solving in health care management.

### What you will achieve

This module will equip you to critically understand issues around soft systems and their applicability to health services.

### Module detail

Soft-systems thinking has developed into an important perspective on health care and other public services. The module will support you in the development of a systems approach to problem-solving making use of real cases from health and social care. The synthesis of different systems approaches will encourage you to approach real problems in an innovative way.

### Module Title/Code/Cost

Systems Thinking in Health Management HEM58180-7  
(Distance Learning)  
£420

### Study dates and venue

Distance Learning via Blackboard  
Term 1 commencing Sept 2012.

### Assessment

Problem-focused case study.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.



## The Ageing Body: Physical Illness in Later Life

### Who is this module for?

Anyone engaged in working with older people.

### What you will achieve

The key themes of this module will be introduced via a series of online presentations and key publications representing key themes. These themes will include topics such as key endocrine, neurological, cardiovascular, musculoskeletal, genitourinary, pain management and end of life care, sensory problems and sexual health conditions. Nutrition, health promotion in later life and treatment in a variety of care environments will also form part of key indicative content.

### Module detail

The focus of the module is based upon key physical health issues and conditions that can occur in later life. You will have an opportunity to explore a range of topics and key research papers related to those conditions within the module.

### Module Title/Code/Cost

The Ageing Body: Identity, Physical Illness in Later Life  
(Distance Learning)  
HEM58202-7  
£420

### Assessment

Online Discussion Contribution 20 percent.  
Written assignment 80 percent.

### Study dates and venue

Distance Learning  
Term 2 commencing Jan 2013

### Contact

Module Leader: Professor Paul Kingston  
Contact via Elaine Stanway  
t: 01785 353742  
e: e.stanway@staffs.ac.uk

### Credits

15 level 7 credits.





## The Ageing Brain: Common Mental Disorders in Later Life

### Who is this module for?

Anyone engaged in working with older people.

### What you will achieve

This module will examine key topics such as Dementia, Depression, Delirium, paranoid disorders, substance misuse and related issues, suicide and their impact in later life and enable increased knowledge and understanding of those key topics.

### Module detail

The focus of the module is based upon key mental health conditions that can occur later in life or have existed throughout a person's life. You will have an opportunity to explore a range of conditions and key research papers related to those conditions including symptoms and management.

### Module Title/Code/Cost

The Ageing Brain: Common Mental Disorders in Later Life  
HEM58196-7  
£420

### Assessment

Electronic portfolio and précis of a key paper 100 percent.

### Study dates and venue

Distance Learning  
Term 1 commencing Sept 2012

### Contact

Module Leader: Professor George Tadros  
Contact via Elaine Stanway  
t: 01785 353742  
e: e.stanway@staffs.ac.uk

### Credits

15 level 7 credits.



## The Ageing Person: Identity, Risk and Dignity

### Who is this module for?

Anyone engaged in working with older people.

### What you will achieve

This module will examine key topics such as the Demographics of Ageing in the 21st Century, key Sociological Theories of Ageing, Post Modern perspectives on ageing, growing Older in the 21st Century; Ageing through History, Ageing Identity and Ageing and the End of Life.

### Module detail

The focus of the module is based upon key sociological and post-modern theories on later life. You will have an opportunity to explore a range of theories and key research papers related to those theories and concepts introduced within the module.

### Module Title/Code/Cost

The Ageing Person: Identity, Risk and Dignity  
HEM58200-7  
£420

### Assessment

3500 Word written assignment (100 percent).

### Study dates and venue

Distance Learning  
Term 1 commencing Sept 2012

### Contact

Module Leader: Derek Beeston  
Contact via Elaine Stanway  
t: 01785 353742  
e: d.beeston@staffs.ac.uk

### Credits

15 level 7 credits.





## The Culture of Education in Healthcare

### Who is this module for?

This module is for any health or social care practitioner who has educational responsibilities within the workplace.

### What you will achieve

You will achieve 15 Level 7 credits by gaining a broader understanding of the knowledge, skills and attitudes required to create and support an effective educational environment in your own workplace setting.

### Module detail

Perhaps the single most important responsibility a healthcare teacher has is to create and maintain an educational climate that is conducive to learning. This module focuses on how we do that from both the individual and organisational perspective; you will explore the physical, emotional and intellectual factors which influence the educational culture of the workplace environment.

### Module Title/Code/Cost

The Culture of Education in Healthcare  
HEM58204-7  
£420

### Study dates and venue

Two study days, each approximately one month apart, Term 1 commencing Sept 2012 at Blackheath Lane, Stafford.

### Assessment

An essay and poster presentation demonstrating how one aspect of a learning culture has been promoted within the workplace.

### Contact

Module Leader: Joanne Carruthers  
t: 01785 353689  
e: j.carruthers@staffs.ac.uk

### Special entry requirements

Active involvement in workplace teaching is preferred.

### Credits

15 level 7 credits.



## Therapies, Interventions and Treatments

### Who is this module for?

Professionals working in a medical, nursing, commissioning or managerial role, in a mental health arena.

### What you will achieve

This module promotes your development of critical appraisal and evaluation skills, to enhance your exploration of evidence-based theories and principles underpinning psychological and therapeutic interventions, within a given consultation with a patient.

### Module detail

This modular content will enable you to explore a range of theories and principles underpinning therapeutic and psychological interventions applicable to patients within a Primary Care setting, inclusive of consultation models and approaches, motivational interviewing, problem based, solution focused therapies and Human Givens.

### Module Title/Code/Cost

Therapies, Interventions and Treatments  
SHM58152-7  
£420

### Study dates and venues

Two day residential course. Dates and venue tbc.

### Assessment

3,000 word reflective essay.

### Contact

Module Leader: tbc  
t: 01785 353766  
e: healthyoptions@staffs.ac.uk

### Special entry requirements

None

### Credits

15 level 7 credits.





## Working Together to Safeguard and Protect Children

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### Who is this module for?

Professionals in health or social care who wish to further develop their knowledge in safeguarding and protecting children in order to enhance their professional practice.

### What you will achieve

If you wish to accredit your practice within the area of safeguarding and protecting children or have identified this as an area for further knowledge development then this module is for you.

### Module detail

The module is designed to raise awareness of the processes within safeguarding and protecting children so that your professional contribution to this area of work will be enhanced. The module examines the categories of child abuse and neglect, the history and social construction of child abuse and the research, inquiries and legislative frameworks which underpin safeguarding and protecting children. The recognition, prevention and practical processes of responding to child abuse and neglect will also be explored along with the roles and responsibilities of multi-agency professionals who work collaboratively to safeguard and protect children.

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### Module title/code/cost

Working Together to Safeguard and Protect Children  
Level 6 - HEN63102-6  
Level 7 - HEM58149-7  
£420

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### Study dates and venue

Term 1 and Term 2 at Stafford for 8 weeks

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### Contact

Module Leader: Leisa Meigh  
t: 01785 881006  
e: l.j.meigh@staffs.ac.uk

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### Special entry requirements

None

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### Credits

15 level 6 or 7 credits.





# Clinical Biomechanics Scheme

## Aims of the Clinical Biomechanics Scheme

- To demonstrate the relationship between theoretical components of pathology, clinical features, techniques and technologies combined with clinical application of that knowledge.
- To enhance understanding of the key concepts through action and analysis.
- To embed theory and concepts taught into a clinical framework of practical application.
- To encourage independent enquiry/research in the field of Clinical Biomechanics, musculoskeletal diagnosis and patient management.
- To engender an ethos of evaluation/reflection on practice which informs future judgements and actions.
- To build from the students, a community of musculoskeletal clinical practitioner/ researchers.

## **This list of awards within the Clinical Biomechanics Scheme include:**

- MSc Clinical Biomechanics
- MSc Clinical Podiatric Biomechanics
- PgC Footwear in Diagnosis
- PgC Musculoskeletal Diagnosis
- PgC Clinical Biomechanics in Orthotic Therapy
- PgC Clinical Biomechanics and Pain Management in the Lower limb
- PgC Clinical Biomechanics and Diabetes

# Clinical Biomechanics Scheme

Clinical practice in areas such as podiatry, orthotic therapy and physiotherapy in recent times has required the practitioners to focus more intensely on the exploration of the evidence underpinning their role. There has been, in many fields, increasing specialisation and a need to develop skills required to undertake advanced clinical practice.

In this respect patients seek advice earlier from perceived specialists and should be able to expect a high level of expertise from their selected practitioner. Practitioners are seeking postgraduate awards that will provide them with this level of advanced clinical skills and a qualification that they can use as evidence of this expertise. In order to effectively treat musculoskeletal problems it is necessary to be able to perform a skilled diagnosis using up-to-date practices, and a knowledge of underlying pathologies, along with methodologies to aid the process of reaching a diagnosis. This combination is extremely important as an advanced clinical skill. Specialist clinical teams in this field drawn from a variety of clinical professions are increasingly being built and the practitioner with skills and the means to seek out advancement in practice as a transferable skill, will be in demand. The rationale behind these awards stem from the requirement of evidence based practice in the area of Allied Health Professions. Furthermore the developments of awards and modules are informed by requirements identified by the professional groups and current research.

The distinctive element of this scheme of awards at Staffordshire University is the focus on the clinical relationship between general clinical biomechanical problems, theory and practice. A further distinction is the method of delivery based on blocks of study with attendance over weekends allowing health professionals in private practice to attend and drawing students from a national rather than regional base. The teaching team is also derived with a compliment of people having a significant clinical practice in the field.

**“** The MSc I attained from Staffordshire University has enhanced the way I approach any patient with biomechanical pathologies. As a result of the course, I have become much more able to diagnose podiatric musculoskeletal conditions by considering so much more than what I had learnt at graduate level. This included the importance of understanding the mechanism of injury, the mechanical properties of human tissue as well as an enhanced understanding of podiatric paradigms and their application. The course has improved my understanding of the gait cycle, gait analysis and its application in both a clinical setting and its use in research. The service I am able to offer patients now encompasses better diagnostic skills, better understanding of the aims of the devices I prescribe and has improved my ability to cascade my knowledge to other podiatrists through training and service development. **”**

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**Neville Parker**  
MSK Podiatrist.  
Pennine Acute Hospitals  
NHS Trust

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Although all the awards within the Clinical Biomechanics Scheme have common aims, each has distinctive requirements and offers varied opportunities for the practitioners taking up this program. There are seven PgC awards with named pathways leading to two PgD/ MSc awards which are titled Clinical Podiatric Biomechanics and Clinical Biomechanics. At PgC level, the students are expected to complete the core module(s) designated for a named award. For progressing on to PgD/ MSc they are can choose from the range of modules available to them.

### PgC Musculo Skeletal Diagnosis

This award focuses on musculo skeletal diagnostic processes for clinical practitioners who treat biomechanically based problems in their clinical practice. This award, will provide the student with an insight into Diagnostic Imaging (according to current regulations this module will give them a I(R)MER certificate allowing the students to prescribe and read x-ray images).

### PgC Clinical Biomechanics in Orthotic Therapy

This award focuses on orthotists who specialise in lower limb orthotics and gait analysis. In order to effectively treat a patient using orthotic intervention, it is necessary to understand the mechanics behind the condition that they are treating. This requires a good knowledge of the principles of clinical biomechanics, the role of orthoses and their relationship to pathomechanics. The British Association of Prosthetists and Orthotists have identified the need for extended PG provision and this is reflected in the nature of this course.

### PgC/PgD/MSc Clinical Podiatric Biomechanics

This award is focused on musculo skeletal podiatrists who are interested in understanding biomechanical interventions in their practice. This award, whilst giving them an insight into the patho-mechanics of various aetiologies , introduces them to various clinical paradigms and current thinking in evidence based medicine.

### PgC/PgD/MSc Clinical Biomechanics

This award is focused on all other musculo skeletal practitioners (for example: physiotherapists, orthotists, Chiropractors) who normally provide biomechanical based interventions in their clinical practice. This award, as in the previous gives, student an insight into the patho-mechanics of musculo skeletal problems and introduces them to current thinking in the area of biomechanical therapeutic interventions.

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## Distinctiveness of each Award

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*“ Embarking on the MSc in Clinical Podiatric Biomechanics not only changed how I work but gave me confidence in many aspects of my life. I am now much more analytical in my work, enabling me to provide evidence based practice and gain quality outcomes for my patients. On completion of the MSc I have been a source of expertise within the field of podiatric biomechanics within Orthopaedics and Rheumatology as well as physiotherapy and podiatry. ”*

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**Heidi Burn**  
Team Lead Podiatrist  
Walsall Healthcare Trust

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## Applied Diagnostic Imaging

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

### What you will achieve

This module will enable you to gain an understanding of imaging and ionising radiation. Study of this module will take into account all current regulations (IR(ME)R 2000) and you will receive an attendance certificate.

### Module detail

The practice of modern health care relies heavily on diagnostic imaging modalities for confirmation of the findings of critical examination. This module will investigate the diagnostic capability of X-rays and how these have been enhanced by the introduction and continued development of Computer Tomography (CT) scanners, now capable of highly complex three-dimensional re-construction. In addition the student will study alternative imaging modalities that the diagnostician or therapist needs to consider when evaluating the best course of action for a patient. Nuclear medicine offers an alternative that provides physiological information rather than pure anatomy, while ultrasound and Magnetic Resonance Imaging (MRI) provides modalities that do not employ ionising radiation. In exploring these imaging modalities the practitioner will not only understand what information these will provide for a diagnosis but what is the best way to attain that information. An (IR(ME)R certificate is awarded on completion of this module.

### Module Code/Cost

HES94039-M - £600

### Study dates and venue

This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for three days over two non consecutive weekends.

### Contact

Richard DeCann  
email: admin@imecs.freemove.co.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

15 M level 7 credits



## Musculoskeletal Diagnostic Process

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) dealing with musculoskeletal problems.

### What you will achieve

This module facilitates the development of diagnostic skills for practitioners working with a musculoskeletal case load. You will get an understanding of the imaging modalities, gait analysis equipment with the potential use of electromyographs, force/pressure measurements, kinematics, energy expenditure tests, serology and biochemical investigations. There is also focus on examining the evidence underpinning practice, examining current research and identifying where this information is available and how it can enhance clinical practice.

### Module detail

This module explores various aspects of the pathological changes identified as inflammatory or degenerative in nature, acute or chronic, trauma or disease. Reflection on the diagnostic process as a complex skill involving a series of activities needed to identify the many musculoskeletal conditions that might be encountered. This module has been designed to enable students to undertake an in depth analysis of practice. Through the analysis of case histories using critical reflection it will become possible for the student to influence clinical practice whilst developing his or her skill as a critical thinker.

### Module Code/Cost

HES94033-M - £810

### Study dates and venue

This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

### Contact

Helen Branthwaite  
email: h.r.branthwaite@staffs.ac.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

30 M level 7 credits





## Origins and Principles of Podiatric Biomechanics / Origins and Principles of Biomechanics

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

### What you will achieve

This module gives you a basic understanding of clinical and applied biomechanics and facilitates the development of knowledge and skills to apply theoretical perspectives of biomechanics in a clinical environment.

### Module detail

The overall aim of this module is to relate how the laws of basic mechanics interact with the functional anatomy of humans, and understand the origin and mechanisms of normal and abnormal gait that relate to pathology. Success in this module will depend on the demonstration of a sound knowledge of the fundamental principles of the structure and function of the human body. The candidate will be expected to analyse the origins of musculoskeletal and physiological problems that have an impact on human movement. This will involve contrasting normal development with abnormal development related to pathology and evaluate the methods of patient assessment used to collect data that will be used in the clinical setting. There will be a necessity for participants to examine all the physiological, pathological and environmental factors that impact on the structure and function of all human movement.

### Module Code/Cost

HES94031-M / HES94032-M - £810

### Study dates and venue

This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

### Contact

Andrew Horwood or  
Robert Longworth  
email: a.m.horwood@staffs.ac.uk  
email: r.longworth@staffs.ac.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

30 M level 7 credits



## Therapies Using Biomechanical Principles

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

### What you will achieve

This task based module will enable you to explore the treatment modalities based on various clinical biomechanics principles.

### Module detail

In this module you will focus on the forms of biomechanical analysis used by the podiatrist treating patients seeking help with a problem of a biomechanical nature. The student will examine what each form of analysis provides and how this aids the understanding of a biomechanical therapy. The therapies considered, range from advice, exercise, various provision of orthoses, from chair-side to casted devices. The module is structured to investigate and emphasise the key processes underpinning the selection of therapies in the clinical use of biomechanical principles.

### Module Code/Cost

HES74027-M - £810

### Study dates and venue

This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for six days over three non consecutive weekends.

### Contact

Helen Branthwaite or Nachi Chockalingam  
email: h.r.branthwaite@staffs.ac.uk  
email: n.chockalingam@staffs.ac.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

30 M level 7 credits





## Tissue Stress

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

### What you will achieve

This module will introduce the theoretical basis for tissue loading which might result in an injury or a pathological condition.

### Module detail

Overall aim of this module is to provide the student with the engineering perspective and tools used to assess the differing characteristics of a variety of tissue types and how they respond to stresses imposed on them. The student will start to draw links between clinical practice and other disciplines such as bioengineering and orthopaedics, and be able to evaluate the effectiveness and usefulness, in a clinical setting, of equipment used for force and stress measurement.

### Module Code/Cost

HES94026-M - £405

### Study dates and venue

This module is delivered twice every year and will run for three days (1 + 2 days) over two non consecutive weekends. The second weekend will take place at Beaconside (Stafford) campus of the University. Part of the assessment will take place in the second weekend.

### Contact

Peter Barnes or Nachi Chockalingam  
email: p.barnes@staffs.ac.uk  
email: n.chockalingam@staffs.ac.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

15 M level 7 credits



## Clinical Biomechanics in Sports and Recreation

### Who is this module for?

Healthcare practitioners (normally with a degree or other acceptable qualification) who are expected to be dealing with musculoskeletal problems.

### What you will achieve

This module will enable you to explore the treatment modalities based on the basic sports science principles.

### Module detail

Students will be provided with an understanding of the role of sports science in the management and prevention of sports injuries related to their practice. At completion they will have acquired a sound knowledge of sports science and be able to demonstrate the ability to evaluate contemporary research in the context of injury management and prevention of re-injury. This will involve reflection on the outcomes of sports specific clinical treatment regimes and the application of the knowledge gained to the clinical situation.

### Module Code/Cost

HES94040-M - £405

### Study dates and venue

This module is delivered at the Leek Road (Stoke) campus of the University twice every year and will run for three days over two non consecutive weekends.

### Contact

Dave Dunning or Nachi Chockalingam  
email: d.n.dunning@staffs.ac.uk  
email: n.chockalingam@staffs.ac.uk

### Booking Enquiries

t: 01782 294400

### Special Entry Requirements

Registration with the HPC or equivalent.

### Credits

15 M level 7 credits







## Critical Appraisal Skills and Research Awareness

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### Who is this module for?

Any health and social care practitioner who is engaged in practice and is undertaking a Masters award level 7 within the Faculty of Health.

### What you will achieve

You will have the opportunity to analyse with peers and course tutors issues related to the nature of research, critical appraisal skills and research methods.

### Module detail

This module provides students with the opportunity to explore the research process and engage in a critical appraisal of research articles linked to their main area of study. You will be introduced to a range of key issues associated with research, including the quantitative/qualitative methods debate, the nature of research ethics, and the dissemination of research findings with particular emphasis on poster presentations. The aim of the module is to ensure that students are at home with studying at Masters level 7.

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### Module Code/Cost

Critical Appraisal Skills and Research  
Awareness  
SHM58001-M  
£405

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### Study dates and venue

The module will be delivered on a block basis over 2 weekends at various times in the year depending on the award studied. The module is delivered at Leek Road, Stoke.

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### Assessment

2500 word written critique 50%  
Poster presentation 50%

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### Contact

Nachi Chokalingam  
E-mail: n.chokalingam@staffs.ac.uk  
Booking Enquiries: 01782 294400

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### Credits

15 M level 7 credits



## This Directory describes the courses offered by Staffordshire University

The University reserves the right to alter or cancel courses or to amend any other information without prior notice. There is no guarantee that courses for which approval is being sought will be offered at the anticipated date of commencement. This Directory does not constitute the course regulations.

Should you become a student of Staffordshire University, you will receive further documents describing the teaching, examination, assessment and other educational services offered by the University.

Staffordshire University undertakes to take all reasonable steps to provide educational services in the manner set out in this Directory and in those further documents. Should industrial action or other circumstances beyond the control of the University interfere with its ability to provide such services, the University undertakes to use all reasonable steps to minimise the resultant disruption to educational services.

The University does not undertake any absolute obligation whatsoever to provide educational services in the manner specified in this Directory or in any other document, nor does it undertake any other obligation in respect of the provision of educational services which is more onerous than the obligations set out herein.

Should you become a student at Staffordshire University, this notice shall be a term of and contract between you and Staffordshire University. Any offer of a place made to you by the University is made on the basis that in accepting such an offer you signify your consent to the incorporation of this notice as a term of any such contract.

If you wish to look at the University's regulations prior to commencement of your course, please write to the Academic Registrar and Director of Student Experience for a copy or visit the University's website: [www.staffs.ac.uk](http://www.staffs.ac.uk)

## Cancellation

The Faculty of Health at Staffordshire University reserves the right to cancel any module/course/programme or to change its venue or time. Every effort will be made to notify all applicants as soon as the decision is made. This will normally be within 14 days of the module/course/programme commencement. Where any fees have been paid a full refund will be offered in the event of cancellation.

In the case of an individual being unable to attend a module/course/programme for which they have enrolled the Faculty of Health must be informed immediately. Due to pressure for places on courses and the problem created when a student fails to attend as enrolled or gives inadequate notice of non attendance the Faculty of Health reserves the right to charge the fee for the module.

## Acknowledgements

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Designed by:  
Brent Sigley  
Staffordshire University

Photography by:  
Martin Brent  
Horace Wetton  
Linda Thompson

Editorial team:  
Staffordshire University

## Building a healthy future

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[www.staffs.ac.uk/health](http://www.staffs.ac.uk/health)

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You can also find us on:

