

Continuing Professional Development 2012–13

Courses and Programmes for the Health and Social Care Practitioner



Almost 200 courses and programmes in:

- Acute and Continuing Care
- Health Development
- Health and Welfare of Children and Young People
- Intellectual Disabilities and Learning Disability
- Mental Health
- Midwifery
- Mentor Preparation
- Sexual Health
- Social Work



Welcome



Dear Colleagues,

This prospectus contains details of courses and programmes offered by the School of Health & Social Care. Each is designed to widen your skills, knowledge and career opportunities.

Courses may be undertaken at our Avery Hill and Medway Campuses or on our partner NHS trust sites by special arrangement. Many can be taken online, so you can study from home or in a place that best suits you.

We hope that this prospectus will help you to decide to come to the School of Health & Social Care at the University of Greenwich and that, once you begin studying, you find it a rewarding experience.

We will be pleased to discuss your requirements with you. My colleague Denis Crapnell is the key contact for initial discussions, but please get in touch with the relevant member of staff if you wish to study on a particular course or programme.

Best wishes,

Linda Burke
Dean of School

Finding what you are looking for

There are almost 200 courses and programmes in this prospectus, so you may need help to find your way around. Here are a few tips to get you started:

- Entries in this prospectus are arranged under two headings: 'Courses' and 'Degrees and other programmes'.
- Under 'Courses' you will find a range of opportunities to study a specific topic or gain a broad knowledge of a wider subject. Many of our courses can also be taken as part of a programme.
- Our programmes are listed under 'Degrees and other programmes'. Programmes comprise a number of courses and lead to recognised qualifications such as Bachelor's and Master's degrees.
- Useful information on the University of Greenwich and studying a course or programme with us can be found in the opening pages of this prospectus.

Image: Mary Seacole Building is the main base for the School of Health & Social Care on the Avery Hill Campus

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NHS applicants

Your application should reach us by 31 July for a September start or 15 November for a January start.

Who we are and what we do

The University of Greenwich

The University of Greenwich is home to a thriving community of nearly 28,000 students of all ages. Students from over 140 countries choose to study at Greenwich, which is also a popular option for people from our local communities in south-east London and Kent.

The University of Greenwich is a large and diverse institution which traces its history to 1890 and the foundation of the UK's second polytechnic at Woolwich in south-east London. Over the years, the university has merged with a number of other higher education institutions, giving it a diverse range of strengths.

The university has three campuses: Medway, in Chatham Maritime, Kent; Greenwich, in the London borough; and Avery Hill, in Eltham, south-east London. Avery Hill is the home of the School of Health & Social Care.

For further information on the University of Greenwich, visit www.greenvich.ac.uk.



School of Health & Social Care

The School of Health & Social Care was established in 1990, following the merger of the Dartford and Gravesham School of Nursing and Midwifery, and Greenwich and Bexley School of Nursing and Midwifery. In 1993, the School joined the University of Greenwich and is now one of the largest in the university.

We provide education for 1,000 pre-registration nursing and midwifery students, paramedics and speech and language therapy students and offer many opportunities for you to study once you are a registered healthcare professional.

We run programmes in health, public health, social work, and psychology and counselling. These are offered across a wide range of levels, from foundation degree to MPhil/PhD.

The School has four main areas of work:

- Pre-registration midwifery, nursing, social work and speech and language therapy
- Undergraduate health and well-being, public health and psychology
- Continuing professional development activities
- Research and development.



Our courses, diplomas and degrees

Why should you apply for one of our courses or programmes?

Cutting-edge content

We ensure that what you study is up to date and relevant to the workplace. This year we are launching over a dozen new courses and programmes, and many others have been reviewed and revised.

A flexible approach

Our students are busy professionals often juggling the commitments of work and home, so we offer part-time options where possible and try to schedule our courses sympathetically.

Experience

We have over 20 years' experience as a trusted provider of health and social care training and education in the south-east of England. Our teaching staff have both practical know-how and academic expertise.

Innovation

We are at the forefront of research and innovation in the field of health and social care, and this has fed into our teaching. Our virtual environment in Second Life enables social workers and trainees to further develop the skills to carry out home visits by deploying an avatar, a virtual being, in practice exercises. Our clinical skills laboratories replicate NHS wards, allowing trainee health professionals to get real hands-on experience.

The School has established the Centre for Research & Development, which offers a multidisciplinary approach to academic and applied research. Much of its work is for health and social services at both national and local levels. Members of the centre have gained a considerable reputation for high-quality work in the fields of primary care, public health, health promotion and clinical effectiveness. Also of importance is the work done in developing and supporting the educational needs of health and social services professionals in the current climate of change.

The School has also established three other centres: the Centre for Applied Social Research, the Centre for Nursing Research and Healthcare Research, and the Research Centre for Children, Schools and Families.

For further information on the School of Health & Social Care, visit www.gre.ac.uk/health.

Avery Hill Campus

The School is located on Southwood Site of the Avery Hill Campus. Facilities include Mary Seacole Building, the School's main base, and David Fussey Building, which has seven dedicated skills laboratories among its extensive facilities. A £15 million investment has brought teaching facilities, laboratories and staff offices. A social and dining area includes a gymnasium.

For further information on the Avery Hill Campus, visit www.gre.ac.uk/averyhill. Travel information is on page 7.

Medway Campus

A select number of the School's programmes are offered at the Medway Campus. The campus has benefited from £50 million in investment since 1996, which has brought new laboratories and research facilities as well as a magnificent learning resource centre, the Drill Hall Library. Social facilities include a bistro-style café and a pub.

For further information on the Medway Campus, visit www.gre.ac.uk/medway. Travel information is on page 7.

Senior staff

Professor Tom Barnes

Deputy Vice-Chancellor (Research & Enterprise)

Linda Burke

Dean of School
Health & Social Care

Denis Crapnell

Director of Enterprise & Health Service Liaison

Liz West

Director of Research

Veronica Habgood

Director of Learning & Quality

Morag Redfern

Head of Acute & Continuing Care

Karen Cleaver

Head of Family Care & Mental Health

Allan McNaught

Head of Health Development

Pam Maras

Head of Psychology & Counselling

Full contact details for the School's academic and support staff may be found in the staff directory on page 96.

What you need to know

Using this prospectus

This prospectus provides details of our continuing professional development courses and programmes (if you are not sure of the difference between these, see 'Key Terms').

Introduction

In this section, we will tell you about the application process and funding arrangements, as well as how to get to Avery Hill and Medway. (More information on our campuses, as well as on the University of Greenwich and the School of Health & Social Care, can be found in the previous section, 'Who we are and what we do'.)

Courses, diplomas and degrees

Courses in this prospectus are divided into six sections by areas of expertise; our programmes are arranged in subject areas.

Each entry describes the content and benefits of the programme or course, as well as who it's for. Where particular qualifications are required, we list these too. Most programme entries include a list of courses. Individual entries for many of these are in the Courses sections.

Our other courses and programmes

Details of our short courses and pre-registration and undergraduate programmes may be found in these prospectuses:

- Pre-Registration Midwifery and Nursing Prospectus 2012
- Foundation, Undergraduate and Postgraduate Prospectus 2012
- Short Course Prospectus.

PDF copies are posted online at www.gre.ac.uk/health. Copies of the Short Course Prospectus are also available from the Enquiry Unit on 020 8331 9000, or managers can obtain copies for their staff direct from the School.



Making your application

Programmes and courses normally begin in September and January each year, but a small number start in May. It is possible to register as a new student of the university at either point, but only for some programmes. The September start date is more common.

To apply for a course or programme, see the application form in the back of this prospectus. Please fill this out accurately and in full: errors and omissions may delay processing your application, which could lead to you losing a place.

You can also obtain a School of Health & Social Care application form from the university's Enquiry Unit.

University of Greenwich Enquiry Unit,
PO Box 61625, Southwood Site, Avery Hill Road,
Eltham SE9 2SY

Tel: 020 8331 9000
E-mail: courseinfo@gre.ac.uk

We strongly recommend that you submit your application as soon as possible, as many courses and programmes fill up quickly. Ideally, you should do so by the appropriate deadline (31 July for a September start; 15 November for a January start).

To find out more about a particular course or programme before applying, please contact the programme leader or course co-ordinator (or other named member of staff). You can find contact names under each entry; telephone and e-mail details are given in the staff directory at the rear of this publication.

Key terms

Programmes

A programme is a collection of courses leading to a specific university academic award. We provide the following awards within our continuing professional development framework:

- **Certificate of Higher Education**
120 credits, of which 90 must be at Level 4.
- **Diploma of Higher Education**
240 credits, of which 90 must be at Level 5 and at least 90 at Level 4.
- **Unclassified degree**
300 credits, of which 60 must be at Level 6.
- **Degree with honours**
360 credits, of which 90 must be at each of Levels 4, 5 and 6.
- **Master's degree**
180 credits, of which at least 150 must be at Level 7 and the remainder at Level 6.

Courses

Courses are the units that make up named programmes. Each course has a title describing its content. Core courses are compulsory; optional courses ('options') may be chosen from a list of courses that is specific to the programme. Many of the School's courses can also be studied separately as individual, stand-alone courses. Some can only be studied as separate courses and are not part of a programme.

Credits and levels

Once you successfully complete a course, you will be awarded credit points (10, 15, 20, 30, 45 or 60) at a specified level (Level 4, 5, 6 or 7). These indicate the academic attainment required for the course; Level 7, for example, indicates study at Master's level.

Courses are taught for an equivalent of 22 to 28 hours per 15 credits. The number of hours depends on the course.

Top-up programmes

A top-up programme enables you to 'top-up' your existing qualifications to a higher-level qualification. For instance, after successfully completing FdSc Assistant Healthcare Practitioner, you may undertake BSc Hons Health and Well-Being and top-up your foundation degree to an honours degree by entering the BSc programme in the third year. You may also be accepted on to a top-up programme with qualifications gained from another institution.

Associate students

Associate students attend courses as stand-alone courses rather than as part of a programme leading to an award (such as a BSc Hons). Credits gained as an associate student can form part of a programme of study and can then potentially be used towards an award-bearing programme.

For details of associate student programmes, see the 'Degrees and other programmes' section. The majority of courses in this prospectus can be studied as an associate student.

Associate students are entitled to the same privileges and access to resources as other part-time students of the university.

Accreditation of Prior Learning

'Accreditation' is the umbrella term for the formal recognition of previous learning. This learning may have been formally assessed (learning validated or accredited by another education institution) or may be derived from experience (it must be possible to demonstrate that this experience is equivalent to part of a programme of study).

Cancellation

We aim to run all courses advertised in this prospectus. On occasion, however, insufficient applications to a particular course may result in cancellation. We reserve the right to cancel courses with a minimum of two weeks' notice. In such cases, every effort will be made to provide alternatives. We will make decisions about course cancellations on or after 15 August for a September start and 1 December for a January start. However, you may still apply after these dates.

If you are a registered student, your circumstances change and you wish to withdraw before the start date, please notify the Office of Student Affairs at Avery Hill on 020 8331 8851.

If you are an associate student who wishes to withdraw, please contact us on 020 8331 8436. If you fail to notify the university of your intention to withdraw, we will charge you a fee.



Fees for academic session 2012–13

Fees for courses and programmes

There is no direct charge if you are employed by one of the following NHS trusts and have confirmation of your manager's support and a trust-authorized signatory. Payment will be via the university's health contract. Please contact your trust for details.

NHS London

Bromley Community Services
Guy's & St Thomas' NHS Foundation Trust
Kings Healthcare NHS Foundation Trust
Lewisham Health Care NHS Trust
Oxleas NHS Foundation Trust
South London & Maudsley NHS Foundation Trust
South London NHS Health Care Trust

Other NHS London trusts are able to commission courses from the University of Greenwich. Please check with your trust education lead.

NHS South of England

Dartford and Gravesham NHS Trust
East Kent Hospitals Foundation University NHS Trust
Kent and Medway NHS and Social Care Partnership Trust
Maidstone and Tunbridge Wells NHS Trust
Medway NHS Foundation Trust
Medway Community
Kent Community NHS Trust

Other NHS South of England trusts are able to commission courses from the University of Greenwich. Please contact your trust education lead.

Other trusts

Students who are employees of other NHS trusts and other health and social care organisations need to speak directly to their managers to ascertain whether they will receive financial support for studies at the University of Greenwich.

Self-funding students

Self-funding students and those not covered by the areas cited above should make payment at the start of the programme. We will advise you of fees when you apply.

Fees for other services

Credit rating

The School of Health & Social Care offers a credit rating service. This assesses the volume and level of academic credit that can be allocated to structured learning derived from formal courses or training programmes offered by organisations external to the university. This rigorous process, carried out on behalf of the external organisations themselves, ensures comparability with university-run courses.

The standard developmental and approval fees for a three-year period are given below. This includes an initial exploratory meeting and administration to support approval.

5 credits	£1,250
10 credits	£1,750
15 credits	£2,250
20 credits	£3,000
30 credits	£3,500
60 credits	£4,000

A fee of £75 per hour will be levied for course development support and guidance. A fee of £100 will be levied for each student for each course occurrence. This fee is payable at point of approval.

Organisations must notify Jenny Reeve in the university's Credit for Learning Centre of the number of students registered at the commencement of each course. If development time has accrued but the project does not proceed to approval, a fee will be levied to reflect the work undertaken.

Fees for charities may be negotiated on an individual basis.

Claim for Accreditation of Prior Learning

For information on the fees for making a claim for accreditation of prior learning, please contact Jenny Reeve.

Consultancy

The fee per day per member of academic staff is £650. Please contact heads of department for details. See www.gre.ac.uk/schools/health/departments.



How to find us

Please find general information below. For more detailed guides to the campuses, travel tips and timetables, visit www.gre.ac.uk/about/travel.

Avery Hill Campus

By road: at Junction 2 of the M25 take the A2 towards London or, if coming from London, take the A2 towards Dover. Exit the A2 at the Danson Interchange for Sidcup, Welling and Bexleyheath (A221). Drive through Blackfen on the A210 to the junction with Avery Hill Road, and at the traffic lights with the petrol station opposite, take the left filter lane into Avery Hill Road (B2214).

For Southwood Site, continue forward along Avery Hill Road. For Mansion Site, turn on to Reinickendorf Avenue and continue to the end. Parking is off to the right.

Pay and display parking charges apply at the campus.

By train: regular trains run to Eltham, Falconwood and New Eltham from Charing Cross, Waterloo East and London Bridge.

Mansion Site's nearest station is Falconwood, a 15-minute walk along Riefield Road. New Eltham, the nearest station to Southwood Site, is 20 minutes' walk away.

By bus: see www.tfl.gov.uk/buses for the latest information.



Medway Campus

By road: from London/the M25 take the A2 towards Dover. Just before the A2 becomes the M2 move into the left-hand lane to join the A289 to Gillingham. Follow signs to Gillingham. As you leave the Medway Tunnel, branch left and at the roundabout take the last exit marked 'universities'. Then follow signs to the campus.

From east Kent take the A2/M2 towards London. Exit at Junction 4 and take the A278 towards Gillingham (or follow anchor signs). Follow signs to Chatham Maritime/Medway Tunnel. Then follow signs to the campus.

Students studying at the Medway Campus may apply for a parking permit to park on site. Parking charges apply.

By train: there are frequent services to Chatham and Gillingham from Charing Cross, London Bridge, Cannon Street and Victoria stations. There are also services from Ramsgate and Dover.

By bus: there are a number of bus companies operating services in Medway. You can find links to these and timetables by visiting www.medway.gov.uk/transportandstreets/publictransport.aspx and clicking on the 'bus' link.

Getting around the campuses

To help students find classrooms and academic staff offices, all room numbers are prefixed. Prefixes are listed right. Please get to know these, particularly if you are based at Avery Hill, where it is possible turn up at the wrong site and be faced with a last-minute dash across the park!

The university switchboard, on 020 8331 8000, can put you through to either site.

Avery Hill Campus

Southwood Site

- G** Grey Building – classrooms and academic staff offices
- B** Bronte Building – classrooms and academic staff offices
- MS** Mary Seacole Building – classrooms and academic staff offices
- D** David Fussey Building – classrooms, skills laboratories and a sports hall.

Mansion Site

- T** Tower Building – classrooms on the second, third and fourth floors
- M** Mansion Main Building – classrooms
- R** Bird Sanctuary Building (between Mansion Main Building and Tower Building) – classrooms
- H** Honeycombe Building – classrooms.

Medway Campus

- N** Nelson Building – classrooms and academic staff offices.

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KEY – DEGREES AND OTHER PROGRAMMES
MTHS – months YRS – years F/T – full-time P/T – part-time

Section 1

Acute and Continuing Care

Acute Hospital Practice Development

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1389 **CREDITS** 30
CO-ORDINATOR Teresa McMahon

Who is this course for?

This course is primarily for Band 5 registered nurses working in the acute hospital setting.

What is it about?

Recent changes in government policy have resulted in a change of focus to increasing care in the community setting, resulting in an acute hospital population which is older, sicker and with a higher level of patient dependency (Woods et al, 2004, and Chellel et al, 2006).

Nurses working within the acute hospital must be highly skilled, knowledgeable practitioners who are able to respond quickly and appropriately to the changing needs of both this group of patients and their working environment.

Key themes within the course relate to clinical aspects of acute hospital care as well as the development of leadership, teamwork and daily ward management skills.

What will I get out of it?

This programme will give you the opportunity to reflect upon your own personal and professional development. It will also

enable you to expand upon your existing knowledge and skills.

TIMETABLE

Weeks 18–27: 9am–4pm, Tue

Advanced Scrub Practitioner

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1390 **CREDITS** 30
CO-ORDINATOR Wendy Emery

Who is this course for?

This course is for registered healthcare practitioners with a minimum of 12 months' scrub theatre experience who are currently employed in operating theatres for at least 20 hours a week. You should also have confirmation of vicarious liability and the support of a manager to undertake this role, plus support from a mentor and surgeon assessor.

You must have successfully completed, or be studying, the Perioperative Enhanced Practice course.

What is it about?

The course follows the guidelines set down by the Perioperative Care Collaborative in 2007. It builds on the Perioperative Enhanced Practice course and focuses on legal and professional issues, prepping and draping, retraction and exposure, suction and haemostasis, cutting of ligatures and sutures, male catheterisation and wound healing and dressings.

What will I get out of it?

You will develop knowledge underpinning existing skills and gain new skills, enabling you to perform the role of the advanced scrub practitioner within the operating department.

TIMETABLE

Weeks 18–27: 9am–4pm, Wed

Anaesthetic Practice

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1104 **CREDITS** 30
CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for registered healthcare professionals working in an anaesthetic or related clinical setting who have support from a clinical manager and a qualified mentor/assessor.

You must have successfully completed, or be studying, the Perioperative Enhanced Practice course and the Evidence-Based Practice course.

What is it about?

During this course, you will be given the opportunity to critically examine, synthesise and apply evidence-based knowledge and clinical skills to effective delivery and management of patient care within the anaesthetic setting.

The course will also provide you with opportunities to extend your knowledge in clinical decision-making processes and will enable you to recognise and manage professional and ethical issues relevant to patient care within the context of anaesthetic practice.

What will I get out of it?

The course will enable you to assume responsibility and accountability in the peri-anaesthetic care and management of patients.

TIMETABLE

Weeks 18–27: 9am–4pm, Wed



Brain, Behaviour and Health

LEVEL 6 CODE BIOL 0001 **CREDITS** 15 **CO-ORDINATOR** Pat Pass

Who is this course for?

This course is for healthcare practitioners who are interested in increasing their knowledge of the way cells communicate in the body and students who are interested in the study of health care.

What is it about?

The course consists of three separate strands which collectively represent cell communication in the body. The first strand is neuroscience, which focuses on neurotransmission and the role of neurotransmitters and receptors in behaviour and health. The second strand is genetics, particularly in relation to developments in genetics, disease and illness and the Human Genome Programme. The third strand is an examination of stress, specifically its neurophysiological underpinnings and its effect on health and disease.

What will I get out of it?

Focusing on neurophysiology and new genetics, you will gain an insight into the changing nature of health and disease, including prevention, treatment and screening.

TIMETABLE

Weeks 2–14: 11am–1pm, Wed

Caring for the Older Person

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1266 **CREDITS** 30 **CO-ORDINATOR** Rhona Meek

Who is this course for?

This course is for registered health and social care professionals working with older people.

What is it about?

Older people are the main users of health and social services. Latest figures reveal over 186,000 older people living in nursing homes in Britain, and every year more than one million older people become hospital in-patients. This figure is set to rise as the number of older people and treatment options for age-related conditions increase. This course addresses the complex health needs of community-dwelling older people and their care in acute, continuing and social care settings.

What will I get out of it?

This course will enable you to recognise the changes associated with normal ageing and the increased incidence of age-related conditions. It will expand your specialist knowledge about the holistic needs of elderly clients, helping you to provide care that will not only prolong lives but also give clients' lives meaning, comfort and quality.

TIMETABLE

Weeks 18–27: 9am–4pm, Thu

Chemotherapy Practice

LEVEL 6 PATHWAYS Acute Care and Planned Care **CODE** NURS 1235
CREDITS 30 **CO-ORDINATOR** Surinder Walia

Who is this course for?

This course is for healthcare professionals using chemotherapy.

What is it about?

You will learn to deliver chemotherapy treatment safely and competently and acquire the necessary skills to support the family and significant others during the period of care. The skills and knowledge that you develop will be patient-focused, holistic and evidence-based.

The course comprises two three-day sessions and a recall day.

What will I get out of it?

On completion of this course, you will be a qualified and competent chemotherapy administrator.

TIMETABLE

Weeks 17, 22: 9am–4pm, Mon–Wed

Week 26: 9am–4pm, Thu (recall day)

Clinical Moving and Handling: Preparation for Trainers

LEVEL 5 CODE OMED 1295 **CREDITS** 15
LEVEL 6 CODE OMED 1019 **CREDITS** 15
CO-ORDINATOR Libby Hamilton

Who is this course for?

This course is for healthcare professionals, allied healthcare professionals, healthcare assistants/support workers and other individuals who are working in a clinical setting or environment that requires clients to be assisted with movement and are responsible for moving and handling training.

You must have support from your manager and have completed a clinical moving and handling update within the last two years.

What is it about?

One moving and handling technique does not fit all clients. This course will take you beyond the fundamentals of safe people handling. You will be given an increased depth of theoretical knowledge and understanding of its practical application, which will prepare you to problem solve more complex client handling, deliver moving and handling training to colleagues, risk assess, monitor practice, and effect change in the workplace in relation to moving and handling.

What will I get out of it?

You will gain increased confidence and competence in your moving and handling practice and acquire the knowledge, skills and confidence to problem solve when the 'taught technique'

does not apply. You will be able to support colleagues in the workplace with their moving and handling practice and will gain the confidence and competence to fulfil the role of moving and handling trainer.

TIMETABLE

Weeks 18, 19, 21, 23, 25, 27: 9am–4pm, Tue

Community Practice Development

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1172 **CREDITS** 30 **CO-ORDINATOR** Alice Neave

Who is this course for?

This course is for qualified practitioners working in primary or community care settings who have support from a clinical manager and a qualified mentor/assessor.

What is it about?

The course builds on identification of potential and actual health issues within the community. The focus is on health promotion, and you will be given the opportunity to examine teamworking and leadership roles. The course draws on the broader healthcare issues and policy initiatives, and you will be encouraged to examine the wider issues within the NHS.

What will I get out of it?

You will acquire increased knowledge and skills to work proactively within your role.

TIMETABLE

Weeks 18–27: 9am–4pm, Tue

Diabetes – Care and Management

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1162 **CREDITS** 30 **CO-ORDINATOR** Dr Omo Ojo

Who is this course for?

This course is for qualified healthcare professionals who wish to develop their knowledge of the care and management of patients living with diabetes.

What is it about?

Diabetes is a long-term condition affecting 3% of adults in the UK and accounts for 9% of hospital costs. This course will provide you with the opportunity to develop specialist skills and evidence-based knowledge in the care and management of diabetes. It relies on key diabetes studies and research evidence to support and outline the clinical management of diabetes, including diabetic emergencies and diabetic-related complications.

The course draws on the National Service Framework for diabetes (2003) and the various NICE guidelines.

What will I get out of it?

You will acquire an in-depth knowledge and understanding of the pathophysiology and management of diabetes and will be given the skills to relate theoretical knowledge to clinical diabetic practice.

TIMETABLE

Weeks 2–12: 9am–4pm, Fri

Emergency Care Practice 1

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1391 **CREDITS** 15
CO-ORDINATOR Alison Cork

Who is this course for?

This course is for qualified practitioners working in emergency care settings who have support from a clinical manager and a qualified mentor/assessor.

You must also have completed, or be studying, the Evidence-Based Practice course.

What is it about?

On this course, you will examine emergency care practice and critically explore, synthesise and apply the scientific knowledge required for care. Effective practice requires practitioners to engage in clinical decision making through critical reasoning, supported by accurate application of evidence from a variety of sources.

The course draws on healthcare issues and policy initiatives, and you will be encouraged to examine wider issues in the NHS. It focuses on the most common clinical presentations and relates the pathophysiology to the patient presentation.

The course is delivered within the context of the Knowledge and Skills Framework (DoH, 2004) and the NHS Next Stage Review: A High Quality Workforce (DoH, 2008).

What will I get out of it?

You will acquire increased knowledge and skills in effectively managing the client in the emergency care environment.

TIMETABLE

Weeks 3–12: 1–4pm, Wed

Emergency Care Practice 2

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1392 **CREDITS** 30
CO-ORDINATOR Alison Cork

Who is this course for?

This course is for qualified practitioners working in an emergency care setting who have support from a clinical manager and a qualified mentor/assessor.

What is it about?

The provision of emergency care has been under scrutiny in recent years, and within this dynamic field there is a constant need for practitioners to consolidate, update and increase their knowledge and skills. Through this specialist course, you will develop your practice, underpinning it with theoretical knowledge based on contemporary evidence, in order to promote your clinical and academic development.

The course is delivered within the context of the Knowledge and Skills Framework (DoH, 2004) and the NHS Next Stage Review: A High Quality Workforce (DoH, 2008).

What will I get out of it?

You will acquire increased knowledge and skills to effectively manage the client in the emergency care environment. You will acquire leadership skills for providing an efficient service across multi-professional boundaries and gain the confidence and competence to meet the objectives of your professional role and organisation.

TIMETABLE

Weeks 18, 20, 22, 24, 26: 9am–4pm, Tue–Wed

Endoscopy Practice

LEVEL 6 PATHWAYS Acute Care and Planned Care **CODE** NURS 1393
CREDITS 30 **CO-ORDINATOR** Wendy Emery

Who is this course for?

This course is for registered healthcare professionals working in endoscopy or related clinical settings who have support from a clinical manager and a qualified mentor/assessor.

You must have successfully completed, or be studying, the Perioperative Enhanced Practice course and the Evidence-Based Practice course.

What is it about?

This course will give you the opportunity to critically examine, synthesise and apply evidence-based knowledge and clinical skills required for effective delivery and management of patient care within the endoscopy setting.

The course will also provide you with opportunities to extend your knowledge in clinical decision-making processes and will enable you to recognise and manage professional and ethical issues relevant to patient care within the context of endoscopy practice.

What will I get out of it?

This course will enable you to assume responsibility and accountability in the care and management of patients undergoing endoscopic procedures.

TIMETABLE

Weeks 18–27: 9am–4pm, Wed

Enhanced Clinical Assessment Skills

LEVEL 6 PATHWAY Planned Care **CODE** OMED 1138 **CREDITS** 30

LEVEL 7 PATHWAY Planned Care **CODE** NURS 1269 **CREDITS** 30

CO-ORDINATOR Irena Chojnacka (Acting)

Who is this course for?

This course is for registered practitioners working in a clinical practice setting that requires them to use advanced assessment skills in the delivery of patient care.

You must also have support from your clinical manager and an appropriately qualified clinical mentor in your practice area.

What is it about?

The need for nurses and other registered practitioners to develop advanced clinical assessment skills has been under scrutiny in recent years, and within this dynamic field there is a constant need for practitioners to consolidate, update and increase their knowledge and skills. Through this specialist course, you will develop your clinical assessment skills, underpinning these with theoretical knowledge based on contemporary evidence, in order to promote your clinical and academic development.

We offer two opportunities to study this course during the academic year. Both include a formative clinical assessment through an OSCE.

What will I get out of it?

You will acquire increased knowledge and skills to effectively perform advanced clinical assessment. You will gain the confidence and competence to meet the objectives of your professional role and organisation.

TIMETABLE

Occurrence 1

Weeks 2–10: 9am–4pm, Thu

Week 12: 9am–4pm, Thu (OSCE)

Occurrence 2

Weeks 18–27: 9am–4pm, Thu

Week 31: 9am–4pm, Thu (OSCE)



Evidence-Based Practice

LEVEL 6 CODE NURS 1388 **CREDITS** 15 **CO-ORDINATOR** Julie Payne

Who is this course for?

This course is for registered practitioners who are required to deliver care based on contemporary scientific evidence. It can be taken as a stand-alone course but is also a core course for students studying the BSc Hons Professional Practice in Health and Social Care programme.

What is it about?

The course will enable you to examine the nature of evidence-based practice and will give you the opportunity to search for and retrieve literature. Through a systematic approach, it will ensure that you are able to critically examine and synthesise scientific knowledge applied to your professional practice.

We offer two opportunities to study this course during the academic year. Both are studied by blended learning, a combination of e-learning delivered via the Internet and traditional classroom-based study.

What will I get out of it?

The course will develop your literature-searching skills and your ability to critique evidence and apply it to your own practice area. It also develops your academic skills.

TIMETABLE

Occurrence 1

Weeks 3–12: 9am–12 noon

Students undertaking a clinical course

Week 3: Wed (attendance at university)

Weeks 5 and 8: Wed (classroom-based)

Weeks 4, 6, 7, 9, 10–12 (e-learning)

Other students

Week 3: Wed (attendance at university)

Weeks 5 and 8: Tue (classroom-based)

Weeks 4, 6, 7, 9, 10–12 (e-learning)

Occurrence 2

Weeks 32–41: 9am–12 noon

All students

Weeks 32, 34, 37: Wed (classroom-based)

Weeks 33, 35, 36, 38, 39–41 (e-learning)

NB An online version of this course may also be available.

Infection Control for Clinical Practice

LEVEL 6 PATHWAYS Acute Care and Planned Care **CODE** NURS 1241
CREDITS 30 **CO-ORDINATOR** Julie Bowden

Who is this course for?

This course is for qualified healthcare professionals working in clinical practice or with a remit in infection control in hospitals, primary care or private healthcare settings.

What is it about?

The course examines all aspects of infection and infection control, one of the greatest challenges to modern healthcare services. Infection has physical, social, emotional and psychological implications for patients, and economic, legislative and political implications for healthcare providers.

The course has been developed in partnership with specialist infection control clinicians from acute and primary care. It includes a visit to Tunbridge Wells Hospital, Pembury, the first acute NHS hospital to contain entirely single-room accommodation.

What will I get out of it?

You will examine the theory and practice of infection control in your own workplace and acquire knowledge and skills to ensure that good practice is maintained and improved.

TIMETABLE

Weeks 4, 5, 6, 8: 9am–4pm, Fri

Weeks 4, 8, 10, 12, 25, 26: 9am–4pm, Thu (includes hospital visit in Week 12)

Intensive Care Practice

LEVEL 6 PATHWAY Acute Care **CODE** NURS 0447 **CREDITS** 30
CO-ORDINATOR Deborah Dorsett

Who is this course for?

This course is for registered healthcare practitioners working in an intensive care unit accepting Level 3 patients. You should have a year's experience in intensive care as well as the support of your clinical manager. You must have a mentor/assessor in the clinical area.

You must have successfully completed, or be studying, the Evidence-Based Practice course and the Pathophysiology in Critical Care course.

What is it about?

Critical care services are an essential part of some patients' care pathway. Quality services can only be delivered by a skilled and dynamic workforce that is responsive to new ways of working and has quality at the heart of its practice. With health care becoming more complex, with a broader range of interventions, the need for high-quality education and training is essential (DoH, 2008).

This course will build on your existing knowledge, skills and experience to develop practice based on sound theoretical knowledge and contemporary evidence.

What will I get out of it?

You will gain increased competence and confidence in effectively managing the patient in a critical care environment.

TIMETABLE

Weeks 18–27: 9am–4pm, Thu

Leadership through Action Learning

LEVEL 6 CODE BUSI 1406 **CREDITS** 15
LEVEL 7 CODE BUSI 1407 **CREDITS** 15
CO-ORDINATOR Surinder Walia

Who is this course for?

This course is for registered practitioners working within leadership roles in clinical practice. You must have support from your managers.

What is it about?

This course will extend your knowledge and skills in contemporary leadership approaches in order to enhance your personal leadership qualities and use action learning as a vehicle to explore, reflect and make adjustments to your own practice.

The leadership components which inform this course have been developed from the recent DoH document *Inspiring Leaders: Leadership for Quality* (2009) and incorporate the earlier NHS Leadership and Quality Framework (NHS, 2003). You will examine and analyse selected approaches to leadership within health and social care, and reflect on successes and challenges while making ongoing adjustments to your leadership style.

You are required to attend a two-day development workshop, followed by six Action Learning Set Days.

What will I get out of it?

You will be able to contribute to organisational practice developments through effective leadership and be able to evaluate the impact of national and local agendas on your ability to undertake the leadership role.

TIMETABLE

Week 2: 9am–5pm, Mon–Tue (development workshops)

Weeks 5, 7, 10, 12, 18, 21, 26: 9am–1pm, days vary (Action Learning Set Days)

Leg Ulcers: Contemporary Approaches to Management

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1183 **CREDITS** 30 **CO-ORDINATOR** Ann Dalton O'Connor

Who is this course for?

This course is for qualified healthcare practitioners who wish to develop their knowledge of the care and management of patients with leg ulcers, whom they must be caring for on a regular basis. You must be working in a relevant area where patients present with leg ulcers and have the support of your manager and a qualified mentor/assessor.

What is it about?

Leg ulcers are a common and debilitating condition with major physical, emotional and social implications for patients. Healthcare practitioners play a key role in ensuring these patients receive optimal holistic management.

The course will enable you to further develop your evidence-based knowledge and clinical expertise in delivering and managing leg ulcer care. You will be given the opportunity to review current research related to your own practice, instigate changes if appropriate and examine the quality of service. You will require supervised practice to assess your clinical competence.

What will I get out of it?

You will gain increased knowledge and skills in effectively managing leg ulcer patients.

TIMETABLE

Weeks 2, 4, 11: 9am–4pm, Tue–Wed
Weeks 3, 6, 8, 9: 9am–4pm, Tue



Long-Term Conditions: Care

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1394 **CREDITS** 15 **CO-ORDINATOR** Alice Neave

Long-Term Conditions: Management

LEVEL 7 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1268 **CREDITS** 30 **CO-ORDINATOR** Alice Neave

Who is this course for?

These courses are for registered practitioners working in a clinical practice setting that requires them to manage or care for people living with a long-term condition.

What is it about?

It is estimated that 69% of the primary and acute care budget in England is spent on the treatment and care of those with long-term conditions. Nurses have a key role to play in the management and support of these patients.

These courses will build on the Evidence-Based Practice course and will enable you to critically examine the management of long-term conditions with a proactive approach. They will develop your skills for working with patients and other organisations to meet the diverse needs of this group of people.

What will I get out of it?

You will gain increased skills and knowledge to manage or care for people living with a long-term condition.

TIMETABLE

Long-Term Conditions: Care (Level 6)
Weeks 2, 4, 7, 10, 12: 9am–4pm, Fri

Long-Term Conditions: Management (Level 7)
Weeks 2–10, 12: 9am–4pm, Fri

Minor Illness

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1366 **CREDITS** 30
CO-ORDINATOR TBC

Who is this course for?

This course is aimed at practitioners working in a semi-autonomous role treating patients with minor illness. It is ideal for junior emergency nurse practitioners, practice nurses or senior emergency department nurses.

Paramedics are welcome to apply; however, they must complete a practice assessment document (with the assistance of a mentor) in order to pass the course.

What is it about?

Experienced healthcare professionals are increasingly being required to develop autonomous skills to meet the requirements of both patient and provider. This course will equip you with the skills to assess, diagnose, treat and refer as appropriate patients presenting with minor medical problems.

You will cover all aspects of minor illness management and practicing at an advanced level. You will develop the skills and knowledge to autonomously manage the client presenting with a minor illness.

What will I get out of it?

You will be given the opportunity to examine the theory and practice of minor illness management in your own workplace and will investigate how good practice can be developed and maintained.

TIMETABLE

Weeks 25–37: 9am–4pm, Tue

Minor Injuries

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1192 **CREDITS** 30
CO-ORDINATOR TBC

Who is this course for?

This course is for junior emergency nurse practitioners as well as nurses in primary care, walk-in centres and the prison service. It is also for those working in an autonomous role with this client group who wish to acquire specialist skills and knowledge for assessment, diagnosis and treatment of clients with minor injuries in the acute phase.

Paramedics are welcome to apply; however, they must complete a practice assessment document (with the assistance of a mentor) in order to pass the course.

What is it about?

With the agenda in minor injury care continually shifting, nurses have to equip themselves to rise to the challenge that this brings. The course covers all aspects of minor injury management and practicing at an advanced level. It will enable you to develop the skills and knowledge to autonomously manage the client presenting with a minor illness.

What will I get out of it?

You will be given the opportunity to examine the theory and practice of minor injury management in your own workplace and will investigate how good practice can be developed and maintained.

TIMETABLE

Weeks 4–13: 9am–4pm, Tue

Older People in Society

LEVEL 6 PATHWAY Planned Care **CODE** NURS 1265 **CREDITS** 30
CO-ORDINATOR Rhona Meek

Who is this course for?

This course is for registered health and social care professionals working with older people.

What is it about?

Britain is experiencing a demographic transition, with a rise in the number and proportions of older people and growing elderly ethnic populations. Though many older people continue to experience good health and independent lives, studies highlight differing attitudes towards this older population. Discrimination results in many older people enduring narrowed horizons and the denial of a fair share of health and social resources. This course explores the impact of society's attitudes towards ageing and older people.

What will I get out of it?

The course will increase your appreciation of the impact of personal and societal attitudes towards ageing and older people. It will enable you to empower older people and act as their advocate within your professional role.

TIMETABLE

Weeks 2–11: 9am–4pm, Mon

Operating Theatre Practice

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1103 **CREDITS** 30
CO-ORDINATOR Wendy Emery

Who is this course for?

This course is for qualified healthcare professionals working in an operating theatre setting. You must have the support of a clinical manager and a qualified mentor/assessor.

You must have successfully completed, or be studying, the Perioperative Enhanced Practice course and the Evidence-Based Practice course.

What is it about?

The course will give you the opportunity to critically examine, synthesise and apply evidence, knowledge and skills required for care delivery and management of patients undergoing surgery within the operating theatre setting.

The course will also provide you with opportunities to extend your knowledge in clinical decision-making processes and will enable you to recognise and manage professional and ethical issues relevant to patient care within the context of operating theatre practice.

What will I get out of it?

The course will enable you to assume increased responsibility and accountability in the care and management of patients undergoing surgical procedures within an operating theatre setting.

TIMETABLE

Weeks 18–27: 9am–4pm, Wed

Overseas Nurses Programme (Adult Nursing)

LEVEL 5 CODE NURS 1386 **CREDITS** 30

LEVEL 6 CODE NURS 1387 **CREDITS** 30

CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for nurses qualified in countries outside the EU and the EEA, and for nurses qualified in countries within the EU and the EEA who must meet training requirements for registration in the UK.

All applicants for this course must meet Nursing and Midwifery Council and UK Border Agency requirements and must be nominated by a healthcare organisation that can offer relevant clinical experience.

What is it about?

This course enables you to become fully conversant with current UK nursing practices. It provides a safe environment where you will be encouraged to take an active part in the learning process, continue to develop and utilise self-awareness, and explore shared beliefs, attitudes and knowledge.

You will have the opportunity to reflect on your practice and use contemporary evidence-based information to inform and rationalise clinical judgements and apply the clinical skills required when caring for patients. The shared learning will enable you to draw on your overseas experience and identify good practice to complement the quality of care you give to patients.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

The course enables you to develop confidence in practice and contribute to interprofessional teamworking in today's challenging and diverse healthcare system.

TIMETABLE

Occurrence 1

Weeks 3, 5, 7, 9: 9am–4pm, Mon–Fri

Occurrence 2

Weeks: Term 3 (dates TBA), 9am–4pm, Mon–Fri

Pain Management

LEVEL 6 PATHWAY Planned Care **CODE** NURS 1146 **CREDITS** 15

CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for registered healthcare professionals working in an acute or primary care clinical setting that provides exposure to patients with acute and/or chronic pain.

What is it about?

The course will give you the opportunity to develop your knowledge and understanding of pain as a multidimensional concept and the ethical issues surrounding pain and its treatment. You will reflect on your practice and utilise contemporary evidence-based information to inform and rationalise clinical judgements in relation to the multimodal approaches of pain management.

The course is delivered by e-learning, via the Internet. You must have access to this. The course includes an optional introductory session to Moodle, held at the university.

What will I get out of it?

This course will enable you to proactively assess and manage patients' pain and communicate timely referrals to specialist practitioners.

TIMETABLE

Weeks 18: 9am–12 noon, Tue (introduction)

Weeks 19–27: (e-learning)



Paramedic Practice Educator



LEVEL 5 CODE NURS 1404 **CREDITS** 15

LEVEL 6 CODE NURS 1405 **CREDITS** 15

CO-ORDINATOR David Kerr

Who is this course for?

This course is for paramedics registered with the Health Professions Council (HPC) who wish to undertake the role of a paramedic practice educator.

You may undertake Level 5 as a discrete course or as an option course on the FdSc Paramedic Studies programme. Level 6 may also be studied separately, or as part of BSc Hons Professional Practice in Health and Social Care (Pre-Hospital Care).

You must have the support and be nominated by a healthcare organisation that can offer relevant practice placement experience.

What is it about?

This course addresses the competencies of a practice placement educator detailed in the HPC Standards of Education and Training (HPC, 2009) and the College of Paramedics Paramedic Curriculum Guidance and Competence Framework (COP, 2008).

You will undertake three one-day modules, where you will be encouraged to take an active part in the learning processes and activities. Day 1 includes practice assessment documentation, roles and responsibilities of the practice educator, portfolio development and models of reflection. Day 2 includes learning styles, managing the learning process and the practice learning environment. Day 3 includes assessment of learning, including the challenging and failing student.

You will undertake and complete a portfolio of evidence, which will include mentoring student paramedics in practice.

You will have a choice of three dates for each module day.

What will I get out of it?

The course will enable you to acquire the knowledge and skills required to undertake the role of a paramedic practice educator in practice.

TIMETABLE

Module Day 1

Week 19: 9am–4pm, Tue or Thu

Week 22: 9am–4pm, Thu

Module Day 2

Weeks 25: 9am–4pm, Fri

Weeks 26: 9am–4pm, Fri

Weeks 29: 9am–4pm, Tue

Module Day 3

Weeks 29: 9am–4pm, Wed

Weeks 30: 9am–4pm, Tue or Wed



Pathophysiology in Critical Care

LEVEL 6 PATHWAY Acute Care **CODE** ANAT 1067 **CREDITS** 15

CO-ORDINATOR Terry Ferns

Who is this course for?

This course is for qualified healthcare professionals working in critical care settings who have support from a clinical manager and a qualified mentor/assessor.

You must also have completed, or be studying, the Evidence-Based Practice course.

What is it about?

The course will develop your ability to interpret complex clinical data in order to assess and manage patients effectively. You will be able to appreciate contemporary scientific knowledge relating to the impact, assessment and clinical presentation of altered or potentially altered pathophysiology relating to common life-threatening disorders encountered in clinical practice.

What will I get out of it?

You will acquire the knowledge and skills required to interpret and conceptualise complex clinical data and critique contemporary scientific literature. You will gain confidence and competence in meeting the objectives of your professional role and the role of your organisation.

TIMETABLE

Weeks 3–12: 1–4pm, Wed

Perioperative Enhanced Practice

LEVEL 6 PATHWAY Planned Care **CODE** NURS 1395 **CREDITS** 15
CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for registered healthcare professionals with a minimum of six months' experience working in anaesthetic, operating theatre, endoscopy, post-anaesthetic recovery or related settings. You must have completed, or be studying, the Evidence-Based Practice course.

What is it about?

This course will enable you to develop evidence-based knowledge to inform clinical decisions for effective delivery and management of patient care within the perioperative setting. You will also take part in simulation exercises and debates in dealing with the changing needs of patients. These will also develop your communication, team-working and leadership skills in managing clinical situations to ensure patient safety.

What will I get out of it?

You will be able to assess, optimise and maintain patients' physiological health status and emotional well-being within the perioperative setting and communicate timely referrals to specialist healthcare professionals.

TIMETABLE

Week 3: 9am–4am, Mon–Tue
Week 7: 9am–4am, Mon–Tue
Week 10: 9am–4am, Tue

Post-Anaesthetic Recovery Practice

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1396 **CREDITS** 30
CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for registered healthcare professionals working in a post-anaesthetic recovery or related clinical setting who have the support of a clinical manager and a qualified mentor/assessor.

You must have successfully completed, or be studying, the Perioperative Enhanced Practice course and the Evidence-Based Practice course.

What is it about?

During this course, you will be given the opportunity to critically examine, synthesise and apply evidence-based knowledge and clinical skills required for effective delivery and management of patient care within the post-anaesthetic recovery setting.

The course will also provide you with opportunities to extend your knowledge in clinical decision-making processes and will

enable you to recognise and manage professional and ethical issues relevant to patient care within the context of post-anaesthetic recovery practice.

The course is delivered by e-learning, via the Internet. You must have access to this.

What will I get out of it?

This course will enable you to assume increased responsibility and accountability for the post-anaesthetic recovery care and management of patients following anaesthetic/surgery from admission to transfer/discharge.

TIMETABLE

Weeks 18–27: (e-learning)

Practice Teacher

For details of this course, see page 71.

Prescribing from the Nurse Prescribers' Formulary (V150)

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1375 **CREDITS** 30 **CO-ORDINATORS** Alice Neave/Irena Chojnacka

Who is this course for?

This course is for registered practitioners with a minimum of two years' experience who are working in an area of clinical need in which prescribing from the nurse prescribers' formulary will improve the care and service delivery for patients. You must have the support of your employer and be supervised by a mentor who is currently prescribing.

What is it about?

The course prepares you for therapeutic relationships with patients, enabling you to develop effective consultation and assessment skills for the role of prescribing. Your knowledge of the effects of drugs will be developed to ensure safe and effective prescribing practice. The course draws on the requirements of legislation, codes and policies for professional competence.

What will I get out of it?

You will have the knowledge and skills to prescribe from the Nurse Prescribers' Formulary (V150) qualification, which is recordable with the Nursing and Midwifery Council.

TIMETABLE

Weeks (TBA): 9am–4pm, Mon–Tue

Respiratory Care

LEVEL 6 PATHWAYS Long-Term Conditions and Planned Care
CODE NURS 1194 **CREDITS** 30 **CO-ORDINATOR** Rona Dury

Who is this course for?

This course is designed for qualified staff working in a health environment who currently manage patients with respiratory conditions.

What is it about?

According to the British Thoracic Society in 2006, respiratory disease has overtaken ischaemic heart disease as the major cause of death in the UK, killing one in five people. It is also a major cause of morbidity and costs NHS Primary & Secondary Care more than many other diseases.

The course examines all aspects of the management of respiratory care in the primary and secondary health sectors.

What will I get out of it?

You will build upon your existing knowledge and skills related to respiratory care via a range of teaching and participatory learning.

TIMETABLE

Weeks 4–13: 9am–4pm, Wed

Return to Paramedic Practice



SUBJECT TO APPROVAL

LEVEL 5 CODE TBA **CREDITS** 15

LEVEL 6 CODE TBA **CREDITS** 15

CO-ORDINATOR David Kerr

Who is this course for?

This course is for qualified paramedics whose registration with the Health Professions Council (HPC) has lapsed following a career break of two or more years. You must be nominated by a healthcare organisation that can offer relevant clinical practice placement.

What is it about?

The course will enable you to reflect on your own practice, thereby identifying your individual professional development needs. You will be able to utilise contemporary evidence-based information to inform and rationalise your clinical judgements and apply the clinical skills required when caring for patients. The course will give you self-confidence in re-entering paramedic practice and engender lifelong learning, thus ensuring you maintain your professional competence.

The course involves formal study, including a mixture of self-directed e-learning, lectures and practical skills simulation workshops and assessments. This culminates in a period of supervised practice with a paramedic practice educator.

What will I get out of it?

You will gain self-confidence and contribute to multi-professional team working in today's challenging and diverse healthcare system. You will also be eligible for re-admission to the HPC register.

TIMETABLE

Weeks: (dates and times TBA)

SUBJECT TO APPROVAL

The approval process ensures that courses meet the specific needs of participants. Please follow the standard application procedure.

Return to Practice for Nurses

LEVEL 5 CODE NURS 1362 **CREDITS** 30

LEVEL 6 CODE NURS 1363 **CREDITS** 30

CO-ORDINATOR Geeta Hardath

Who is this course for?

This course is for qualified nurses whose registration with the Nursing and Midwifery Council has lapsed following a career break of three years or more or for qualified nurses who have not met the PREP (practice) standard of completing the minimum of 450 hours of practice during the three years prior to renewal of registration. You must be nominated by a healthcare organisation that can offer relevant clinical experience.

What is it about?

The course will enable you to reflect on your own practice, thereby identifying your individual professional development needs. You will be able to utilise contemporary evidence-based information to inform and rationalise your clinical judgements and apply the clinical skills required when caring for patients. The supporting mechanisms in place will enable individuals to gain self-confidence in re-entering practice and engender lifelong learning, thus ensuring professional competence is maintained.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

You will gain self-confidence and contribute to interprofessional team working in today's challenging and diverse healthcare system.

TIMETABLE

Occurrence 1

Weeks 19, 23, 25: 10am–3pm, Mon–Fri

Occurrence 2

Weeks 19, 22, 24: 10am–3pm (days TBA)

This course is also suitable for health visitors. For further information, please contact Nicky Cocklin.

Stroke – Hyper-Acute Stroke Care and Management



LEVEL 6 PATHWAY Acute Care **CODE** NURS 1400 **CREDITS** 30
LEVEL 7 PATHWAY Acute Care **CODE** NURS 1401 **CREDITS** 30
CO-ORDINATOR Joanne Brooke

Who is this course for?

This course is for registered nurses who are working on a hyper-acute stroke unit or a unit where acute stroke care is provided. Both new and existing staff on acute stroke units will benefit from this course.

What is it about?

This course will develop the knowledge and skills you will require for the care and management of stroke patients, both for the individual patient and for a strategic overview of the current services provided. Stroke care and management have undergone dramatic changes in the past decade, and this course will prepare you for your role in stroke care by utilising a systematic approach to the evaluation and management of the stroke patient.

What will I get out of it?

You will gain the knowledge and skills required for the care and management of stroke patients.

TIMETABLE

Weeks 3–10: 9am–4pm, Tue
Weeks 19–20: 9am–4pm, Tue



Surgical Care Practitioner 1

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1193 **CREDITS** 30
LEVEL 7 PATHWAY Acute Care **CODE** NURS 1403 **CREDITS** 30
CO-ORDINATOR Wendy Emery

Who is this course for?

The first part of Surgical Care Practitioner: Clinical Practice is for registered healthcare practitioners who have a minimum of 12 months' scrub theatre experience and the support of a manager mentor and surgeon assessor. You should also have confirmation of vicarious liability and be working towards becoming, or should already be employed as, a surgical care practitioner.

What is it about?

This course will develop the knowledge and skills you will require to assist the surgeon, both in the operating theatre and in the wider surgical environment. The first part will provide you with the knowledge and skills for assisting during surgery, including incisions, suturing and male catheterisation, and for expanding your practice in the wider environment.

The course follows the content identified in Appendices 3 and 4 of the National Curriculum Framework for the Surgical Care Practitioner (DoH, 2006) for working towards recognition as a qualified surgical care practitioner.

The course is delivered by blended learning, a combination of e-learning and traditional classroom-based study.

What will I get out of it?

You will gain the knowledge and skills required to perform the role of surgical care practitioner in healthcare organisations.

TIMETABLE

Week 4: 9am–4pm, Mon–Wed
Week 11: 9am–4pm, Mon–Tue

Surgical Care Practitioner 2

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1198 **CREDITS** 30
LEVEL 7 PATHWAY Acute Care **CODE** NURS 1402 **CREDITS** 30
CO-ORDINATOR Wendy Emery

Who is this course for?

The second part of Surgical Care Practitioner: Clinical Practice is for registered healthcare practitioners who have a minimum of 12 months' scrub theatre experience and the support of a manager mentor and surgeon assessor. You should also have confirmation of vicarious liability and be working towards becoming, or should already be employed as, a surgical care practitioner.

What is it about?

The second part of this course will further develop your knowledge and skills for assisting during surgery, but the main focus is on preparation and the post-operative follow-up in clinics and wards; this includes history taking and examination, interpretation of investigations and consent.

The course is delivered by blended learning, a combination of e-learning and traditional classroom-based study.

What will I get out of it?

You will gain the knowledge and skills required to perform the role of surgical care practitioner in healthcare organisations.

TIMETABLE

Week 19: 9am–4pm, Mon–Wed

Week 26: 9am–4pm, Mon–Tue

Trauma Care

LEVEL 6 PATHWAY Acute Care **CODE** NURS 0203 **CREDITS** 15
CO-ORDINATOR Kay Dark

Who is this course for?

This course is for qualified healthcare professionals working in the pre-hospital emergency arena. You must have the support of your clinical manager. Both new and existing staff in the emergency department or ambulance service will benefit from this course.

What is it about?

Worldwide, trauma has been identified as the third largest cause of premature death. It is the commonest cause of death in people under 45 years of age (Price et al, 2003).

The impetus to improve patient care requires all healthcare professionals to develop the knowledge and skills required to meet the objectives of their organisation and their own professional role. This course will prepare you for your role in trauma care by utilising a systematic approach to the evaluation and management of the trauma patient.

What will I get out of it?

You will enhance your skills and knowledge by reviewing the current theory and practice of trauma management.

TIMETABLE

Week 11: 9am–4.30pm, Mon–Thu

Week 18: 9am–4.30pm, Thu

Wound Care: Principles of Management

LEVEL 6 PATHWAY Planned Care **CODE** NURS 0202 **CREDITS** 15
CO-ORDINATOR Ann Dalton-O'Connor

Who is this course for?

This course is for qualified healthcare practitioners who wish to develop their knowledge of wound care.

What is it about?

Major advances in recent years have led to a complex range of wound management options. A critical understanding of wound



care and the ability to use contemporary evidence are essential for providing patients with the best care. This course focuses on assessment, management and evaluation of wound care.

What will I get out of it?

You will gain increased knowledge and skills in effectively managing patients with wounds.

TIMETABLE

Weeks 18–20, 23, 24: 9am–4pm, Tue

12-Lead Electrocardiogram Interpretation

LEVEL 6 PATHWAY Acute Care **CODE** NURS 1367 **CREDITS** 15
CO-ORDINATOR Graham Harris

Who is this course for?

This course is for registered healthcare professionals in the hospital and pre-hospital setting who are familiar with the process of cardiac monitoring and have some knowledge of 12-lead ECGs.

You can access this course either as a student of the Associate Student Health and Social Care programme or by undertaking the Pre-Hospital Care route of the BSc Hons Professional Practice in Health and Social Care programme.

What is it about?

Interpretation of 12-lead ECGs has become an integral tool in the medical environment, aiding the professional's ability to make effective clinical decisions for patients. You will develop an underpinning knowledge of 12-lead ECG interpretation to enhance your skills and knowledge used in practice.

What will I get out of it?

You will be taught to accurately record 12-lead ECGs and develop a systematic methodology for their interpretation and review. You will acquire the skills and knowledge required to critically analyse the significance of dysrhythmias and their influence on the patient journey.

TIMETABLE

Weeks 18–27: 1–4pm, Wed



Section 2

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Academic Skills and Professional Studies

Academic Preparation

LEVEL 5 **CODE** OMED 0103 **CREDITS** 15 **CO-ORDINATOR** Lynne Jump

Who is this course for?

This course is for qualified healthcare professionals who are embarking on undergraduate study and have not studied for some time. It provides a very useful induction experience for anyone wishing to top up a foundation degree to Level 6.

What is it about?

The course will prepare you for academic study in a higher education environment by providing you with the skills to systematically find, critically examine and synthesise research evidence and write successfully for academic purposes.

The course makes a direct link to the use of research evidence within professional practice and will develop your ability to examine and challenge everyday aspects of service delivery.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

The aim of this course is to give you the confidence to embark on undergraduate study at Levels 5 and 6 by developing the necessary academic skills.

TIMETABLE

Occurrence 1

Weeks 2–14: 5–7pm, Tue

Occurrence 2

Weeks 31, 32, 34, 35, 36, 38–42: 2–4pm, Mon

This course is for students with some experience of study in higher education; if you are intending to study for the first time at this level and have not studied for many years, please see Fundamentals of Academic Learning.

Applied Ethics for Health and Public Health

LEVEL 5 **CODE** NURS 0126 **CREDITS** 15 **CO-ORDINATOR** Nevin Mehmet

Who is this course for?

This course is for students undertaking pre-registration or undergraduate programmes in health, public health or nursing.

What is it about?

The course is aimed at developing students' understanding of key ethical and legal issues within health and public health.

What will I get out of it?

You will explore key ethical concepts and principles within health and public health and discuss the application of ethical theories and principles within different healthcare and public health contexts.

TIMETABLE

Weeks 2–14: 1–3pm, Tue

Contemporary Issues in Complementary and Alternative Medicine

LEVEL 5 CODE OMED 1282 **CREDITS** 15 **CO-ORDINATOR** Christine Stacey

Who is this course for?

This course is for healthcare students or practitioners who are working in, or anticipate working in, a health or well-being environment. You may be a practitioner of a complementary discipline or working alongside a CAM practitioner; alternatively, if you are considering employing a CAM practitioner, you may wish to evaluate the standards required.

What is it about?

As part of the course, you will critique and analyse the current political and socio-economic issues surrounding the use and abuse of complementary medicine, particularly in the UK, with specific reference to the professional identity of such disciplines. The course explores safe practice, which requires knowledge and understanding of the role and relationship between regulatory bodies and professional bodies, as well as an appreciation of the power and politics involved within health care.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

If you are a practitioner, you will gain the confidence to meet national standards and guidelines and the objectives of your profession. If you are in a position to work with practitioners, you will learn how to evaluate if they are safe and effective. You will also develop the recognition that it is important to understand the issues surrounding complementary medicine in the UK and the knowledge and professionalism to participate in such discussions.

TIMETABLE

Weeks 2–14: (e-learning)

Developing an Initial Portfolio for Practice

LEVEL 5 CODE OMED 1139 **CREDITS** 15

LEVEL 5 CODE OMED 1140 **CREDITS** 30

LEVEL 5 CODE OMED 1141 **CREDITS** 45

LEVEL 5 CODE OMED 1142 **CREDITS** 60

CO-ORDINATOR Anne Gill

Developing an Advanced Portfolio for Practice

LEVEL 6 CODE OMED 1143 **CREDITS** 15

LEVEL 6 CODE OMED 1144 **CREDITS** 30

CO-ORDINATOR Anne Gill

Who is this course for?

These courses are for health and social care practitioners who wish to develop a portfolio of evidence based on their prior and current learning experiences.

What is it about?

The University of Greenwich is committed to awarding credit to students for prior and current learning which has occurred during education activities or through experience at work or elsewhere. These courses acknowledge the value of work-based learning, as well as education and training activities, which are not formally assessed but inform current practice.

We offer two ways of studying this subject during the academic year. Occurrence 1 is delivered by e-learning, via the Internet; Occurrence 2 is delivered by blended learning, a combination of e-learning and traditional classroom-based study.

What will I get out of it?

You will be given the opportunity to reflect on your practice and gain credit for the above. You will find developing your portfolio will give you an insight into yourself and your practice. Our participants report that this is a truly developmental experience.

You will be able to prepare a claim for prior and current learning through the process of reflection on experience and by compiling a portfolio of evidence with the support and supervision of experienced tutorial staff. You are advised to contact the course co-ordinator or your programme leader before registering for this course.

TIMETABLE

Occurrence 1

Weeks 2–14: 1–3pm, Tue (e-learning)

Occurrence 2

Weeks 18–27, 31–34: 1–3pm, Tue (blended learning)

Employment-Based Learning

LEVEL 6 CODE OMED 1204 **CREDITS** 15 **CO-ORDINATORS** Anneyce Knight/Charlotte Jeavons

Who is this course for?

This course is for students on undergraduate programmes who are seeking employment, as well as those in employment who wish to enhance their career prospects.

What is it about?

The course will provide you with the opportunity to consolidate the knowledge gained throughout your programme of study within your chosen work setting in order to enhance your career prospects.

The course comprises six sessions over two terms with 35–40 hours of work experience.

What will I get out of it?

You will be able to critically reflect on your work experience and update skills such as CV writing and interview techniques in preparation for future employment. You will be able to critically examine how theoretical perspectives and government policies are implemented within a health or social care setting.

TIMETABLE

Weeks 18, 19, 20, 21, 22, 27: 9–11am, Tue

Ethics and Professional Values

LEVEL 7 CODE OMED 1169 **CREDITS** 15 **CO-ORDINATOR** Nevin Mehmet

Who is this course for?

This course is for health and social care professionals who wish to develop a critical understanding and analysis of professional and personal values within an ethical context.

What is it about?

This Master's-level course covers ethical concepts, theories and principles in relation to the work environment. You will examine the principle of autonomy and the rights of practitioners and the ways in which ethical theory relates to different aspects of the professional role.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will learn how to evaluate the influence of ethics and values on professional practice using critical ethical reflection.

TIMETABLE

Weeks 2–14: (e-learning)

Fundamentals of Academic Learning

LEVEL 4 CODE RESE 1065 **CREDITS** 15 **CO-ORDINATOR** Christine Stacey

Who is this course for?

This course is for anyone who is embarking on, or hoping to embark on, a university degree who has not previously studied at this level or who is returning to higher education after a break.

What is it about?

The course is about developing as an individual in order to be a successful student regardless of the discipline. Effective study requires you to engage in learning activities to enable you to fully participate in available educational opportunities.

We offer two opportunities to study this course during the academic year. Both can be studied either by e-learning, delivered via the Internet, or by blended learning, a combination of e-learning and traditional classroom-based study.

What will I get out of it?

You will learn to balance your individual learning and personal obligations so you can enjoy the learning process. You will also learn to structure your own personal needs in order to meet the requirements of an undergraduate programme and develop strategies to fully participate in educational opportunities.

TIMETABLE

Occurrence 1

Weeks 2–14: 2–4pm, Thu (blended learning)

Weeks 2–14: (e-learning)

Occurrence 2

Weeks 31–44: 2–4pm, Thu (blended learning)

Weeks 31–44: (e-learning)

This course is for students who are intending to study for the first time at this level and have not studied for many years; if you have some experience of study in higher education, please see Academic Preparation.

Health and Social Care and the Information Age

LEVEL 6 CODE COMP 1294 **CREDITS** 15 **CO-ORDINATOR** Anne Gill

Who is this course for?

This course is for health and social care practitioners and those working, or potentially working, in health, well-being and social care environments. Applicants should wish to develop an understanding of their information environment and should want to know how to manage and change it to improve their work environment.

What is it about?

The course will provide you with the opportunity to critically examine and analyse the use and management of information in health and social care. It analyses the information environment and identifies the information needs and requirements of clients and carers in the health and social care services and in the community.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will gain a deeper and broader understanding of the complexities of information and the effect of the information environment on client care.

TIMETABLE

Weeks 2–14: 9–11am (e-learning)

Health and Social Care Ethics

LEVEL 6 CODE OMED 0013 **CREDITS** 15 **CO-ORDINATOR** Nevin Mehmet

Who is this course for?

This course is for health and social care students and practitioners.

What is it about?

The course examines ethical and legal issues in health care, the complex demands of ethical health care, and the relationship and tensions between ethics and the law in the planning and delivery of health services.

We offer two opportunities to study this course during the academic year. Occurrence 1 is studied in the classroom; Occurrence 2 is delivered by e-learning, via the Internet.

What will I get out of it?

You will learn to explore the issues from different perspectives and consider the ethical and/or legal rationale for both your own views and the views of others.

TIMETABLE**Occurrence 1**

Weeks 2–14: 9–11am, Tue (classroom-based)

Occurrence 2

Weeks 18–27, 31–34: (e-learning)



Influences in Health and Social Care: Media Perspectives

LEVEL 6 CODE OMED 1149 **CREDITS** 15 **CO-ORDINATOR** Anne Gill

Who is this course for?

This course is for health and social care practitioners and those working, or potentially working, in health, well-being and social care environments who wish to extend their understanding of the media and how to influence the media agenda.

What is it about?

Care of individuals and communication with their relatives can be considerably affected by the influence of the media. This course examines media impact on the image and provision of health and social care. It aims to develop a critical understanding of the media and awareness of the implications of media attention on health and social care. All forms of media, from the tabloid press to the Internet, are examined. In addition, you will be challenged to consider your own personal and professional perspectives on the role of the media.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will develop an understanding of the media, what influences it and what it means for health and social care practitioners and their clients.

TIMETABLE

Weeks 18–27, 31: 9–11am (e-learning)

Influences of Mind-Body Relationships on Health

LEVEL 6 CODE OMED 0235 **CREDITS** 15

LEVEL 6 CODE OMED 1213 **CREDITS** 15

CO-ORDINATOR Christine Stacey

Who is this course for?

This course is for anyone who has an understanding of health and wants to develop his or her knowledge of the interaction between emotion and physiology and its impact on well-being. It is particularly pertinent to anyone in health and social care practice.

What is it about?

The course examines how the way we live influences how we feel and why this is reflected in our well-being.

This course can be studied in the classroom or by e-learning, via the Internet.

What will I get out of it?

You will gain knowledge and understanding of the interconnectedness of our internal control systems and how they are influenced by the environment in which we live. You will also develop the confidence to critically evaluate how the ways in which we live influence individual well-being.

TIMETABLE

OMED 0235

Weeks 18–27, 31–34: 11am–1pm, Wed (classroom-based)

OMED 1213

Weeks 18–27, 31–34: (e-learning)

Information Technology Skills for Health and Social Care Professionals

LEVEL 5 CODE COMP 1258 **CREDITS** 15 **CO-ORDINATOR** Anne Gill

Who is this course for?

This course is for health and social care practitioners and those working, or potentially working, in health, well-being and social care environments who wish to improve their computing and information technology skills and understanding.

What is it about?

It has been acknowledged that health and social care professionals have limited or no education in informatics, yet are increasingly expected to manage information (NHSIA, 2002).

Basic knowledge of information technology is essential to ensure health information management. On this course, you will acquire the basic computing skills required to produce documents and spreadsheets and to manage files, both locally and via e-mail. You will discuss data security and the use and management of data in health care.

This course can be studied in the classroom or by e-learning, via the Internet.

What will I get out of it?

You will gain confidence and become proficient in managing information.

TIMETABLE

Weeks 18–27, 31: 2–4pm, Thu (classroom-based)

Weeks 18–27, 31: (e-learning)

Introduction to the Theory of Communication for Therapeutic Purposes

LEVEL 5 CODE SOCW 1098 **CREDITS** 15 **CO-ORDINATOR** Christine Stacey

Who is this course for?

This course is for anyone who is working, or will be working, in a professional capacity with clients and/or patients in a health-related context.

What is it about?

The course introduces theories and models of effective communication and considers ways in which these may be used to facilitate client/patient/practitioner relationships.

Current trends in health care require effective participation from the service user, and this course will support the development of positive communication from initial to final contact.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will gain the confidence and skills to communicate effectively with service users, peers and other team members. You will acquire an understanding of the significance of effective communication and how this can enhance practice.

TIMETABLE

Weeks 18–27, 31–34: (e-learning)

Portfolio of Innovative Practice

LEVEL 7 CODE OMED 1167 **CREDITS** 15

LEVEL 7 CODE OMED 1168 **CREDITS** 30

CO-ORDINATOR Anne Gill

Who is this course for?

This course is for practitioners in health and social care who wish to develop a portfolio of evidence based on their prior and current learning experiences.

What is it about?

The University of Greenwich is committed to awarding credit to students for prior and current learning which has occurred during education activities or through experience at work or elsewhere. The course acknowledges the value of work-based learning, as well as education and training activities, which are not formally assessed but inform current practice.

You will critically reflect on your professional experience and use identified knowledge to produce a portfolio of evidence that demonstrates substantial learning, leadership potential and innovative practice.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will be given the opportunity to reflect on your practice and gain credit for the above. You will find developing your portfolio will give you an insight into yourself and your practice. Our participants report that this is a truly developmental experience.

You will be able to prepare a claim for prior and current learning through the process of reflection on experience and by compiling a portfolio of evidence with the support and supervision of experienced tutorial staff. You are advised to contact the course co-ordinator or your programme leader before registering for this course.

TIMETABLE

Weeks 18–27, 31–34: (e-learning)

Psychological Aspects of Health

LEVEL 5 CODE PSYC 1013 **CREDITS** 30 **CO-ORDINATOR** Dr Ben Bruneau

Who is this course for?

This course is for current undergraduate students at the School of Health & Social Care who wish to further explore the contribution that psychology makes to our understanding of health.

What is it about?

The course first reviews the concept of health and then explores common and established theories in psychology. Using research evidence, it looks at how these theories shape, promote and impact on our understanding of health. In so

doing, the course refers to abnormal psychological conditions, such as anxiety and depression, and the rationalised use of interventions that alleviate these conditions.

What will I get out of it?

You will develop an advanced knowledge of the usefulness of psychology in health and social care.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 5–7pm, Tue

Leadership and Management

Developing your Skills as a Leader



LEVEL 5 CODE TBA **CREDITS** 30 **CO-ORDINATOR** Jim Gritton

Who is this course for?

This course is open to those in team leadership positions, on either an acting or substantive basis, in health or social care organisations in the voluntary, statutory or independent sectors.

What is it about?

This practical, work-based course provides you with an opportunity to develop your leadership skills in health and social care. The course will challenge your assumptions about leadership and will help you to discover what it takes to successfully lead and motivate individuals and teams in a complex health and social care organisation.

Leadership theory will be explored and applied in a critical way to your own practice in the workplace. You will review your own leadership style and will be encouraged to reflect on your leadership potential and identify ways to improve your leadership skills and effectiveness.

What will I get out of it?

After successfully completing this course, you will be able to define leadership from a number of perspectives and distinguish leadership from management. You will understand and be able to draw from a range of leadership theories and apply these to your own experience and practice in the workplace.

In addition, the course will enable you to critically analyse different styles of leadership and determine which style is most appropriate for any given leadership situation. You will also be able to demonstrate an awareness of your own leadership practice and identify ways to improve your leadership skills and effectiveness.

TIMETABLE

Weeks 19, 21, 23, 25, 27, 32: 9am–5pm, Wed

Health Policy and Organisation



LEVEL 6 CODE OMED 0006 **CREDITS** 15 **CO-ORDINATOR** Anneyce Knight

Who is this course for?

This course is for all students and health professionals who are interested in the formation and delivery of health policy and its impact on the organisation of health service delivery.

What is it about?

This course critically analyses how health policies are developed and implemented by examining health and welfare policy in the UK since 1948. Factors that influence standards of care and the delivery of health care are explored within a national and European context.

What will I get out of it?

You will gain knowledge of this topic through a critical examination of changes that have occurred in health policy and its delivery in the UK. You will be able to investigate the factors that influence standards of care and the delivery of health care and evaluate the impact of policy on current health issues.

TIMETABLE

Weeks 2–14: 9–11am, Tue

Leadership Development

LEVEL 6 CODE BUSI 1237 **CREDITS** 30 **CO-ORDINATOR** Jim Gritton

Who is this course for?

This course is open to those in team leadership positions, on either an acting or substantive basis, in health or social care organisations in the voluntary, statutory or independent sectors.

What is it about?

This highly interactive introductory course, completed over six days, is organised as a series of one-day modules. It covers the key skills and knowledge areas required for effective team leadership, including motivation, team development, leadership and management theory, and financial and project management. Learners have opportunities for application and reflection, as well as time for preparatory work for the next module.

What will I get out of it?

You will develop an understanding of your role and of the practical demands, challenges and opportunities of team leadership. The course provides practical and intellectual skills for individual and team effectiveness. In addition, it promotes personal and professional development through a two-component assessment exercise and classroom activities.

TIMETABLE

Weeks 19, 21, 23, 25, 27, 33: 9am–5pm, Thu

Leadership in Practice

LEVEL 6 CODE BUSI 1461 **CREDITS** 30 **CO-ORDINATOR** Jim Gritton

Who is this course for?

This course is designed for students on the MA Professional Practice in Health and Social Care programme who are not studying on the Managerial Leadership route but would like some advanced study of leadership and how leadership theories and practice can be applied to their professional practice. It can also be studied as a stand-alone course by established team leaders in health or social care organisations. You should have at least three years' experience in established team or professional leadership positions.

What is it about?

This course covers the more advanced study of the principles and theories of leadership and will enable you to develop an understanding of the practice of leadership within the context of service delivery. This includes an appreciation of the relevance of tools such as the new NHS Leadership Framework.

What will I get out of it?

You will gain a good grounding in leadership theory, through guided reading and by undertaking a critical literature review, and the systematic application of leadership strategies for problem solving and service improvement in your own organisation/practice area.

TIMETABLE

Weeks 18, 20, 22, 24, 26, 31: 9am–5pm, Thu



Managing Contemporary Health and Social Care Organisations

LEVEL 7 CODE BUSI 1230 **CREDITS** 30 **CO-ORDINATOR** Dr Allan McNaught

Who is this course for?

This course is for senior managers in health or social care organisations. You must have a first degree or equivalent and be able to demonstrate evidence of senior management experience.

What is it about?

This course will develop your critical understanding of the management of health and social care organisations from a theoretical and practical perspective. You will explore how developments in organisation and management theory and practice are being applied to contemporary health and social care organisations. This will take into account the highly politicised and professionalised nature of the health and social care organisation, as well as the limitations of theories developed for the industrial and commercial sectors. There is also consideration of the ethical and moral issues implicit in management decisions in human services organisations.

What will I get out of it?

You will gain an advanced understanding of how health and social care organisations function in theory and practice. You will acquire the ability to focus on and develop the management aspects of a service or part of your organisation, particularly in meeting the operational and strategic challenges routinely encountered in senior management.

TIMETABLE

Weeks 18, 20, 22, 24, 26, 27: 4–8pm, Wed

Managing Self and Managing Relationships

LEVEL 7 CODE BUSI 1232 **CREDITS** 15 **CO-ORDINATOR** Dr Ben Bruneau

Who is this course for?

This course is for senior managers in health or social care organisations. You must have a first degree or equivalent and be able to demonstrate experience of senior management.

What is it about?

The course will develop your critical understanding of the managerial persona, the implications for the self of being a manager, and the wider relationships intrinsic to managing in health and social care organisations.

Using the Myers Briggs Type Indicator assessment and feedback, you will identify your personality type and most appropriate learning style, and learn how to use these concepts in a management context.



What will I get out of it?

You will receive feedback on how you think and act as a manager, how you cope with the stresses of managerial work, and how you can learn from experience. The second week includes the Myers Briggs assessment, which costs £300 per person.

TIMETABLE

Weeks 3, 5, 7, 9, 11, 13: 4–8pm, Wed

Managing Social Enterprise in Health and Social Care

LEVEL 6 CODE BUSI 1487 **CREDITS** 15 **CO-ORDINATOR** Charles Oham

Who is this course for?

This course is open to healthcare professionals in the statutory or voluntary sector who are seeking to understand management in the social enterprise sector. The course is also open to people working in community or voluntary sector organisations, as well as existing social enterprises, who are seeking an understanding of health and social care aspects of enterprise.

The course can be studied as part of the Social Enterprise route of BSc Hons Professional Practice in Health and Social Care, as an option course for BSc Hons Public Health, or as a stand-alone course.

What is it about?

Managing an organisation competently is critical to the sustainability of organisations and their impact on delivering sustained health outcomes and organisational objectives. Social enterprises are one of the fastest growing areas of entrepreneurship, influencing every sector of the economy. The health and social care sector has the largest representation of social enterprises.

The social enterprise sector of the economy can provide a plethora of opportunities for you to gain competitive advantage in your career and in delivering health-related projects in the community.

This course will provide you with the skills and opportunity to design, develop and manage social enterprise initiatives in health and social care. It also aims to build the capacity of third-sector and health and social care managers in developing socially innovative projects in health and social care.

What will I get out of it?

You will acquire a detailed understanding of how to manage a social enterprise initiative, including developing a business plan and a robust understanding of funding strategies. You will have opportunities to engage with practitioners who are running social enterprises.

TIMETABLE

Weeks 18–27, 31–34: 9–11am, Thu

Performance Management in Health and Social Care



LEVEL 7 CODE TBA CREDITS 15 CO-ORDINATOR Dr Allan McNaught

Who is this course for?

This course is for senior managers in health and social care organisations. You must have a first degree and have experience of senior management.

This course can be studied as a stand-alone course. Alternatively, if you are studying on the Managerial Leadership route of the MA Professional Practice in Health and Social Care programme, you are advised to undertake this course after completing Managing Self and Managing Relationships, and Managing Contemporary Health and Social Care Organisations in Term 1.

What is it about?

This course will give you a critical understanding of the definitions, theories and tools for performance management, so you can develop the required ability, skills and competencies to steer performance improvement in health and social care services and organisations.

What will I get out of it?

You will acquire and develop the ability to think and act in ways informed by an understanding and mastery of the literature on performance management and performance measurement. You will also develop an awareness of performance issues from the point of view of a service user, service provider or commissioner. This will enable you to lead your organisation and services through reviews and initiatives concerned with performance improvement.

TIMETABLE

Weeks 19, 21, 23, 25, 31, 32: 4–8pm, Wed

Social Enterprise in Health and Social Care

LEVEL 6 CODE BUSI 1488 CREDITS 15 CO-ORDINATOR Charles Oham

Who is this course for?

This course is open to healthcare professionals in the statutory or voluntary sector who are seeking to understand the role of social enterprise in health and social care provision. The course is also designed for professionals who are exploring opportunities to make their organisations sustainable through entrepreneurship activity.

The course can be studied as part of the Social Enterprise route of BSc Hons Professional Practice in Health and Social Care, as an option course for BSc Hons Public Health, or as a stand-alone course.

What is it about?

Social entrepreneurial activity is growing in the field of health and social care (hospitals, hospices, care homes, disability transport, etc.). As stakeholders begin to appreciate its multiple benefits, a need has arisen within the health sector for an in-depth understanding of this business model.

A recent government initiative encourages NHS trust management to afford members of staff the opportunity to explore the possibilities of their hospitals or departments transforming into social enterprises. This is known as the 'right to provide'. Other policy changes are taking place that will promote further development of social enterprises, mutuals and co-operatives within the health and social care sector.

This course can be studied in the classroom or by blended learning, a combination of e-learning delivered via the Internet and traditional classroom-based study.

What will I get out of it?

You will explore the essential role social enterprise plays in the health and social care sector. You will develop an awareness of the opportunities that exist for social enterprise organisations to provide employment and combat social and health inequalities in local communities. It will also offer you an additional career path through entrepreneurship.

TIMETABLE

Weeks 2–14: 9–11am, Thu (classroom-based or blended learning)



Strategic Management in Health and Social Care



LEVEL 7 CODE TBA **CREDITS** 15 **CO-ORDINATOR** Dr Allan McNaught

Who is this course for?

This course is for senior managers in health and social care organisations. You must have a first degree and experience of senior management.

This course can be studied as a stand-alone course. Alternatively, if you are studying on the Managerial Leadership route of the MA Professional Practice in Health and Social Care programme, you are advised to undertake this course after completing Managing Self and Managing Relationships, and Managing Contemporary Health and Social Care Organisations in Term 1.

What is it about?

The course will develop your knowledge of strategic management theory and concepts and their application to both the public and private health and social care sectors. It will also develop your insight, knowledge and judgement on strategic management issues in your area of practice.

What will I get out of it?

You will acquire and develop the ability to think and act strategically on organisational and service issues. You will also develop an awareness of performance issues from the point of view of a service provider or a commissioner. This will enable you to lead your organisation and services through the major changes that are a feature of strategic management in health and social care.

TIMETABLE

Weeks 19, 21, 23, 25, 26, 27: 4–8pm, Wed

Understanding Management in Health and Social Care

LEVEL 6 CODE BUSI 1479 **CREDITS** 15 **CO-ORDINATOR** Jim Gritton

Who is this course for?

This course is for undergraduate students studying BSc Hons Public Health, BSc Hons Health and Well-Being, or the Managerial Leadership route of BSc Hons Professional Practice in Health and Social Care. It is also available as a stand-alone course.

What is it about?

This course will give you a grounding in management theories, principles and practice so that you will be better able to understand, and put in context, the management requirements and issues found in health and social care organisations, clinical or practice specialisms, or the specific health and social

care domain in which you work. The focus of this course is on management as a process and function within health and social care organisations.

What will I get out of it?

You will gain a critical understanding of the development of management theory and practice and their application to health and social care organisations.

TIMETABLE

Weeks 2–13: 5–7pm, Tue

Understanding Organisational Behaviour in Health and Social Care

LEVEL 6 CODE BUSI 1480 **CREDITS** 15 **CO-ORDINATOR** Jim Gritton

Who is this course for?

This course is for undergraduate students studying BSc Hons Public Health, BSc Hons Health and Well-Being, or the Managerial Leadership route of BSc Hons Professional Practice in Health and Social Care. It is also available as a stand-alone course.

What is it about?

This course will give you a grounding in the history, theories and principles of organisational behaviour and the practice of organisation design and development. Through this, you will be better able to understand and put in context the organisational issues and strategies found in health and social care organisations, the clinical or practice specialism, or the specific health and social care domains in which you work.

What will I get out of it?

You will develop an understanding of the concept and theory of organisation, the ways in which organisations work, and the key features, problems and opportunities faced by health and social care organisations.

TIMETABLE

Weeks 18–27: 5–7pm, Tue



Projects

Independent Work-Based Learning Project

LEVEL 7 **CODE** OMED 1173 **CREDITS** 60 **CO-ORDINATOR** Lynne Jump

Who is this course for?

Applicants should have successfully completed the Research and Development 1 course.

What is it about?

This course is designed to support innovation and change within professional practice by supporting professionals working in practice to access the appropriate tools, theoretical frameworks and skills to develop excellence.

Through a process of individual supervision and peer support, the course will prepare you to analyse problems, find, appraise and synthesise research evidence, and then apply theories and methodologies to underpin a process of affecting change in professional practice.

This course comprises e-learning, personal supervision and negotiated cohort meetings.

What will I get out of it?

You will be given the opportunity to experience a planned and supported change in professional practice. You will develop the skills to write for publication in appropriate professional journals and have the chance to work and reflect on your own development with the academic support of personal supervision.

TIMETABLE

Weeks 2–52: (blended learning)

Project

LEVEL 6 **CODE** OMED 0052 **CREDITS** 30

CO-ORDINATOR Dr Yvonne Cornish

LEVEL 6 **CODE** OMED 1219 **CREDITS** 30

CO-ORDINATOR Lynne Jump

Who is this course for?

This course is for health and social care students and practitioners who wish to complete their Level 6 undergraduate programme.

It is a component of BSc Hons Health, BSc Hons Health and Well-Being, BSc Hons Public Health and BSc Hons Professional Practice in Health and Social Care.

What is it about?

This is a two-term course, at the end of which you will be required to submit a critical review of primary research literature on a topic of your choice. The topic should be relevant to your professional practice and selected following discussions with academic staff. Your literature review will be supported by a series of lectures, as well as individual supervision.

This course can be studied in the classroom or by e-learning, via the Internet (the e-learning option will include some face-to-face supervision).

What will I get out of it?

You will develop skills in locating, critically appraising and synthesising published research articles within the context of evidence-based practice.

TIMETABLE

OMED 0052

Weeks 2–32: 1–3pm, Tue (classroom-based)

OMED 1219

Weeks 2–32: (e-learning)

Work-Based Learning Project

LEVEL 6 **CODE** OMED 1154 **CREDITS** 30 **CO-ORDINATOR** Lynne Jump

Who is this course for?

This course is for health and social care professionals who wish to develop their practice in order to inform innovation and change by focusing on a change project that aims to develop quality of care and services.

The course is a component of the BSc Hons Professional Practice in Health and Social Care programme.

What is it about?

The course introduces ways of planning and managing a change to health and social care services. In order to achieve this, you will be encouraged to develop partnerships between professional practice and education. This will enable you to increase your understanding of research utilisation and ensure that you have the confidence to support decisions and actions with appropriate evidence. You will complete a change project, which will form the main focus of the final report.

What will I get out of it?

You will be able to systematically find, read, appraise and synthesise research evidence. You will develop enhanced communication skills within your own work setting and within an academic setting. You will also develop increased competency within your own professional roles and responsibilities.

TIMETABLE

Weeks 2, 4, 6, 8, 10, 12, 20, 22, 24, 26, 32, 33: 1–3pm, Fri

Public Health

Our public health courses are subject to revalidation in 2012. This may lead to changes, including to course content.

Analysis of Health Needs

LEVEL 5 CODE OMED 1025 **CREDITS** 15 **CO-ORDINATOR** Charlotte Jeavons

Who is this course for?

This course is for undergraduate and pre-registration students requiring an introduction and understanding of public health. You should also have numeracy to the level of GCSE mathematics (or equivalent) and the ability to use the Internet.

The course is a component of the BSc Hons Public Health programme and the BSc Hons Health and Well-Being programme. It is also available as a stand-alone course.

What is it about?

This course concentrates on the development of skills for assessing, measuring, understanding and presenting health needs – and assets – of specific localities and social groups. Real-life examples of needs assessments are used, and the links between needs and options for action are emphasised.

What will I get out of it?

You will gain the understanding, ability and skills to undertake a health needs assessment.

TIMETABLE

Weeks 2–14: 11am–1pm, Thu

Community Health Action and Engagement

**NEW
COURSE**

LEVEL 6 CODE TBA **CREDITS** 15 **CO-ORDINATOR** Dr Vincent La Placa

Who is this course for?

This course is for students or individuals who are interested in becoming involved in community action and engagement with local or voluntary communities.

The course is a component of the BSc Hons Public Health programme. It is also available as a stand-alone course.

What is it about?

The course promotes understanding of the concept of community action and engagement and relates this to the broader contexts and policies around public health, well-being, and community engagement and public participation.

What will I get out of it?

You will gain a critical understanding of the concepts, current policy and issues related to community action and engagement. You will also develop the ability to facilitate and undertake basic community action projects.

TIMETABLE

Weeks 2–14: 9–11am, Wed

Contemporary Issues in Health and Well-Being

LEVEL 6 CODE OMED 0054 **CREDITS** 15 **CO-ORDINATOR** Anneyce Knight

Who is this course for?

This course is for students and health professionals who are interested in this area.

What is it about?

Current events and social changes can alter emphasis and perspectives on the dynamic field of health and well-being. This course explores relevant contemporary issues in depth and the effect of health and well-being on the population, individuals and communities.

What will I get out of it?

You will be able to discuss the latest reports and policies on local, national and international health and well-being and appraise the potential impact of health trends on particular groups. You will examine current research in this area and debate the issues of individual and societal responsibility in relation to changes in health trends.

TIMETABLE

Weeks 18–27, 31: 11am–1pm, Tue



Cultural Competence in Health and Social Care



LEVEL 4 CODE OMED 1278 **CREDITS** 15 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for qualified health and social care professionals working in any setting who are seeking knowledge and skills for dealing with diverse populations and clients.

What is it about?

The course explores the links between culture, communication and health in order to promote cultural competency in the workplace in a multicultural society.

What will I get out of it?

You will explore the relationship between culture and communication and its impact on health and social care. You will critically evaluate the application of strategies of cultural competency in health and social care settings and learn how to apply knowledge and theory on cultural competency to your own workplace.

TIMETABLE

Weeks 18–27: 11am–1pm, Thu

Environmental Health

LEVEL 5 CODE OMED 1113 **CREDITS** 15 **CO-ORDINATOR** Dr Jill Stewart

Who is this course for?

This course is for anyone with an interest in how the environment affects health, including students in public health, housing, social care, or health and well-being.

What is it about?

The course explores how the environment affects health, with particular reference to social, scientific, technological, legal and other interventions normally delivered by environmental health practitioners and their colleagues. As such, it has a particular focus on housing, food, health and safety at work, and pollution controls.

What will I get out of it?

You will learn how various environments affect health and what can be done on a practical level. You will acquire the skills to successfully develop and deliver a presentation and essay.

TIMETABLE

Weeks 2–14: 11am–1pm, Wed

Environment, Housing and Well-Being

LEVEL 5 CODE OMED 1299 **CREDITS** 15 **CO-ORDINATOR** Dr Jill Stewart

Who is this course for?

This course is suitable for all health, housing and social care professionals.

What is it about?

The link between environment, housing and well-being is well established. This course aims to explore more fully the role and relationship between housing and the environment and physical and mental health and well-being. It explores factors affecting marginal communities and identifies strategic approaches involved in meeting the needs of a defined community (or communities).

What will I get out of it?

You will develop the ability to investigate and critically appraise the effect of environment and housing on health and well-being, including in marginal communities, and strategic processes involved in meeting community needs.

TIMETABLE

Weeks 18–27, 31: 9–11am, Wed

Equality and Diversity in Health and Social Care



LEVEL 7 CODE OMED 1277 **CREDITS** 15 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for health and social care professionals with line or staff management responsibilities who are concerned with the promotion of equality and diversity in the workplace or professional practice.

What is it about?

Equality and diversity are key challenges for modern organisations. This course will provide you with opportunities to investigate the theoretical perspectives that underpin equality and diversity issues in contemporary health and social care policy, as well as management and professional practice.

What will I get out of it?

You will learn to critically evaluate the significance of the various theoretical perspectives that underpin equality and diversity issues in health and social care. You will also be able to critically discuss the frameworks used by health and social care organisations when implementing equality and diversity policies.

TIMETABLE

Weeks 20–24: 9am–4pm, Fri

European Health and Social Care

LEVEL 6 **CODE** SOPA 1016 **CREDITS** 15 **CO-ORDINATOR** Anneyce Knight

Who is this course for?

This course is for all students and health and social care professionals who are interested in the influence of the EU on the provision of health and social care in the UK and Europe.

What is it about?

With the implementation of the Lisbon Treaty, the EU will have a wider impact on health and social care policies and issues. This course provides the opportunity to examine and explore this impact. Health and social care systems within the health and social policy structures of Europe are discussed, and common health and social care priorities and strategies are scrutinised. The course also explores potential challenges in health and social care in relation to the future development of the EU.

What will I get out of it?

You will be able to critically analyse the role of the EU and its influence on the delivery of health and social care within Europe and evaluate the impact of the EU on UK health and social care policy and issues. You will also be able to explore potential challenges in health and social care related to the future development of the EU.

TIMETABLE

Weeks 18–28, 31: 3–5pm, Tue

European Influences on Health and Social Care

LEVEL 7 **CODE** SOPA 1017 **CREDITS** 15 **CO-ORDINATOR** Anneyce Knight

Who is this course for?

This course is for all students and health and social care professionals who are interested in the influence of the EU on the provision of health and social care in the UK and Europe.

What is it about?

With the implementation of the Lisbon Treaty, the EU will increasingly influence health and social care in the UK. This course enables students to develop a deeper understanding of the development and theoretical perspectives of the EU as a unique political entity and examines its impact on both service provision and health and social care professionals. The course also explores the wider challenges and impact of EU policy on current EU health and social care priorities within individual work settings.

What will I get out of it?

You will be able to appraise the role of the EU and its political influence on the delivery of health and social care within Europe and debate the wider challenges and impact of EU policy on current EU health and social care priorities within individual



work settings. You will be able to reflect on current and future challenges and their impact on patients/clients and health and social care professions.

TIMETABLE

Weeks 18–27, 31: (dates and times TBA)

Global Context of Public Health

LEVEL 6 **CODE** OMED 1029 **CREDITS** 15
CO-ORDINATOR Dr Yvonne Cornish

Who is this course for?

This is a core course for students on the BSc Hons Public Health programme; it can also be taken as an option on other School of Health & Social Care programmes and is available as a stand-alone course.

What is it about?

Public health is an issue of global concern. Globalisation has presented a number of opportunities and threats to the health of people.

This course focuses on the impact of global trade, finance and industry on public health in developing countries. It explores how globalisation has increased the interdependence of the world and how it simultaneously affects the health of the world's rich and poor. It also analyses strategies to protect and improve public health.

What will I get out of it?

You will gain a critical understanding of the impact of globalisation on health and healthcare systems as well as the threats and challenges to the health status of peoples around the world.

TIMETABLE

Weeks 18–27, 31: 11am–1pm, Tue

Health Economics and Policy

LEVEL 5 **CODE** SOPA 0010 **CREDITS** 15 **CO-ORDINATOR** Dr Vincent La Placa

Who is this course for?

This course is for anyone who would like to gain an understanding of health economics and the use of economic concepts in the formulation and implementation of health policy.

What is it about?

The course focuses on the health policy process and on the economics of health and healthcare interventions. It examines the ways in which health policy is developed and implemented in the UK and explores the role of economic factors in influencing decision making. The concepts, techniques and principles of economic appraisal of health care are also explored.

What will I get out of it?

You will gain an understanding of selective economic concepts, their philosophical assumptions and their use in developing and formulating health policy.

TIMETABLE

Weeks 18–27, 31: 11am–1pm, Thu

Health Promotion

LEVEL 6 **PATHWAY** Staying Healthy **CODE** NURS 0081 **CREDITS** 15
CO-ORDINATOR Suri Thomas

Who is this course for?

This course is for midwives, nurses and all health and social care professionals. Health Promotion at Level 6 will enable you to critically analyse this subject based on a greater understanding of theory and research evidence than required at Level 5 (see Introduction to Health Promotion).



What is it about?

During the course, you will critically evaluate a current health promotion initiative and gain the knowledge to understand the current health trends, the social determinants, the impact of inequalities in health and the ethical implications when delivering/improving health.

We offer two opportunities to study this course during the academic year. Occurrence 1 is delivered by e-learning, via the Internet; Occurrence 2 is studied in the classroom.

What will I get out of it?

You will gain the analytical skills to evaluate health promotion initiatives. Through this process you will learn to plan and organise a health initiative at individual and population level for your own patient/client group.

TIMETABLE

Occurrence 1

Weeks: Term 2 (dates and times TBA) (e-learning)

Occurrence 2

Weeks: Term 1 (dates TBA), 11am–1pm, Wed (classroom-based)

Healthy Nutrition

LEVEL 5 **PATHWAY** Staying Healthy **CODE** NUTR 1008 **CREDITS** 15
CO-ORDINATOR Christine Stacey

Who is this course for?

This course is for students who are studying any health or health-related programme.

What is it about?

Healthy eating is a key element of the public health agenda. On this course, you will examine the factors influencing the public's ability to improve health through informed choices on diet and explore the national and international perspective alongside the individual's needs to eat healthily. You will consider how these impact on the ability of both the individual and the community to effect optimum nutrition. You will also evaluate various policies and examine how these relate to practice.

What will I get out of it?

You will gain a recognition that nutrition is significant in the health of the individual and that appropriate nutrition is vital within communities. You will develop the confidence to critically assess the impact of the social agenda on individual eating patterns and well-being and to contribute to supporting individuals or communities to make significant changes.

TIMETABLE

Weeks 2–11: 9–11am, Thu



Housing, Health and Community Well-Being

LEVEL 7 CODE OMED 1300 **CREDITS** 30 **CO-ORDINATOR** Dr Jill Stewart

Who is this course for?

This course is for students at postgraduate level (or a demonstrably equivalent level) in health, public health, housing, community care or related health promotion areas.

What is it about?

This course will provide you with the opportunity to integrate research into practice and to support collaborative working to achieve more effective interventions in promoting healthy and safe housing for communities.

What will I get out of it?

You will be able to critically analyse housing policy and strategy processes and reflect on the challenges that face housing research and the different approaches in assessing and enhancing housing and community well-being and project/programme evaluation. You will also be able to demonstrate the ability to write for publication.

TIMETABLE

Weeks 2–14: 2–6pm, Wed

Introduction to Epidemiology

**NEW
COURSE**

LEVEL 5 CODE TBC **CREDITS** 15 **CO-ORDINATOR** Dr Ven Veeramah

Who is this course for?

The course is a component of the BSc Hons Public Health programme and the BSc Hons Health and Well-Being programme. It is also available as a stand-alone course.

What is it about?

The course will provide you with a basic understanding of epidemiological study designs and statistical aspects of interpreting these studies.

What will I get out of it?

You will gain an understanding of the contribution of epidemiology to informing health and healthcare policies and practice. You will learn about ways of expressing health risks, occurrence of illness and associated factors, including standardisation.

You will examine the various approaches to epidemiological study designs and the advantages and disadvantages of each approach. You will also learn approaches to dealing with confounding and bias in epidemiological studies and health screening.

TIMETABLE

Weeks 18–27, 31: 3–5pm, Tue

Introduction to Health Promotion

**NEW
COURSE**

LEVEL 5 **PATHWAY** Staying Healthy **CODE** NURS 0046 **CREDITS** 15
CO-ORDINATOR Charlotte Jeavons

Who is this course for?

This course is for midwives, nurses and all health and social care students and professionals. You should take this programme if you wish to develop a fundamental understanding and knowledge of the subject.

What is it about?

The course will develop your understanding of the socio-economic approach and focus on policies that address inequalities and health improvement. The course analyses different models of health promotion and explores the philosophy of health promotion, planning, priorities and strategies.

What will I get out of it?

You will be able to analyse the advantages and disadvantages of different models and approaches to the planning and delivery of health promotion. You will gain the ability and confidence to apply current research when planning health promotion strategies. While recognising the influence of social, cultural, environmental, spiritual and physical factors on health and disease, you will be able to reflect on the importance and effectiveness of strategies at different levels of society and in different societies.

TIMETABLE

Weeks: Term 2 (dates TBA), 2–4pm, Tue

Life and Health: Bio-Psycho-Social Perspectives

LEVEL 5 **CODE** OMED 1065 **CREDITS** 30 **CO-ORDINATOR** Lynne Jump

Who is this course for?

This course is open to health and social care professionals in statutory or voluntary sector organisations. You should have a particular interest in furthering your understanding of health-seeking behaviours within a context of health and public health.

What is it about?

Health and age are closely related. For example, we are aware of childhood diseases and social exclusion. There are particular issues for older people. This course examines age-related biological, psychological and social factors affecting health and the changing nature and definition of health throughout an individual's life.

What will I get out of it?

You will gain a greater understanding of health and public health practice within a biological, psychological and sociological context. You will also learn how the notion of client centredness is vital to health and public health initiatives. You will develop communication approaches that are key to successful health.

TIMETABLE

Weeks 2–14, 18–27, 31: 11am–1pm, Tue



Partnership Approaches to Health and Well-Being

LEVEL 6 **CODE** OMED 1298 **CREDITS** 15

CO-ORDINATOR Anneyce Knight

Who is this course for?

This course is open to all health and social care practitioners and students with an interest in this subject.

What is it about?

The UK Government launched its Health, Work and Well-Being project in 2005 (www.workingforhealth.gov.uk), putting well-being firmly on the political agenda. More recently, *NHS Health and Well-Being Review: Interim Report* (DoH, 2009) focused on the health and well-being of NHS staff. This is seen as an important factor in delivering high-quality care in the NHS. The report emphasises that health and well-being are not only an individual consideration, but also an issue for organisations.

What will I get out of it?

You will examine the challenges faced by agencies involved in partnership approaches to health and well-being and develop strategies to engage statutory and non-statutory organisations.

TIMETABLE

Weeks 2–14: 9–11am, Wed

Poverty, Inequality and Social Exclusion

LEVEL 5 **CODE** OMED 1026 **CREDITS** 15 **CO-ORDINATOR** Anneyce Knight

Who is this course for?

This course is for students and health and social care professionals interested in how the key issues of tackling poverty, inequality and social exclusion are addressed in the UK.

What is it about?

This course explores the links between poverty, inequality and social exclusion and health and illness. It also provides a critical analysis of current strategies aimed at reducing poverty and social exclusion as a means of improving health and reducing health inequalities.

What will I get out of it?

You will have the opportunity to critically discuss contemporary approaches to measuring poverty and social exclusion in the UK and will be able to describe its extent and discuss the link with ill health. You will also be able to assess current policies and initiatives aimed at reducing poverty and social exclusion as a means of improving health and reducing inequalities in health.

TIMETABLE

Weeks 18–27, 31: 9–11am, Thu

Promoting and Protecting Population Health

LEVEL 7 CODE OMED 1301 **CREDITS** 30
CO-ORDINATOR Dr Yvonne Cornish

Who is this course for?

This course is for students at postgraduate level (or a demonstrably equivalent level) in health, public health, housing, community care or related health promotion areas.

What is it about?

This course will give you the opportunity to develop a critical understanding of theories, concepts and models underpinning contemporary public health practice, with a particular focus on epidemiological, sociological and environmental approaches to health promotion and health protection.

What will I get out of it?

You will be able to critically evaluate competing theories, definitions and models of health, illness and disease, and analyse the strengths and weaknesses of different approaches to measuring health status. You will be able to critically review models of causality derived from epidemiological and socio-environmental approaches to the determinants of health. You will acquire a comprehensive understanding of different models and perspectives that inform health protection and promotion and the implications for multi-agency working.

TIMETABLE

Weeks 2–14: 2–6pm, Wed

Public Health Innovation and Technology



LEVEL 6 PATHWAY Staying Healthy **CODE** TBA **CREDITS** 15
CO-ORDINATOR Jim Gritton

Who is this course for?

This course is for students of health and well-being, and public health, as well as midwifery, all branches of nursing and paramedical science.

What is it about?

This course will introduce you to the tools, technologies, innovations and approaches to technology and their deployment in health and social care that influence public health policy and practice and redefine the relationship between commissioners, providers and users.

This course is delivered by e-learning, via the Internet.

What will I get out of it?

You will learn how technology can be used as a tool to enhance health and well-being, and public health. The course will be taught through the 'hands-on' use of a range of online tools,

which will provide an opportunity to apply in practice the concepts and approaches that are taught. The risks to health and well-being, and public health posed by technology will also be explored, and you will critique and evaluate some of the technologies in use today, as well as some known innovations.

TIMETABLE

Weeks 2–14: (e-learning)

Public Health Perspectives on Sexual Health



LEVEL 6 PATHWAY Staying Healthy **CODE** TBA **CREDITS** 15
CO-ORDINATOR Christine Stacey

Who is this course for?

This course is for students of health and well-being, and public health, as well as midwives, nurses and all health and social care professionals with an interest in the public health aspects of sexual health.

What is it about?

The course will examine the current theories underpinning sexual health policy and the implications for individuals and communities (both nationally and globally).

What will I get out of it?

You will be able to critically evaluate sexual health as a public health issue and acknowledge the relationship between sexual health and holistic well-being. You will be able to develop and evaluate policies and interventions around sexual and public health, linking these to the complex social construction of sexual health issues. You will also be able to critically reflect on key issues in sexual health.

TIMETABLE

Weeks 18–27: 11am–1pm, Thu

Public Health Policy, Strategy and Practice

LEVEL 7 CODE SOPA 1021 **CREDITS** 30 **CO-ORDINATOR** Dr Jill Stewart

Who is this course for?

This course is for students at postgraduate level (or a demonstrably equivalent level) in health, public health, housing, community care or related health promotion areas.

What is it about?

This course provides a critical understanding of the development and implementation of public health policies, strategies and programmes and their impact on the health of populations and communities. It provides an opportunity to integrate theory with practice, supporting effective collaborative working to achieve public health goals.

What will I get out of it?

You will be able to critically analyse public health policy and strategy processes and critically reflect on factors influencing effective partnership working. You will also be able to formulate innovative ideas for assessing the effectiveness or likely effectiveness of local and national policies and strategies, including health needs assessments and health impact assessments in project/programme evaluation.

TIMETABLE

Weeks 18–27: 2–6pm, Wed

Sociology of Health and Illness

LEVEL 6 CODE SOCI 0021 **CREDITS** 15 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for health and social care students, practitioners and professionals.

What is it about?

This course will help you to understand the contribution of sociology and anthropology to issues related to maintaining health, acting upon real or perceived illness and accessing healthcare provision in society today.

What will I get out of it?

Through this course, you will learn to critically analyse the effect of health beliefs and knowledge in relation to the concepts of health and illness, debate the concept of 'medicalisation' and the impact this may have on the experience of health and illness, and review the key factors that shape the production and distribution of health and illness in society today.

TIMETABLE

Weeks 18–27, 31: 2–4pm, Thu



Research

Appraisal of Research Evidence

LEVEL 7 CODE OMED 1288 **CREDITS** 15 **CO-ORDINATOR** Dr Ben Bruneau

Who is this course for?

This course is for health and social care professionals in statutory or voluntary sector organisations who need to appraise research evidence.

The course is required for students following MSc Research in Health and Social Care as well as MPhil/PhD students. It is also available as a stand-alone course.

What is it about?

On this course, you will learn to locate and examine research evidence within a health and social care context. You will also examine the identification and appraisal of evidence while exploring current thinking on the nature of knowledge (ontology/epistemology), the influence of disciplinary frameworks, and the status of different types of research knowledge (including the rise of qualitative research in health and social care).

What will I get out of it?

The course will develop your understanding of health and social policy in relation to research in health and social care.

TIMETABLE

Weeks 18–27, 31: 6–8pm, Wed

Critical Appraisal of Systematic Reviews

LEVEL 7 CODE OMED 1184 **CREDITS** 15 **CO-ORDINATOR** Dr Ven Veeramah

Who is this course for?

This course is for health and social care professionals in all fields of practice who need to appraise the findings from systematic reviews to inform their decision making or practice.

The course is required for students following MSc Research in Health and Social Care. It is also available as a stand-alone course.

What is it about?

The course will enable you to critically examine the concept of evidence-based practice, explore different types of research evidence, conduct a structured critical evaluation of systematic reviews, and determine the applicability of the findings within your own sphere of professional practice.

What will I get out of it?

This course will equip you with the necessary skills and experience to critically appraise the evidence from health and social care research, with particular emphasis on systematic reviews.

TIMETABLE

Weeks 18–27, 31: 2–4pm, Wed

Critical Social Theory in Health and Social Care

LEVEL 7 CODE OMED 1185 **CREDITS** 15 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for health and social care professionals in all fields of practice who need to develop their understanding of critical theory to improve their research and analytical skills.

The course is required for students following MSc Research in Health and Social Care. It is also available as a stand-alone course.

What is it about?

You will explore the use of different evaluative research theories used to address a range of health and social care research methods; you will also examine the potential link between research approaches and change in practices.

What will I get out of it?

You will gain a working knowledge of a range of social theories used to guide research and evaluation in health and social care practice.

TIMETABLE

Weeks 2–14: 2–4pm, Wed

Introduction to the Research Process

LEVEL 5 CODE RESE 1003 **CREDITS** 15 (classroom-based)
LEVEL 5 CODE RESE 1051 **CREDITS** 15 (classroom-based/e-learning)
CO-ORDINATOR Dr Ben Bruneau

Who is this course for?

This is a fundamental course in research, which is appropriate for students from any undergraduate programme offered by the School. It is also recommended for health practitioners who intend to embark on Level 6 studies.

What is it about?

This course will develop your critical awareness of research activities and the potential usefulness and application of research findings. It examines the formal steps taken in research to supply reliable evidence.

We offer two opportunities to study this course during the academic year. The first is studied in the classroom; the second can also be taken by e-learning, via the Internet.

What will I get out of it?

You will gain an essential grounding that will enable you to critically evaluate research reports and use research findings both in your studies and in your practice.

TIMETABLE

RESE 1003

Weeks 2–14: 3–5pm, Tue (classroom-based)

RESE 1051

Weeks 18–27, 31: 11am–1pm, Mon (classroom-based)

Weeks 18–27, 31: (e-learning)

Qualitative Research Methods in Health and Social Care

LEVEL 7 CODE OMED 1183 **CREDITS** 15
CO-ORDINATOR Dr Yvonne Cornish

Who is this course for?

This course is for health and social care professionals in statutory or voluntary sector organisations who need to develop their understanding of qualitative research methods.

The course is required for students following MSc Research in Health and Social Care as well as MPhil/PhD students. It is also available as a stand-alone course.

What is it about?

The course will provide you with a working knowledge of research methods associated with qualitative research and explores ways in which these may be integrated into a given research design.

What will I get out of it?

The course will equip you with the knowledge and skills to critique qualitative research studies and to interpret data arising from these pieces of research.

TIMETABLE

Weeks 2–14: 4–6pm, Wed

Quantitative Research Methods in Health and Social Care

LEVEL 7 **CODE** STAT 1031 **CREDITS** 30 **CO-ORDINATOR** Swatee Patel

Who is this course for?

This course is for health and social care professionals in statutory or voluntary sector organisations who need to develop their understanding of quantitative research methods.

The course is required for students following MSc Research in Health and Social Care as well as MPhil/PhD students. It is also available as a stand-alone course.

What is it about?

This course will provide you with an understanding of quantitative research methodology and its relationship to statistical methodology for interpretation of data. It will also provide the appropriate-level skills in the use of statistical software for the analysis and interpretation of quantitative data, using both descriptive and inferential statistics.

What will I get out of it?

The course will equip you with the knowledge and skills to critique quantitative and epidemiological research studies and to interpret data arising from these pieces of research.

TIMETABLE

Weeks 2–14: 6–8pm, Wed
Weeks 18–27, 31: 4–6pm, Wed

Research and Development 1

LEVEL 7 **CODE** RESE 1009 **CREDITS** 30 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for postgraduate students working within health or social care professional practice who have a particular interest in improving the quality of care by drawing upon the appropriate research evidence.

What is it about?

The course sets out to explore the nature of knowledge within the context of service delivery. In so doing, you will explore the philosophy, values and needs of your practice within your own setting. A prospective change in service delivery, which is based on the strength of evidence, is planned and discussed. At the same time, you will utilise sound theoretical frameworks in order to analyse and guide the potential change.

The course is delivered by e-learning, via the Internet, but also includes some optional face-to-face meetings.



What will I get out of it?

You will gain increased confidence when critically analysing published research and practice development studies. You will also acquire skills for systematically reviewing literature for the purposes of policy and practice development.

TIMETABLE

Weeks 2–27: (e-learning)

Research Methods in Health and Social Care

LEVEL 6 **CODE** OMED 0011 **CREDITS** 15 **CO-ORDINATOR** Dr Ven Veeramah

Who is this course for?

This course is for all professionals or would-be professionals who need to use research findings to inform their practice.

What is it about?

The course will introduce you to the common research designs and methodologies used in both quantitative and qualitative health and social care research studies.

We offer two opportunities to study this course during the academic year. Occurrence 1 is studied in the classroom; Occurrence 2 is delivered by e-learning, via the Internet.

What will I get out of it?

The course will equip you with the knowledge and skills to critically appraise research studies (using both quantitative and qualitative methodologies) before implementing the main findings to practice.

TIMETABLE

Occurrence 1
Weeks 2–14: 3–5pm, Tue (classroom-based)

Occurrence 2
Weeks 18–27, 31, 32: (e-learning)

Research Preparation and Ethics

LEVEL 7 **CODE** RESE 1030 **CREDITS** 15 **CO-ORDINATOR** Dr David Smith

Who is this course for?

This course is for health and social care professionals in statutory or voluntary sector organisations.

The course is for students on the MSc Research in Health and Social Care programme, as well as other students wanting to undertake a research project. It is also available as a stand-alone course.

What is it about?

You will learn how to prepare your research proposal for scrutiny by local research ethics committees and/or university ethics committees, as well as research and development departments in local trusts, for the purposes of research governance approval.

What will I get out of it?

The course will equip you with the skills to prepare a research proposal for scrutiny by ethics committees.

TIMETABLE

Weeks 2–14: 12 noon–2pm, Wed

Research Project

LEVEL 7 **CODE** OMED 1033 **CREDITS** 60 **CO-ORDINATOR** Dr Carlos Moreno-Leguizamon

Who is this course for?

This course is for students on the MSc Research in Health and Social Care programme, as well as health and social care professionals in statutory or voluntary sector organisations who want to undertake a research project. It is also available as a stand-alone course.

What is it about?

The course is aimed at demonstrating a postgraduate student's ability to integrate knowledge, skills and competencies and also provides an opportunity to consolidate and acquire additional skills in the use and application of research methodologies.

What will I get out of it?

You will learn to complete a research project that demonstrates you can formulate a hypothesis or research question, and a literature review and research strategy (methodology and methods). When appropriate, instead of primary data collection, you may be able to use a range of secondary sources, for example existing statistical databases, discourse analysis and media data that do not require ethical approval.

TIMETABLE

Weeks: meetings will be arranged as required

Understanding Quantitative Health Data 2

LEVEL 5 **CODE** STAT 1007 **CREDITS** 15 **CO-ORDINATOR** Dr Ven Veeramah

Who is this course for?

This course is for health professionals or those who intend to work in health-related settings who need to understand and use quantitative research and epidemiological evidence provided by others to inform their practice.

What is it about?

The course covers the main quantitative research methodologies, their advantages and limitations, and the statistical methods often applied in the analysis of the data produced. It uses examples of quantitative and epidemiological research from the health field to illustrate different approaches and the use of statistical and epidemiological principles and techniques.

What will I get out of it?

The course will equip you with the knowledge and skills to carry out your own simple quantitative research study, to critique quantitative and epidemiological research studies, and to interpret data arising from these pieces of research.

TIMETABLE

Weeks 18–27, 31: 3–5pm, Tue





Section 3

Learning Disability/ Intellectual Disabilities and Mental Health

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Learning Disability/ Intellectual Disabilities

In addition to the following courses, study days can be arranged for individual services and organisations that provide care to people with learning disability. Please contact Avril Hocking to discuss your requirements in more detail.



Current and International Issues in Intellectual Disability

LEVEL 6 CODE SOCI 1003 **CREDITS** 30 **CO-ORDINATOR** Peter Woodward

Who is this course for?

This course is for learning disability nurses or others who are working within intellectual disability services (in either health, social care or special needs educational settings) or for those who are interested in the field of intellectual disability.

The course is also part of the Intellectual Disabilities component of University of Greenwich combined honours programmes. To find out more, visit www.gre.ac.uk/courses/comb.

What is it about?

The course examines cultural and religious influences on care and support systems for children, young people and adults with intellectual disabilities in the UK and the rest of the world.

What will I get out of it?

You will be able to critically analyse current and international issues and developments in the field of intellectual disabilities. You will gain an understanding of the ways different societies respond to intellectual disability and be able to compare these responses with service and social responses in the UK.

TIMETABLE

Weeks 14, 18–27, 31–34: 11am–1pm, Thu

People with Intellectual Disability and Complex Needs

LEVEL 6 CODE OMED 1202 **CREDITS** 30 **CO-ORDINATOR** Avril Hocking

Who is this course for?

This course is for learning disability nurses or others who are working within intellectual disability services (in either health, social care or special needs educational settings) or for those who are interested in the field of intellectual disability.

The course is also part of the Intellectual Disabilities component of University of Greenwich combined honours programmes. To find out more, visit www.gre.ac.uk/courses/comb.

What is it about?

The course explores the impact of various forms of complex needs on the quality of life of children, young people and adults with intellectual disabilities, and evaluates service response and interventions to support them.

What will I get out of it?

You will acquire a knowledge of this topic through discussion and analysis. Participants working within intellectual disability services will be able to apply this knowledge within their own workplace.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 9–11am, Thu



Mental Health

Assessment in Mental Health

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1200 **CREDITS** 15
CO-ORDINATOR Jane Matonhodze

Who is this course for?

This course is for registered practitioners working in a variety of settings with clients who have mental health needs. Participants will be required to find a practice supervisor with expertise in this area.

This is a core component within the BSc Hons Mental Health Work programme.

What is it about?

This course prepares participants to apply principles of assessment, focusing on the sound use of assessment skills and formulation. Assessment and formulation skills are gained by using a range of protocols and outcome measures, such as the mental state examination.

What will I get out of it?

You will enhance your ability to assess the mental health needs of clients within your field of practice. You will gain confidence through audio recording assessment interviews and by utilising feedback from your practice supervisor.

TIMETABLE

Weeks 2–14: 9am–12 noon, Thu

Thorn-accredited course.

For more information, see page 79.

Cognitive Behavioural Psychotherapy: An Introduction

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 0265 **CREDITS** 30
CO-ORDINATOR Pat Allen

Who is this course for?

This course is for qualified mental health practitioners or other qualified health professionals, or qualified counsellors accredited with the BAC or BACP. Participants will be required to find a practice supervisor with expertise in this area.

You may undertake this course as part of the BSc Hons Mental Health Work programme.

What is it about?

The course provides an introduction to adult cognitive behavioural psychotherapy, with an emphasis on subjects relevant to mental health and cognitive behavioural theory and

practice. It combines clinical and academic work in order to inform, develop and enhance your overall clinical practice.

You will carry a small but varied caseload under the supervision of a suitably qualified and experienced therapist/health professional, who will act as a supervisor and practice assessor. You will be assessed for clinical competence as well as theoretical understanding.

What will I get out of it?

You will gain a sound foundation and initial training in adult cognitive behavioural psychotherapy.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 1–4pm, Thu

Developing Innovative Solutions in Mental Health Practice

LEVEL 7 PATHWAY Mental Health Care **CODE** OMED 1255 **CREDITS** 30 **CO-ORDINATOR** Deborah Watkins

Who is this course for?

This course is for qualified senior mental health practitioners.

It may be studied on its own or as part of the Mental Health route of the MA Professional Practice in Health and Social Care programme.

What is it about?

This course will enable you to analyse your professional ideology, culture, values and practice in a new way, by facilitating a deep understanding of the internal and external forces driving and maintaining them.



You will be given opportunities to theoretically deconstruct existing knowledge and experience and reconstruct a personal and professional ideology that will develop and underpin creative and innovative solutions in contemporary mental health practice.

What will I get out of it?

At the end of this course, you will be able to formulate a proposal for innovative solutions to complex contemporary issues in mental health principles and practice. Specifically, you will develop skills in self-awareness, critical reflection, values-based practice, mentorship, supervision, leadership, team development, service innovation, transformation and change.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 2–4pm, Wed

Family Work and Psychosis

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1005 **CREDIT** 30 **CO-ORDINATOR** John Crowley

Who is this course for?

This course is suitable for all qualified mental health practitioners. Participants will be required to find a practice supervisor with expertise in this area.

You may undertake this course as part of the BSc Hons Mental Health Work programme.

What is it about?

The treatment of mental illness would not be possible without the support of family members. Recognising the impact that mental illness has on them and the support they need is the basis of this course. The course will provide you with a foundation in working with families, and it includes theories and skills associated with engagement, assessment, psychoeducation and co-working (in line with NICE Guidelines 2009).

What will I get out of it?

You will gain an appreciation of the ways having a family member with an illness can impact on other family members. You will widen your skills in a range of interventions for supporting families affected by psychosis. You will experience co-working with a fellow student and benefit from skilled supervision.

TIMETABLE

Weeks 2–14, 18–27, 31: 9am–12 noon, Tue

Thorn-accredited course.

For more information, see page 79.



Integrating Mental Health Work Project

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1001 **CREDIT** 30
CO-ORDINATOR Julia Telfer

Who is this course for?

This course is for qualified practitioners in mental health practice and is a core component within the BSc Hons Mental Health Work programme.

What is it about?

The course will promote your ability to initiate, manage and evaluate sustainable change in your own area of practice. It explores change within current health and social policy and legislation and the impact of these changes on your area of practice. Content includes change theory, leadership styles and reflective practice.

What will I get out of it?

The course will give you the knowledge and skills required to carry out service enhancements and recognise common problems associated with resistance and reluctance to accept service change.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 1–4pm, Tue

Thorn-accredited course.
 For more information, see page 79.

Personality Disorder: Recovery and Inclusion

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1321 **CREDIT** 15
CO-ORDINATOR Simon McArdle

Who is this course for?

This course is suitable for all qualified mental health practitioners.

You may undertake this course as part of the BSc Hons Mental Health Work programme.

What is it about?

This course will enhance your awareness of theoretical frameworks, policy vision, and recognised skills underpinning approaches to working with personality disorder in mental health.

What will I get out of it?

On successful completion of this course, you will be able to identify and analyse concepts of personality disorder, critically reflect on the attitudes and values required for working with people with personality disorder, and demonstrate enhanced practices for working with personality disorder.

TIMETABLE

Weeks 18–34: 9am–12 noon, Tue

Problematic Substance Use

LEVEL 6 CODE OMED 1317 **PATHWAY** Mental Health Care **CREDITS** 15
CO-ORDINATOR Dr John Foster

Who is this course for?

This course is for health and social care practitioners who are working in an area where they have access to a client group who experience substance-related problems.

What is it about?

The course explores contemporary approaches to managing people with a problematic relationship to substance use.

What will I get out of it?

You will develop skills in assessment, intervention and formulation for use with people experiencing problematic substance use that are in keeping with current evidence and policy.

TIMETABLE

Weeks 2–14: 3–5pm, Tue



Promoting Mental Health and Well-Being

LEVEL 7 PATHWAY Mental Health Care **CODE** OMED 1256 **CREDITS** 30
CO-ORDINATOR Deborah Watkins

Who is this course for?

This course is for qualified senior mental health practitioners.

The course may be studied on its own or as part of the Mental Health route of the MA Professional Practice in Health and Social Care programme.

What is it about?

The course explores socio-political concepts of mental health and well-being with a specific focus on transforming the experience for people who use mental health services. It considers changing theoretical and historical concepts of mental illness, mental health, health promotion, recovery and well-being.

What will I get out of it?

You will be given the opportunity to critically analyse and synthesise contemporary socio-political concepts of mental health and well-being in order to develop and enhance your service delivery.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 4–6pm, Wed

Psychosocial Interventions for Clients with Psychosis

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1399 **CREDITS** 15
CO-ORDINATORS Mary Morgan/John Crowley

Who is this course for?

This course is for qualified practitioners working with individuals with mental health and related issues in a range of settings.

Participants will be required to find a practice supervisor with expertise in this area.

You may undertake this course as part of the BSc Hons Mental Health Work programme.

What is it about?

Psychosocial interventions are formulation-driven interventions that ameliorate a client's or carer's problems associated with mental health distress. This course will widen your knowledge of a range of interventions, such as the management of voice hearing, medicines management and anxiety management.



Emphasis is placed on assessment skills relating to the lived experience of psychosis, monitoring of such experiences, and planning and implementing psychosocial interventions to reduce the impact of psychotic symptoms and related problems.

What will I get out of it?

The course will enhance your confidence, knowledge and skills in implementing psychosocial interventions for clients with psychosis across a range of settings to meet individual client needs.

TIMETABLE

Weeks 18–27: 1–4pm, Thu

Thorn-accredited course.
For more information, see page 79.

Psychosocial Interventions in Mental Health

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1397 **CREDIT** 15
CO-ORDINATOR John Crowley

Who is this course for?

This course is for qualified practitioners working with individuals with mental health and related issues in a range of settings.

You may study this as a stand-alone course or as part of the BSc Hons Mental Health Work programme. If you wish to study

Psychosocial Interventions for Clients with Psychosis, you must first complete this course.

You will be required to find a practice supervisor with expertise in this area.

What is it about?

Psychosocial interventions are defined as collaborative, formulation-driven interventions that ameliorate a person's problems associated with an illness. The approach is based on psychological principles and/or addressing a change in social circumstances. Interventions include a range of evidence-based cognitive behavioural therapy approaches, such as stress management, self-coping skills, problem solving, motivational interviewing and psycho-education.

What will I get out of it?

You will widen the range of interventions you can implement when responding to client needs.

TIMETABLE

Weeks 2–13: 1–4pm, Thu

Recovery in Mental Health

LEVEL 6 PATHWAY Mental Health Care **CODE** NURS 1370 **CREDITS** 15
CO-ORDINATOR Deborah Watkins

Who is this course for?

This course is for practitioners in health and social care.

It is a core component of the BSc Hons Mental Health Work programme.

What is it about?

The course has been designed in consultation with practitioners, service providers and service users. It draws on current policy and initiatives, including New Horizons: Towards a Shared Vision for Mental Health (DoH, 2009), Capabilities for Inclusive Practice (FDH, 2007) and No Health Without Mental Health (DoH, 2011).

It aims to help develop awareness of the theory, values and vision underpinning recovery-oriented approaches in mental health and apply these specifically to contemporary practice.

What will I get out of it?

The course will enhance your awareness of the theoretical frameworks and policy vision underpinning recovery-oriented approaches in mental health.

TIMETABLE

Weeks 18–27, 31–34: 9am–12 noon, Thu

Thorn-accredited course.
For more information, see page 79.

Section 4

Midwifery, Children and Young People, and Sexual Health

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Midwifery

Care of the Critically Ill Woman in Childbearing

LEVEL 6 PATHWAY Maternity and New Born Care **CODE** NURS 0480
CREDITS 30

LEVEL 7 PATHWAY Maternity and New Born Care **CODE** NURS 1337
CREDITS 30

CO-ORDINATOR Mandy Stevenson

Who is this course for?

This course is for qualified midwives currently working in a clinical environment and providing care for women who become critically unwell during pregnancy and labour. Evidence of prior learning at Level 6 is required to study this course at Level 7.

What is it about?

The course will give you the opportunity to develop skills and knowledge to provide care to women who become critically ill in childbearing. You will examine your role within the multidisciplinary team and analyse evidence-led practice.

You will be taught by midwifery and ITU lecturers, consultant obstetricians, haematologists and biochemists, and other specialists in critical care provision.

What will I get out of it?

Upon completion of the course, you should possess the skills and knowledge to provide optimal care to critically ill women, as highlighted in the Audit Commission's document *First Class Delivery* (DoH, 1997), *Saving Mothers' Lives: Reviewing Maternal Deaths to Make Motherhood Safer 2006–2008* (BJOG, 2011) and *Providing Equity of Critical and Maternity Care for the Critically Ill Pregnant or Recently Pregnant Woman* (Royal College of Anaesthetists, 2011).

TIMETABLE

Weeks 18–27: 10am–3pm, Mon

Examination of the Newborn

LEVEL 6 PATHWAY Maternity and New Born Care **CODE** NURS 1274
CREDITS 30

LEVEL 7 PATHWAY Maternity and New Born Care **CODE** NURS 1338
CREDITS 30

CO-ORDINATOR Pat Jackson

Who is this course for?

This course is for midwives or other professionals with Nursing and Midwifery Council registration who are working in a clinical environment with neonates. Evidence of prior learning at Level 6 is required to study this course at Level 7.

You must have the support of your clinical manager and a consultant paediatrician at your place of employment.

What is it about?

The course will give you the opportunity to develop skills in examining the newborn which have primarily been the remit of paediatricians. You will be taught by midwifery lecturers, paediatricians and other specialists in theory, clinical teaching and supervision within the designated sessions, following the UK National Screening Guidelines.

In addition, in order to complete the required physical examinations of the newborn, it is expected that you will be supported and supervised by members of the trust staff, including consultant/registrar paediatricians, advanced neonatal practitioners or midwives experienced in the physical examination of the neonate.

What will I get out of it?

Successful completion of this course will qualify you to undertake the physical examination of the newborn, thus enhancing your job satisfaction and improving client satisfaction.

TIMETABLE

Weeks 2, 3, 6, 7, 10, 25: 9.30am–4.30pm, Fri (theory sessions)

Weeks 4, 8, 12, 18, 20, 22: 9am–1pm, Fri (clinical sessions)

Perinatal Mental Health

LEVEL 6 PATHWAY Maternity and New Born Care **CODE** OMED 1246 **CREDITS** 30

LEVEL 7 PATHWAY Maternity and New Born Care **CODE** OMED 1276 **CREDITS** 30

CO-ORDINATOR Tina Heptinstall

Who is this course for?

This course has been designed to meet the development needs of those working in related area of practice in the NHS or the independent or voluntary sector, including midwives, nurses, health visitors, social workers and volunteers.

What is it about?

The course reviews students' knowledge and understanding of perinatal mental health and illness and supports the development of skills in prevention, prediction, detection and management of perinatal mental health disorders. Key speakers from practice enhance the contemporary nature of the course.

What will I get out of it?

You will acquire increased knowledge and skills in meeting the mental health needs of childbearing women.

TIMETABLE

Weeks 18–27, 31–34: 10am–3pm, Tue

Return to Practice for Midwives

LEVEL 5 CODE NURS 1364 **CREDITS** 30

LEVEL 6 CODE NURS 1365 **CREDITS** 30

CO-ORDINATOR Tina Heptinstall

Who is this course for?

To attend this course, you must be either a qualified midwife whose registration with the Nursing and Midwifery Council (NMC) has lapsed after a career break of three years or more or a qualified midwife who has not met the Post Registration Education and Practice standard of completing the minimum of 450 hours of practice during the three years prior to renewal of registration. You must have a contractual relationship with a healthcare organisation that can offer relevant clinical experience.

What is it about?

The course will enable you to achieve the learning outcomes identified by the NMC for re-registration and to return to safe and competent practice. It will give you the opportunity to reflect on your practice and identify your own professional development needs. Supporting mechanisms will give you the self-confidence to re-enter practice and will engender your lifelong learning, thus ensuring your professional competence is maintained.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

You will be able to apply for re-registration with the NMC as a midwife and will have the requisite knowledge and skills to re-enter midwifery practice.

TIMETABLE

Occurrence 1

Weeks 19, 23, 25: 10am–3pm, Mon–Fri

Occurrence 2

Weeks: Term 3 (dates TBA), 10am–3pm

This course is also suitable for health visitors. For further information, please contact Nicky Cocklin.



Health and Welfare of Children and Young People

Care of the Acutely Ill Child

LEVEL 6 PATHWAYS Children's Services and Acute Care **CODE** NURS 1319
CREDITS 30 **CO-ORDINATOR** Karen Chandler

Who is this course for?

This course is for healthcare practitioners employed in clinical areas where children are, or have the potential to become, acutely ill.

What is it about?

The course develops the skills, knowledge and competence of qualified practitioners in recognising and managing the acutely ill child. The key elements are identification of the deteriorating child, how to assess and manage the child, exploration of related conditions where the child can present with acute illness or may deteriorate, paediatric resuscitation and advanced life support.

What will I get out of it?

You will increase your knowledge, skill, competence and confidence in the assessment and management of the acutely ill child.

TIMETABLE

Weeks: Term 3 (dates TBC), 9am–4pm, Thu

Care of the Child in the Recovery Room



LEVEL 6 PATHWAY Children's Services **CODE** TBC **CREDITS** 30
CO-ORDINATOR Karen Chandler

Who is this course for?

This course is for healthcare professionals registered with the Nursing and Midwifery Council or Health Professions Council who care for children in a recovery/anaesthetic environment.

The course can be studied as part of the Children and Young People's Health and Welfare route of the BSc Hons Professional Practice in Health and Social Care programme. It can also be studied as a stand-alone course.

What is it about?

The course will give you the opportunity to consider the specific healthcare needs of children and young people who are undergoing surgical intervention. It will be assessed with both a written essay and a continuous practical assessment in your workplace.

What will I get out of it?

You will increase your knowledge, skill and competence in caring for the child in the peri-operative period.

TIMETABLE

Weeks: (dates and times TBC)

Caring for Children: Essential Knowledge and Skills

LEVEL 6 PATHWAY Children's Services **CODE** NURS 1320 **CREDITS** 15
CO-ORDINATOR Naomi Narramore

Who is this course for?

This course is for healthcare professionals registered with the Nursing and Midwifery Council or Health Professions Council who work with children, but not in a setting designated for children.

The course can be studied as part of the BSc Hons Professional Practice in Health and Social Care programme or as a stand-alone course.

What is it about?

The course will give you the opportunity to consider the specific healthcare needs of children and young people who are unwell. It will be assessed with both a written essay and a continuous practical assessment in your workplace.

What will I get out of it?

The course will equip you with the fundamental knowledge and skills required to provide safe and effective care for children and young people.

TIMETABLE

Weeks 3, 5, 7, 9, 11, 13: 9am–4pm, Wed





Diversity and Adversity in Childhood: Risk and Resilience in Childhood/Adolescence

LEVEL 5 PATHWAY Children's Services **CODE** TBA **CREDITS** 15
CO-ORDINATOR Jean Shepherd

Who is this course for?

This course is a component of the BA Hons Childhood Studies programme. It can also be studied as a stand-alone course by those working with children and young people or those who have an interest in aspects of childhood and children's health and welfare.

What is it about?

The course will enable you to explore constructs of childhood and adolescence from a psychological and social perspective. You will gain insight and understanding as to how differences in childhood can impact on the experiences of individual children and adolescents and how these experiences influence their life outcomes. There will also be opportunities to explore the resilience of children, adolescents and other mediators in the face of diversity and adversity.

What will I get out of it?

You will gain an in-depth understanding of the vast diversity of experiences of children and young people in childhood. You will develop knowledge and understanding of a wide range of factors which influence whole-life outcomes for children and young people. These are explained from both a theoretical and practical perspective.

TIMETABLE

Weeks 2–14: 11am–1pm, Thu

Physical Assessment and Examination of Children and Young People

LEVEL 6 PATHWAY Children's Services **CODE** NURS 1368 **CREDITS** 30
LEVEL 7 PATHWAY Children's Services **CODE** NURS 1369 **CREDITS** 30
CO-ORDINATOR Diane Norton

Who is this course for?

This course is for NMC registration RN Nurses (child) who are currently working in a paediatric care setting.

The course is aimed at experienced child health professionals who wish to develop their skills around assessment and physical examination of children and young people. You should be working in urgent care centres or other contexts that require intervention and/or referral through applying an evidence-based assessment of need.

What is it about?

The course will enhance your interviewing, history taking and general survey skills so you can effectively assess the healthcare needs of the child and family within an identified, structured assessment framework.

It will prepare you to undertake a range of physical assessment activities on children and young people while recognising their developmental differences and requirements.

What will I get out of it?

You will further develop skills for autonomous practice so you can work independently and interprofessionally in this area.

TIMETABLE

Weeks 2–14: (dates and times TBA)

Weeks 18–32: (dates and times TBA)

Children and Young People's Mental Well-Being

Cognitive and Behavioural Therapeutic Interventions with Children and Young People

LEVEL 7 PATHWAY Children's Services **CODE** OMED 1305 **CREDITS** 30
CO-ORDINATOR Dr Bruce McEwan

Who is this course for?

This course is for a wide range of health and social care professionals who undertake direct work with children, young people and their families.

You must have previous experience of working with children and young people and have a professional qualification in (mental) health or social care, or a therapeutic/counselling qualification. You must also be in current practice with access to children and young people and a focus on mental health well-being.

What is it about?

The course explores cognitive and behavioural models of change in children and young people and the theoretical underpinnings of these.

It examines interventions for some common behavioural, psychological and emotional problems, and places an emphasis on the social context of the child/young person's problem and the need to work with families and other carers in implementing interventions.

What will I get out of it?

You will gain broad skills and knowledge, including assessment and formulation skills, critical understanding of intervention techniques, and familiarity with the symptoms and manifestations of common behavioural, psychological and emotional disorders. You will develop the ability to formulate problems within behavioural and cognitive frameworks so as to inform intervention.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 11am–1pm, Fri

Therapeutic Approaches to Children and Young People's Mental Health and Well-Being

LEVEL 7 PATHWAY Children's Services **CODE** OMED 1304 **CREDITS** 30
CO-ORDINATOR Dr Bruce McEwan

Who is this course for?

This course is for a wide range of health and social care professionals who undertake direct work with children, young people and their families.

You must have previous experience of working with children and young people and have a professional qualification in (mental) health or social care, or a therapeutic/counselling qualification. You must also be in current practice with access to children and young people and a focus on mental health well-being.

What is it about?

The course explores theoretical perspectives and therapeutic skills for practitioners working with children and young people's mental health, with an emphasis on promoting mental well-being and resilience.

What will I get out of it?

You will acquire theoretical knowledge, reflective skills and critical thinking that will enhance your understanding of the process and content of mental health assessment of children and young people from a range of theoretical perspectives, including risk and resilient factors. You will reflect on and develop critical and reflective insight into the professional issues arising from collaborative working with other agencies when addressing the mental health needs of this group.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 9–11am, Fri



Childhood Studies

Child Health – a Global Perspective

LEVEL 6 PATHWAY Children's Services **CODE** OMED 1321 **CREDITS** 15
CO-ORDINATOR Diane Norton

Who is this course for?

This course can be studied as part of the BA Hons Childhood Studies programme. It is also available as a stand-alone course to practitioners from health, early years and social care backgrounds.

What is it about?

The course will provide you with the opportunity to examine political, economic, environmental, religious and cultural influences on child health globally. You will explore the major health issues facing children globally and their impact upon child development and future health.

What will I get out of it?

You will gain a critical understanding of factors that influence variation in child health globally. These include political, economic, environmental, religious and cultural aspects.

TIMETABLE

Weeks 17–34: 9–11am, Fri

Children, Young People, Family and Society

LEVEL 4 PATHWAY Children's Services **CODE** SOCI 1081 **CREDITS** 15
CO-ORDINATOR Diane Norton

Who is this course for?

This course is a component of BA Hons Childhood Studies and FdA Working with Children and Young People (Every Child Matters), as well as two programmes offered by the School of Education, BA Hons Early Years and BA Hons Education with Child Development (for these, visit www.gre.ac.uk/education). It can also be studied as a stand-alone course by practitioners from health, early years and social care backgrounds.

What is it about?

The course will give you the opportunity to examine factors that influence children's experience of childhood and the contribution of family and state to protecting and promoting the welfare and rights of children. You will explore the link between children, the family and family life, and the influences of social change associated with gender roles, families and the state.



What will I get out of it?

You will gain an awareness of the varying explanations for, and perspectives of, the family, family structure and family life, including how family structure, gender roles and parenting styles influence children's experience of childhood.

TIMETABLE

Weeks 18–27, 31–34: 2–4pm, Mon

Contemporary Parenting

LEVEL 6 PATHWAY Children's Services **CODE** NURS 0482 **CREDITS** 15
CO-ORDINATOR Liz Gale

Who is this course for?

This course can be studied as part of the BA Hons Childhood Studies programme. It is also available as a stand-alone course to practitioners from health, early years and social care backgrounds.

What is it about?

You will analyse the social construction of contemporary parenting and the concept of parenthood in the context of fitness and suitability. You will critically examine issues that may have a significant impact on a parent's ability to provide 'good enough' parenting and the implications for safeguarding children. You will also have an opportunity to consider the changing attitudes of society and recent government policy regarding parenting.

What will I get out of it?

You will acquire a broad knowledge of issues related to contemporary parenting and be able to apply this to your own practice.

TIMETABLE

Weeks 2–14: 9–11am, Fri

Health and Welfare of Young People

LEVEL 6 PATHWAY Children's Services **CODE** OMED 1257 **CREDITS** 15
CO-ORDINATOR Jean Shepherd

Who is this course for?

This course is a component of the BA Hons Childhood Studies programme. It can also be studied as a stand-alone course by those working with children and young people who need to develop academic skills.

What is it about?

The course examines health issues related to young people and adolescents. Adolescence as a development stage is explored in order to explain why some health issues are specific to this client group.

What will I get out of it?

You will have an opportunity to explore the health and welfare of young people and engage in some minor fieldwork to explore the extent to which national and local policies in this area are being implemented effectively.

TIMETABLE

Weeks 2–14: 9–11am, Fri

Integrated Approaches to Working with Children and Young People

SUBJECT TO APPROVAL LEVEL 5 PATHWAY Children's Services
CODE SOCW 1176 **CREDITS** 15 **CO-ORDINATOR** Naomi Narramore

Who is this course for?

The course is aimed at members of the children's workforce who are working within children's services. It is part of the BA Hons Childhood Studies programme but can also be studied as a stand-alone course.



What is it about?

The course explores the concepts of integrated working within the children's workforce. It evaluates the roles, responsibilities and skills required to work with children and young people across the children's workforce in terms of current policy and legislation.

What will I get out of it?

You will be able to identify the requirements for successful integrated working and understand the benefits of this for the child, young person or family. You will also be able to assess your own skills and employability in relation to integrated working.

TIMETABLE

Weeks 18–27, 31–34: 11am–1pm, Thu

SUBJECT TO APPROVAL

The approval process ensures that courses meet the specific needs of participants. Please follow the standard application procedure.

Introduction to Health and Well-Being from Conception to Young Adult

LEVEL 4 PATHWAY Children's Services **CODE** SOCW 1059 **CREDITS** 30
CO-ORDINATOR Nicky Cocklin

Who is this course for?

This course is a component of BA Hons Childhood Studies and FdA Working with Children and Young People (Every Child Matters), as well as two programmes offered by the School of Education, BA Hons Early Years and BA Hons Education with Child Development (for these, visit www.gre.ac.uk/education). It can also be studied as a stand-alone course by practitioners from health, early years and social care backgrounds.

What is it about?

The course will provide the basis from which to build your knowledge and understanding of the physical, physiological and psycho-social processes of child development from conception to young adult. It will identify and debate the many biological, social and environmental factors that enhance or inhibit growth and development during this period, while taking into account the contemporary policy and national frameworks underpinning screening, assessment and health promotion programmes that enable infants, children and young people to meet their full potential.

What will I get out of it?

The course will provide you with a sound foundation for continuing academic studies related to children and young people.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 11am–1pm, Mon

Parenting: An Understanding for Practice

LEVEL 5 PATHWAY Children's Services **CODE** SOCW 1124 **CREDITS** 15
CO-ORDINATOR Liz Gale

Who is this course for?

This course can be studied as part of the School's FdA Working with Children and Young People (Every Child Matters) programme. It is also available as a stand-alone course to practitioners from health, early years and social care backgrounds.

What is it about?

The course explores the roles and relationships of those involved with children and young people at various stages of development and looks at how partnership and collaboration can promote healthy development.

What will I get out of it?

The course provides an opportunity for you to reflect on aspects of parenting within the context of current government policy. You will analyse and discuss the current focus on parenting courses and consider the developmental processes that a person goes through in becoming a parent.

TIMETABLE

Weeks 18–27: 9–11am, Fri (timetable subject to change depending on the needs of the programme)

Research: Investigating Children and their Childhoods

LEVEL 5 PATHWAY Children's Services **CODE** SOCW 1071 **CREDITS** 30
CO-ORDINATOR Gemma Mansi

Who is this course for?

This course is a component of BA Hons Childhood Studies and FdA Working with Children and Young People (Every Child Matters). It is also available as a stand-alone course to all staff working with children and young people who need an awareness of the evidence underpinning current practice and how it is generated.

What is it about?

The course explores the research process in relation to children and young people in order to identify, analyse and apply research findings to practice with children. The course will expose you to the debates on involvement of children in research and to ethical and legal issues surrounding research with children.

What will I get out of it?

You will develop your critical awareness of research literature and its potential application to practice with children and young people.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 9–11am, Thu

Skills for Childhood Studies

SUBJECT TO APPROVAL LEVEL 4 PATHWAY Children's Services
CODE ACAD 1291 **CREDITS** 15 **CO-ORDINATOR** Naomi Narramore

Who is this course for?

This course is a component of the BA Hons Childhood Studies programme. It can also be studied as a stand-alone course, for which you should be working with children and young people and require the appropriate academic skills.

What is it about?

The course will help you to develop academic skills that will assist with your current and future studies.

What will I get out of it?

You will be able to locate and identify good-quality information and knowledge sources and apply them to the academic study of children and their childhoods and to working within the children's workforce.

TIMETABLE

Weeks 2–14: 2–4pm, Mon

SUBJECT TO APPROVAL

The approval process ensures that courses meet the specific needs of participants. Please follow the standard application procedure.



Theoretical and Social Perspectives of Young People

LEVEL 6 PATHWAY Children's Services **CODE** SOCW 1035 **CREDITS** 30
CO-ORDINATOR Karen Cleaver

Who is this course for?

This is a core course for students on the third year of the BA Hons Childhood Studies programme; it may also be studied as part of another related programme or as a stand-alone course.

What is it about?

The course will give you the opportunity to critically examine the range of issues that may affect young people's experiences as they make the transition through adolescence to adulthood.

What will I get out of it?

On completion of this course, you will have the skills and knowledge to critically analyse factors in the lives of young people which may be either positive or problematic, and to evaluate a range of theoretical perspectives and apply them to young people. You will also be able to critically evaluate differing research perspectives used with children and young people, evaluate how a range of psychological, social and cultural factors influence transition to adulthood, and critically analyse how a range of issues affect and impact upon individual and family life chances.

TIMETABLE

Weeks 2–14, 18–27, 31–34: 11am–1pm, Fri



Safeguarding the Welfare of Children and Young People

Child Protection Law

LEVEL 6 PATHWAY Children's Services **CODE** LAW 0016 **CREDITS** 15
CO-ORDINATOR Susie Djan

Who is this course for?

This course is for those who wish to develop their knowledge of the legislation that ring-fences child protection policy and procedures. It can be studied as a stand-alone course or as part of a relevant programme such as MA Safeguarding Children and Young People.

What is it about?

On 14 October 1991, the Children Act 1989 came into force. Hailed as the most important piece of legislation affecting the family in the 20th century, it brought about fundamental changes in legislative policy and marked a significant shift in the relationship between the family and the state.

The course is concerned with this and other key legislation, as well as the current legal framework for contemporary child protection practice.

Assessment for the course comprises a given case study with set questions about the case.

What will I get out of it?

You will be able to investigate and critically analyse the key principles of the Children Act 1989; critically analyse aspects of current legal policy frameworks for children's services and safeguarding children and young people; and critically appraise how current rules of law and questions of human rights and child welfare impact on children, young people, their families and interprofessional practice.

TIMETABLE

Weeks 18–27, 31–34: 2–4pm (day TBC)

Keeping Children Safe from Harm

LEVEL 6 PATHWAY Children's Services **CODE** SOCW 1007 **CREDITS** 15
CO-ORDINATOR Nicky Cocklin

Who is this course for?

This course is for participants from varied fields of academic and professional study related to children and young people who are vulnerable, in need and/or requiring protection.

What is it about?

The course will enable you to recognise vulnerable children and young people who may be in need or at risk of significant harm. It will raise your awareness of the different roles and responsibilities of those providing services to ensure children's needs for additional protection are met.

You will develop an awareness of the factors that may contribute to vulnerability as well as signs and symptoms of child abuse. You will consider the differing impact of abuse on the individual developing child or young person. The importance of interagency and integrated working will be explored using a range of research literature, reports and policies.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

By the end of the course, you will be able to critically analyse information provided about children, young people and their families to assess when and how to refer for specific action and services to protect such children.

TIMETABLE

Occurrence 1

Weeks 2–14: 9–11am, Fri

Occurrence 2

Weeks 18–27, 31–34: 9–11am, Fri

Protecting Vulnerable Children and Young People with Complex Needs

LEVEL 7 PATHWAY Children's Services **CODE** SOCW 1111 **CREDITS** 15
CO-ORDINATOR Jan Webb

Who is this course for?

This course is for those who wish to develop deeper understanding of child protection issues related to children with complex needs. It is a core course for the MA Safeguarding Children and Young People programme, and it can also be studied as a stand-alone course if you meet the requirements for Level 7 study.

What is it about?

The course is about children and young people with particular vulnerabilities who are at risk of harm within families, institutions and the wider community setting. You will critically examine the concept of vulnerability and question the complexity of systems devised for dealing with child protection concerns.



What will I get out of it?

On completion, you will be able to critically analyse worldwide concepts of abuse and neglect; critically analyse how professionals can work to provide supportive help; and critically evaluate whether international, national and local legislation and policy create a climate of protection for children and young people.

TIMETABLE

Weeks 18–27, 31–34: 11am–1pm (day TBC)

Safeguarding and Protecting the Welfare of Children and Young People

LEVEL 4 PATHWAY Children's Services **CODE** SOCW 1114 **CREDITS** 30
CO-ORDINATOR Nicky Cocklin

Who is this course for?

This course is designed for members of the children's workforce who wish to develop knowledge for practice in relation to safeguarding and protecting the welfare of children and young people. It is suitable for those who work with children, young people and their families from a range of sectors, including public, statutory and voluntary services.

It can be studied as a stand-alone course or as part of the FdA Working with Children and Young People (Every Child Matters) programme.

What is it about?

The course will provide you with opportunities to develop a knowledge base for safeguarding and protecting children and young people. You will explore the values, beliefs, myths and stereotypes that surround child protection work and determine what constitutes protection and clarify when to raise concerns.

The course will help you to develop an understanding of child protection processes, professional roles and responsibilities in relation to safeguarding children and young people.

What will I get out of it?

The course will equip you with the basic knowledge and understanding that is required to help safeguard and protect children and young people as appropriate to your working role and responsibilities.

TIMETABLE

Weeks 18–27, 31–34: 3–6pm, Tue

Safeguarding and Protecting the Welfare of Children and Young People

LEVEL 6 PATHWAY Children's Services **CODE** SOCW 1104 **CREDITS** 30
CO-ORDINATOR Nicky Cocklin

Who is this course for?

This course is for professionals from all sectors of the children's workforce who have a responsibility for children and young people and are working with them, and on their behalf, in order to safeguard and protect their welfare.

As there is a practice assessment element to this course, you will also require a practice-based mentor.

What is it about?

The course is concerned with the contemporary context of safeguarding and protecting the welfare of children and young people, in particular protecting them from significant harm within the framework of joint working between agencies and professionals. It explores theoretical, research and practice knowledge across professional and disciplinary boundaries from a local and national policy perspective.

What will I get out of it?

The course provides an opportunity for you to reflect on and develop your own personal practice and critically evaluate how this may impact on your work with children, young people and families.

TIMETABLE

Weeks 2–14: 11am–4pm (taught sessions – day TBC)
Weeks 18–27, 31–34: (additional tutorials – dates and times TBA)

Safeguarding the Welfare of Children and Young People: Concepts for Practice

LEVEL 7 PATHWAY Children's Services **CODE** SOCW 1107 **CREDITS** 30
CO-ORDINATOR Nicky Cocklin

Who is this course for?

This course is for professionals who have a responsibility for children and young people and are working with them, and on their behalf, in order to safeguard and protect their welfare. You should have a practice-based mentor for the assessment element of the course.

The course can be studied as a core course of the MA Safeguarding Children and Young People programme. It is also available as a stand-alone course.

What is it about?

The course is concerned with critical analysis of the contemporary context of safeguarding and protecting the welfare of children and young people, in particular protecting them from significant harm within the framework of interagency and inter-professional practice. It explores theoretical research and practice knowledge across professional and disciplinary boundaries from a local and national policy perspective.

Assessment is through a case study and a portfolio of practice, including an assessment in practice and a reflective monthly log.

What will I get out of it?

The course will provide you with an opportunity to bring together the academic and practical perspective of safeguarding and protecting children and young people. It will enable you to develop critical insight and reflective practice in order to influence practice development and effect change at a personal and organisational level.

TIMETABLE

Weeks 2–14: 11am–4pm (taught sessions – day TBC)
Weeks 18–27, 31–34: (additional tutorials – dates and times TBA)



Understanding the Dynamics of Domestic Abuse

LEVEL 5 PATHWAY Children's Services **CODE** SOCW 1122 **CREDITS** 15
CO-ORDINATOR Helen Langley (for information on this course, contact Jan Webb)

Who is this course for?

This course can be studied as part of the School's FdA Working with Children and Young People (Every Child Matters) programme. It is also available as a stand-alone course for practitioners from health, early years and social care backgrounds.

What is it about?

The course examines the dynamics of domestic abuse and will enable you to develop an increased understanding of the processes of an abusive relationship. It focuses on contemporary legislation and policy as they apply to children, young people and their families.

What will I get out of it?

You will acquire detailed knowledge of the social context, causes and dynamics of domestic abuse, including its impact on adults and children. You will be able to demonstrate knowledge and understanding of contemporary legislation and national and local policy for use in practice.

TIMETABLE

Weeks 2–14: (dates and times TBA)

Working with the Effects of Domestic Abuse

LEVEL 5 PATHWAY Children's Services **CODE** SOCW 1123 **CREDITS** 15
CO-ORDINATOR Jan Webb

Who is this course for?

This course is for those who wish to develop their knowledge and skills related to domestic abuse. You should wish to understand the impact of domestic abuse on children, young people and their families and develop your working practice so you can apply a practice response based on best evidence.

To undertake this course, you must have previously studied the Understanding the Dynamics of Domestic Abuse course or be able to demonstrate that you have the relevant prerequisite knowledge.

This is a Level 5 option course on the FdA Working with Children and Young People (Every Child Matters) programme and is also available as a stand-alone course.

What is it about?

The course enables you to gain increasing knowledge and understanding of the abusive household and related theoretical perspectives. You will learn to identify behaviours associated with domestic abuse from the child, young person and adult's perspective and determine what constitutes effective interventions.

What will I get out of it?

You will have an understanding of abusive relationships, including theoretical perspectives and key indicators of what constitutes family violence, and be able to explore and reflect on the contemporary emphasis on identification, risk assessment and safety planning. You will be able to identify and analyse good practice responses for families, taking account of safeguarding children within the context of multi-agency working.

TIMETABLE

Weeks 18–27, 31–34: (dates and times TBA)

Sexual Health

Advanced Contraceptive Practice

LEVEL 7 PATHWAY Staying Healthy **CODE** NURS 1331 **CREDITS** 30
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for qualified healthcare professionals working in sexual health care. You must have completed a contraceptive practice course and be working in this area during the course. You must have a suitably qualified mentor to supervise the completion of practice requirements. Please contact the course co-ordinator for more information about this requirement prior to the course.

What is it about?

In 2005 the National Institute for Health and Clinical Excellence published its guidelines on long-acting reversible contraception. Priorities for implementation focused on contraception provision and training of health professionals in contraception care.

This course builds on the Contraception and Reproductive Sexual Health Practice course and will give you the opportunity to develop skills in IUD/IUS and implant insertion. It will enable you to work at a higher or specialist level in contraception and sexual health and develop advanced clinical decision-making skills in your field of practice.

What will I get out of it?

You will develop competence in fitting and removing IUDs/IUSs and implants.

TIMETABLE

Weeks 31–36: 10am–3pm, Thu

Cervical Cytology and Breast Awareness

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1207 **CREDITS** 15
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for qualified healthcare professionals in sexual health, general practice, gynaecology, midwifery and genitourinary medicine. You must have a suitably qualified mentor and opportunities for cervical smear taking. Please contact the course co-ordinator for more information regarding these requirements prior to the course.

What is it about?

This course gives participants the opportunity to develop skills in the clinical practice of smear taking while critically examining the evidence base. The course draws on issues in healthcare provision. Local and national policy initiatives are also explored.

We offer two opportunities to study this course during the academic year.

What will I get out of it?

You will undertake supervised practice in smear taking, leading to competence in this area.

TIMETABLE

Occurrence 1

Weeks 3, 5, 9, 12: 9am–3pm, Wed

Occurrence 2

Weeks 19, 20, 25, 31: 9am–3pm, Wed

Contemporary Issues in Sexual Health

LEVEL 7 PATHWAY Staying Healthy **CODE** OMED 1259 **CREDITS** 30
CO-ORDINATOR David Evans

Who is this course for?

This course is ideally suited for experienced practitioners working with sexual health aspects of client care who wish to develop their knowledge and career at postgraduate/Master's level.

The course is part of a number of programmes offered by the School and is a core course on the Sexual Health route of the MA Professional Practice in Health and Social Care programme. It is also available as a stand-alone course.

What is it about?

The course will help you to make an in-depth analysis and evaluation at Master's level of some of the changing, but significant, contemporary issues in sexual health that currently affect client populations and/or associated service

provision. This is underpinned with a sound appraisal of supporting epistemologies (the 'systems of knowledge' or 'ways of knowing') in the fields of sexualities and gender studies.

We offer two opportunities to study this course during the academic year; both are delivered by e-learning, via the Internet.

What will I get out of it?

You will acquire the knowledge to make a critical analysis of contemporary key issues facing the world of sexual health care. You will also develop a sound philosophical underpinning of the very ways we think and construct knowledge pertaining to this area of practice.

TIMETABLE

Weeks 2–13: (e-learning)

Contraception and Reproductive Sexual Health Practice

LEVEL 6 PATHWAY Staying Healthy **CODE** OMED 0231 **CREDITS** 30
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for qualified healthcare professionals who require knowledge of contraceptive practice as part of their work. Prior to the course, you should secure a clinical placement for 14 sessions and a mentor to facilitate practice. This can be done in your local trust. Please contact the course co-ordinator for more information about this course.



What is it about?

The course will give you the opportunity to further develop your skills in the provision of contraception, informed by a contemporary evidence base. You will critically examine the diversity of sexuality and cultural expectations and explore how these impact on an individual's need for contraception.

The course will draw on issues in health care and policy initiatives and explore how these influence the provision of contraception for all populations groups. You will gain in-depth knowledge of all methods of contraception, enabling you to provide these methods for clients using patient group directions.

What will I get out of it?

You will develop competence in the provision of methods of contraception, enabling you to work in contraception clinics, general practice or similar areas requiring this competency.

TIMETABLE

Weeks 18–27, 31–33: 10am–3pm, Tue

Current Issues in HIV and AIDS

LEVEL 6 PATHWAY Staying Healthy **CODE** OMED 1145 **CREDITS** 30
CO-ORDINATOR Nuala McBennett

Who is this course for?

This is available as a stand-alone course for professionals working or intending to work in the field of sexual health. It is also an option course for students on a range of programmes, including BSc Hons Professional Practice in Health and Social Care, and programmes in the School's Sexual Health Framework.

What is it about?

The course provides an introduction to the multiple and complex problems confronting people who are HIV antibody positive or who have AIDS. It explores current strategy, policy and services for clients with HIV, as well as social values, beliefs and ethical issues and the implications of these for professional practice. You will critically examine factors associated with the emergence, continued prevalence and epidemiology of the HIV pandemic and reflect on the wider political, economic and social consequences.

What will I get out of it?

You will develop a critical understanding and evidence-based knowledge on aetiology and clinical management of HIV. You will also have an understanding of the diverse range of complex issues that affect people who have HIV or AIDS, their significant others, professional carers and service providers.

TIMETABLE

Weeks 2–14: 11am–1pm, 2–4pm, Fri

Fertility Awareness

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1330 **CREDITS** 30
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for healthcare professionals in a sexual health/fertility setting.

What is it about?

The course will give you the opportunity to explore the educational value of fertility awareness for optimising the chances of pregnancy and timing of fertility investigations while examining contemporary research in this area. You will critically evaluate your role, expertise and limitations within the interprofessional team and recognise the need for appropriate referral.

What will I get out of it?

You will develop skills and knowledge in fertility awareness and natural family planning.

TIMETABLE

Weeks 18, 21, 27: 9am–5pm, Thu and Fri

Introduction to Reproductive Sexual Health

LEVEL 5 PATHWAY Staying Healthy **CODE** OMED 0228 **CREDITS** 15
LEVEL 6 PATHWAY Staying Healthy **CODE** OMED 1180 **CREDITS** 15
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for those requiring an introduction to the fundamentals and challenges of reproductive sexual health care affecting all groups of the population. Attendees may include school nurses, gynaecology nurses, youth workers and prison nurses.



What is it about?

This is an introductory course to sexual health suitable for those wishing to gain awareness in the speciality. You will have the opportunity to explore attitudes to sexual health and sexuality in contemporary society, discuss the ethical and legal issues of reproductive sexual health and their affect on policy, and acquire knowledge of the principles of fertility, fertility control and sexual health issues.

What will I get out of it?

You will gain knowledge and understanding of sexual health issues and the confidence to support and provide referral advice to clients.

TIMETABLE

Weeks 2–14: 1–3pm, Tue

Introduction to Sexual Infections and Sexual Health

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1169 **CREDITS** 15
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for qualified healthcare practitioners in sexual health provision, such as general practice or contraception and sexual health clinics.

What is it about?

The course has been designed to develop knowledge and competence in the area of sexually transmitted infections. You will have the opportunity to explore sexual health policy, critically examine epidemiological trends and evaluate the extent to which this is reflected in local service delivery. The course has a practice component.

What will I get out of it?

You will develop a detailed knowledge of the subject as well as skills and competence in screening techniques.

TIMETABLE

Weeks 2–14: 10am–12 noon, Tue

Managing Infertility

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1271 **CREDITS** 15
CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for qualified healthcare practitioners working in fertility clinics.



What is it about?

The course will provide you with the opportunity to apply a practice-focused analysis of the management and treatment of infertility patients, and will explore the ethical, legal and professional issues encountered in patient care. It is delivered by e-learning, via the Internet.

What will I get out of it?

You will gain a comprehensive knowledge and understanding of the management of the infertile couple.

TIMETABLE

Weeks 18–27, 31, 33: (e-learning)

Promoting Sexual Health

LEVEL 6 PATHWAY Staying Healthy **CODE** OMED 1146 **CREDITS** 15
LEVEL 7 PATHWAY Staying Healthy **CODE** OMED 1258 **CREDITS** 15
CO-ORDINATOR Nuala McBennett

Who is this course for?

This is a stand-alone course for professionals working or intending to work in the field of sexual health. It is also an option course for students on a range of programmes, such as BSc Hons and MA Professional Practice in Health and Social Care, BA Hons Childhood Studies, BSc Hons Public Health and the School's Sexual Health Framework programme.

What is it about?

The course will develop your understanding of health promotion and education in sexual health. It covers women's and male sexual health, stigma and prejudice, risk and safer sex, sexual health promotion, ethical and legal issues, sexual abuse, disability and sexual health, and strategy and policy.

What will I get out of it?

Both levels will enable you to develop informed critical understanding of sexual health promotion and education issues and will give you the knowledge to provide essential advice and support in a practice context. Level 7 will enable you to develop a sexual health promotion resource for practical application.

TIMETABLE

Weeks 18–27, 31–33: (e-learning)

Sexual Health Skills

LEVEL 5 PATHWAY Staying Healthy **CODE** NURS 1322 **CREDITS** 30

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1323 **CREDITS** 30

CO-ORDINATOR David Evans

Who is this course for?

This course is suitable for nurses, midwives and many other health and social care professionals working across various fields of practice. You should wish to develop your knowledge and skills on foundational elements of sexual health and be able to identify aspects of sexual health relevant to your client care.

This can be taken as a stand-alone course or as part of the BSc Hons Sexual Health (Top-up) and the Graduate Diploma in Sexual Health (see the School's Sexual Health Framework).

What is it about?

The course covers a range of topics, including defining and customising sexual health to one's own client needs, therapeutic communication on sexual health matters, methods of safer sex and contraception, and sexual infections and HIV, as well as a range of other professional and ethical concerns.

The course has been approved by the Royal College of Nursing and has been developed to address strategy requirements of the Department of Health and the Teenage Pregnancy Unit.

We offer three opportunities to study this course during the academic year; each is delivered by e-learning, via the Internet.

What will I get out of it?

The course provides a broad foundation in sexual health matters relevant to your client needs. You will develop the ability to apply theory to enhance your practice.

TIMETABLE

Occurrence 1

Weeks 2–13: (e-learning)

Occurrence 2

Weeks 18–27, 31–33: (e-learning)

Occurrence 3

Weeks 31–43: (e-learning)

Understanding Human Fertility

LEVEL 6 PATHWAY Staying Healthy **CODE** NURS 1272 **CREDITS** 15

CO-ORDINATOR Ros Delaney

Who is this course for?

This course is for healthcare professionals who provide direct services to clients or assist as members of an interprofessional team, or for those who are interested in learning more about these initiatives.

What is it about?

The course will enable you to increase your awareness of reproductive health and management of individuals with infertility while appraising the current evidence base. It will draw on policy initiatives and provide you with the opportunity to explore ethical, legal and professional issues surrounding fertility.

The course is delivered by e-learning, via the Internet.

What will I get out of it?

You will be able to demonstrate a critical understanding of fertility issues and gain confidence in discussing the contribution made by the interprofessional team to reproductive health and fertility.

TIMETABLE

Weeks 2–14: (e-learning)





Section 5

Social Work

Consolidation of Initial Competence in a Specialist Context

LEVEL 6 CODE SOCW 1100 **CREDITS** 15 **CO-ORDINATOR** Dr Dave Sims

Who is this course for?

This course is for qualified social workers who wish to undertake a credit-rated course to support their practice.

It enables social workers working with children and families or adults to critically reflect on their social work practice and their continuing professional development.

What is it about?

The course is an important opportunity for you to consolidate your learning in practice through critical reflection and assessment against the specialist standards for post-qualifying social work.

Using structured reading, discussion and interactive exercises, you will link theory and research to your work with service users. You will consolidate your practice through in-depth critical reflection and analysis.

What will I get out of it?

You will enhance your verbal and written communication skills and further develop your capacity for critical thinking in practice. Following the course, you may register for the full award.

TIMETABLE

Weeks 3, 5, 8, 11: 10am–4pm, Mon (workshops)

Critical Decisions in Child Care

LEVEL 6 CODE SOCW 1102 **CREDITS** 30

LEVEL 7 CODE SOCW 1106 **CREDITS** 30

CO-ORDINATOR Lynn Baxter

Who is this course for?

This course is for qualified social workers and other child care professionals who are working with children and young people living in care or 'on the edge of care'.

What is it about?

The course will enhance your skills, knowledge and values to ensure that your assessment, planning and decision-making processes when working with children and young people in care are child centred and well informed. Course content includes an examination of legislation and theoretical perspectives relevant to current issues in child care.

What will I get out of it?

You will gain increased confidence and competence in practice skills and enhanced knowledge of research.

TIMETABLE

Weeks 18–27, 31, 32: 11am–5pm, Thu

Domestic Abuse

LEVEL 6 CODE SOCW 1008 **CREDITS** 15 **CO-ORDINATOR** Lynn Baxter

Who is this course for?

This course is for health, education and social care professionals in all fields and areas of work with adults, children and families.

What is it about?

The course examines how to recognise and intervene in situations where one person controls and abuses others with whom he or she has a personal relationship.

What will I get out of it?

You will gain confidence and competence in identifying abusive relationships and knowledge of how to safely and effectively intervene to prevent further violence and support survivors of domestic abuse.

TIMETABLE

Weeks 18–27, 31, 32: 3–5pm, Tue

Enabling Others

LEVEL 6 CODE SOCW 1101 **CREDITS** 15 **CO-ORDINATOR** Lis Hunter

Who is this course for?

This course is for qualified and registered social workers, normally with a minimum of two years' post-qualifying experience.

What is it about?

You will acquire the knowledge and skills to enable and support learning and assessment of social work students and social care staff in the workplace. The course meets the requirements established by the General Social Care Council for practice educators.

What will I get out of it?

You will gain credit towards the new Practice Educator framework.

TIMETABLE

Weeks 5, 6, 8, 10, 12: 10am–4pm, Wed (workshops)

Flexible Learning in Social Care

LEVEL 6 CODE SOCW 1055 **CREDITS** 30

LEVEL 7 CODE SOCW 1113 **CREDITS** 30

CO-ORDINATOR Lynn Baxter

Who is this course for?

These courses are for social care professionals who have a particular interest in a relevant social care practice issue and who are self-motivated learners who enjoy individual study.

What is it about?

You choose the subject and can therefore follow your own relevant practice interests.

What will I get out of it?

A supervisor will assist and support your reflection, study and writing on a relevant subject that you have chosen, enabling you to demonstrate your new knowledge and the learning outcomes of your course at either Level 6 or 7.

TIMETABLE

Weeks 3–5: 3–5pm, Tue (introductory sessions)

Keeping Children Safe from Harm

For details of this course, please see page 60.





Section 6

Mentor Preparation

TIMETABLES: Mentor Preparation for Midwives

Mentor Preparation for Nurses and Other Professional Groups

Sessions are held at Avery Hill Campus unless otherwise stated. Choices of time, where available, are made by the student. The number of each occurrence is indicated in orange.

A: Level 5 midwives and nurses

- 1 **Weeks 2, 4, 6, 8, 10:**
9am–4pm, Mon
- 2 **Weeks 18, 20, 22, 24, 26:**
9am–4pm, Fri
- 3 **Weeks 34, 36, 38, 40, 42:**
9am–4pm, Wed

B: Level 6 (online) midwives and nurses

- 1 **Weeks 2–12**
Study days in university:
Weeks 2, 10: 9am–4pm, Mon
- 2 **Weeks 16–26**
Study days in university:
Weeks 16, 26: 9am–4pm, Mon

C: half-day preparatory session for midwives

- 1 **Week 12:**
9am–12 noon or 1–4pm, Thu
- 2 **Week 27:**
9am–12 noon or 1–4pm, Wed
- 3 **Week 43:**
9am–12 noon or 1–4pm, Tue

D: Level 6 (classroom-based) midwives and nurses

- 1 **Weeks 3, 5, 7, 9, 11:**
9am–4pm, Tue
- 2 **Weeks 2, 4, 6, 8, 10:**
9am–4pm, Thu
- 3 **Weeks 3, 5, 7, 9, 11:**
9am–4pm, Fri
- 4 **Weeks 17, 19, 21, 23, 25:**
9am–4pm, Mon
- 5 **(Medway)**
Weeks 18, 20, 22, 24, 26:
9am–4pm, Tue
- 6 **Weeks 17, 19, 21, 23, 25:**
9am–4pm, Wed
- 7 **Weeks 34, 36, 38, 40, 42:**
9am–4pm, Mon
- 8 **Weeks 34, 36, 38, 40, 42:**
9am–4pm, Tue
- 9 **Weeks 34, 36, 38, 40, 42:**
9am–4pm, Thu
- 10 **Weeks 34, 36, 38, 40, 42:**
9am–4pm, Fri

Mentor Preparation for Midwives

LEVEL 5 CODE OMED 1233 **CREDITS** 15

LEVEL 6 (classroom-based) CODE OMED 1237 **CREDITS** 15

LEVEL 6 (online) CODE OMED 1239 **CREDITS** 15

CO-ORDINATOR Rhona Meek

Who is this course for?

This course is for midwives who have been qualified for at least a year. Level 5 is for midwives who have not undertaken recent academic study; entry requirements for Level 6 include study at Level 5 or above within the last five years. Evidence of this must accompany your application.

You must have the support of an experienced sign-off mentor, manager and practice development manager/placement development facilitator (or equivalent).

The Nursing and Midwifery Council (NMC) requires mentor preparation programmes to be a minimum of ten days, including at least five days protected learning time. Therefore, you must be provided with the study time to attend the course. Your manager must sign a form to confirm that this arrangement is in place.

What is it about?

This course addresses the competencies of a mentor detailed in the NMC Standards to Support Learning and Assessment in Practice. You will undertake five full-day study sessions (or equivalent for the online course) and be required to mentor a student midwife in practice under the guidance and support of an experienced midwife mentor.

The NMC requires every midwife to be a 'sign-off' mentor (a mentor with additional competencies enabling her or him to sign off student proficiency with the NMC). You will undertake an additional half-day study session during the course and complete a specific sign-off competency document to prepare you for this additional role in practice.

We offer many opportunities to take this course during the year. Level 5 is studied in the classroom; Level 6 can be taken in the classroom or online via the Internet as a series of learning modules. To undertake the online course, you must be IT literate and have access to a computer with an Internet connection. Online participants must attend the two study days at the campus and complete the learning activities with the support of the online tutor.

What will I get out of it?

You will acquire the knowledge and skills to undertake the role of an NMC sign-off mentor in practice.

TIMETABLE

Level 5: see Timetables A and C

Level 6 (classroom-based): see Timetables D and C

Level 6 (online): see Timetables B and C

Mentor Preparation for Nurses and Other Professional Groups

LEVEL 5 CODE OMED 1232 **CREDITS** 15

LEVEL 6 (classroom-based) CODE OMED 1236 **CREDITS** 15

LEVEL 6 (online) CODE OMED 1238 **CREDITS** 15

CO-ORDINATOR Rhona Meek

Who is this course for?

This course is for nurses and specialist public health nurses who have been qualified for at least one year. Other professional groups must comply with the requirements of their own professional bodies. Level 5 is for practitioners who have not undertaken recent academic study; entry requirements for Level 6 include study at Level 5 or above within the last five years. Evidence of this must accompany your application.

You must have the support of an experienced mentor, manager and practice development manager/placement development facilitator (or equivalent).

The Nursing and Midwifery Council (NMC) requires mentor preparation programmes to be a minimum of ten days, including at least five days protected learning time. Therefore, you must be provided with the study time to attend the course. Your manager must sign a form to confirm that this arrangement is in place.

What is it about?

This course addresses the competencies of a mentor detailed in the NMC Standards to Support Learning and Assessment in Practice. You will undertake a series of five full-day study sessions and, during the course, mentor a student nurse within the clinical environment, supervised by your experienced mentor.

We offer many opportunities to take this course during the year. Level 5 is studied in the classroom; Level 6 can be taken either

in the classroom or online via the Internet as a series of learning modules. To undertake the online course, you must be IT literate and have access to a computer with an Internet connection. Online participants must attend the two study days at the campus and complete the learning activities with the support of the online tutor.

What will I get out of it?

You will acquire the knowledge and skills to undertake the role of an NMC sign-off mentor in practice. Once qualified and experienced, mentors can be nominated by the practice development manager/placement development facilitator (or equivalent) to undertake the additional preparation to meet the competencies of a sign-off mentor. Details can be found in the School's short course prospectus.

TIMETABLE

Level 5: see Timetable A

Level 6 (classroom-based): see Timetable D

Level 6 (online): see Timetable B

Practice Teacher

LEVEL 6 CODE OMED 1253 **CREDITS** 30

LEVEL 7 CODE OMED 1254 **CREDITS** 30

CO-ORDINATOR Paul Street

Who is this course for?

This course is for qualified specialist community public health nurses (SCPHN) or nurses who hold specialist practice qualifications (SPQs) and who are going to support qualified nurses to enter the register at a point beyond initial registration. You must have completed one of our mentor preparation courses (or equivalent) and be working in a clinical setting with SCPHN or SPQ nursing students. You must have the support of an experienced practice teacher who can supervise your learning on the course.

The Nursing and Midwifery Council (NMC) requires that student practice teachers have a guaranteed 30 days' protected time to complete this course over a six-month period. Ten of these days are taught face to face at the university.

What is it about?

The course meets the NMC Standard for Practice Teacher. It develops the education knowledge and skills required to teach, facilitate and assess a student over a prolonged period and applies educational theory, research and policy to interprofessional practice.

What will I get out of it?

You will gain a deeper understanding of how you can create an educational environment that stimulates one-to-one learning. You will recognise your unique learning and teaching style and the ways this can influence your own practice and that of your students.

TIMETABLE

Weeks: Term 1 (dates TBA)

Qualifying as a nurse or midwife teacher

To find out about the one-year PG Cert programme offered by the University of Greenwich's Educational Development Unit, see page 83.

Degrees and other programmes



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Associate Student Programmes

Associate Student Health and Social Care

ATTENDANCE Flexible **PROGRAMME LEADER** Teresa McMahon/
healthassociates@gre.ac.uk

Who is this programme for?

This programme is for health and social care professionals who want a flexible approach to study. You will normally be employed by one of the trusts that has a contract with the university.

What is it about?

The programme will enable you to study courses as standalone modules rather than as part of a specific programme with an award.

After completion, you may go on to a degree or diploma programme, and it may be possible, depending on the entry requirements, to transfer credit from these courses to your new programme. The programme team can offer careers advice and guidance.



What qualifications do I need?

You will be required to meet the entry criteria for each course, which may include working in a suitable audited clinical area and having access to a practice mentor/assessor.

What courses will I study?

You will study a maximum of two courses or 30 credits in an academic year. These will be selected from the range of courses offered by the School.

For an associate student programme specifically for paramedics, see page 84.

Children and Young People

FdA Working with Children and Young People (Every Child Matters)

Children and Young People in Focus – Every Child Matters

ATTENDANCE 2 YRS F/T, maximum 4 YRS P/T **PROGRAMME LEADER**
Jan Webb

Who is this programme for?

This programme would suit those wishing to begin or enhance a career working with children and/or young people. You should be currently working in, or wishing to work in, a suitable setting that provides services for this group (including youth services and colleges and early years settings for younger children).

What is it about?

The programme is about the skills and knowledge required to work with and for children and young people. Its child and young person focused framework will underpin your inter-professional, multi-agency and integrated working in any sector of the children's workforce.

Contemporary policy focuses on the well-being of children and young people and is concerned with ongoing reform of service delivery from a multidisciplinary and inter-professional perspective. Every child and young person should receive the support he or she needs to be healthy, stay safe, enjoy and achieve, make a positive contribution and gain economic well-being. To ensure these opportunities are available, it is vital to have a children's workforce that is educated, skilled and specifically focused on the needs of the child or young person. This foundation degree is designed to contribute to the workforce reform to help ensure that those working with children and young people are able to do the best job they possibly can.

The programme has been developed by the School of Health & Social Care and the School of Education. It is constructed

around the Children's Workforce Development Council's Common Core of Skills and Knowledge.

The programme is interdisciplinary throughout, with generic core courses designed both to promote understanding of the needs of children and young people and develop skills required to work with and for the benefit of children, young people and their families. Option courses and work-based projects will enable you to focus on study specific to your area of work.

Courses are delivered in a variety of ways, including face to face and online. Assessment is based on practice as well as theory. On successful completion of the programme, you will have the opportunity to 'top up' your qualification to an honours degree.

For a detailed course list, visit www.gre.ac.uk/ecm or contact the programme leader.

What will I get out of it?

Whether you already work within the children or young people's workforce or are looking to enter it, this programme will enable you to develop the generic skills and knowledge you require. You will also develop a valuable range of transferable skills. Interdisciplinary skills will enable you to apply theory to practice, and, through a programme that enables students to focus on specific areas of work, you will acquire skills and knowledge that are most relevant to your own role and primary area of responsibility.

What qualifications do I need?

You should have:

120 UCAS points **FROM**

EITHER a minimum of one A-level

OR an equivalent vocational qualification, such as an NVQ3, BTEC National Diploma or AVCE.

PLUS a minimum of five GCSEs at grade C or above (including English language and mathematics)

OR equivalent qualifications, such as Key Skills in Communicating and Numeracy at Level 2 or above

OR demonstrable ability to work at this level.

You must also:

- Be employed or working on a voluntarily basis with children or young people for a minimum of three full days a week (this is for the full-time programme; those wishing to study part-time are required to complete the equivalent amount of time within their workplace, but over a longer period)
- Attend an interview
- Be aged 18 or over at the time of entry
- Undergo a Criminal Records Bureau check
- Provide a letter of verification from your employer or manager to indicate his or her willingness to support your experience.

What courses will I study?

For course information, please contact the programme leader.

BA Hons Childhood Studies

This programme is jointly offered by the School of Health & Social Care and the School of Education

ATTENDANCE 3 YRS F/T, 4–6 YRS P/T **PROGRAMME LEADERS** Jan Webb (Health & Social Care), Dr Mary-Clare Martin (Education)

Who is this programme for?

This programme is open to anyone who wishes to develop their knowledge in the area of childhood studies, including those already working across the children's workforce.

What is it about?

This programme reflects a multidisciplinary approach to the study of childhood. It will provide you with a sound understanding of the theoretical perspectives that underpin childhood studies and of the relevant professionals that are involved in the delivery of services to children and young people.

The programme is organised around a common core of child development, special needs, children and society, childhood rights and autonomy. In Year 3, the emphasis is on young people addressing the challenges they face today as they mature towards adulthood. You will be able to choose from a range of option courses that meet your individual learning needs. These include courses that focus on the well-being of children, theoretical perspectives on their development and keeping children safe from harm.

In Year 3, you will also undertake an in-depth critical review of an area of interest. There is an opportunity to focus on a specific age or stage of development, which may be early years or later years (adolescence).

Your ability is established through continuous assessment and formal exams.

What will I get out of it?

This programme opens up a wide variety of opportunities in health and social care and may be a stepping stone to study at higher levels.

What qualifications do I need?

You should have:

240 UCAS points or above.

PLUS at least three GCSEs at grade C or above (including English) or equivalent qualifications.

- All applicants with professional qualifications in the field of child health and social care can access the programme in the second year. Further Accreditation of Prior (Experiential) Learning is considered on an individual basis.

What courses will I study?

For a detailed course list, contact one of the programme leaders.

For more information on this programme, including a list of courses, please visit www.gre.ac.uk/study/courses/ug/edu/x310.

MA Safeguarding Children and Young People

ATTENDANCE 3 YRS P/T **PROGRAMME LEADER** Nicky Cocklin

Who is this programme for?

This programme is designed to meet the needs of experienced professionals working within the sphere of safeguarding the welfare of children and young people who wish to become acknowledged experts in this field. You should want to advance your skills and work at a strategic level within an interprofessional and multi-agency environment.

What is it about?

This programme is designed to meet the needs of practitioners in relation to both national and local agendas. It recognises that child protection issues are becoming increasingly high profile and require an integrated response across a variety of services. It offers the flexibility of studying for the full MA or stepping off at the end of Year 1 to be awarded the postgraduate certificate or at the end of Year 2 to be awarded the postgraduate diploma.

The programme recognises that protection of children and young people depends upon a number of factors: joint working across agencies and professional boundaries; an approach focused on the child or young person; sensitive work with parents and carers in the best interests of the child; and the careful exercise of professional judgement based on a thorough assessment and critical analysis of the available information (Department of Health, 1999; Laming, 2009; Munro, 2010).

The programme will provide you with a critical understanding of your own roles and responsibilities, as well as those of others, in all aspects of safeguarding/child protection work. It will give you a deeper understanding of child protection issues, enabling you to take a strategic lead in local inter-agency working.

Because of its interprofessional nature, this programme is open to both healthcare professionals and a range of other professionals across relevant sectors of the workforce, including the police, professionals in the education sectors (such as teachers), probation service workers, staff from the voluntary sector, and social work and social care workers.

The programme adopts a variety of approaches to learning, including study days at the university. It critically examines current policy and practice for safeguarding children and young people, focusing on key issues such as assessment and intervention within the context of interprofessional working.

Counselling

BA Hons Counselling

Top-up programme (see page 5)

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Brinley Yare

Who is this programme for?

This programme is open to counselling students who have already completed a training that meets the theory and skills requirements set by the British Association for Counselling and Psychotherapy (BACP) for individual accreditation as a counsellor. This 'top-up' qualification will enable you to gain a BA Hons degree in counselling and will support you as you prepare for BACP accreditation and initial employment as a practitioner. When you begin the programme, you must be working as a counsellor in face-to-face work with individual adults under supervision in a suitable placement.

What is it about?

The programme team recognises that training as a counsellor is not necessarily a literal step-by-step process. Instead, it can be a process in which the profession's core ideas and values are understood and integrated in light of steady and repeated reflection on personal and clinical experience.

Advanced trainees and experienced practitioners often find that their learning requires the capacity to re-examine apparently familiar ideas with an open mind. We adopt an integrative stance in our teaching, emphasising the relational aspects of counselling practice as set out by Clarkson. All staff responsible for delivering the clinical elements of the programme are practitioners engaged in current therapeutic practice with clients and are either BACP accredited or registered with the United Kingdom Council for Psychotherapy.

What will I get out of it?

The programme is framed as a forum in which you will have the opportunity to consolidate your earlier learning and engage with invigorating new ideas in a community of peers and experienced trainers. You will become more confident in describing your clinical practice in systematic terms and develop your familiarity with research methods appropriate to this level of academic award. You will be encouraged to identify your current strengths as a practitioner, and set yourself realistic goals for your continuing professional development to build on these.

What qualifications do I need?

You must have:

- Completed at least 400 hours of counselling studies in which theory teaching and skills training were integrated in light of a declared core model. This is the BACP 'core syllabus' for individual accreditation, although your course need not have been accredited itself. You must have completed at least 120 credits at FHEQ Level 5, and the theory syllabus must have included an initial exploration of research methodology.

What will I get out of it?

You will develop critical, analytical and problem-based learning skills as well as transferable skills that will enhance your knowledge and understanding of the theoretical basis of safeguarding policy and practice, thereby developing your professional skills. You will gain critical insight that will enhance your ability to work autonomously in practice within the context of interprofessional team working.

You will also acquire the knowledge and skills to critically reflect on practice in a structured manner. You will be able to influence practice development to effect a step change in services and realise the need for continuing professional self-evaluation. You will make a significant contribution to outcomes for children/young people through the appraisal of research evidence and extrapolate implications for practice improvement and development. You will also develop critical insight into how they can contribute to organisational practice developments through leadership.

What qualifications do I need?

You should have:

An honours degree in an appropriate related area.

PLUS a relevant professional qualification.

You must also have:

- Professional responsibility for safeguarding/child protection work and be involved in this field as part of your normal working practice
- Support from your manager
- Evidence of the availability of a placement working with children, young people and their families.
- You may also apply if you do not have formal qualifications but possess substantial experience (a minimum of three years in safeguarding children and young people/child protection work).
- When you apply, you will be invited to submit a written piece of work and will be interviewed to determine your suitability for the programme.

What courses will I study?

Courses (at Level 7 unless otherwise indicated) Credits

Year 1

Safeguarding the Welfare of Children and Young People: Concepts for Practice	30
Protecting Vulnerable Children and Young People with Complex Needs	15
Child Protection Law (Level 6)	15
OR Domestic Abuse (Level 6)	

Year 2

Research and Development 1	30
Critical Decisions in Child Care	30

Year 3

Independent Work-Based Learning Project	60
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- Completed an additional 100 hours or more of counselling practice in a suitably supervised placement and either have completed 60 hours of personal counselling already or be willing to undertake this experience concurrently with your studies for the BA Hons award.
- If you are uncertain whether your previous studies meet these requirements, please contact Valerie Sanders, Admissions Tutor for Counselling, to discuss your individual situation.

What courses will I study?

Full-time

Courses (at Level 6)	Credits
Advanced Counselling Theory	15
Case Discussion	15
Consolidating Clinical Practice and Professional Development	30
Counselling Research Project	30
Research Methodology for Counselling Practitioners	15
One course from a list of options. In 2011–12 these were:	15
Controversies in Mental Health and Testing	
Introduction to Health Psychology	
Principles of Cognitive and Behavioural Interventions	
Relationships in Adulthood	

Part-time

Year 1: first three courses listed above; **Year 2:** other courses listed above, including the option course.



MSc Therapeutic Counselling

Professional accreditation through the British Association for Counselling and Psychotherapy

ATTENDANCE 3 YRS P/T **PROGRAMME LEADER** Victoria Alexander

Who is this programme for?

This programme is for individuals who wish to work as counsellors in a variety of voluntary and/or public sector settings or those who wish to use this training as continuing professional development within an allied discipline.

Typically, you will join us from a profession such as social work, law, human resources or nursing, or from a pastoral role in the voluntary sector. If you have the required experience and/or qualifications, you can enter the programme in Year 2 or 3. Such flexibility ensures the programme is open to a wide range of applicants, from those with existing postgraduate counselling qualifications to those with minimal counselling skills.

What is it about?

This programme will prepare you for a career in counselling and has external professional accreditation through the British Association for Counselling and Psychotherapy (BACP). By the end of the three years, you will have completed all the required training hours for individual professional accreditation with the BACP.

The programme balances the demands of Level 7 academic standards with the requirements of the BACP to provide an excellent education and training in counselling theory and clinical practice. It aims to provide students with a grounding in recognised theoretical modalities within an integrative framework. It will prepare you to become an autonomous and reflexive practitioner and will equip you to work in a professional and ethical manner.

The programme adopts an innovative experiential approach to research across all three years of the programme. The final-year dissertation will enable you to explore in depth a topic of your choice. You will also be encouraged to develop as a practitioner-researcher in your clinical work. You will be expected to find your own clinical placements but will benefit from the School's strong links with placement opportunities in the region.

What will I get out of it?

The programme provides a range of discipline-specific as well as transferable skills, together with the full training component of individual BACP accreditation. On graduation, you will be able to pursue a career as a professional counsellor or enhance your current career with counselling skills, insight into organisational dynamics, and a valuable postgraduate qualification.



What qualifications do I need?

You should have:

An honours degree or equivalent qualification.

PLUS some minimal training in counselling skills

PLUS experience of working with people in a helping capacity.

You must also:

- Attend both a group and one-to-one interview
- Submit a 500-word personal statement with your application that supports your interest in pursuing a counselling career.
- If you have equivalent prior learning, you may apply for direct entry into Year 2 or 3. You will be required to present a portfolio of evidence demonstrating successful completion of counselling training at equivalent postgraduate (Level 7), certificate and/or diploma level.
- If you have been out of higher education for some time, you *may* be required to complete a written assignment demonstrating your ability to engage in Level 7 academic work.

What courses will I study?

Full-time

Courses (at Level 7)	Credits
Year 1	
The Integrative Relationship in Context	20
Professional Aspects of the Integrative Relationship in Context	20
The Integrative Relationship and Practice 1	20
Year 2	
The Integrative Relationship and Therapeutic Counselling	20
Professional Aspects of the Integrative Relationship	20
The Integrative Relationship and Practice 2	20
Year 3	
A choice of the following options:	60
EITHER Option 1	
Counselling Research Methodology and Dissertation (40)	
Advanced Clinical Theory and Practice (20)	
OR Option 2	
Advanced Clinical Theory and Practice (20)	
CBT: Case Conceptualisation and Assessment of Anxiety and Depression (20)	
Counselling Research and Professional Development Project (20)	

Health and Well-Being

BSc Hons Health and Well-Being

ATTENDANCE 3 YRS F/T, 6 YRS P/T **PROGRAMME LEADER** Nevin Mehmet

Who is this programme for?

This programme is for suitably qualified health and social care practitioners and anyone who is interested in developing his or her knowledge about health and well-being.

What is it about?

This innovative programme will provide you with an insight into the wider context of health and well-being, a subject which is now firmly on the health agenda. It explores the implications of local, national and international policies for the health and well-being of individuals and groups. Strategies to promote individual, organisational and community health and well-being are also considered.

What will I get out of it?

You will be able to demonstrate an understanding of the range of skills and competencies associated with the scientific study of this subject. You will be able to analyse the importance of the biological, psychological, social, economic and cultural context surrounding individual and community health and well-being. You will learn to appraise and apply research, and acquire the potential to contribute to the evidence base underpinning the study of health and well-being. You will also acquire skills suitable for graduate employment.

What qualifications do I need?

You should have:

240 credits **FROM**

EITHER a minimum of two subjects at A-level

OR AVCEs

OR a BTEC National Diploma at MMP

OR a Society, Health and Development Diploma.

PLUS a least three GCSEs at grade C or above (including English, English language, mathematics or a science subject) or equivalent qualifications

OR an approved Access to Higher Education Diploma (with English and mathematics at Level 2 or 3).

- Mature students with alternative qualifications are considered on an individual basis.

What courses will I study?

Full-time

Courses	Credits
Year 1 (courses at Level 4)	
Introduction to Concepts of Health	15
Fundamentals of Academic Learning	15
Introduction to Health and Social Policy	15
Introduction to Statistics	15
Improving Individual Health and Well-Being	30
Physiology of Health and Well-Being	15
Introduction to Community Health and Well-Being	15
Year 2 (courses at Level 5)	
Life and Health and Well-Being: Bio-Psycho-Social Perspectives OR Psychological Aspects of Health	30
Introduction to the Research Process	15
Introduction to Epidemiology	15
Healthy Nutrition	15
Analysis of Health Needs	15
Introduction to Health Promotion	15
Poverty, Inequality and Social Exclusion	15
Year 3 (courses at Level 6)	
Project (Dissertation)	30
Influences of Mind-Body Relationships on Health	15
Brain, Behaviour and Health	15
Partnership Approaches to Health and Well-Being	15
Environment, Housing and Well-Being	15
One from the following:	15
Understanding Management in Health and Social Care	
Health and Social Care Ethics	
Health Policy and Organisation	
One from the following:	15
European Health and Social Care	
Employment-Based Learning	
Contemporary Issues in Health and Well-Being	
Introduction to Health Promotion (direct entry to Level 6 only)	

Part-time

You will be required to undertake a minimum of 60 credits and a maximum of 75 credits per academic year. You may select courses (and decide on the order of courses) based on your own personal, academic and professional requirements. Please discuss this with the programme leader.



Healthcare Practitioners

FdSc Assistant Healthcare Practitioner

ATTENDANCE 2 YRS F/T **PROGRAMME LEADER** Maureen Mounty

Who is this programme for?

This programme is for healthcare assistants and support workers who are already in practice. Participants will primarily be at NVQ Level 3 and will not normally have had experience of higher education.

What is it about?

Staff currently working at Band 1–4 (Agenda for Change 2004) are being encouraged to extend and develop their skills, and to advance their current role to meet the needs of the local healthcare economy.

This programme offers you a practice-led and competency-based curriculum in which work-based learning is complemented and consolidated by the theoretical components of the programme.

Your NVQ experience will dovetail well with the work-based learning in this foundation degree and the foundation degree will enhance the academic underpinning of the clinical skills being developed in practice.

The Core Standards for Assistant Practitioners (Skills for Health 2009) have informed the programme structure and content, and, consistent with the long-standing and well-recognised collaborative approach of the School of Health & Social Care, the curriculum for this programme has been developed in partnership with local NHS trusts.

After successfully achieving the foundation degree, many students are expected to remain with their current employer and take on the assistant healthcare practitioner role in areas where local service needs dictate.

To be awarded this foundation degree, you must successfully complete 240 credits. This will comprise of not less than 120 credits at Level 4 and 120 credits at Level 5.

For a detailed course list, please contact the programme leader.

What will I get out of it?

You will extend and develop your skills in your current role. On successful completion of the programme, you will have the opportunity to undertake BSc Hons Health and Well-Being and 'top up' your qualification to an honours degree.

What qualifications do I need?

Because of the limited number of places, the following criteria will be used to select the most suitable applicants:

You will:

- Be interviewed (interviews to be carried out jointly between the programme leader and representatives from the hospital trust)
- Be required to undertake a literacy test
- Be expected under normal circumstances to have relevant prior work experience.
- Offers will be conditional on a successful CRB check or equivalent evidence being produced by the student to confirm fitness to practice.

What courses will I study?

For course information, please contact the programme leader.

Mental Health

BSc Hons Mental Health Work

Top-up programme (see page 5)

ATTENDANCE 2–4 YRS P/T

PROGRAMME LEADERS John Crowley and Julie Telfer

Who is this programme for?

This programme is for experienced mental health practitioners and those working with users of mental health services and their families and carers.

What is it about?

The programme will build on and develop your professional therapeutic skills in mental health work, enabling you to 'top up' your existing qualifications for the award of a degree.

The main focus of the programme is on the acquisition and demonstration of expertise in contemporary evidence-based skills. The programme embraces the principles of recovery and service user choice. Practice supervisors with expertise in their particular fields assess and grade skill and performance on those courses that have an assessment of practice component.

What will I get out of it?

You will enhance your professional therapeutic skills in this area and acquire a high-level qualification that should increase your career opportunities.

What qualifications do I need?

You must:

- Be employed as a mental health professional practitioner in social work, nursing, occupational therapy or psychology on a full-time or part-time basis

- Have access to a relevant client group from the beginning of the programme
- Have your manager's support.
- If you are a self-funding applicant, you must supply a letter from your manager to confirm that he or she will support you in applying any required skills within the practice setting and that you will have access to practice supervision.
- You may be able to claim Accreditation of Prior Learning credits from other courses. You can discuss this with your programme leader.

What courses will I study?

Courses (at Level 6)	Credits
Assessment in Mental Health	15
Integrating Mental Health Work Project	30
Recovery in Mental Health	15
Two, three or four options from:	60
Collaboration and Interagency Working in Mental Health (15)	
Cognitive Behavioural Psychotherapy: An Introduction (30)	
Family Work and Psychosis (30)	
Psychosocial Interventions in Mental Health (15)*	
Psychosocial Interventions in Psychosis (15)*	
Personality Disorder: Recovery and Inclusion (15)	
Problematic Substance Use (15)	
Option courses from other programmes (with the approval of the programme leader)	

*To undertake Psychosocial Interventions in Psychosis, you must first study Psychosocial Interventions in Mental Health. Psychosocial Interventions in Mental Health can be studied on its own.

The Greenwich Thorn Award

The BSc Hons Mental Health Work programme incorporates the Greenwich Thorn Award in Problem-Centred Interventions for People with Serious Mental Illness. This internationally recognised scheme has been highlighted by the government as the 'gold standard' training course for multidisciplinary mental health professionals.

The programme includes five courses that are accredited by the UK National Thorn Steering Group. Students who wish to attain this degree and refer to themselves as being 'Thorn trained' must undertake the following:

Courses	Credits
Integrating Mental Health Work Project	30
Assessment in Mental Health	15
Recovery in Mental Health	15
Psychosocial Interventions in Mental Health	15
Psychosocial Interventions in Psychosis	15
Family Work and Psychosis	30

The award aims to enhance practitioners' skills and knowledge. It is an innovative and flexible scheme that runs part-time over two, three or four years. All students must have access to individuals and families affected by serious and enduring mental illness, such as psychosis.

Nursing

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

**NEW
COURSE**

Top-up programme (see page 5)

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Nicky Cocklin

Who is this programme for?

This programme is for qualified nurses and midwives who wish to work as specialist community public health nurses (health visiting or school nursing). You should be currently registered with the Nursing and Midwifery Council (NMC).

What is it about?

The programme will develop your professional knowledge and skills so you can meet the demands of contemporary practice in specialist community public health nursing. The programme has been developed in response to the Health Visitor Implementation Plan (DoH, 2011) for health visiting, as well as ongoing work by the Department of Health (School Nurse Development Programme 2011) to reaffirm the essential role of the school nurse.

The Healthy Child Programme (DoH, 2009) identified that health visitors and school nurses were key professionals for delivering a progressive universal service. This was supported by high-profile policy and research reports published in 2010 and 2011 that highlighted the need for children and families to have access to high-quality prevention, early intervention and health promotion services. Throughout this programme, you will have the opportunity to review and critically analyse many of the issues that impact on service delivery and outcome from a theoretical and practice perspective.

On successful completion of the programme, you will be able to work to influence and improve individual and community health. You will also have the ability to meet the NMC's standards of proficiency for specialist community public health nurses.

You will develop your evidence-based knowledge and skills in order to respond and contribute to local and national contemporary public health policy and practice.

The programme comprises a total of 45 programmed weeks with 50% theory and 50% practice.



What will I get out of it?

If you successfully complete this programme, you will be awarded a BSc Hons and be entered on to the specialist community public health nursing part of the NMC register as either a health visitor or school nurse.

What qualifications do I need?

To meet present NMC requirements, you must:

- Be a qualified nurse or midwife
- Hold current NMC registration
- Normally have a minimum of 120 credits at Level 5.
- Recruitment will be in partnership with local healthcare organisations (NHS trusts), which will employ successful applicants for the length of the programme. As an employee of the healthcare organisation, you will be required to have an occupational health assessment and undergo an enhanced Criminal Records Bureau police disclosure.
- The selection process will include a numeracy and literacy test and interview.
- If English is not your first language, you should have an IELTS score of 6.5 (with a minimum of 5.5 in any individual skill).

What courses will I study?

Full-time

Courses (at Level 6)	Credits
Specialist Community Public Health Nursing 1: Foundations for Practice	20
Specialist Community Public Health Nursing 2: Developing Proficiencies	20
Specialist Community Public Health Nursing 3: Developing Leadership	20
Promoting Health of Children and Young People in Practice	15
Safeguarding and Protecting Children and Young People in Community Practice	15
Specialist Community Public Health Nursing Project	30

Additional optional course but required by most employing NHS trusts

V100 Prescribing for Specialist Community Public Health Nurses	10
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Part-time

Year 1: first three courses listed above; **Year 2:** final three courses listed above.

PGDip Specialist Community Public Health Nursing (Health Visiting and School Nursing)



ATTENDANCE 1 YR F/T, 2 YRS P/T **CONTACT** Nicky Cocklin

Who is this programme for?

This programme is for qualified nurses and midwives who wish to work as specialist community public health nurses (health visiting or school nursing). You should have a first degree and be currently registered with the Nursing and Midwifery Council (NMC).

What is it about?

The programme will develop your professional knowledge and skills so you can meet the demands of contemporary practice in specialist community public health nursing. It has been developed in response to the Health Visitor Implementation Plan (DoH, 2011) for health visiting, as well as ongoing work by the Department of Health (School Nurse Development Programme 2011) to reaffirm the essential role of the school nurse.

The Healthy Child Programme (DoH, 2009) identified that health visitors and school nurses were key professionals for delivering a progressive universal service. This was supported by high-profile policy and research reports published in 2010 and 2011 that highlighted the need for children and families to have access to high-quality prevention, early intervention and health promotion services. Throughout this programme, you will have the opportunity to review and critically analyse many of the issues that impact on service delivery and outcome from a theoretical and practice perspective.



On successful completion of the programme, you will be able to work to influence and improve individual and community health. You will also have the ability to meet the NMC's standards of proficiency for specialist community public health nurses. You will develop your evidence-based knowledge and skills in order to respond and contribute to local and national contemporary public health policy and practice.

The programme comprises a total of 45 programmed weeks, with 50% theory and 50% practice.

This postgraduate-level programme will require you to demonstrate, through both theory and practice, your ability to appraise research evidence and extrapolate implications for practice improvement and development. You will also develop critical insight into how you can contribute to organisational practice developments through leadership and innovation.

What will I get out of it?

Successful completion of this programme will enable you to achieve a postgraduate diploma and be entered on to the specialist community public health nursing part of the NMC register as either a health visitor or school nurse.

What qualifications do I need?

To meet present NMC requirements, you must:

- Be a qualified nurse or midwife
- Hold current NMC registration
- Have a relevant degree, normally at 2.1 or above.
- Recruitment will be in partnership with local healthcare organisations (NHS trusts), which will employ successful applicants for the length of the programme. As an employee of the healthcare organisation, you will be required to have an occupational health assessment and undergo an enhanced Criminal Records Bureau police disclosure.
- If English is not your first language, you should have an IELTS score of 6.5 (with a minimum of 5.5 in any individual skill).

What courses will I study?

Full-time

Courses (at Level 7 unless otherwise indicated)	Credits
Specialist Community Public Health Nursing 1: Foundations for Practice	20
Specialist Community Public Health Nursing 2: Developing Proficiencies	20
Specialist Community Public Health Nursing 3: Developing Leadership	20
Research and Development 1	30
Promoting Health of Children and Young People in Practice (Level 6)	15
Safeguarding and Protecting Children and Young People in Community Practice (Level 6)	15

Additional optional course but required by most employing NHS trusts

V100 Prescribing for Specialist Community Public Health Nurses (Level 6)	10
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Part-time

Year 1: first three courses listed above; **Year 2:** final three courses listed above.

Community matron courses

COURSE LEADER Irena Chojnacka

Who is this programme for?

This programme of study comprises a selection of courses for healthcare practitioners who are working as community matrons or who are thinking of applying for the post.

What is it about?

The government's commitment to a primary care-led NHS requires nurses to take on new roles and responsibilities. These roles include that of the community matron, who is responsible for managing patients with complex long-term conditions.

Community matrons are skilled nurses who use case management techniques with patients who meet criteria denoting high-intensity use of health care. With the help of a community matron, these patients are able to remain at home for longer and have more choice about their treatment.

These courses have been developed in partnership with King's College London and London South Bank University. They are available at either undergraduate or postgraduate level, and they can be studied either in part or in total at your preferred university.

What will I get out of it?

At the University of Greenwich, these courses can be studied as stand-alone courses. They can also be used towards the BSc Hons Professional Practice in Health and Social Care programme, as part of a postgraduate diploma (Community Matron) or for the MA Professional Practice in Health and Social Care programme.

What qualifications do I need?

Qualifications depend on the level taken. Please contact the course leader for further information.

What courses will I study?

Courses	Credits
Enhanced Clinical Assessment Skills (Level 6/7)	30
Long-Term Conditions: Care	15
Long-Term Conditions: Management	30

Conversion programme

Enrolled Nurse Entry to Pre-Registration Diploma of Higher Education Nursing Programme
Branches: Adult/Mental Health/Child/Learning Disability

CONTACTS see contact box

Who is this programme for?

This programme is for enrolled nurses who wish to convert to first-level registration with the Nursing and Midwifery Council.

What is it about?

During the programme, you will undertake the last four terms of one of the branches of the School's pre-registration programme (for more on this, see www.gre.ac.uk/schools/health/programmes/ug2).

You may convert following the same branch as your original qualification or cross-convert to another branch, though specific entry requirements apply.

You must pass a number of practice and skills outcomes. While you may be able to achieve many of the skills in your own environment, you may need to move to a different practice area to attain some of the skills required.

What will I get out of it?

The programme will enable you to develop your professional role and removes barriers to promotion within clinical areas, management and education. The achievement of a Diploma in Higher Education can also lead to degree-level study.

Students on the Adult branch are required to spend a given number of hours working with particular clients: 150 hours in each of mental health and child and maternal health, and 75 hours in the community.

Courses for each branch begin in September; alternatively, adult nursing and mental health students may elect to begin study in May.



What qualifications do I need?

You must:

- Be registered with the Nursing and Midwifery Council as an enrolled nurse
- Have the equivalent of one year's full-time post-registration experience within the appropriate care environment
- Be employed as a permanent member of staff, working a minimum of 18 hours per week
- Have evidence of completing a credit-rated course at Level 5/6 or above
- Be supported by a manager who, where necessary, will assist in finding placement opportunities
- Be supported by a practice mentor who will assess your practice for the duration of your clinical placements; the mentor must hold the 998 certificate or equivalent (e.g. 730, PGCE, the university's Mentor Preparation course) and be registered on the branch to which you wish to convert
- Be able to provide evidence that your practice area has passed an educational audit by a higher education institution (see below).

If you apply for this programme, you must accompany the completed School of Health & Social Care application form with an additional application information form and a manager's support form. These are available from the university's Enquiry Unit (020 8331 9000) and must be completed in full.

You must also supply a copy of the report of the latest education audit for your practice area (if not undertaken by the University of Greenwich). This does not apply to NHS trusts in south-east London, Kent and Medway. We cannot consider your application until we have received all documentation. Failure to complete or forward the documents will delay consideration of your application.

First-level conversion to Diploma of Higher Education and BSc Hons Nursing (all branches)

First-level conversion is available for all nursing branches. You can access this if you are a registered adult, child, learning disability or mental health nurse and wish to register in one of the three other areas. Those undertaking first-level conversion are usually seconded by an NHS trust. If you wish to apply, please contact the programme leader for further information.

Contacts

Alison Cork
Karen Chandler
Nicki Fowler
Jude Ibe

Routes

Adult
Child
Learning Disabilities
Mental Health

Nursing/Midwifery Teaching

PGCert Higher Education

Nurse and midwife teacher programme offered by the University of Greenwich Educational Development Unit

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Paul Dennison • 020 8331 7512 • p.h.dennison@gre.ac.uk
(For NMC applications/information, please contact Paul Street)

Who is this programme for?

This programme is for qualified nurses and midwives who wish to become teachers of nursing or midwifery.

What is it about?

To be a teacher of nursing or midwifery, you must complete a teacher programme approved by the Nursing and Midwifery Council (NMC). PGCert Higher Education meets the NMC Teacher Standard and is recordable with the NMC. During the programme, you must undertake 360 hours of teaching and learning activity.

This PGCert replaces the previous NMC-approved two-year PGDip.

What will I get out of it?

You will obtain the necessary qualification for teaching nursing or midwifery.

What qualifications do I need?

You should have:

An honours degree.

PLUS a minimum of three years' post-qualifying experience.

What courses will I study?

For more information on this programme, including a list of courses, please visit www.gre.ac.uk/pg/hep.



Paramedic Science

Associate Student Health and Social Care (Paramedic Courses)

ATTENDANCE Flexible **PROGRAMME LEADER** Teresa McMahon

Who is this programme for?

The Associate Student Health and Social Care programme is open to health and social care professionals, such as paramedics, who wish to take a course of study as a free-standing entity.

What is it about?

Listed below are courses of specific interest to paramedics. For a broader description of associate student programmes, see page 72.

What will I get out of it?

This programme does not lead to the award of a specific diploma or degree; however, after successfully completing this programme, you may go on to further study. It may be possible to transfer the credits accumulated to your new programme, depending on the entry requirements.

What qualifications do I need?

You will be required to meet the entry criteria for each course. Please contact the programme leader for more details.

What courses will I study?

Courses	Credits
Return to Paramedic Practice (Level 5 or 6) (Subject to Approval)	15
Paramedic Practice Educator (Level 5 or 6)	15
12-Lead Electrocardiogram Interpretation (Level 6)	15

There are also many other courses available that may be relevant to your continuing professional development. For further guidance, please contact the programme leader.



FdSc Paramedic Studies

ATTENDANCE 2 YRS P/T (up to 5 YRS P/T by arrangement) **PROGRAMME LEADER** Matthew Lane

Who is this programme for?

This flexible and innovative part-time foundation degree is for paramedics who wish to obtain a higher education qualification. You should be registered with the Health Professions Council (HPC) and have relevant experience.

What is it about?

The programme offers a mixture of academic and work-based elements of study that will support your continuing professional development.

What will I get out of it?

The programme will enhance your personal and professional skills in practice through promotion and development of reflection on evidence-based practice. It will enable you to further develop your existing leadership skills. It will also equip you with a higher education qualification that should enhance your career opportunities.

What qualifications do I need?

You should have:

- Current registration with the HPC
- A minimum of six months' post-registration experience
- Contracted employment hours of at least 21 hours per week in a relevant practice setting/organisation
- The support of your employing organisation.

What courses will I study?

Courses (at Level 5 unless otherwise indicated)	Credits
Year 1	
Academic Preparation	15
Work-Based Learning 1 for Paramedics	15
Developing an Initial Portfolio for Practice	30
Year 2	
Work-Based Learning 2 for Paramedics	15
Developing your Skills as a Leader	30
One option from the following:	15
Paramedic Practice Educator (Level 5 or 6)	
Introduction to the Research Process*	
Applied Ethics for Health and Public Health	
Introduction to Health Promotion	
Health Promotion	
Poverty, Inequality and Social Exclusion	
Health Economics and Policy	
12-Lead Electrocardiogram Interpretation (Level 6)	
Influences in Health and Social Care: Media Perspectives* (Level 6)	
Research Methods in Health and Social Care* (Level 6)	
Domestic Abuse (Level 6)	

* These courses are available by e-learning.

BSc Hons Professional Practice in Health and Social Care (Pre-Hospital Care)

ATTENDANCE maximum 5 YRS P/T – contact us for further information
PROGRAMME LEADER Ann Dalton O'Connor **PRE-HOSPITAL CARE ROUTE LEADER** Graham Harris

Who is this programme for?

This programme is for suitably qualified paramedics who are registered with the Health Professions Council (HPC) and employed in a relevant practice setting.

What is it about?

This is a flexible and innovative part-time programme for paramedics who wish to obtain a degree. It forms the specific professional route (Pre-Hospital Care) for the BSc Hons Professional Practice in Health and Social Care programme. A wide choice of courses will enable you to create an individual programme of study to suit your professional and learning needs and support your continuing professional development.

What will I get out of it?

The programme will enhance and further develop your personal and professional skills to innovate patient care, and will enable you to gain confidence in your leadership abilities. It will provide you with the opportunity to develop critical appraisal skills and apply evidence-based knowledge to practice. The work-based project will enable you to explore an area of individual interest. The programme will also equip you with a degree qualification that should enhance your career opportunities.

What qualifications do I need?

You should have:

240 credits (from a foundation degree, diploma or equivalent qualification)

OF WHICH 120 must be at Level 4 and 120 at Level 5. If you are uncertain whether your current qualifications meet these criteria, please contact the programme leader.

- With the agreement of the programme leader, experienced paramedics with no formal higher education qualifications

can make a claim for Accredited Prior Learning (page 5) of up to a maximum of 50% of the degree. You may claim for 120 credits at Level 4 and up to, but no more than, 60 credits at Level 5 (the levels are assessed individually). These can be counted towards the formal requirements for this programme. For more information on Accreditation of Prior Learning for this programme, contact the programme leader.

- You must also obtain a further 60 credits from the following courses prior to registering on the programme:

Courses (at Level 5)	Credits
Academic Preparation	15
Introduction to the Research Process	15
Developing an Initial Portfolio for Practice	30

What courses will I study?

Courses (at Level 6 unless otherwise indicated)	Credits
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Core courses

Project (Level 6) OR Work-Based Learning Project* (Level 6)	30
Evidence-Based Practice (Level 6)	15

Pre-Hospital Care route

Leadership through Action Learning (Level 6 or 7)	15
Paramedic Practice Educator (Level 5 or 6)	15
12-Lead Electrocardiogram Interpretation (Level 6)	15

Elective generic courses

One or two options from the following courses offered by the School (these must be agreed by the programme or route leader): Acute Hospital Practice Development (30); Assessment in Mental Health (15); Brain, Behaviour and Health (15); Caring for the Older Person (30); Clinical Moving and Handling Preparation for Trainers (15); Contemporary Issues in Health and Well-Being (15); Current Issues in HIV and AIDS (30); Dementia: A Person-Centred Approach to Care (30); Developing an Advanced Portfolio for Practice* (15/30); Diabetes: Care and Management (30); Enhanced Clinical Assessment Skills (Level 6 or 7) (30); Infection Control for Clinical Practice (30); European Health and Social Care (15); Health and Social Care and the Information Age* (15); Health and Social Care Ethics* (15); Health Promotion* (15); Influences in Health and Social Care: Media Perspectives* (15); Long-Term Conditions: Care (15); Long-Term Conditions: Management (Level 6 or 7) (30); Minor Illness (30); Older People in Society (30); Respiratory Care (30); Safeguarding Vulnerable Adults (30); Sexual Health Skills (Level 5 or 6) (30); Sociology of Health and Illness (15); Stroke – Hyper-Acute Stroke Care and Management (Level 6 or 7) (30); Supervision for Professional Practice (30); Wound Care: Principles of Management (15)	30
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* Course available by e-learning

Other routes under the BSc Hons Professional Practice in Health and Social Care programme

For other routes, please see overleaf.



Professional Practice

BSc Hons Professional Practice in Health and Social Care

Routes/endorsements: Generic/Children and Young People's Health and Welfare/Emergency Care Practice/Intellectual Disability/Intensive Care Practice/Managerial Leadership/Mental Health/Midwifery/Perioperative Practice/Practice Nursing/Pre-Hospital Care/Primary Care Practice/Social Enterprise/Surgical Care Practitioner/Well-Being

ATTENDANCE maximum 5 YRS P/T – contact us for further information
PROGRAMME LEADER/ROUTE LEADERS see contact box

Who is this programme for?

This programme is for suitably qualified health and social care practitioners.

What is it about?

This is a flexible and innovative part-time degree for healthcare practitioners who have a diploma or equivalent, or substantial diploma-level credit, who wish to 'top up' to a degree. The programme offers general and specific professional routes/endorsements to support your continuing professional development.

A wide choice of courses will enable you to create an individual programme of study to suit your professional and learning needs, and some of the courses offer the flexibility of e-learning.

You will register for a particular route. This may be a specialist route, which will enable you to develop skills in a named professional area, or the generic route, which offers a range of options, from which you select courses that are appropriate to your CPD requirements.

What will I get out of it?

The programme will help you to develop skills to innovate patient/client care after thoughtful evaluation and will enable you to gain confidence in your leadership abilities. It will also equip you with a high-level qualification that should enhance your career opportunities.

What qualifications do I need?

You should have:

240 credits

OF WHICH 120 must be at Level 4 (a professional qualification) and 120 at Level 5 (diploma or equivalent). If you are uncertain whether your current qualifications meet these criteria, please contact the programme leader).

- If you do not hold the required entry qualifications you may be able to apply for an APEL claim. Please contact the programme leader for further information.

- Some routes require registration as a healthcare professional.

If you undertake a route that has a practice assessment component, you must also:

- Be a registered healthcare practitioner
- Be working at least 21 hours per week in a clinical area subject to an educational audit by the School of Health & Social Care or other approved higher education institution
- Have a minimum of six months' clinical experience in a relevant clinical area
- Have the support of your clinical manager and an appropriately qualified mentor/assessor
- Have the opportunity to work outside your usual clinical area, if necessary, to gain specific clinical competence.

- We may be able to award credits based on your previous experience, learning, or achievements which can be counted towards the formal requirements for this programme. For more information on Accreditation of Prior Learning for this programme, contact the programme leader.

Contacts

Programme leader

Ann Dalton O'Connor

Routes

Generic, Distance Learning, Emergency Care Practice, Intensive Care Practice, Perioperative Practice, Practice Nursing, Primary Care, Pre-Hospital Care

Route leaders

Anneyce Knight
 Charles Oham
 Claire Winter
 Avril Hocking
 Jim Gritton
 Pat Allen
 Wendy Emery
 Lynn Woodward
 Graham Harris

Well-Being
 Social Enterprise
 Children and Young People's Health and Welfare
 Intellectual Disability
 Managerial Leadership
 Mental Health
 Surgical Care Practitioner
 Midwifery
 Pre-Hospital Care

What courses will I study?

Your programme will comprise 120 credits from the following elements:

- Two core course (45 credits)
- Courses from your chosen route (45–75 credits)
- Electives chosen from courses offered by the School (0–30 credits)

Most routes provide a selection of courses to choose from. Your programme of study must be agreed with your programme or route leader.

CORE COURSES for all routes

Project OR Work-Based Learning Project*	30
Evidence-Based Practice	15

ROUTES
Generic route

Mentorship Preparation for Nurses and Other Professional Groups (normally core for route)*	15
Options from:	45
Acute Hospital Practice Development (30); Assessment in Mental Health (15); Brain, Behaviour and Health (15); Caring for Children: Essential Knowledge and Skills (15); Caring for the Older Person (30); Chemotherapy Practice (30); Contemporary Issues in Health and Well-Being (15); Current Issues in HIV and AIDS (30); Dementia: A Person-Centred Approach to Care (30); Developing an Advanced Portfolio for Practice* (15/30); Diabetes: Care and Management (30); Enhanced Clinical Assessment Skills (30); Hyper-Acute Stroke Care and Management (30); Infection Control for Clinical Practice (30); European Health and Social Care (15); Health and Social Care and the Information Age* (15); Health and Social Care Ethics* (15); Introduction to Health Promotion (15); Health Promotion* (15); Influences in Health and Social Care: Media Perspectives* (15); Leadership through Action Learning (15); Leg Ulcers: Contemporary Approaches to Management (30); Long-Term Conditions: Care (15); Long-Term Conditions: Management (30); Minor Illness (30); Moving and Handling Preparation for Trainers (15); Pain Management* (15); Older People in Society (30); Overseas Nursing Programme (Adult Nursing) (30); Practice Teacher (30); Respiratory Care (30); Return to Practice for Midwives (30); Return to Practice for Nurses (30); Safeguarding Vulnerable Adults (30); Sexual Health Skills (30); Sociology of Health and Illness (15); Stroke – A Multidisciplinary Approach to Care (30); Supervision for Professional Practice (30); Wound Care (15); 12-Lead Electrocardiogram Interpretation (15)	

Children and Young People's Health and Welfare route

Mentorship Preparation for Nurses and Other Professional Groups (core for route) 15	
Options from:	
Care of the Child in the Recovery Room (30); Health and Welfare of Young People (15); Keeping Children Safe from Harm (15); Introduction to Reproductive Sexual Health (15); Working with Children and Young People in the Community (15); Care of the Acutely Ill Child (30); Cognitive Behavioural Therapeutic Interventions with Children and Young People (30); Developing Practice in Public Health (30); Physical Assessment and Examination of Children and Young People (30); Therapeutic Approaches to Children and Young People's Health and Well-Being (30); Safeguarding the Welfare of Children and Young People: Concepts for Practice (30)	

Emergency Care Practice route

Emergency Care Practice 1	15
Emergency Care Practice 2	30

Intellectual Disability route

Current and International Issues in Intellectual Disabilities	30
People with Intellectual Disability and Complex Needs	30

Intensive Care Practice route

Applied Biological Science	15
Pathophysiology for Intensive Care Practice	30

Managerial Leadership route

Health Policy and Organisation	15
Leadership Development	30
Understanding Management in Health and Social Care	15
Understanding Organisational Behaviour in Health and Social Care	15

Mental Health route

Assessment in Mental Health	15
Psychosocial Interventions: Fundamental Skills	15
Problematic Substance Use	15
Recovery in Mental Health	15
Collaboration and Interagency Practice	15
Cognitive Behavioural Psychotherapy – An Introduction	30

Midwifery route

Mentorship Preparation for Nurses and Other Professional Groups*	15
Care of the Critically Ill Women in Childbearing	30
Domestic Abuse	15
Examination of the Newborn	30
Introduction to Reproductive Sexual Health	15
Keeping Children Safe from Harm	15
Perinatal Mental Health	30

Perioperative Practice route

Perioperative Enhanced Practice	15
Anaesthetic Practice	30
Advanced Scrub Practitioner	30
Operating Theatre Practice	30
Post-Anaesthetic Recovery Practice	30
Endoscopy Practice	30

Practice Nursing route

Minor Injuries	30
Minor Illness	30
Introduction to Sexual Infections and Sexual Health	15
Promoting Sexual Health	15
Cervical Cytology and Breast Awareness	15
Diabetes – Care and Management	30
Long-Term Conditions	15
Enhanced Clinical Assessment Skills	30
Assessment in Mental Health	15
Respiratory Care	30
Community Practice Development	30

Pre-Hospital Care route see page 85.

Primary Care Practice route

Long-Term Conditions: Care	15
Community Practice Development	30
Prescribing from the Nurses Prescribers' Formulary (V150)	30
Leadership through Action Learning	15

Social Enterprise route

Health Policy and Organisation	15
Social Enterprise in Health and Social Care	30
Leadership Development	30
Managing Social Enterprise in Health and Social Care	15

Surgical Care Practitioner route

Surgical Care Practitioner 1	30
Surgical Care Practitioner 2	30

Well-Being route

Brain, Behaviour and Health	15
Health Promotion	15
Partnership Approaches to Health and Well-Being	15
Contemporary Issues in Health and Well-Being	15
Environment, Housing and Well-Being	15
Influences of Mind-Body Relationships on Health	15

* These courses are available by e-learning; many can also be studied in the classroom or by blended learning.

ELECTIVE COURSES

Please contact your programme leader for further information.

MA Professional Practice in Health and Social Care

Routes: General/Community Matron/Cosmetic Medicine/ Managerial Leadership/Mental Health/Midwifery/Public Health/Sexual Health

ATTENDANCE 27 MTHS–5 YRS P/T **PROGRAMME LEADER** Lynne Jump

Who is this programme for?

This programme provides health and social care professionals with the knowledge and understanding to actively intervene in change that advances and improves the quality and professionalism of health and social care. To achieve this, the programme will give you the opportunity to study concepts of professionalism through a variety of contemporary topics.

You will have maximum flexibility for on-going professional development, be able to develop your own specialist knowledge and skills, and have the opportunity to make a claim for academic credit for previous professional experience.

What is it about?

The programme is a mixture of web-based e-learning and more traditional face-to-face courses. It consists of the following three phases:

Phase 1 provides the framework for the entire programme, including the rationale for the final project.

Phase 2 includes Research and Development 1, which will enable you to evaluate different research approaches and identify an appropriate plan for the major project in Phase 3. You will also be able to choose from an extended list of courses. This may include Portfolio of Innovative Practice, which involves building a portfolio for Accreditation of Prior Learning (page 5). This portfolio incorporates an analysis of past experience and details professional skills and knowledge. The process is also a powerful tool for critical self-reflection and development.

Phase 3 comprises the Independent Work-Based Learning Project, which provides the final 60 credits required for the 180-credit MA. The project course will focus your professional interests in an appropriate context in order to produce a professionally relevant project. There is a high degree of flexibility in the shape of the final project; however, the subject will be related to, and informed by, Phase 1 of the programme.

What will I get out of it?

This programme will enable you to examine your current practice in the light of contemporary relevant issues and to develop within a leadership role. On completion of the programme, you will be able to select the award title that best reflects your professional skills and knowledge, which will further enhance your career opportunities.

What qualifications do I need?

You should be an experienced healthcare professional with a relevant undergraduate degree.

What courses will I study?

Courses (at Level 7) Credits

PHASE 1

60 credits from courses for your chosen route.

General route

Four 15-credit courses from the following:	60
Ethics and Professional Values	
Critical Social Theory in Health and Social Care	
Critical Appraisal of Systematic Reviews	
Equality and Diversity in Health and Social Care	
Appraisal of Research Evidence	
European Influences on Health and Social Care	

Community Matron route

Enhanced Clinical Assessment Skills	30
Long-Term Conditions	30

Managerial Leadership route

Managing Self and Managing Relationships	15
Managing Contemporary Health and Social Care Organisations	15
Strategic Management in Health and Social Care	15
Performance Management in Health and Social Care	15

Mental Health route

Developing Innovative Solutions in Mental Health Practice	30
Promoting Mental Health and Well-Being	30

Midwifery route

Choice of two 30-credit options from the following:	60
Care of the Critically Ill Woman in Childbearing	
Examination of the Newborn	
Perinatal Mental Health	

Public Health route

Promoting and Protecting Population Health	30
Public Health Policy, Strategy and Practice	30

Sexual Health route

Advanced Contraceptive Practice	30
Promoting Sexual Health	15
Contemporary Issues in Sexual Health	30
Ethics and Professional Values	15

PHASE 2

Research and Development 1	30
One or both from the following:	30
Portfolio of Innovative Practice (15/30)	
Option courses (such as Appraisal of Research Evidence or Equality and Diversity in Health and Social Care) (30/15)	

PHASE 3

Independent Work-Based Learning Project (MA only)	60
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Psychology

MSc Psychology (Conversion Degree)



ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Dr Sandhi Patchay

Who is this programme for?

This programme is an excellent fast-track route for appropriately qualified individuals who do not have an undergraduate degree in psychology but who wish to study core areas of psychology and pursue psychology as a career. It is also suitable if you have a degree in psychology (whether from the UK or overseas) that is not recognised by the British Psychological Society. Health and social care professionals with some background in psychology at degree level may also find this programme of interest.

What is it about?

The programme provides a broad scientific education in psychology. It has a strong grounding in psychological theories and research methods and explores how psychological research is conducted, analysed and reported. The programme is delivered through a series of guided learning exercises, culminating in an independent research project. Assessments are varied and may include exams, essays, critical reflections, presentations, practical reports and a research poster. You will receive carefully designed academic support throughout the programme.

If you opt to study the programme in one year, you will submit your research project by the end of August for the university's Progression & Award Board in September.

What will I get out of it?

You will develop a strong understanding of psychology as a discipline and acquire a wide range of skills, including critical thinking and analytical and research skills. You will be able

to evaluate, interpret and integrate arguments, evidence and empirical findings. These skills will be appropriate to psychology as a discipline as well as being suitable for a diverse range of employment opportunities.

The programme is accredited by the British Psychological Society as conferring eligibility for Graduate Basis for Chartered Membership. To be eligible, you must achieve an overall pass mark of 50% and pass the research project.

What qualifications do I need?

You should have:

EITHER a degree at 2.1 or above in a non-psychology specialism and at least 60 credits (or equivalent) in psychology at honours level

OR a degree at grade 2.1 or above from a psychology programme not accredited by the British Psychological Society.

- If you have a degree in a non-psychology specialism but lack the 60 credits in psychology, you should contact the School to discuss the possibility of acquiring the required psychology credits prior to applying for the programme.
- If English is not your first language, you must demonstrate your proficiency in academic English through IELTS, TOEFL or the Cambridge Certificate. Please contact the School for information on the minimum requirement.

What courses will I study?

Full-time

Courses (at Level 7 unless otherwise indicated)	Credits
Advanced Developmental Psychology	15
Brain, Behaviour and Cognition	30
Research Methods in Psychology	30
Social Psychology: Current Social Issues	15
Individual Differences and Abnormal Psychology (Level 6)	30
Applied Psychology Project	60

Part-time

Year 1: first four courses listed above; **Year 2:** final two courses listed above.



MSc Research Methods in Psychology

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Dr Claire Monks

Who is this programme for?

This programme is aimed at graduates who would like to develop their research skills and their appreciation of contemporary issues in psychology.

What it is about?

This Master's programme will give you a uniquely broad training in advanced research design, methods and statistics in preparation for further postgraduate education or for a research career.

The programme has a strong practical and applied element: you will learn about applied interventions (including clinical, forensic, health, organisational and sport psychology interventions) and applications of research methods in applied contexts.

The overall aim is to combine advanced research methods training with a professional focus. You will be provided with (a) an understanding of how research can be applied and (b) teaching and training from applied psychology professionals and clinicians.

What will I get out of it?

This programme will provide you with a strong background in research skills in applied psychology as well as a more in-depth understanding of a broad range of applications of psychology. It is beneficial for further professional training and study in psychology and is an excellent springboard for doctoral training.

What qualifications do I need?

You should have an honours degree in psychology (normally at 2.1 or above).

What courses will I study?

Full-time

Courses (at Level 7)	Credits
Critical Analysis and Theoretical Issues in Psychology	30
Advanced Research Methods in Psychology	30
Advanced Statistical Methods	30
Applied Psychology in Practice	30
Applied Psychology Project	60

Part-time

Year 1: first three courses listed above; **Year 2:** final two courses listed above.

MSc by Research (Psychology)

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Dr Claire Monks

Who is this programme for?

This programme is aimed at graduates who wish to enhance their research skills in psychology.

What is it about?

This programme gives you the opportunity to undertake a piece of research in applied psychology on a topic of your choice. This research will be conducted under the supervision of a member of staff; it must be of publishable quality and will be informed by your learning on the taught courses.

As part of your research project/dissertation, you will be required to produce a research poster, which you must defend at a student conference, and a final project report. During your research, you will be encouraged to make links between theory, research and practice across a broad range of areas.

What will I get out of it?

You will enhance your existing research skills, and you will gain new skills in the more advanced research methodologies, tools and statistics appropriate to psychology.

What qualifications do I need?

You should have an honours degree (normally at 2.1 or above) in psychology or an equivalent subject.

What courses will I study?

Full-time

Courses (at Level 7)	Credits
Advanced Statistical Methods	30
Advanced Research Methods in Psychology	30
Applied Psychology Project/Dissertation	120

Part-time

Year 1: Advanced Statistical Methods and Advanced Research Methods in Psychology; **Year 2:** Applied Psychology Project/Dissertation.



Public Health

BSc Hons Public Health

ATTENDANCE 3 YRS F/T, 5–6 YRS P/T **PROGRAMME LEADER**

Charlotte Jeavons

Who is this programme for?

This course is for suitably qualified individuals who are interested in working in the community to improve health. We welcome applications from healthcare professionals and also from applicants who are not currently health workers.

What is it about?

All over the world, social, economic and cultural issues are now recognised as being as important to health as medical technology, surgical intervention, hygiene and individual therapy. Evidence is overwhelming that non-biological factors are by far the greatest influences on health. Poverty, deprivation and inequality combine with crime and addiction to create social exclusion.

This programme offers a socially based approach to improving community health and is multidisciplinary in approach, mirroring central government policies in this area. The degree covers the physical environment, research and action, and addresses public health from the perspective of society as well as the individual.

What will I get out of it?

Successful completion of this programme will open up career opportunities in the NHS, as well as in other areas such as local government and organisations in the voluntary sector.

What qualifications do I need?

240 UCAS points **FROM**

EITHER a minimum of two A-levels/AVCEs

OR a BTEC National Diploma

OR a Society, Health and Development Diploma.

PLUS a minimum of three GCSEs at grade C or above (including English Language, mathematics or a science subject) or their equivalent

OR an approved Access to Higher Education Diploma (with English and mathematics at Level 2 or 3).

- Mature students over 21 with alternative qualifications are considered on an individual basis.
- If you are a nurse or midwife with a diploma in higher education, you may be eligible for Accreditation of Prior Learning (APL). You may be able to complete the programme in two years full-time or four years part-time, subject to the verification of your certificate and APL committee approval. Please note, because of the requirements to complete some Year 1 core courses as well as Year 2 core courses, for registration purposes you will be deemed to be in Stage 1 of the programme.

What courses will I study?

Full-time

Courses	Credits
Year 1 (courses at Level 4)	
Fundamentals of Academic Learning	15
Encounters with Public Health	15
Introduction to the Concepts of Health	15
Introduction to Public Health	15
Introduction to Behaviour Change Theory	15
Introduction to Statistics	15
Introduction to Health and Social Policy	15
Cultural Competence in Health and Social Care	15
Year 2 (courses at Level 5)	
Analysis of Health Needs	15
Applied Ethics for Health and Public Health	15
Introduction to the Research Process	15
Health Economics and Policy	15
Poverty, Inequality and Social Exclusion	15
Introduction to Epidemiology	15
One or two options from the following:	30
Academic Preparation (direct entry only) (15)	
Environmental Health (15)	
Healthy Nutrition (15)	
Introduction to Health Promotion (15)	
Life and Health: Bio-Psycho-Social Perspectives (30)	
Psychological Aspects of Health (30)	
Sociology of Health and Illness (15)	
Year 3 (courses at Level 6)	
Public Health Project	30
Understanding Management in Health and Social Care	15
Health Promotion	15
Employment-Based Learning	15
Environment, Housing and Well-Being	15
Two 15-credit options from the following:	30
Community Health Action and Engagement	
Social Enterprise in Health and Social Care	
Health Policy and Organisation	
Public Health, Innovation and Technology	
European Health and Social Care	
Global Context for Public Health	
Managing Social Enterprise	
Public Health Perspectives on Sexual Health	
Understanding Organisation and Behaviour in Health and Social Care	

Part-time

Many part-time students are able to claim exemption for some or part of the programme due to prior study, thereby reducing the standard study period of 5–6 years. Any claim for exemption will be reviewed individually, and your schedule will depend on the exemption.

The schedule may be undertaken flexibly; however, if you do not qualify for any exemption, you are likely to study Level 4 courses in the first two years, Level 5 courses in the following two years, and Level 6 courses in the final year(s).

Research

MSc Research in Health and Social Care

ATTENDANCE 1 YR F/T, 2 YRS P/T **PROGRAMME LEADER** Dr Carlos Moreno-Leguizamon

Who is this programme for?

This programme is relevant to a wide range of individuals working in health-related areas but will be of particular interest to health and social care professionals and managers who wish to make significant contributions to their place of work through research development, scholarship and the application of advanced skills and knowledge to health issues.

What is it about?

Of the many influences over the past decade on the delivery of health and social care practice, the drive to support decision making by the judicious use of robust and relevant evidence is possibly one of the most notable.

The term 'evidence-based' has become firmly embedded in the professional language, and policies exist at all levels to assist with the generation, review and dissemination to practice of research evidence.

As a result of this drive, practitioners are increasingly expected to be able to justify their actions and interventions on the basis of appropriate evidence. To be able to do this, they must know how to locate and retrieve information, appraise evidence derived from a range of research methodologies, including evaluation studies, and extrapolate from this the implications for their own practice.

In addition to developing knowledgeable users of research evidence, there is the need for a critical mass of health and social care practitioners equipped with the skills to undertake research projects and thereby contribute to the insatiable evidence base needed for the dynamics of practice and professional life.

Health and social care practitioners are therefore encouraged as part of their professional development to undertake courses of study that enable them to understand research enterprise and also engage in conducting primary research. This may range from relatively small-scale projects, such as those submitted in part fulfilment of postgraduate courses, to participation in, or even leadership of, large-scale funded projects. For these, practitioners need the skills to undertake all aspects of the research process, from inception to completion and dissemination of results.

This programme will help equip you with all these skills. It offers a flexible approach to continuing professional development, enabling you to study either full-time or part-time, over one, two or three years (more in exceptional cases).

The MSc comprises six core taught courses and a research project leading to a written dissertation. Accreditation of Prior Learning is available if you have already successfully undertaken previous Master's-level research training.

What will I get out of it?

This advanced-level academic qualification should provide you with opportunities to further your professional career. You may also wish to use the degree as a springboard into substantive doctoral research.

What qualifications do I need?

Applicants should be professionals working in health-related areas.

What courses will I study?

Full-time

Courses (at Level 7)	Credits
Qualitative Research Methods in Health and Social Care	15
Quantitative Research Methods in Health and Social Care	30
Appraisal of Research Evidence	15
Critical Appraisal of Systematic Reviews	15
Critical Social Theory in Health and Social Care	15
Project Preparation and Ethics	30
Research Project	60

Part-time

Year 1: first three courses from list above; **Year 2:** final four courses from list above.

MPhil/PhD Research

ATTENDANCE MPhil: 2 YRS F/T, 3/4 YRS P/T; PhD: 3 YRS F/T, 4/5 YRS P/T
PROGRAMME LEADER Lesley Hoggart

Who is this programme for?

This programme is for students and health and social care professionals with experience or education in any of the School's constituent subject areas (nursing, midwifery, psychology, counselling, public health, health management, social work and sexual health) who wish to undertake an MPhil or PhD.

You are also welcome to apply if you are a student with a background in the social sciences and an interest in health and social care.

You may be interested in undertaking study which falls within the School's current portfolio of research, which includes the following topics: organisation and delivery of health and social care; primary care and public health; education and training of health and social care professionals; learning, development and well-being; brain, action and movement; sexual health; and counselling practice and development.

What is it about?

Your research will be supervised by an appropriately qualified academic team, which may include external members with relevant practice-related expertise. You will be encouraged to devise a course of study with your postgraduate supervisors.

Our supervisors have expertise in a wide range of approaches and methods. These include case studies; randomised controlled trials for complex interventions; qualitative methods, including ethnography; survey research, including the development of questionnaires; policy analysis; and quantitative methods.

You will be invited to attend the School's support and development groups and will be encouraged to participate actively in the life of the School and to contribute positively to the development of the research culture. Research students have their own dedicated area with computers and software.

You will be expected to register initially for an MPhil, with a view to transferring to a PhD after approximately 18 months of study. MPhil to PhD transfer is by oral presentation of work, accompanied by a 5,000-word report. PhD assessment is by thesis and oral examination.

Progress towards the awarding of the degree is monitored by the University Research Degrees Committee, which meets six to eight times a year.

What will I get out of it?

Advanced-level academic qualifications should provide you with opportunities to further your professional career in a wide range of public/independent sector organisations.

What qualifications do I need?

Each case is considered on its merits, but you should normally have an undergraduate degree in a relevant subject at 2.1 or above.

- A Master's degree is an additional advantage.
- Health and social care professionals with professional qualifications will be considered.
- If you wish to carry out research in your own area of interest, you must also submit a 500-word outline of your proposed research with your application.

What courses will I study?

You will be required to take courses in qualitative and quantitative methods, as well as a critical appraisal of relevant literature, unless you have recently completed courses in these areas that are of a similar standard. This will provide you with a sound foundation for doctoral research. Support includes workshops in key skills, seminar groups with outside speakers, and specialist librarians in health and social care.



Sexual Health

Sexual health programmes

PROGRAMME LEADER Ros Delaney. For the course Sexual Health Skills, e-mail sexualhealthskills@gre.ac.uk or telephone 020 8331 8692. For other sexual health programmes, contact Christina Moore.

The UK's statistics on sexual ill-health pose a considerable challenge for healthcare professionals and allied workers. The House of Commons Health Committee in 2003 described sexual ill-health in Britain as a situation in crisis.

The School of Health & Social Care is committed to doing something positive about this. In collaboration with organisations such as the Royal College of Nursing, various sexual health associations and private-sector companies, the School is providing a number of exciting clinically and professionally relevant programmes at diploma, degree and postgraduate level which aim to assist practitioners in their endeavours to improve their clients' holistic sexual health and well-being. Simultaneously, this will contribute to the aims of the various UK national strategies on sexual health, HIV and teenage and unplanned conceptions.

We offer a number of innovative programmes. These are:

- BSc Hons Sexual Health
- Graduate Diploma in Sexual Health
- Postgraduate awards in sexual health
- MA Professional Practice in Health and Social Care (Sexual Health route)
- BSc Hons Professional Practice in Health and Social Care (Sexual Health route)

General information on the Sexual Health route for the MA Professional Practice in Health and Social Care programme can be found on page 88.

Additional information on this and the other programmes listed can be found in our sexual health brochure, *Sexual Health Framework Programme and Course Prospectus*. Copies of this are available from our website at www.gre.ac.uk/schools/health/current_publications or from one of the contacts given above.

Social Care/Social Work

BA Hons Social Care

Top-up programme (see page 5)

ATTENDANCE 1 YR F/T, 2 YRS P/T (or longer) **PROGRAMME LEADER** Mike Marriott

Who is this programme for?

This programme is for professionals from a social care, housing, health or nursing background who already have a qualification at diploma level and who wish to obtain a degree. All students start the programme at Level 6 (equivalent to the third year of a degree).

What is it about?

The programme comprises both core and option courses. Most options are open to all students regardless of practice background, but some require specific practitioner experience. Some involve assessed practice; others are purely academic.

You will be required to take part in 180 hours of social care work during your studies (for example, your usual paid work or voluntary work experience). This will help you prepare for degree-level studies.

In preparation for the degree, we would recommend that you attend the Level 2 courses offered at our Summer University in July and September. Places must be booked with the Summer University office in advance. For details, see the university website at www.gre.ac.uk/courses/summer from May onwards.

What will I get out of it?

The programme is particularly useful if you require a degree for career progression, especially if you are working or planning to work in community settings. The approach to study is based on sharing inter-professional learning, and the programme will enable you to integrate both theory and practice in your studies.

What qualifications do I need?

You should have:

240 credits

OF WHICH 90 must be at Level 5 from approved academic study.

An example could be a foundation degree in health, social care or a related subject, an HND in care or a DipHE in a subject such as nursing, social work or youth and community work.

You must be able to undertake 180 hours of work experience during the period of study.

Note: this degree does **NOT** enable you to qualify as a professional social worker. If you wish to do so, you should apply for BA Hons Social Work, offered at this university.

What courses will I study?

Full-time

Courses (at Level 7)	Credits
Contemporary Issues in Social Care	30
Professional Development for Social Care Practice	30
Project (a 7,000-word critical review of research on a chosen social care topic)	30
One or two options from a range including:	30
Domestic Abuse (15)	
Safeguarding the Welfare of Children and Young People (30)	
Current and International Issues in Intellectual Disabilities (30)	
Caring for the Older Person (30)	
Assessment in Mental Health (15)	
Collaboration and Interagency Working in Mental Health (15)	
Cognitive Behavioural Psychotherapy (30)	
People with Intellectual Disabilities and Complex Needs (30)	
Sexual Health Skills (30)	
Understanding Management in Health and Social Care (30)	
Understanding Organisational Behaviour in Health and Social Care (30)	
Developing an Advanced Practice Portfolio (15 or 30)	
Flexible Learning in Social Care (independent study on a chosen topic) (15 or 30)	

Part-time

Year 1: first two courses from list above; **Year 2:** Project and option course(s) from list above. **Longer attendance:** Professional Development for Social Care Practice in Year 1; Project in Year 2; other courses arranged as appropriate. The course schedule should be agreed with the programme leader.



PGDip/MA Social Work



ATTENDANCE 2 YRS F/T, 3 YRS P/T with sponsorship from employer
PROGRAMME LEADER Jackie Yaskey

Who is this programme for?

This programme is for suitably qualified graduates who wish to acquire a professional qualification in social work and develop skills and knowledge in this field.

What is it about?

This degree builds on the success of the university's well-established BA Hons Social Work programme.

In Years 1 and 2, you will be required to undertake a practice placement in a range of social work settings across both the statutory and independent sectors.

The programme contains a strong theme of service user involvement in the delivery and running of the programme.

Programme lecturers have a wide range of practice experience and academic expertise. They are also very research minded and integrate contemporary research into their teaching activities. They provide a high level of support to students both on site and while on practice placements.

Initially, you must register for the PGDip programme. If your grade point average at the end of Year 1 is 60% or more, you will be able to progress to the MA and dissertation in Year 2.

The Postgraduate Diploma in Social Work is a professional qualification in social work.

What will I get out of it?

The PGDip programme is currently approved by the General Social Care Council. The programme will equip you with the skills, knowledge, criticality and resilience to face the complexities and challenges of social work.

What qualifications do I need?

You should have:

A First or 2.1 honours degree, preferably in the social sciences.

PLUS a minimum of one year's full-time experience or equivalent in a social-work-related activity either paid or voluntary.

- You may be considered if you have a high 2.2 degree. Your grade should be evidenced in your application.
- To be considered for this programme, you must be eligible for a bursary from the General Social Care Council.

What courses will I study?

Full-time

Courses (at Level 7 unless otherwise indicated) Credits

Year 1

Human Growth and Development for Social Work Practice	20
Law and Policy for Social Work (Level 6)	20
Social Theories for Professional Practice	20
Skills, Methods and Models of Social Work Practice (including an extended period of 80 days' practice learning)	20

Year 2

Research-Minded Evidence-Based Practice	10
Power, Politics and Change in Social Work Practice	10
Transition towards Professional Social Work Practice	10
Working with Complexity in Social Work Practice (including an extended period of 120 days' practice learning)	20
Research Project (MA students only)	60

Part-time

Year 1: first two courses from F/T Year 1; **Year 2:** final two courses from F/T Year 1; **Year 3:** all courses from F/T Year 2



Programmes Available Within Other Schools

A number of University of Greenwich Schools offer programmes that may be of interest to health and social care professionals:

School of Science	www.gre.ac.uk/science
Business School	www.gre.ac.uk/business
Medway School of Pharmacy	www.msp.ac.uk
School of Education (see also 'PGCert Higher Education on page 83).	www.gre.ac.uk/education

Staff directory

To telephone a member of staff, dial 020 8331 plus extension.

NAME	E-MAIL	EXT	NAME	E-MAIL	EXT
ALEXANDER, Victoria	v.a.alexander@gre.ac.uk	9182	DYKE, Ruth	r.i.dyke@gre.ac.uk	9338
ALLEN, Carol	c.allen@gre.ac.uk	9177	EMERY, Wendy	w.c.emery@gre.ac.uk	9152
ALLEN, Pat	p.j.allen@gre.ac.uk	9490	EVANS, David	d.t.evans@gre.ac.uk	8692
ATTENBOROUGH, Jane	j.a.l.attenborough@gre.ac.uk	9151	EVANS, Patti	p.evans@gre.ac.uk	9941
BAXTER, Lynn	l.c.baxter@gre.ac.uk	9934	EYRE, Paul	p.e.eyre@gre.ac.uk	8305
BILLINGTON, Mary	m.a.billington@gre.ac.uk	7593	FENWICK-WALPOLE, Jill	j.k.fenwick-walpole@gre.ac.uk	8674
BIRDI, Harvinder	h.birdi@gre.ac.uk	9792	FERNS, Terence, Dr	t.ferns@gre.ac.uk	9985
BOWDEN, Julie	j.e.bowden@gre.ac.uk	8029	FLETCHER, Graham	g.fletcher@gre.ac.uk	8305
BROOKE, Joanne	j.m.brooke@gre.ac.uk	8737	FLETCHER, Pam	p.m.fletcher@gre.ac.uk	7590
BROWN, Pat	p.brown@gre.ac.uk	8054	FOSTER, John, Dr	j.h.foster@gre.ac.uk	8757
BRUNEAU, Ben, Dr	b.s.bruneau@gre.ac.uk	8064	FWLLER, Nicki	n.fowler@gre.ac.uk	8249
BURKE, Linda, Dr	l.burke@gre.ac.uk	9150	FRENCH, Carolyn, Dr	c.j.french@gre.ac.uk	9507
CARTER, Carolyn	c.g.carter@gre.ac.uk	9406	GALE, Liz	e.a.gale@gre.ac.uk	8020
CHANDLER, Karen	k.chandler@gre.ac.uk	8491	GEORGE, Mildred	m.e.r.george@gre.ac.uk	8031
CHOJNACKA, Irena	i.chojnacka@gre.ac.uk	8774	GILL, Anne	a.gill@gre.ac.uk	7502
CHUMMUN, Harry, Dr	n.h.chummun@gre.ac.uk	7521	GOUSY, Mamood	m.h.gousy@gre.ac.uk	7592
CLARK, Jennifer	j.m.clark@gre.ac.uk	9180	GRITTON, Jim	j.gritton@gre.ac.uk	9915
CLAYTON, Linda	l.clayton@gre.ac.uk	7855	HABGOOD, Veronica	v.a.habgood@gre.ac.uk	9922
CLEAVER, Karen	k.p.cleaver@gre.ac.uk	8075	HAMILTON, Libby	l.hamilton@gre.ac.uk	9407
COCKLIN, Nicki	n.cocklin@gre.ac.uk	8027	HARDATH, Geeta	g.hardath@gre.ac.uk	7769
COLLINS, Amanda	a.collinseade@gre.ac.uk	9987	HARDING, Sophia	s.b.harding@gre.ac.uk	8172
CORBLY, Carolyn	c.a.corby@gre.ac.uk	9736	HARRIS, Graham	g.harris@gre.ac.uk	9533
CORK, Alison	a.d.cork@gre.ac.uk	8632	HEPTINSTALL, Tina	t.heptinstall@gre.ac.uk	8077
CORNEY, Roslyn, Professor	r.h.corney@gre.ac.uk	8926	HIRSCHFELD, Janice	j.a.hirschfeld@gre.ac.uk	9231
CORNISH, Yvonne, Dr	y.g.cornish@gre.ac.uk	7519	HOCKING, Avril	a.hocking@gre.ac.uk	9526
CRAPNELL, Denis	d.r.crapnell@gre.ac.uk	8752	HOGGART, Lesley, Dr	l.hoggart@gre.ac.uk	9956
CRIPPS, Phyllis	p.cripps@gre.ac.uk	8549	HUNTER, Lis	e.a.hunter@gre.ac.uk	8168
CROWLEY, Colm	c.a.crowley@gre.ac.uk	8917	IBE, Jude	j.c.ibe@gre.ac.uk	7591
CROWLEY, John	j.j.crowley@gre.ac.uk	7523	ISAAC, Deborah	d.b.isaac@gre.ac.uk	7552
DALTON-O'CONNOR, Ann	a.m.daltonoconnor@gre.ac.uk	9529	JACKSON, Pat	p.a.jackson@gre.ac.uk	9028
DARK, Kay	k.dark@gre.ac.uk	8644	JEAVONS, Charlotte	c.jeavons@gre.ac.uk	8073
DAVIES, Jonathon, Dr	j.r.davies@gre.ac.uk	7590	JENNINGS, Kath	k.jennings@gre.ac.uk	8644
DAVIS, Josh, Dr	j.p.davis@gre.ac.uk	8859	JUMP, Lynne	l.jump@gre.ac.uk	8100
DELANEY, Ros	r.t.delaney@gre.ac.uk	7594	KEOGH, Peter	p.g.keogh@gre.ac.uk	8065
DEMETRE, Jim, Dr	j.d.demetre@gre.ac.uk	8091	KERR, Dave	d.kerr@gre.ac.uk	8026
DENEHAN, Denise	d.f.denehan@gre.ac.uk	9168	KNIGHT, Anneyce	a.knight@gre.ac.uk	8954
DIKE, Priscilla	p.dike@gre.ac.uk	9294	LANE, Matt	m.a.lane@gre.ac.uk	8494
DJAN, Susie	s.djan@gre.ac.uk	8076	LANGLEY, Helly	h.l.langley@gre.ac.uk	8076
DORSETT, Debbie	d.dorsett@gre.ac.uk	7791	LA PLACA, Vincent	v.laplaca@gre.ac.uk	8721
DURY, Rhona	r.c.dury@gre.ac.uk	8394	LEWIS, Tina	t.lewis@gre.ac.uk	8758
DYER, Christine	c.a.dyer@gre.ac.uk	8006	LINTON, Andrew	a.linton@gre.ac.uk	7639

NAME	E-MAIL	EXT	NAME	E-MAIL	EXT
LUKE, David, Dr	d.p.luke@gre.ac.uk	9957	REEVES, Rachel, Dr	r.reeves@gre.ac.uk	9956
LUTCHMUN, Anita	s.lutchman@gre.ac.uk	7597	RICH, Ann	a.rich@gre.ac.uk	8074
MACKENZIE, Sophie	s.r.mackenzie@gre.ac.uk	8924	ROBINSON, Oilly, Dr	o.c.robinson@gre.ac.uk	9630
MAHDAVI, Jessica, Dr	j.a.mahdavi@gre.ac.uk	9584	SANDERS, Valerie	v.e.sanders@gre.ac.uk	8032
MANSI, Gemma	g.mansi@gre.ac.uk	8074	SHEPHERD, Jean	j.m.shepherd@gre.ac.uk	8078
MARAS, Pam, Professor	p.f.maras@gre.ac.uk	9627	SIMS, Dave, Dr	d.sims@gre.ac.uk	9445
MARRIOTT, Mike	m.marriott@gre.ac.uk	9564	SMITH, David	d.m.smith@gre.ac.uk	9427
MATONHODZE, Jane	j.c.matonhodze@gre.ac.uk	8239	SMITH, Rebecca, Dr	r.t.smith@gre.ac.uk	8934
McARDLE, Simon	s.p.mcardle@gre.ac.uk	7537	SPITTLES, Heather	h.a.spittles@gre.ac.uk	8071
McBENNETT, Nuala	n.mcbennett@gre.ac.uk	9391	STACEY, Christine	c.g.stacey@gre.ac.uk	9913
McEWAN, Bruce	b.r.j.mecewan@gre.ac.uk	7876	STATHI, Sofia, Dr	s.stathi@gre.ac.uk	8566
McMAHON, Teresa	t.e.mcmahon@gre.ac.uk	9926	STEPTOE, Karl	sk82@gre.ac.uk	7560
McNAUGHT, Allan, Dr	a.g.mcnaught@gre.ac.uk	8366	STEVENSON, Mandy	m.j.stevenson@gre.ac.uk	9347
MEEK, Rhona	r.a.mEEK@gre.ac.uk	8070	STEWART, Jill, Dr	j.l.stewart@gre.ac.uk	8218
MEHMET, Nevin	n.mehmet@gre.ac.uk	9944	STIMPSON, Quentin	q.stimpson@gre.ac.uk	9517
MITCHELMORE, Mandy	m.mitchelmore@gre.ac.uk	9136	STOKES, Jane	j.stokes@gre.ac.uk	9193
MOCKETT, Maria	m.a.mockett@gre.ac.uk	8074	STREET, Paul, Dr	p.a.street@gre.ac.uk	9295
MONKS, Claire, Dr	c.p.monks@gre.ac.uk	9584	TELFER, Julia	j.l.telfer@gre.ac.uk	8067
MOORE, Christina	c.d.moore@gre.ac.uk	8537	THARP, Ian, Dr	i.tharp@gre.ac.uk	9339
MORENO-LEGUIZAMON, Carlos, Dr	c.j.moreno@gre.ac.uk	9306	THOMAS, Suri	r.k.thomas@gre.ac.uk	7596
MORGAN, Jess, Dr	j.morgan@gre.ac.uk	7642	THOMPSON, Trevor, Dr	t.thompson@gre.ac.uk	8066
MORGAN, Mary	m.j.morgan@gre.ac.uk	9987	TSERMENTSILI, Stella, Dr	s.tsermentseli@gre.ac.uk	8566
MOUNTY, Maureen	m.c.mounty@gre.ac.uk	8090	TURNER, Eileen	e.turner@gre.ac.uk	8436
MUNCEY, Michelle	m.a.muncey@gre.ac.uk	8253	VEERAMAH, Ven, Dr	r.v.veeramah@gre.ac.uk	8849
NARRAMORE, Naomi	n.p.narramore@gre.ac.uk	9821	WALIA, Surinder	s.walia@gre.ac.uk	9890
NEAVE, Alice	a.e.neave@gre.ac.uk	8766	WALKER, Aldy	a.walker@gre.ac.uk	7590
NORTON, Diane	d.norton@gre.ac.uk	7876	WATERMAN, Sue	s.f.waterman@gre.ac.uk	8887
OBASANJO, Rebecca	r.obasanjo@gre.ac.uk	8089	WATKINS, Deborah	d.watkins@gre.ac.uk	8072
O'GORMAN, Josephine	j.ogorman@gre.ac.uk	7559	WEBB, Jan	j.s.webb@gre.ac.uk	8076
OHAM, Charles	c.oham@gre.ac.uk	8736	WEST, Liz, Professor	e.west@gre.ac.uk	8850
OJO, Omo, Dr	o.ojo@gre.ac.uk	8626	WHITING, Karena	k.a.whiting@gre.ac.uk	9163
PASS, Patricia	p.pass@gre.ac.uk	8490	WILLSON, Rob, Dr	r.willson@gre.ac.uk	9628
PATCHAY, Sandhi, Dr	s.patchay@gre.ac.uk	9587	WINTER, Claire	c.winter@gre.ac.uk	8087
PATEL, Swatee	s.p.patel@gre.ac.uk	7803	WOODWARD, Lynn	l.m.woodward@gre.ac.uk	8489
PAYNE, Julie	j.a.payne@gre.ac.uk	8618	WOODWARD, Peter	p.r.p.woodward@gre.ac.uk	8024
POULTER, Damian, Dr	d.r.poulter@gre.ac.uk	8066	WRIGHT, Kerri	k.wright@gre.ac.uk	8965
RAMNAWAZ, Sheila	a.ramnawaz@gre.ac.uk	8086	YARDLEY, Sharlene	s.yardley@gre.ac.uk	8806
RANKIN, Sandra	s.rankin@gre.ac.uk	9298	YARE, Brinley, Dr	b.yare@gre.ac.uk	8867
REDFERN, Morag	m.m.redfern@gre.ac.uk	7588	YASKEY, Jackie	j.yaskey@gre.ac.uk	8552
REEVE, Jenny	j.j.reeve@gre.ac.uk	8495			

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Application for CPD programmes and courses

This form should **ONLY** be used for CPD programmes and courses. **Do not use for Study Days**

Please complete using **CAPITAL** letters

Personal details

Title (Mr, Mrs, Miss, Ms)

First name(s)

Surname (family name)

Address

.....

.....

.....

.....

..... Postcode

Home telephone number

Mobile telephone number

Work telephone number

E-mail

Programme applied for

Associate or other programme, please state

Course(s) applied for

Title Code

1.

2.

3.

4.

(If you have applied for more than four courses, please continue on back page)

Have you attended the University of Greenwich before?

Yes/No If yes, please state ID number, if known

Mode Part-time Distance only

Information required by the Higher Education Statistics Agency

Date of birth (dd/mm/yyyy)/...../..... Male Female Nationality

Have you ever lived outside the European Union? Yes No

Ethnic origin Country of birth

Please use codes below

White	Asian or Asian British	Mixed	Black or Black British
11 British	31 Indian	41 White and Black Caribbean	21 Caribbean
12 Irish	32 Pakistani	42 White and Black African	22 African
14 Irish Traveller	33 Bangladeshi	43 White and Asian	29 Other Black
19 Other White	34 Chinese	49 Other mixed	
	39 Other Asian		

80 other ethnic background

If you have used **any** 'other' ethnic background, i.e. codes 19, 29, 39 or 80, please describe your ethnic background in the space above

Disability Please indicate using one of the codes shown below

- 0 No disability
- 3 Deaf/hearing impairment
- 6 Mental health difficulties
- 8 Two or more of the above
- 9 Disability not listed above (please give details)
- 1 Dyslexia
- 4 Wheelchair user/mobility difficulties
- 7 Unseen disability (e.g. epilepsy)
- 2 Blind/partially sighted
- T Autistic spectrum disorder/Asperger syndrome

Funding: Please state how your attendance on this CPD programme/course will be funded.
Complete one section only.

1. Funding via NHS London or NHS South East Coast

(Must be agreed by NHS trust authorised signatory)

Please write the full name of your NHS trust in BLOCK CAPITALS

I support this application and agree that a mentor will be provided (if required).

Manager Date

I authorise funding via PTDs for:

Authorised signatory

Name Date

2. Invoice for employer

I agree to pay the fees for the applicant to attend the programme/course (the details of which are shown over), and I agree that a mentor will be provided (if required).

Name of employer/trust

Address for invoice

..... Postcode

Contact telephone number Company/trust stamp

Signed (budget holder)

Please print name

Date

3. Self-funding – an invoice will be sent to you at the address given on page 1.

Signature

I confirm that the information shown on this form is accurate and complete, and I agree to abide by the university's regulations.

Signed (applicant) Date

Please list additional courses here

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Please return completed application form to:
University of Greenwich, Central Recruitment, room 210, Fry Building, Southwood Site, Avery Hill Campus,
Avery Hill Road, Eltham SE9 2UG

For university use only

Academic decision

Accept Reject

Conditions (if appropriate)

.....

Programme

Stage

Signed

Designation Date

For office use only

Fee Status H + O + N + X

Fee status input

Decision input

Open events

Our School of Health & Social Care open events give you a great opportunity to see our campuses, meet our staff and get more information about our courses and programmes.

For more information, visit www.gre.ac.uk/opendays.

Disclaimer

This prospectus was printed in February 2011. It contains information on CPD courses and programmes within the School of Health & Social Care. The university has made every effort to ensure that the information provided is both helpful to prospective candidates and accurate at the time of publication.

Some circumstances, such as staff changes or resource limitations, may result in the university having to withdraw or change aspects of the courses or programmes in this prospectus, including course content, staffing, the location of a course or the facilities provided.

Prospective candidates should note that, in the event of such circumstances occurring, the university cannot accept liability for any claims for costs or damages made by a student resulting from any change to, or withdrawal of, courses or programmes that she or he had intended to study.

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The University of Greenwich School of Health & Social Care has a reputation for providing quality courses and programmes for health and social care professionals.

If you haven't done so already, please take a look inside this prospectus. With almost two decades of experience, we hope that we have a course or programme to get you studying with us and reaping the benefits of continuing professional development.

The University of Greenwich has been voted **No. 1 in London for teaching excellence.**

Sunday Times University Guide 2011



Calendar 2012–13

TERM 1

Week	Mon	Tue	Wed	Thur	Fri
1	17 Sep	18 Sep	19 Sep	20 Sep	21 Sep
2	24 Sep	25 Sep	26 Sep	27 Sep	28 Sep
3	01 Oct	02 Oct	03 Oct	04 Oct	05 Oct
4	08 Oct	09 Oct	10 Oct	11 Oct	12 Oct
5	15 Oct	16 Oct	17 Oct	18 Oct	19 Oct
6	22 Oct	23 Oct	24 Oct	25 Oct	26 Oct
7	29 Oct	30 Oct	31 Oct	01 Nov	02 Nov
8	05 Nov	06 Nov	07 Nov	08 Nov	09 Nov
9	12 Nov	13 Nov	14 Nov	15 Nov	16 Nov
10	19 Nov	20 Nov	21 Nov	22 Nov	23 Nov
11	26 Nov	27 Nov	28 Nov	29 Nov	30 Nov
12	03 Dec	04 Dec	05 Dec	06 Dec	07 Dec
13	10 Dec	11 Dec	12 Dec	13 Dec	14 Dec
14	17 Dec	18 Dec	19 Dec	20 Dec	21 Dec
Christmas break					
15	24 Dec	25 Dec	26 Dec	27 Dec	28 Dec
16	31 Dec	01 Jan	02 Jan	03 Jan	04 Jan
17	07 Jan	08 Jan	09 Jan	10 Jan	11 Jan

TERM 2

Week	Mon	Tue	Wed	Thur	Fri
18	14 Jan	15 Jan	16 Jan	17 Jan	18 Jan
19	21 Jan	22 Jan	23 Jan	24 Jan	25 Jan
20	28 Jan	29 Jan	30 Jan	31 Jan	01 Feb
21	04 Feb	05 Feb	06 Feb	07 Feb	08 Feb
22	11 Feb	12 Feb	13 Feb	14 Feb	15 Feb
23	18 Feb	19 Feb	20 Feb	21 Feb	22 Feb
24	25 Feb	26 Feb	27 Feb	28 Feb	01 Mar
25	04 Mar	05 Mar	06 Mar	07 Mar	08 Mar
26	11 Mar	12 Mar	13 Mar	14 Mar	15 Mar
27	18 Mar	19 Mar	20 Mar	21 Mar	22 Mar
Easter break					
28	25 Mar	26 Mar	27 Mar	28 Mar	29 Mar
29	01 Apr	02 Apr	03 Apr	04 Apr	05 Apr
30	08 Apr	09 Apr	10 Apr	11 Apr	12 Apr

TERM 3

Week	Mon	Tue	Wed	Thur	Fri
31	15 Apr	16 Apr	17 Apr	18 Apr	19 Apr
32	22 Apr	23 Apr	24 Apr	25 Apr	26 Apr
33	29 Apr	30 Apr	01 May	02 May	03 May
34	06 May	07 May	08 May	09 May	10 May
35	13 May	14 May	15 May	16 May	17 May
36	20 May	21 May	22 May	23 May	24 May
37	27 May	28 May	29 May	30 May	31 May
38	03 Jun	04 Jun	05 Jun	06 Jun	07 Jun
39	10 Jun	11 Jun	12 Jun	13 Jun	14 Jun
40	17 Jun	18 Jun	19 Jun	20 Jun	21 Jun
Summer break					
41	24 Jun	25 Jun	26 Jun	27 Jun	28 Jun
42	01 July	02 July	03 July	04 July	05 July
43	08 July	09 July	10 July	11 July	12 July
44	15 July	16 July	17 July	18 July	19 July
45	22 July	23 July	24 July	25 July	26 July
46	29 July	30 July	31 July	01 Aug	02 Aug
47	05 Aug	06 Aug	07 Aug	08 Aug	09 Aug
48	12 Aug	13 Aug	14 Aug	15 Aug	16 Aug
49	19 Aug	20 Aug	21 Aug	22 Aug	23 Aug
50	26 Aug	27 Aug	28 Aug	29 Aug	30 Aug
51	02 Sep	03 Sep	04 Sep	05 Sep	06 Sep
52	09 Sep	10 Sep	11 Sep	12 Sep	13 Sep

Bank holidays are marked in red.

Please note that certain courses are taught over breaks.



UNIVERSITY
of
GREENWICH

**University of Greenwich
School of Health & Social Care**

Avery Hill Campus
Southwood Site
Avery Hill Road
Eltham
London SE9 2UG

Medway Campus
Nelson Building
Central Avenue
Chatham Maritime
Kent ME4 4TB

Enquiry Unit

Telephone: 020 8331 9000


Telephone from outside the UK: +44 020 8331 9000

Fax: 020 8331 8145

Fax from outside the UK: +44 20 8331 8145

E-mail: courseinfo@gre.ac.uk

Website: www.greenwich.ac.uk

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in other formats on request

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Registered office: Old Royal Naval College, Park Row, Greenwich, London SE10 9LS

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