

2014/15

Continuing Professional Development

FOR HEALTH AND SOCIAL CARE PROFESSIONALS



Applied Practice
(Health and Social Care):

BSc (Hons)

BSc

Graduate Diploma

Graduate Certificate

Faculty of
Health and Wellbeing

Canterbury Christ Church University

Developing effective, safe and compassionate practitioners through lifelong learning

Welcome to the Faculty of Health and Wellbeing, where you will find a vibrant and dedicated group of academic and professional service staff ready to walk with you through your academic or research journey.

As the external health and social care environment is undergoing transformation, we have also evolved to ensure that we continue to support you to develop the knowledge and skills which will enable you to influence outcomes across the sector in the years to come.

Our academics are based at both the Canterbury or Medway campus sites, where we have first class facilities, catering for students who want to be immersed within our culture or those who simply want to visit intermittently.

In addition to delivering locally, some of our programmes are delivered at venues across the country and internationally. Our staff integrate technology into delivery, with an increasing number of courses having online content, so you are able to study within your chosen environment at your own time.

Our latest innovation is the creation of a number of programmes across the undergraduate and post graduate portfolio which have been designed with stakeholders to provide flexibility, enabling a bespoke course to match your own or your employers desired outcomes.

Continuing personal and professional development remains vital for your success in the dynamic health and social care sector where the need for individuals to be flexible and to provide solutions that are workplace specific is even more important than ever. Our innovative new programme has been designed specifically to assist your current and future career aspirations.

The programme includes a personalised curriculum, using the workplace and the enhancement of practice as a driver for your learning journey. It provides you with the opportunity to study in a supportive environment with other professionals, allowing you to build networks and enrich your knowledge and skills by understanding the wider trans-disciplinary perspectives.

You will learn whilst being supported by a personal academic tutor, who will guide you through the programme and you will have access to experienced academics whose expertise places us at the forefront of education in the South of England. Finally at the end of this phase of your studies, your achievement will be recognised by our new system of flexible negotiated awards which will allow your individual expertise to be directly acknowledged.

So we look forward to working with you to help you promote change within the health and social care sector, and develop integrated innovative services that enhance the health and wellbeing of us all.

Debra Teasdale

Dean of the Faculty of Health and Wellbeing

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Health and Social Care Introduction

In light of national changes regarding the commissioning of CPD; local demographic population and workforce changes; demand for more flexible and work based learning and a need to further develop the use of Technology Enhanced Learning and Teaching (TELT), the Faculty of Health and Wellbeing undertook a review of its undergraduate and postgraduate CPD Programmes during 2012-13. The review incorporated feedback from local health and social care employers, current CPD students and University staff and recommended that the number of programmes, pathways and modules should be rationalised to ensure that they reflected the education and training needs of the new health and social care services, and that blended and work based learning opportunities were enabled.

Alongside this, the national context demands that CPD programmes are fit for purpose (Francis 2013), support health and social care professionals to maintain their competence and allow practitioners to demonstrate the value and impact of CPD for themselves, their service users, their teams and their organisations. Regionally there is a changing health and social care arena and an increasingly diverse range of CPD requirements. Consequently, the Faculty has worked with local stakeholders to design and develop some flexible, innovative new programmes that meet the needs of the changing health and social care workforce.

The underpinning philosophy of the BSc Applied Practice (Health and Social Care) is that learning must be flexible and responsive to your identified needs. Thereby the route through these programmes is designed with you, for your personal learning and development, mindful of your professional context and ensures that you advance your knowledge and skills in order to remain proficient in your role. To support this student-centric approach both programmes offer the opportunity to name your endorsement to reflect the focus and content of your programme and field of practice.

The programmes also support those who wish to access modules on a stand-alone basis to develop specific knowledge and skills for their personal and professional development. This student-centred and work based approach to learning is key to enabling you to continue to engage with lifelong learning and continuing professional development.

Students studying on this programme will be supported by a Personal Academic Tutor (PAT) who will support them throughout the entirety of their time at Canterbury Christ Church University.

Health and Social Care Continuing Professional Development

The Health and Social Care Continuing Professional Development (CPD) programme at Canterbury Christ Church University has been designed in partnership with local stakeholders to enhance practice, as well as personal development and career prospects for health and social care professionals.

The programme provides CPD education for health and social care professionals with a focus on practice. Common aims include:

- Increased understanding of the use of evidence in practice.
- Heightened awareness of the impact of lifelong learning on self and others.
- A better understanding of the role of attitudes in the delivery of compassionate, person-centred, safe and effective care.

Unlike previous CPD programmes this new programme allows you to design a programme of learning which meets your personal and professional needs and the provision, if you choose, to name your endorsement. This ensures that your award reflects your field of practice. This means we are able to offer you an award at the end of your programme which reflects the area of practice you have decided best suits your academic, professional and career needs.

We also offer other CPD programmes including Masters Degrees; BSc (Hons) Specialist Community Public Health Nursing as well as Foundation Degrees.

Find out more online: www.canterbury.ac.uk/health/study-with-us
or email: postregandfd-healthadmin@canterbury.ac.uk

Useful information

What will I study?

Your studies for the programme will begin with the Foundations for Practice module which will review your learning to date, prepare you to take control of your learning throughout the rest of the programme and to identify the modules you will undertake. As part of preparing you for learning, this module will also examine the identification, critique and application of sources of evidence.

You will complete your studies with either a 20 or 40 credit Dissertation or the 40 credit Transforming Practice module. In both cases, these will provide the opportunity to study in depth a subject of your choosing which is applicable to your practice.

The modules you do in the middle section of your programme are a mix of clinical and professional issues modules – the choice of modules will reflect your learning needs and those of your organisation. If you opt for the generic programme, e.g. BSc (Hons) Applied Practice (Health and Social Care), the choice of modules is up to you; if you choose to undertake a degree with a negotiated endorsement, e.g. BSc (Hons) Applied Practice (Cancer Care), then you will need to choose your modules in conjunction with your Personal Academic Tutor (and on discussion with your line manager and education lead).

There is opportunity to study at and for work, in the Negotiated Module and Transforming Practice modules – so where a specific option for a topic you want to study is not offered, you can opt to study it in a bespoke manner, with a supervisor. In the Negotiated Module you will have the opportunity to focus on an individual skills development while the Transforming Practice module will allow you to action a change in practice.

Illustrative routes

If a student does not have the required level 5 credits to access the degree programme, they need to undertake Academic Development and Portfolio for Entry to the Degree Programme prior to registering to a degree pathway. This takes one year in total.

The student then registers for the degree and undertakes the Foundations for Practice module. With their PAT they decide to aim for a leadership endorsement and so undertake: Developing Leadership, Quality Improvement, Managing Risk and complete on the Transforming Practice module (which is 40 credits). This takes them a further three years.

Study options

The awards available, as part of the Applied Practice (Health and Social Care) programme, are:

- **BSc (Hons) Degree** by achieving 120 credits at level 6 for those entering with a Diploma of Higher Education or a Foundation Degree in a relevant discipline or an equivalent qualification recognised by the University.
- **BSc Degree** by achieving 60 credits at level 6 for those entering with a Diploma of Higher Education or a Foundation Degree in a relevant discipline or an equivalent qualification recognised by the University.
- **Graduate Diploma** by achieving 120 credits at level 6 for those entering with a degree.
- **Graduate Certificate** by achieving 60 credits at level 6 for those entering with a degree.

Awards, i.e. BSc (Hons) Degrees, Graduate Diplomas, Graduate Certificates and BSc Degrees must be completed within five years from the date of registration, although typically participants complete an award within three years.

There is the option to negotiate an endorsement for your award which reflects what you do in practice. This is explained later in the brochure under Student Named Endorsements.

Some students will choose to study single modules, for example 'Mentoring and Facilitation of Learning', this is known as undertaking a standalone module.

Accreditation of Prior Learning (APL)

Participants who complete standalone modules and then decide to register for an award can apply to use their credits (as accreditation of prior learning, within five years of achievement) towards an award bearing programme, such as BSc (Hons) Degree, Graduate Diploma, Graduate Certificate or BSc Degree.

Participants who have gained credits at level 6 within the last five years may be able to use their credits towards an award. To use credits previously achieved, an APL application will need to be completed and sent with copies of a transcript from the awarding university to us. This includes credits achieved previously at Canterbury Christ Church University. The application will then be reviewed by the Programme Director in line with University regulations.

Please note that only a maximum of 60 credits (or half the credits needed for an award) can be used towards an award as APL. It is also possible to accredit prior experiential learning via an APEL application. This would involve submitting a portfolio of learning which demonstrates how you have achieved the outcomes for the module.

Email postregandfd-healthadmin@canterbury.ac.uk for an APL application form or call 01227 782 418

Student named endorsements

To support a student-centred learning experience and to ensure your programme of learning and development reflects your achievement, we will be supporting students to name their endorsement, for example BSc (Hons) Applied Practice (Dementia Care).

Once you have registered to the programme you will receive a link to pre-arrival information which will allow you to consider your personal and professional learning to date, consider your current learning needs and future aspirations. Following on from this and with the support of your Personal Academic Tutor and Line Manager you will be encouraged to design a route through the CPD programme which supports what you have identified as being your learning needs. You will then have the opportunity if you wish to submit a request, with rationale, to undertake an endorsement which reflects your learning aspirations to the named endorsement panel for consideration.

Illustrative routes

If a student holds a diploma, and has exited a pre-registration programme (any pathway) with 60 level 6 credits – they may APL this into the programme. This is a fast track strategy which will enable the student to complete a degree within one and a half academic years if taking one module per semester. Because they are not eligible to register for a negotiated award the student does the Foundations for Practice module followed by a 40 credit Dissertation; although they might equally have done Transforming Practice or any 20 credit module (say Mentorship and Facilitation of Learning) and then finished on a 20 credit Dissertation.

Illustrative routes

A student has 60 previous credits from another HEI institution and APEL/APCLs these credits into a degree at Christ Church (they show their diploma at registration). This is a fast track strategy which will enable the student to complete a degree within one and a half academic years if taking one module per semester. Because they are not eligible to register for a negotiated award the student does the Foundations for Practice module followed by a 40 credit Dissertation; although they might equally have done Transforming Practice or any 20 credit module (say Mentorship and Facilitation of Learning) and then finished on a 20 credit Dissertation.

Teaching and assessment methods

How will you be taught?

Learning and teaching strategies will involve you as an active participant. You will be encouraged to use self-evaluation and reflection on your own experience in order to deepen and consolidate as well as plan your future learning.

We will facilitate opportunities for you to study both collectively with other students, as well as independently using a range of teaching approaches. These include lectures, workshops, debates, seminars and group/one-to-one tutorials.

Teaching and learning methods are supported by technologies e.g. our online module Blackboards and our electronic portfolio tool.

You will also be required to engage with learning activities from home and work based learning.

How will you be assessed?

Final assessment activities may include essays, examinations, Objective Structured Clinical Examinations (OSCEs), Objective Structured Practical Examinations (OSPEs), Objective Structured Clinical Assessments (OSCAs), seminar presentations, poster presentations, case studies or report writing to enable you to demonstrate the fulfilment of the module learning outcomes.

During the modules assessment opportunities will be offered as a part of your on-going learning. You will be encouraged to engage in self-assessment and may be actively involved in peer assessment.

All assessments are designed to measure your knowledge, skills and understanding, and are based on the criteria for assessment used throughout Canterbury Christ Church University.

Illustrative routes

A student has a passion for clinical practice and wishes to undertake cardiac modules which will be relevant to her current area of work. She is ready to access the degree programme as she has a diploma. Because they are eligible to register for a negotiated award the student does the Foundations for Practice (during which, with the help of her PAT she applies for and is allowed to study for a 'Cardiac Care' endorsement). Next, she does Cardiac Arrhythmias and 12-lead ECGs and Heart Failure. She also opts to do Caring for the Acutely Ill Adult as she works in the acute setting. She decides to complete with a 40 credit Dissertation; although she might equally have done Transforming Practice.

Start dates

Modules will usually start in September/October and February/March of each academic year. Not all modules will be offered each semester and some modules will not run every year. Applicants are advised to consult the three year plan of modules when devising their degree pathway; this can be found in this brochure.

Applicants are advised to apply for modules early and plan their studies well in advance.

Please be aware that all modules run to minimum numbers. In the event that there are low numbers, a module may be rescheduled to an alternative date. Some modules are also subject to maximum numbers and therefore it is advised to submit application forms as early as possible. Where modules are full on receipt of an application form, applicants will be contacted to discuss alternative module options.

Please note that the Negotiated Module will run from June–September as well as both semesters.

Locations

Modules are taught at Canterbury Christ Church University campuses across Kent in Canterbury, Medway, and Broadstairs as well as in NHS trust sites in Kent, depending on student numbers and availability.

Student support and guidance

Your Personal Academic Tutor, or if you are studying on a stand-alone basis your module tutor, will be your first point of contact for issues relating to your programme; they will act as a source of advice throughout the period of your studies. The University has a central point of contact for all non-programme related University enquiries: the 'i-zone'. You can access the i-zone online, by email i-zone@canterbury.ac.uk or by telephone on 01227 782222.

The i-zone is part of the wider Student Support and Guidance Department, and is the first port of call for all student enquiries. The other Student Support and Guidance services comprise two distinct sets of services:

- Employability and Careers Services, who offer career education, information and guidance, and provide opportunities for student volunteering and employment. They can be contacted on 01227 782222 or by email careers@canterbury.ac.uk.
- Student Health and Wellbeing, who offer study support, a student counselling service, student mental health advice, disability advice, information and help in respect of student financial support, international student advice, as well as student occupational health liaison and general welfare and advice for students. They can be contacted through the i-zone on 01227 782222 or by email i-zone@canterbury.ac.uk.

Other useful contacts

If you would like further information regarding our application process or require a copy of our application form or have a query regarding our timetable, where your module is being taught or require any other information in relation to your application please contact the Programme Administration team:

Email postregandfd-healthadmin@canterbury.ac.uk

Telephone 01227 782 418

If you have any queries relating to registration dates and requirements, Assignment Submission and Turnitin, or confirmation of Results and Awards then please contact our Registry department:

Email health.registry@canterbury.ac.uk

Telephone 01227 863 084

Illustrative routes

A student has already started his studies at the university and has completed two modules. One is the PLF (mentorship) module, the other Acutely Ill Adult. How should he progress?

- He completes the programme as currently registered and MUST book onto the Inquiry Based Approaches module from the outgoing curriculum within the next academic year in order to be eligible for the award. He can then choose modules from the newly validated curriculum which will be open to all students, to complete the degree. The student will receive an award under the outgoing scheme – BSc Clinical Practice, BSc Applied Health and Social Care or BSc Interprofessional Practice depending on the modules chosen and the pathway he had registered to.
- He could potentially transfer the 40 credits from the outgoing programme into the new curriculum after discussion with his PAT (via APCL) and then undertake the Foundations for Practice module and continue on the new programme as long as he had not undertaken the core Inquiry Based Approaches module, which in this case he has not.

What are the entry requirements?

To be eligible for entry to the honours degree (level 6) programme, you are normally required to be engaged either as an employee or a volunteer in health or social care or a related setting.

Entrants are also required to:

- Hold a Diploma of Higher Education or a Foundation Degree in a relevant discipline or an equivalent qualification recognised by the University;
- or
- Register to complete an additional level 5 module (usually Academic Development) and the Portfolio for Entry to the Degree Programme module to gain the 120 level 5 credits required.

And in every case:

- Submit evidence of qualification at point of entry to the programme.

Any entrants who hold a first degree from a recognised Higher Education Institution will be registered for either the Graduate Diploma or the Graduate Certificate. Students who have obtained their qualifications outside of the UK will need to have these checked against the NARIC database before commencing study (you are strongly advised to do this before planning your modules).

Information for experienced registered practitioners who do not meet the entry requirements

If you do not have a diploma/foundation degree, or equivalent (including overseas qualifications checked by NARIC which are found not to be UK equivalent) you will not be allowed to register for a programme until you have attained the required level 5 credits. Usually this will mean doing the module called Academic Development and the undertaking the Portfolio for Entry to the Degree Programme. Students who need the full 120 credits at level 5 will usually not be allowed to undertake the Portfolio until they have completed Academic Development.

The Portfolio for Entry to the Degree Programme is not a module as such but usually takes one semester to complete. Most students who need to undertake the portfolio are required to write a curriculum vitae, a personal development plan and 5 – 6,000 words in reflective style essays (usually three 2,000 word essays). Students undertaking the Portfolio will be supported by an academic member of staff.

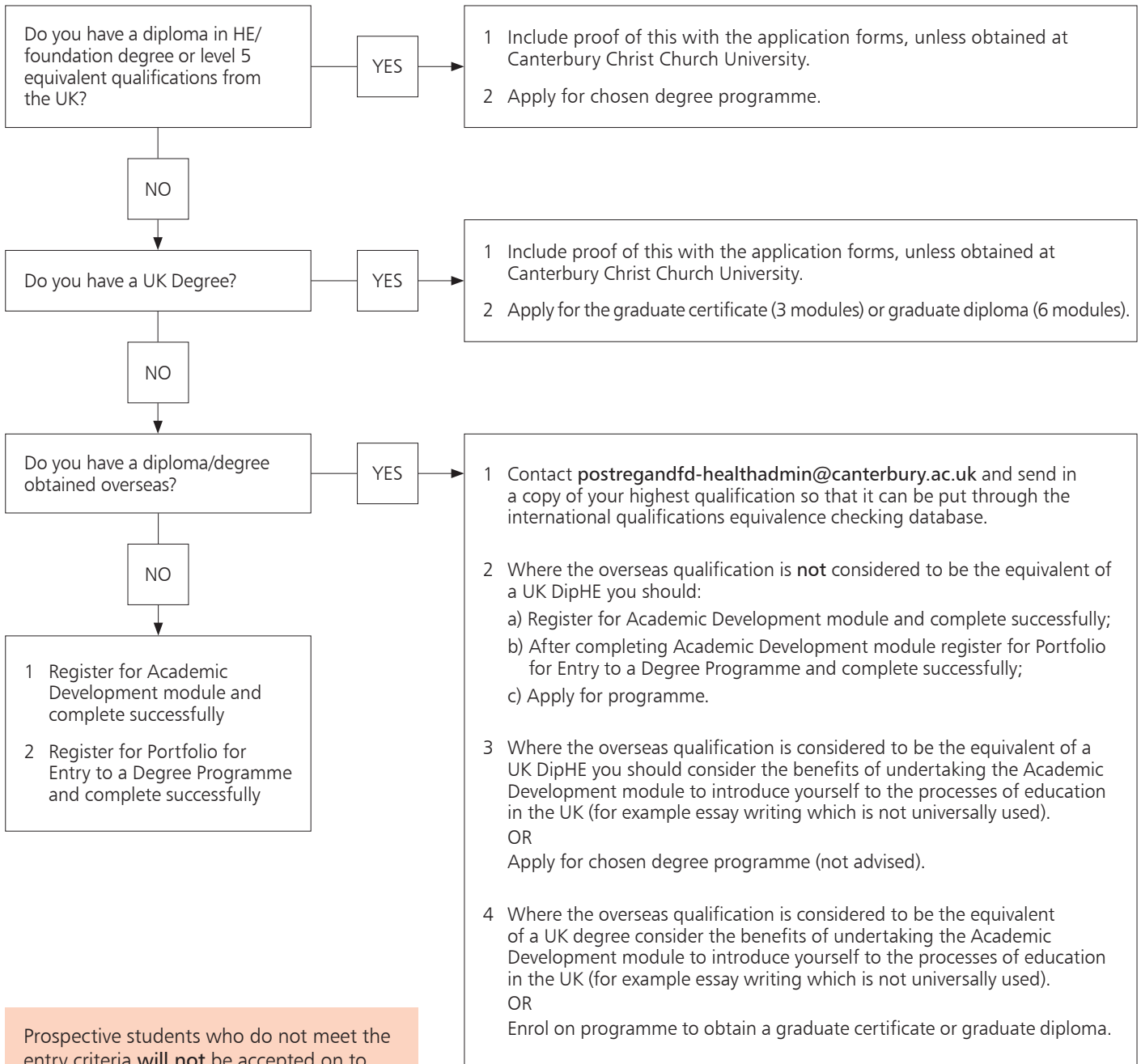
Please ensure that a copy of the certificate or transcript for any relevant qualifications is submitted with your application to register for a Programme of study.

Copies of these can also be sent via email to postregandfd-healthadmin@canterbury.ac.uk or to the following address:

Post Registration and Foundation Degree Health Administration Team
 Faculty of Health and Wellbeing
 Canterbury Christ Church University
 Canterbury
 Kent CT1 1QU

Eligibility and entry requirements checklist

Do I have the required entry criteria to commence a CPD degree?



Prospective students who do not meet the entry criteria **will not** be accepted on to any programme of study.

All new applicants are required to provide proof of their eligibility to enter a level 6 award bearing programme.

None of this applies to students wishing to undertake a standalone module.

How to apply

Admission to the programme is by one of two routes depending upon whether you are self-funded or financially supported by your employer:

- Self-funding applicants should complete an application form which is sent directly to the Health and Social Care CPD office at the University;
- NHS/Employer funded applicants should complete a university application form accompanied by a statement from the employer confirming financial support (this is usually the signature of the trusts education/development lead and not your line manager).

You will not normally be interviewed but are advised to seek guidance from a representative of your employer, academic in practice (link lecturer) or a member of the programme team who will assist you in planning your studies. In all cases you will need to provide evidence of prior qualifications on submission of your application forms.

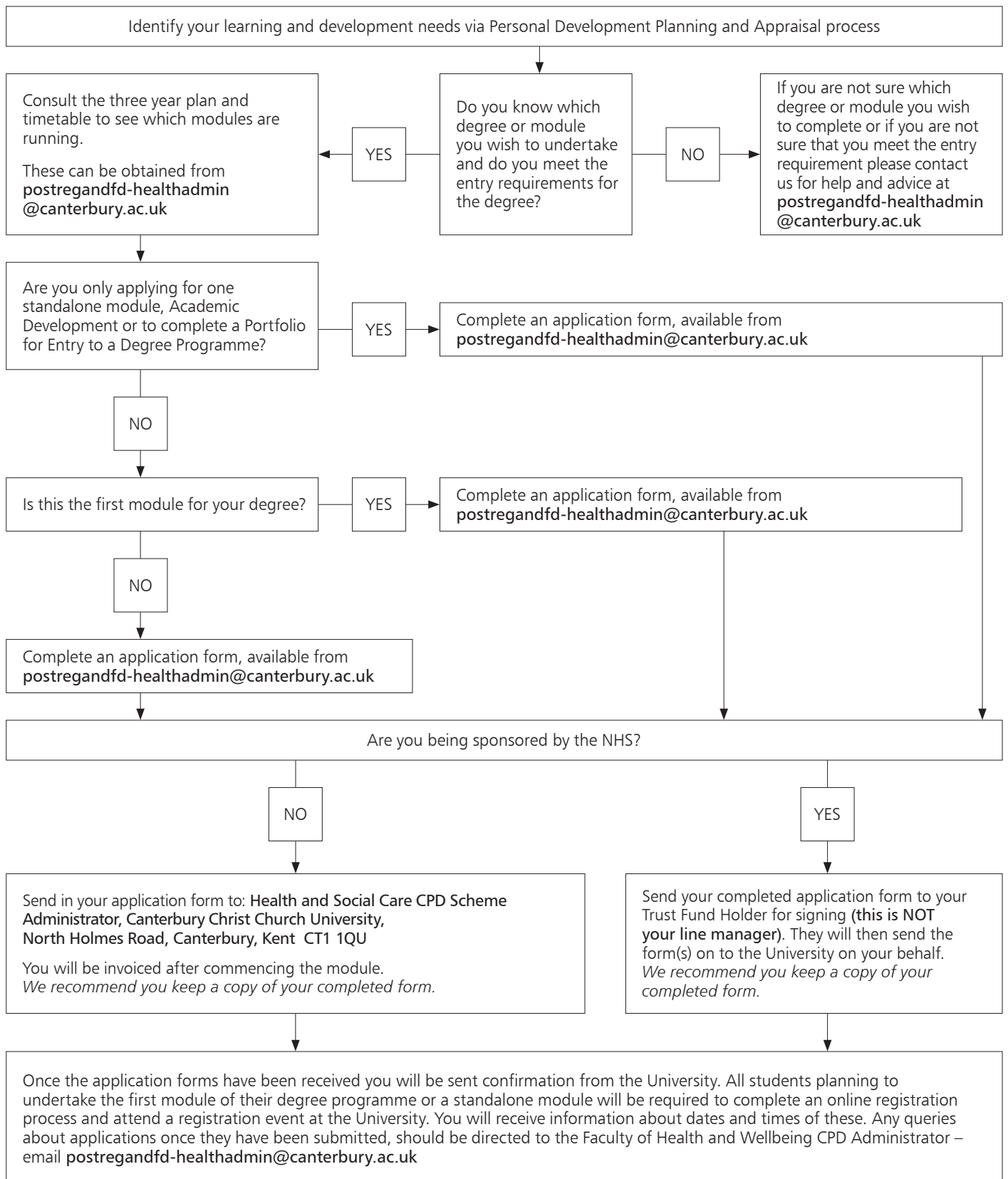
Information for continuing students

If you are already registered to one of the following programmes you will be able to complete your programme and should access further information from:

- BSc Clinical Practice (and all named pathways)
Karen Lumsden (Programme Director)
Email karen.lumsden@canterbury.ac.uk
- BSc Interprofessional Practice/Interprofessional Health and Social Care
Peter Ellis (Programme Director)
Email peter.ellis@canterbury.ac.uk
- BSc Applied Health and Social Care
Claire Thurgate (Programme Director)
email claire.thurgate@canterbury.ac.uk
- MSc Interprofessional Health & Social Care
Mary Brown (Programme Director)
Email mary.brown@canterbury.ac.uk
- MSc Advanced Practice (and all named pathways)
Ann Price (Programme Director)
Email ann.price@canterbury.ac.uk

Please also see the CPD Student Information Blackboard for further information.

How to apply for modules in the Applied Practice (Health and Social Care) programme



Three year plan

Overview of Level 6 CPD module delivery: 2014 -2016

Module	Sem 1 Sep 14	Sem 2 Feb 15	Sem 1 Sep 15	Sem 2 Feb 16	Sem 1 Sep 16	Sem 2 Feb 17
Academic Development	X	X	X	X	X	X
Portfolio for Entry to the Degree Programme	X	X	X	X	X	X
Dissertation (20 credits)	X	X	X	X	X	X
Dissertation (40 credits)			X	X	X	X
Foundations for Practice	X	X	X	X	X	X
Developing Leadership	X		X		X	
Quality Improvement		X		X		X
Negotiated Module (20 credits) (Also June – October)	X	X	X	X	X	X
Transforming Practice (40 credits)	X		X		X	
Mentorship and Facilitation of Learning	X	X	X	X	X	X
Cardiac arrhythmias and 12-lead ECGs	X		X		X	
Heart Failure		X		X		X
Caring for the Acutely Ill Adult		X		X		X
Biological Science for Practice	X		X		X	
Consultation and Clinical Examination	X	X	X	X	X	X
Urgent and Emergency Care		X				X
Diabetes Care		X		X		X
Essentials of Haemophilia (Level 5)	X				X	
Essentials of Haemophilia (Level 6)	X				X	
Ethics and Law in Practice		X		X		X
Kidney Care		X				X
Management of Minor Illness and Minor Injury	X		X		X	
Pain Management		X		X		X
Supporting People with Long Term Conditions		X		X		X
Cancer Care	X		X		X	
Systemic Anti-Cancer Therapy		X		X		X
Managing Risk			X		X	

Module	Sem 1 Sep 14	Sem 2 Feb 15	Sem 1 Sep 15	Sem 2 Feb 16	Sem 1 Sep 16	Sem 2 Feb 17
Organisation and Planning of Community Health Care		X		X		X
Nursing Care of Children and Young People				X		
Examination of the Newborn		X		X		X
Introductory Knowledge and Skills for Neonatal Care	X		X		X	
Advancing Knowledge and Skills for Neonatal Care		X		X		X
Complex Knowledge and Skills in Neonatal Care		X		X		X
Dementia Care: The Context		X			X	
Dementia Care: Skills for Enabling			X			X
Anaesthetic Practice		X		X		X
Assisting with Surgical Intervention	X		X		X	
Post-anaesthetic Care		X		X		X
Psychosocial Assessment and Interventions for Anxiety and Depression		X		X		X
Psychosocial Interventions for Severe Mental Health Problems			X			X
Mental Health Medication Management		X (May 15)		X (May 16)		X (May 17)
Contraception and Sexual Health (40 credits)	X		X		X	
Sex and Relationships Education	TBC*					
Cervical Screening	X		X		X	
Principles of Epidemiology		X	X		X	
Mental Health Promotion	Either Sep or Jan*					
Health Education and Children	X		X		X	
Physical Activity and Health	Either Sep or Jan*					
Public Health Nutrition			X		X	
Substance Misuse and Health	Either Sep or Jan*					

All titles are subject to validation.

* To be confirmed. Please check for updates on our website: www.canterbury.ac.uk/health/study-with-us/inter-professional

Module options

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Cervical Screening	21
Complex Knowledge and Skills for Neonatal Care	22
Consultation and Clinical Examination	22
Contraception and Sexual Health	23
Dementia Care: Skills for Enabling	23
Dementia Care: The Context	23
Developing Leadership	24
Diabetes Care	24
Dissertation (20 and 40 credits)	24
Essentials of Haemophilia (Level 5)	25
Essentials of Haemophilia (Level 6)	25
Ethics and Law in Practice	25
Examination of the Newborn	26
Foundations for Practice	26
Health Education and Children	27
Heart Failure	27

Introductory Knowledge and Skills for Neonatal Care	28
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Psychosocial Assessment and Interventions for Anxiety and Depression	34
Psychosocial Interventions for Severe Mental Health Problems	34
Public Health Nutrition	34
Quality Improvement in Healthcare	35
Sex and Relationships Education	35
Substance Misuse and Health	35
Supporting People with Long Term Conditions	36
Systemic Anti-Cancer Therapy	36
Transforming Practice	37
Urgent and Emergency Care	37

Academic Development

Level 5 only (This does not contribute towards an award, but may form part of the entry requirement)

Aim: To enable students to develop the skills necessary to access and utilise information and evidence to support academic and continuing personal and professional development.

This module will enable participants to:

- Demonstrate ability to access sources of evidence including electronic databases, and to extract relevant information from a variety of sources including libraries;
- Evaluate the processes of searching for information;
- Apply knowledge from literature to develop academic argument and discussion in relation to minimising risk to clients and patients in their own arena of Health and Social Care practice;
- Analyse personal learning and development through critical reflection.

Advancing Knowledge and Skills for Neonatal Care

Pre-requisites: To have completed the module 'Introductory Knowledge and Skills for Neonatal Care'. Must be working on a local neonatal unit or neonatal intensive care unit. This might mean a secondment from a special care baby unit for the duration of this module.

Aim: To build on the knowledge and skills developed in the Introductory module to enable students to apply them in increasingly complex neonatal conditions. This is the second of three modules, which once all are completed form the Qualification in Speciality recognised in neonatal care settings.

This module will enable participants to:

- Provide evidence based effective care that is focused on the needs of the infant and their family in collaboration with the multidisciplinary team;
- Critically evaluate the national and international ethical, legal, professional and socio-political drivers that impact on the neonatal care delivered;
- Critically analyse how the altered anatomy, physiology and developmental stage of the infant influences the care delivered to the sick infant within the neonatal setting;
- Demonstrate the application of this theory to the clinical practice setting.

Anaesthetic Practice

Pre-requisite: Students undertaking this module must have worked in the perioperative environment for a minimum of one year (full-time equivalent) prior to undertaking this module.

Co-requisite: Students must undertake a minimum of 450 supervised hours anaesthetic based clinical practice.

Aim: To provide students with the knowledge and understanding of anaesthetic procedures, equipment and underpinning pharmacology to be able to practice in the routine assessment, planning, implementation and evaluation of the anaesthetic phase of care within the perioperative setting.

This module will enable participants to:

- Appraise and manage the challenges involved in maintaining a compassionate person centred perspective when working collaboratively within the anaesthetic phase of perioperative care;
- Apply the fundamental principles of skills for anaesthetic assistance including the stages of induction, maintenance and reversal and critically analyse the use of invasive anaesthetic interventions and their potential hazards/complications;
- Demonstrate a systematic understanding of the types, function, effects, contraindications and storage of drugs, liquids and solutions commonly used in anaesthetic practice in accordance with the relevant legislation;
- Using critical analysis and evaluation of current research, apply principles of care planning for patients from diverse cultural backgrounds undergoing anaesthesia and problem solve appropriate technical anomalies.

Assisting with Surgical Intervention

Pre-requisite: Students must have worked in the role of scrub practitioner for a minimum of six months (full-time equivalent) prior to undertaking this module.

Co-requisites: Students must be working in the perioperative environment in role of scrub practitioner and have the support of their manager to undertake this module.

Aim: To enable students to further develop their professional knowledge and existing scrub skills with a view to providing proficient assistance to the surgeon at the operating table. The module will also allow students to gain additional skills thereby extending their current role and scope of practice.

This module will enable participants to:

- Demonstrate an awareness of the legal, ethical and accountability issues which impact upon the role of the theatre practitioner;
- Evaluate and enhance the application of evidence based practice within the clinical environment and apply in depth knowledge of relevant anatomy and physiology to practice;
- Critically evaluate the interprofessional nature of working within the perioperative environment, and their own role within the team;
- Analyse and explore contemporary issues within the perioperative environment have influenced the delivery of compassionate care to patients from diverse cultural backgrounds.

Biological Science for Practice

Aim: To develop a sound base of physiological knowledge for practice, enabling clinical interventions to be carried out with improved confidence. This module aims to facilitate the development of the critical and analytical skills necessary for students to develop professionally as scientific practitioners.

This module will enable participants to:

- Demonstrate comprehensive and coherent understanding of the normal anatomical and physiological changes that occur throughout the human lifespan;
- Critically evaluate the processes by which the human body maintains homeostasis and a stable internal environment in health;
- Communicate scientific observations with increased knowledge, confidence and criticality;
- Apply knowledge of physiology to assessment and care interventions to bring about positive outcomes;
- Analyse knowledge of the different body systems to develop evidence based, client-centred practice.

Cancer Care

Aim: To prepare the student to support people affected by cancer, through an exploration of cancer development, treatment and supportive care. This module will also develop the students understanding of the psychosocial implications of cancer.

This module will enable participants to:

- Appraise the key principles of cancer biology;
- Examine the range of treatments used to manage cancer;
- Examine the psychosocial impact of living with and beyond cancer;
- Critically analyse assessment and management strategies for a range of physical and psychosocial patient centred issues.

Cardiac Arrhythmias and 12-lead ECGs

Aim: To enable students to detect and identify a range of cardiac arrhythmias and 12-lead electrocardiograph (ECG) abnormalities.

This module will enable participants to:

- Demonstrate advanced knowledge and skills in identifying a range of cardiac arrhythmias and 12-lead ECG abnormalities using a systematic approach to interpretation;
- Discuss the clinical significance of a range of arrhythmias and abnormal 12-lead ECG findings;
- Critically analyse the evidence base for the assessment and care of patients with cardiac arrhythmias and other 12-lead ECG abnormalities with reference to local, national and international guidelines and policies.

Caring for the Acutely Ill Adult

Aim: To develop the students understanding of assessment, pathophysiology and management of the acutely ill adult. This module aims to develop new insights into the way in which acute care can be managed to improve the holistic care of patients.

This module will enable participants to:

- Evaluate assessment strategies used within acute care, recognising their limitations;
- Demonstrate in-depth knowledge of pathophysiology and critically discuss the clinical manifestations of a range of conditions affecting acutely ill patients;
- Analyse the effects of altered homeostasis on the body and provide an evidence based rationale for the care and management required;
- Demonstrate an appreciation of the role of interprofessional working within the acute care setting.

Cervical Screening

Pre-requisite: Nurses, Midwives and Health Visitors prior to undertaking this module will need to identify a Practice Educator working within a contraceptive and sexual health service or general practice.

Aim: To equip students with the knowledge and skills to undertake cervical samples as part of the NHS Cervical Screening Programme.

This module will enable participants to:

- Evaluate assessment strategies used within acute care, recognising their limitations;
- Demonstrate an in-depth understanding of the normal anatomy and physiology of the female genitalia;
- Analyse critically contemporary relevant literature, evaluate theoretical perspectives in relation to cervical screening;
- Communicate effectively with a range of health and social care practitioners in the delivery of safe and effective cervical sampling;
- Demonstrate the achievement of specified competencies in the taking of cervical samples in line with the National Health Service Cervical Screening Programme.

Complex Knowledge and Skills for Neonatal Care

Pre-requisite: Students undertaking this module must have completed the modules 'Introductory Knowledge and Skills for Neonatal Care' and 'Advancing Knowledge and Skills for Neonatal Care'. Students must also be working on a local neonatal unit or neonatal intensive care unit. If students are currently working on a local neonatal unit a secondment for a period of time to a neonatal intensive care unit is strongly recommended for some or all of this module.

Aim: To build on the knowledge and skills developed in the Introductory and Advancing Knowledge in Neonatal Care modules to enable students to provide evidence based knowledge and skills to the care of the sickest infants. This is the third of three modules, which once all are completed form the Qualification in Speciality recognised in neonatal care setting.

This module will enable participants to:

- Provide evidence based effective care that is focussed on the needs of the infant and their family in collaboration with the multidisciplinary team;
- Critically evaluate the national and international ethical, legal, professional and socio-political drivers that influence neonatal care and the impact that these have on the care delivered to the acutely sick infant and their family;
- Critically analyse how the altered anatomy and physiology and developmental stage of the infant impacts on the care delivered to the infant who is acutely ill;
- Apply this knowledge and demonstration of skill in the practice area.

Consultation and Clinical Examination

Pre-requisite: A supporting letter from employer/trust is required; the student should be working in an environment which can provide appropriate learning opportunities and can provide the support of a Clinical Mentor/Supervisor.

Aim: To introduce students to the knowledge and practice of health assessment and enable them to undertake and manage holistic patient consultations and advanced clinical examinations.

This module will enable participants to:

- Demonstrate the ability to take a comprehensive history and perform an advanced physical assessment on a patient within their area of practice, analysing and interpreting the patient history, presenting symptoms and physical findings in order to make a diagnostic decision;
- Undertake and apply specific knowledge of physiological and pathophysiological processes of acute and chronic diseases/conditions and differentiate between normal, variations of normal and abnormal findings to enable effective detection of illness/disease;
- Apply critical reflection to the consultation and clinical examination process utilizing consultation models, communication theory and clinical reasoning theory to evaluate the effectiveness of the strategies adopted;
- Recognise the impact of this learning on their development as well as acknowledging their own limitations, initiating appropriate referral when required.

Contraception and Sexual Health

Aim: To equip registered nurses, midwives and health visitors with the knowledge and practical skills to work within the contraceptive and sexual health service or in general practice. For those students who are not registered nurses, midwives or health visitors the aim of this module is to provide an understanding of the explicit and implicit implications of providing contraceptive and sexual health information and advice to people of all ages.

This module will enable participants to:

- Demonstrate an awareness of the relevant research, political, medical, legal, cultural and ethical issues pertinent to contraception and sexual health;
- Analyse critically the internal and external influences on obtaining a sound sexual health history in order to empower the individual and optimise communication and referral pathways;
- Apply knowledge of the actions of contraceptive methods, the effects of reproductive physiology and the influences of fertility control to the health of the individual with in diverse communities;
- Demonstrate knowledge of factors pertaining to the epidemiology and demography of sexually transmitted infections and HIV.

Dementia Care: Skills for Enabling

Aim: To complement previous learning from the 'Dementia Care: The Context' module. This module will introduce participants to a range skills and supportive strategies for enabling people living with a dementia.

This module will enable participants to:

- Demonstrate awareness of essential communication skills and underpinning theory and its application to compassionate dementia care practice;
- Critically evaluate a range of bio-psychosocial/cognitive stimulation interventions/therapies used in contemporary dementia care and treatment justifying their use in supporting people with a dementia and their families;
- Apply a range of practice skills providing a rationale for their choice in the care of a person with a dementia and their family;
- Analyse a range of approaches that support enablement within dementia care in showing how this can promote wellbeing for the individual living with a dementia.

Dementia Care: The Context

Aim: To examine the contemporary context of dementia care by providing participants with a range of essential knowledge and skills through linking theory and evidence for best practice with the participant's own practice experience.

This module will enable participants to:

- Demonstrate awareness of the causes and progression of dementia and how this relates to the psychological and social impact affecting people living with a dementia and their families;
- Critically evaluate the knowledge and theory base for dementia care and how this has on shaped service provision;
- Illustrate how empowerment and compassion can be promoted in person-centred dementia care by contrasting this against examples of where care actions can disempower;
- Apply knowledge of ethical care, policy and legislation in examining current issues in practice having an impact on persons living with a dementia and their families.

Developing Leadership

Aim: To introduce aspiring and newly appointed Health and Social Care leaders to relevant leadership theory in order to develop their leadership knowledge and skills.

This module will enable participants to:

- Critically discuss organisational culture and its impact on the delivery of compassionate care in their area of practice;
- Evaluate theories of leadership, and their effectiveness in relation to leading professionally diverse and multicultural workforces;
- Analyse the utility of team building theories in developing culturally diverse teams;
- Demonstrate structured engagement with leadership self-development tools pertinent to their culture, profession, self-development and place of work.

Diabetes Care

Aim: To develop the knowledge and skills of students with respect to the prevention and management of diabetes and its complications. This module will facilitate students' abilities to respond appropriately to the physical, psychological and social needs of clients with diabetes as recommended by national and local policies.

This module will enable participants to:

- Critically discuss the pathophysiology, epidemiology, classification and diagnosis of diabetes;
- Analyse critically the physical, psychological and sociocultural aspects of diabetes care in relation to available research based evidence and recent national guidelines;
- Communicate effectively chosen aspects of their diabetes knowledge and skills to other health care professionals and/or clients with diabetes;
- Critically reflect upon their role part of the multi-professional team in relation to the prevention and management of diabetes within their area of practice.

Dissertation (20 and 40 credits)

Aim: To undertake a dissertation which critically appraises the research on a chosen topic related to a particular aspect of the workplace practice originally identified in their personal development plan and to appraise the impact of their programme of learning on their personal and/or professional development and practice.

This module will enable participants to:

- Demonstrate focussed searching of multiple sources of research evidence about a defined topic and apply appropriate criteria to critically appraise the retrieved literature;
- Synthesize the findings of their research appraisal in order to champion the advancement of person centred care;
- Critically reflect on the outcomes from their personal development whilst on the programme in terms of its specific impact on their professional practice and that of others.

Essentials of Haemophilia (Level 5)

Pre-requisites: Experience of working with people living with haemophilia or other bleeding disorders.

Aim: To facilitate students understanding of haemophilia and related bleeding disorders in order to provide a sound rationale for care interventions.

This module will enable participants to:

- Discuss the physiological causes and consequences of haemophilia and related disorders;
- Examine the psychological, economic, ethical, cultural and social implications of having a life-long bleeding disorder;
- Explore the range of therapeutic skills and interprofessional interventions required for holistic and compassionate care of the affected individual and their significant others;
- Investigate the research base which supports best practice in haemophilia care.

Essentials of Haemophilia (Level 6)

Pre-requisites: Experience of working with people living with haemophilia or other bleeding disorders.

Aim: To enhance students understanding of haemophilia and related bleeding disorders in order to provide a sound rationale for care interventions.

This module will enable participants to:

- Critically review the physiological causes and consequences of haemophilia and related disorders;
- Recognise and explain the psychological, economic, ethical, cultural and social implications of having a life-long bleeding disorder, and its impact on the provision of care;
- Apply critical decision making to the use of therapeutic skills and interprofessional interventions required for managing the holistic and compassionate care for the affected individual and their significant others;
- Evaluate the research base which supports best practice in haemophilia care, and discuss the deficit areas that require practice development.

Ethics and Law in Practice

Aim: To enable providers of health and social care to enhance their understanding of ethics and the law and to develop ethical decision-making capabilities based on a reflexive approach to issues arising from practice.

This module will enable participants to:

- Rationalise ethical and legal principles through critical analysis of the relationship between them;
- Evaluate differing theoretical approaches to ethical decision making;
- Justify the value of ethical and legal principles in the exploration of ethical dilemmas;
- Interrogate their own ethical practices in the context of shared decision-making with service users.

Examination of the Newborn

Pre-requisites: Students should be employed in an area where they are able to undertake physical examination of newborn babies. The assimilation of theory is essential prior to gaining the requisite practice experience.

Aim: To equip students with advanced knowledge and skills to enable extension of their practice to include physical assessment and examination of the normal neonate.

This module will enable participants to:

- Critically demonstrate knowledge and understanding of neonatal physiology including changes at birth and apply this understanding to the physical examination of the newborn, integrating relevant research findings;
- Undertake a competent and compassionate examination of a newborn baby recognising how physiological deviation from the normal can impact on physical examination of the newborn and when necessary make appropriate referrals;
- Evaluate communication methods that can be utilised when working with the family and professionals and optimise referral pathways as appropriate;
- Analyse critically the role of the midwife and other health professionals in the examination of the newborn identifying and utilising equipment and documentation to undertake and record the process.

Foundations for Practice

Aim: To provide students with the foundations to complete a programme of learning which meets their personal and professional needs underpinned by inquiry based practice. Students will be enabled to appraise their learning to date in order to capitalise on their potential and, reflecting on this learning, to subsequently design their own programme of study. This module also aims to develop the students understanding of the nature of the evidence base for integrated practice in the context of their professional obligation as lifelong learners.

This module will enable participants to:

- Create a personal development plan, based on reflections on their learning journey, which outlines their future progression through the programme;
- Develop a practice related research question and use an effective systematic strategy to search bibliographic databases;
- Retrieve relevant research papers from bibliographic databases by application of their search strategy and use a framework to critically appraise research relevant to their practice related question;
- Critically analyse the impact of personal development on self and others after undertaking this module with reference to their personal development plan.

Health Education and Children

Aim: To provide an opportunity for students to examine the health of children from birth to 11 years, and examine strategies for improving their health using the principles and practice of health education within the wider framework of health promotion/public health.

This module will enable participants to:

- Use theories of child development and current evidence to propose an effective health education strategy with children, within a wider health promotion/public health framework;
- Critically discuss the role of research in understanding children's health and wellbeing at an individual, community or national level;
- Confidently and critically apply key theories and models to the planning and evaluation of health education interventions;
- Analyse and communicate an example of current 'real world' practice which seeks to promote the health and wellbeing of children using health education as part of, or all of, the work, in an effective and clear manner.

Heart Failure

Aim: To prepare Health and Social Care practitioners, through enhanced knowledge and skills, to meet the challenges of caring for patients with heart failure and their families/carers in primary and secondary care settings.

This module will enable participants to:

- Recognise the impact heart failure has on the individual and their family, within a wider social context, and analyse the implications for service delivery;
- Evaluate the processes of assessment and monitoring in the patient with heart failure;
- Analyse critically the evidence base for interventions in the care of this client group with reference to local, national and international guidelines and policies;
- Demonstrate an awareness of the principles of health promotion and self-care in supporting patients with heart failure and their families.

Introductory Knowledge and Skills for Neonatal Care

Pre-requisites: Students should be working on a neonatal unit of any level or regularly caring for babies who require more than 'normal' care within a midwifery setting.

Aim: To enable the practitioner to develop the underpinning knowledge and skills that are essential to provide safe and effective care to the neonate and their family. This is the first of three modules, which once all are completed form the Qualification in Speciality recognised in neonatal care settings. This module may be completed by midwives working in settings where they are expected to deliver neonatal care to babies requiring more than 'normal' baby care as defined by national classification.

This module will enable participants to:

- Provide evidence based effective care that is focussed on the needs of the infant and their family in collaboration with the multidisciplinary team;
- Critically evaluate the national and international ethical, legal, professional and socio-political drivers that influence the delivery of neonatal care in different care settings;
- Critically analyse how the altered anatomy and physiology, related to different gestational ages, factors in pregnancy and adaptation to extra-uterine life impacts on the infant and their health and wellbeing both short and long term;
- Demonstrate the application of this knowledge and relevant associated nursing skills in the practice area.

Kidney Care

Aim: To develop knowledge of the theory and practicalities of, providing high quality compassionate care for clients with chronic kidney disease and acute kidney injury.

This module will enable participants to:

- Demonstrate comprehension of the causes and progression of kidney disease;
- Critically appraise the physical and psychosocial care of clients with kidney disease;
- Analyse the care of clients with kidney disease with respect to the cultural context;
- Communicate advanced understanding of the theory and practice of renal replacement therapy.

Management of Minor Illness and Injury

Aim: To enable registered practitioners to manage the care of patients presenting with a minor illness or minor injury within their practice area.

This module will enable participants to:

- Demonstrate an appropriate knowledge of applied anatomy, physiology and pathophysiology relevant to patients with a minor illness or injury;
- Undertake an effective assessment and examination of patients with a minor illness or injury and be able to initiate any investigations required;
- Set appropriate priorities, for differential diagnoses and make effective decisions regarding the management of a patient's care;
- Reflect critically on the treatment of the patient, management of his/her illness or injury and the effectiveness of the strategies adopted;
- Evaluate critically the knowledge and skills required to demonstrate an effective working relationship within the wider inter-professional team.

Managing Risk

Aim: To facilitate students' professional development in relation to understanding the nature, management and consequences of risk in practice.

This module will enable participants to:

- Reflect upon and critically discuss the nature of risk as a consistent feature of practice;
- Demonstrate an understanding of the interprofessional and global nature of risk;
- Apply what they discover to their day to day professional practice.

Mental Health Medication Management

Aim: To enhance the knowledge and skills of Health and Social Care practitioners in meeting service-users' needs in relation to medication for mental health.

This module will enable participants to:

- Demonstrate awareness of psychopharmacological principles including pharmacokinetics, pharmacodynamics, drug classification, intended and adverse effects and the related implications for clinical practitioners;
- Analyse critically how integrating knowledge from aetiological models and diagnostic issues influence personalised treatment strategies for mental disorder;
- Demonstrate effective use of psychopharmacology evidence to justify the provision of safe and effective management of service users being treated with psychopharmacological agents in their workplace;
- Critically evaluate the skills, attitudes and clinical approaches necessary to maximise service user satisfaction with medication for mental health.

Mental Health Promotion

Aim: To broaden and deepen students' understanding of the concepts of mental health and wellbeing. It also aims to contribute to students' working practice by exploring, debating and evaluating a variety of means to improve and promote mental health and well-being in their workplace setting.

This module will enable participants to:

- Critically discuss some of the philosophical ideas about holistic health and reflect upon the meaning of mental health and wellbeing nationally and globally;
- Understand how to promote positive mental health and well-being;
- Critically discuss in depth the contribution that mental health promotion could make to a particular workplace setting through complementary therapies, spirituality across the global spectrum or changing the physical and social environment to improve mental health and wellbeing;
- Evaluate a variety of ways to improve and promote mental health and well-being in a particular setting through the use of the arts and humanities.

Mentorship and Facilitation of Learning

Pre-requisites: 1 year (or equivalent part-time) professional practice for nurses and midwives.

Co-requisites: Access to a student and a practice based supervisor. For nurse learners the student must be a pre-registration student in accordance with due regard and the practice based supervisor must hold a recognised mentoring qualification. For midwives the student must be a pre-registration progression point student in accordance with due regard and; the practice based supervisor must be a sign off mentor. There is currently no requirement for AHPs' to become sign off mentors.

Aim: To prepare learners (students engaged on this module, as opposed to the 'students' they are mentoring) for their role in supporting, facilitating, assessing and evaluating, work place learning. On successful completion of this module registered nurses will have met the mentor requirements identified within the NMC Standards to Support Learning and Assessment in Practice (2008); and midwives will have met the sign off mentor requirements identified within the NMC Standards to Support Learning and Assessment in Practice (2008). Nurses will have the opportunity to undertake sign off mentor simulations via workshops facilitated by members of the module team. These will be available throughout each academic year.

This module will enable participants to:

- Critique a range of learning theories and assessment strategies that can be used in the workplace;
- Analyse student performance by applying principles of assessment to differentiate between effective and ineffective achievement of workplace learning outcomes;
- Develop an environment that promotes learning within the workplace; and enables them to facilitate a period of workplace learning, based on individual needs for learners from a range of professional and work based programmes;
- Critically reflect on and articulate areas for future professional development.

Negotiated Module

Aim: To enable students to develop the values and beliefs, knowledge, skills and competency relevant to their workplace culture and context and their own personal and professional development.

This module will enable participants to:

- Reflect critically on their current role and identify and justify the need for personal and professional development;
- Utilize different types of evidence to analyse their skill and competency development;
- Critically reflect on their development of values, knowledge, skills and where applicable competency.

Nursing Care of Children and Young People

Aim: To enhance the knowledge and skills of students required to deliver evidence based care to children and young people including in the emergency or urgent care context.

This module will enable participants to:

- Demonstrate awareness and apply knowledge of the systematic assessment of children and young people presenting with a range of illnesses/ conditions;
- Analyse information from a range of sources in order to recognise a sick child and effectively manage the care of children and young people within their area of practice;
- Use reflection to critically evaluate the skills and attitudes necessary to deliver and advocate holistic, compassionate, safe and effective care and improve their own professional practice and the quality of care delivery to children and young people.

Organisation and Planning of Community Health Care

Pre-requisites: Working in a community setting.

Aim: To support community practitioners to develop confidence in managing complex care.

This module will enable participants to:

- Evaluate the factors that influence the assessment, planning and delivery of person centred care in community settings;
- Demonstrate awareness of strategies that enable the effective management of compassionate and complex care for patients in community settings, including working collaboratively with other professions and organisations;
- Communicate achievement of competence as specified in the work based learning tool.

Pain Management

Aim: To enable students to manage the care of patients in pain within their practice area.

This module will enable participants to:

- Demonstrate a comprehensive understanding of the neurophysiology of pain with relevant pharmacological and non-pharmacological interventions;
- Demonstrate an understanding of the rationale behind the strategies used to assess the patient's pain;
- Reflect critically on the contribution of relevant psychosocial, cultural and spiritual factors to the patient's pain experience;
- Evaluate the contribution of the interprofessional team in the patient's pain management.

Physical Activity and Health

Aim: To provide the opportunity for the student to gain greater understanding of the physiological and psychological outcomes of physical activity and also its behavioural base, with a focus on its use as an intervention in the promotion of health, including use in both primary and secondary prevention of disease, and on both national and international levels. This module aims to provide the student with the opportunity to develop knowledge of the process of planning, implementing and evaluating physical activity interventions at the individual, group and community level.

This module will enable participants to:

- Develop a critical awareness of both the importance of physical activity from a public health perspective and the impact of public health physical activity initiatives in the UK and around the world;
- Demonstrate a critical understanding of the role that physical activity plays in promoting the health and wellbeing of different populations (children, older adults, ethnic minorities, etc.) and within different settings, within the UK and globally;
- Critically evaluate the evidence for health outcomes associated with physical activity and sedentary behaviour;
- Critically appraise the key principles, approaches and outcomes of existing interventions for physical activity promotion;
- Understand and apply epidemiological principles and terminology relating to physical activity and sedentary behaviour.

Post Anaesthetic Care

Pre-requisites Students undertaking this module must have worked in a perioperative environment for a minimum of one year (full-time equivalent).

Co-requisites Students must undertake a minimum of 450 supervised hours in a post anaesthetic care unit.

Aim: To enable students to receive and safely recover surgical patients in the immediate post anaesthetic care unit, through to discharge and handover to other health practitioners.

This module will enable participants to:

- Use a systematic approach to evaluate and integrate knowledge of anatomy, physiology and pathophysiology in the assessment and management of the post anaesthetic care patient;
- Identify and rationalise the complexity and dynamic nature of how the anaesthetic or surgical procedure may affect the recovery of individual's and utilise strategies to prevent/manage complications;
- Apply clinical decision making and problem solving skills to ensure and support individualised compassionate patient care and demonstrate the assessment, evaluation and participation in appropriate post-operative pain relief regimes;
- Appraise and manage the challenges involved in working collaboratively with other health care professionals while considering the impact of self-development on the wider team.

Principles of Epidemiology

Aim: To introduce students to the field of epidemiology so that they may understand how it relates to the practice of health promotion and public health. It aims to provide the opportunity for the student to gain greater understanding of the approaches for describing patterns of disease frequency and identifying factors that cause diseases in groups of people, and will include the methods commonly used in epidemiology in order to evaluate them.

This module will enable participants to:

- Demonstrate knowledge and critical understanding of the concepts, principles and methods of epidemiology;
- Demonstrate an understanding of the epidemiological approaches used to measure health, illness and disease in human populations;
- Identify key sources of population health data and select an appropriate study design to address a specific epidemiological question;
- Critically evaluate the contribution that epidemiology can make to global population health, and the formation of public health policy and health promotion interventions.

Psychosocial Assessment and Interventions for Anxiety and Depression

Aim: To enhance students' knowledge and skills in psychosocial assessment, formulation and intervention, with a specific focus upon anxiety and depression.

This module will enable participants to:

- Critically evaluate the theory, models and policies, which underpin psychosocial assessment, formulation and interventions;
- Analyse, develop and apply skills related to collaborative interprofessional working within the context of cultural diversity;
- Demonstrate the critical selection and application of evidence based assessment and interventions, for anxiety, and/or depression;
- Demonstrate awareness of the development of self and the impact this has on the delivery of care.

Psychosocial Interventions for Severe Mental Health Problems

Aim: To develop the knowledge and skills of Health and Social Care Practitioners in delivering evidence based psychosocial interventions to meet the needs of clients and their families living with severe mental health problems.

This module will enable participants to:

- Analyse critically the evidence based theory and policy underpinning psychosocial assessment and intervention in the workplace;
- Demonstrate a critical application of evidence based models used to deliver collaborative, formulation driven, recovery orientated and culturally sensitive psychosocial interventions for clients and families;
- Demonstrate the attitudes, skills and approaches required for maximising service user engagement and satisfaction in the assessment and delivery of psychosocial interventions;
- Critically evaluate the effectiveness of person-centred; goal orientated psychosocial interventions delivered in partnership with other professionals, clients and families using a range of measures.

Public Health Nutrition

Aim: To understand how public health nutrition can promote good health through the primary prevention of nutrition-related illness, using the science of dietary analysis combined with public health research and practice.

This module will enable participants to:

- Assess an individual's nutritional health by analysing their diet within a holistic assessment of their lifestyle, and make evidence based and realistic recommendations for improvement using health promotion principles;
- Apply and extend their previous learning to have a deep understanding of the wide range of political, economic, psychological and social factors which affect people's food choices in the UK;
- Demonstrate a good understanding of nutrients and how they relate to the aims and practise of public health nutrition;
- Understand the contribution of public health nutrition to the prevention of major public health concerns in the UK.

Quality Improvement in Healthcare

Aim: To facilitate students to consider and seek to identify areas for quality improvement in their practice.

This module will enable participants to:

- Define quality, clinical effectiveness, patient experience and safety and consider systems in health care which support delivery of each aspect in the students setting;
- Demonstrate understanding of key concepts, theories, principles and approaches to quality management which will ensure that the essential standards of quality and safety are maintained and drive continuous improvement in quality and outcomes;
- Consider key quality improvement programmes/projects that have been implemented in a healthcare setting which demonstrate success in terms of the outcomes achieved for patients and service users.

Sex and Relationships Education

Aim: To enable students to develop the expertise, knowledge and skills to become professionally competent and confident in communicating sensitively on matters concerning sexual health and emotional wellbeing to young people.

This module will enable participants to:

- Communicate sensitively on matters concerning sexual and emotional health to young people recognising own sexual belief system and how this may affect quality of communication;
- Evaluate initiatives which have been used to teach sex and relationship education and self-awareness to young people both in and out of school settings;
- Analyse critically the internal and external influences which contribute to the complexities of young peoples' sexual health and emotional well-being;
- Explore and implement innovative ways in which all young peoples' sexual and relationship health can be maintained.

Substance Misuse and Health

Aim: To examine substance use and misuse from a biopsychosocial perspective. It aims to provide students with an understanding of how substance misuse can pose harm and to critically examine how substance misuse is perceived and addressed in the UK and internationally.

This module will enable participants to:

- Demonstrate knowledge of different types of substances that are commonly used, routes of administration into the body and their effects on people's health and wellbeing;
- Develop an understanding of why people misuse substances by critically discussing theories of substance misuse;
- Critically examine how problems relating to substance misuse are approached in the UK and internationally with respect to: treatment and health care services, policies and strategies, legislation and the criminal justice system;
- Critically reflect on their personal values with respect to substance misuse and people who misuse, considering the evidence base and wider ethical contexts.

Supporting People with Long Term Conditions

Aim: To enable students to develop the understanding, knowledge and skills to confidently support people with long term conditions

This module will enable participants to:

- Analyse the factors that influence the health and wellbeing of individuals with long term conditions using a person centred and compassionate approach;
- Demonstrate leadership and understanding of how positive cultures promote person centred care; enable independence, autonomy and choice;
- Evaluate the processes and frameworks that support collaboration and integration of services and deliver available resources safely and effectively.

Systemic Anti-Cancer Therapy

Aim: To prepare practitioners to care for individuals receiving Systemic Anti-Cancer Therapy (SACT). The student will choose which clinical pathway to follow at the beginning of this module.

The SACT Administration Pathway aims to develop the student's ability to:

- a. safely deliver systemic anti-cancer therapy and provide appropriate supportive care to the patient and their significant others. Students undertaking this pathway will be expected to complete the Skills for Health (2011) Competencies for Chemotherapy: CHEM 1, 7, 8, 13 and 19¹.
- b. develop the student's ability to provide information and supportive care to the person receiving systemic anti-cancer therapy and their family. Students undertaking this pathway will formulate practice competencies in collaboration with module tutor and work place assessor.

This module will enable participants to:

- Examine the pharmacology of SACT and consider this in relation to the rationale for treatment delivery;
- Analyse the psychosocial impact of Systemic Anti-Cancer Therapy on patients and their family;
- Critically examine assessment and management strategies for patient centred SACT problems.

Pathway A:

- Demonstrate achievement of the Skills for Health Competencies for the delivery of chemotherapy and supportive care of patients requiring SACT, or

Pathway B:

- Demonstrate clinical competence in the informational and supportive care needs of patients undergoing SACT.

¹ Skills for Health (2011) Chemotherapy available at <https://tools.skillsforhealth.org.uk> [accessed on 03/02/14]

Transforming Practice

Aim: To enable students to critically evaluate a pilot or small scale development initiative which will enhance service provision and to critically appraise the impact of CPD on their personal and/or professional development and practice.

This module will enable participants to:

- Critically evaluate current service delivery and identify the need for development;
- Accurately articulate a development project and the risks and benefits for stakeholders;
- Critically evaluate the implementation of the development initiative and make recommendations for further practice;
- Synthesise personal and professional development achieved.

Urgent and Emergency Care

Aim: To facilitate knowledge acquisition of current literature, policies and documents integral to urgent and emergency care provision and contextualise these within student's practice arenas.

This module will enable participants to:

- Critically reflect on personal effectiveness as part of a multi-professional team and identify future learning development in relation to the care of clients within an urgent or emergency care context;
- Scrutinise current evidence and research from both the UK and international arena, in order to inform best practice in the fields of urgent and emergency care;
- Critically analyse the complex issues surrounding the modernisation of emergency health care and contextualise this within own area of practice.

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